LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 27, No. 1, April 2024, pp. 517-530

LLT Journal: A Journal on Language and Language Teaching
http://e-journal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

A STUDY ON LINGUISTIC ETHNOGRAPHY OF TEACHING-LEARNING ENGLISH IN ELT CLASSES: THE CASE OF HINDE JUNIOR SCHOOL

Misgana Duresa
Madda Walabu University, Ethiopia
misganaduresa2008@gmail.com
correspondence: misganaduresa2008@gmail.com
https://doi.org/10.24071/llt.v27i1.6882
received 24 July 2023; accepted 28 April 2024

Abstract

The study intended to explore the linguistic ethnography of teaching and learning English in English language teaching classes. An ethnographic case study design was employed on three English teachers. The school and teachers were selected purposively. Both observation and interview questions were given to language experts to ensure the validity and reliability of the tools. Teachers were observed and interviewed, and notes were taken. Following, data was collected, coded, categorized, and analyzed thematically. The Cultural Activity Theory (CHAT) model was used, and intervention was made. The result of the study revealed that English lesson provision in Hinde Junior School was dominated by traditional teaching. In contrast, communicative and participatory teaching was left out because of the absence of eclectic teaching methods, large class sizes, and a shortage of English textbooks. However, intervention was provided. Teachers were provided with training and support for their students to increase their use of effective and varied teaching methods. As a result, changes were seen, and teachers could use eclectic and participatory teaching methods. Besides, extra books were borrowed from the neighboring schools and provided to students. For large class size-related problems, a discussion was held with the school, and these problems were solved with the community and other concerned bodies. Therefore, teachers' training on the application of eclectic teaching methods and student support should be provided, whereas books should be borrowed from other schools. Schools, community, and other concerned bodies should work collaboratively to overcome problems related to large class sizes.

Keywords: challenge, CHAT, linguistic ethnography, role of teacher, social-constructivism

Introduction

In the field of teaching and learning English, teachers, as researchers, play an important role in English Language Teaching (ELT) classrooms in observing and solving existing problems. This enhances both the students' language skills and the lesson's efficacy. Teachers can make the class effective by providing varied communicative approaches that can help students become more autonomous

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License

language users (Richards & Rodgers, 2001). Beyond the communicative approach, an eclectic teaching approach is a preferable method because it exposes both teachers and students to appropriate teaching methods that can fulfill their needs (Mwanza, 2017). Additionally, teachers may enhance the culture of the classroom by implementing successful teaching strategies that meet the requirements of their students and by utilizing effective instructional resources in ELT classrooms (Mwanza, 2017; Richards & Rodgers, 2001). The teaching methodology that teachers use during English lessons is more important to develop students' English language proficiency (Disalva &Vijayakumar, 2019). If they are used positively and appropriately, the methods that teachers use in the classroom help to enhance students' language development.

It is difficult to claim, though, that issues that instructors and students encounter do not arise during the real teaching-learning process in the classroom. Teachers' beliefs had an impact on how well English classes were implemented (Aksoy, 2015). Teachers may not see the significance of exposing pupils to demanding practice in the real classroom.

Students' low language proficiency is caused by a variety of other issues, including teachers' lack of proficiency, students' limited exposure to the use of the English language in and outside of the classroom, the use of effective teaching methods, and lack of respect for the teaching profession (Garton & Copland, 2019; Jha, 2016; Li, 2007; Mahboob, 2000; Richards & Rodgers, 2001). These issues are tied to instructors, even though it is their responsibility to help students overcome these common obstacles so they may get back on track and improve their language skills. Additionally, one of the barriers in an ELT classroom is the mother tongue of the students since they feel more at ease when their teachers speak to them in their original tongue rather than just English (Su & Çetin, 2021).

According to the social constructivism paradigm, which forms the basis of this research and is helpful to students, knowledge is created through interaction with the physical and social world and is tied to an individual's experience (Bélanger, 2011; Renandya & Widodo, 2016). In line with this, linguistic ethnography is a means by which a researcher may report on the actions carried out by a certain group and get insight into that group's culture (Andriastuti, 2019). It expresses how reality is constructed by analyzing situational talk from linguistic and ethnographic perspectives. Likewise, in the actual ELT, the teacher is a researcher of his teaching to observe and intervene in the problems. The importance of ethnography in teaching and learning is to understand the complex issues in the English as a Second Language (ESL) classroom to improve the quality of classroom practices (Pasassung, 2011).

A variety of earlier studies were uncovered to fill up the gaps in the current study. According to Miolo et al. (2017), teachers employ a variety of strategies while instructing students in the language, and the process is engaging and enjoyable. The study demonstrated how hard English teachers work to help pupils advance in their use of the language. Jha (2016), on the other hand, carried out a study on "An ethnographic insight into Ethiopian English education" locally. The study revealed that several issues prevented students from advancing to improve their language proficiency, including lack of teaching materials, absence of exposure to English outside of the classroom, and lack of respect for the teaching

profession. Despite being crucial in helping pupils develop their language skills, teachers, in this case, did not fulfill their tasks as intended.

Nevertheless, these studies of linguistic ethnography in teaching and learning English in ELT classes were not explicitly addressed in any of this research thematically. Geographically, they did not discuss the backdrop of Hinde Junior School, Ebantu Woreda, or Oromia Regional State in their research. As a result, this study differs from previous research in that it delves into the linguistic ethnography of English teaching and learning in ELT settings.

The study sought to investigate the linguistic ethnography of English language teaching and learning in ELT classes and to get deeper into:

1. Finding out how English is taught in ELT classes.
2. Probing the role of teachers in teaching the English language.
3. Identifying the problems that teachers face in ELT classes.

Literature Review

How English is taught in ELT classes

Globally, language ethnographers have adopted the idea of communicative competence to study both the cultural practices of the communities they research and their scientific methods for fieldwork (King et al., 2017). The literature attempts to emphasize that teachers, acting as researchers in the classroom, must concentrate on helping students become more proficient communicators by incorporating a variety of skills and adapting their teaching philosophies to better meet the needs of students in the twenty-first century.

Instructors should model for students so they can take ownership of their learning and collaborate with one another (Renandya & Widodo, 2016). Teachers should create the conditions necessary for their pupils to improve them through their interpersonal relationships during the teaching-learning process. Students become more independent learners as a result of this.

In addition to employing strategies ranging from GMT to lexical approach, eclecticism is a crucial means of incorporating varied methods that foster students' social engagement to advance their language development (Jha, 2016; Richards & Rodgers, 2001). An eclectic approach combines several teaching and learning pedagogies (Mwanza, 2017). The kind of decisions teachers make while presenting their lessons in ELT classrooms should be ensured by the use of these methods, as a single approach may not be effective in all cases.

A mixed strategy has its own set of guiding principles (Biloon, 2016; Mwanza, 2017). Initially, teachers must select various approaches to use in the classroom. Secondly, there needs to be freedom for teachers to select any teaching strategies they see appropriate for the lesson they will be imparting in the classroom. Third, to gain a deeper understanding, students might be exposed to a variety of instructional strategies that are backed by resources.

Role of teachers teaching English in ELT classes

Teachers need to consider their role in their effective teaching-learning to overcome the difficulties that learners face in ELT classes. In relation to these problems, teachers are expected to create opportunities for practice for all students to develop learners' responsibility and confidence (Richards & Rodgers, 2001). This helps students to enhance both their fluency and accuracy.

Teachers' role in enhancing students' language proficiency in the actual classroom is primarily to facilitate the communication process. Secondarily, their role is to correct errors and use the target language fluently to be a model for their students appropriately (Richards & Rodgers, 2001). They can make students negotiate with themselves, the learning process, and the group and classroom procedures and activities.

Challenges that teachers and students face in ELT classrooms

In ELT classrooms, there are impeding problems that challenge teachers to provide effective lessons. In Sub-Saharan countries, schools did not teach effectively because of overcrowded classrooms, lack of textbooks, low teacher proficiency, and students' limited exposure to English language use (Garton & Copland, 2019). From the findings, it is possible to see that students' effective learning is affected by external and internal factors, particularly problems related to teachers' teaching methods. The researcher of this study agrees that, if they are used properly, the teaching methods that teachers use to model their students are an important factor in improving students' language proficiency and vice versa.

In the study conducted by Mahboob (2000), class size, background of teachers, teachers' linguistic and pedagogical skills, pedagogical orientation of the teachers, evaluation of students, and availability of resources in the school were identified as problems that hindered students' language proficiency. Teachers should consider such factors before presenting the lesson because they should need solutions.

In addition, the issue of students' learning autonomy is an observed problem in English teaching classrooms. Students lack the skill of autonomy (Renandya & Widodo, 2016). Autonomy is the capacity to control important things. Students' autonomy is created by the teacher through effective classroom interaction. Thus, teachers can increase students' autonomy through *student-student* classroom interaction where the teacher is the guide.

Theoretical framework

The process of qualitative research is based on a paradigm, theoretical framework, and research tradition (Creswell, 2014). Individuals gain an understanding of the world in which they live and work and develop subjective, varied, and multiple meanings of what they experience towards objective meaning. The goal of the research is, therefore, to rely as much as possible on the participants' views of the situation being studied (Creswell, 2014).

In relation to this, the social constructivism paradigm advocates that reality is practised in society. The theory highlights that reality is local and specific and that learners must actively construct their knowledge (Bélanger, 2011). Learning is a process of constructing meaning; it is how people make sense of their experiences.

Sociocultural theory, as a research tradition, stresses that students gain knowledge through interaction with teachers, peers, and others (Renandya & Widodo, 2016). Sociocultural theory tries to relate cognition and social knowledge, which says knowledge is created in social practice and provides information on how people learn by engaging in social environments.

In line with this theory, the Cultural-Historical Activity Theory (CHAT) model is a good model for the development of teachers (Qureshi, 2021). In this

context, the interaction between teachers, the researcher, and students is shown by the model below.

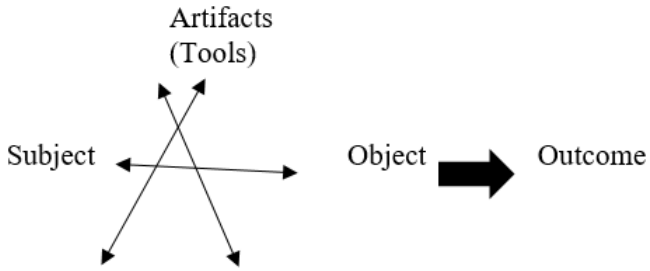


Figure 1. Model of CHAT (Grimalt-Álvaro & Ametller, 2021)

The *object* of the teachers in this study is to teach English to students in grade 7, whereas the *subject* is the researcher and schools' English teachers to help students. Chalk, blackboards, pictures, and textbooks were *artifacts* by which the lesson was supported. For this study, the expected *outcome* is the development or change seen in teachers and students. The subject should think of the outcome he or she is going to see supported by the tools.

Besides, ethnography of language is a tool by which a researcher can enter the culture of a specific group so as to report the activities that the group, for example, students, perform (Andriastuti, 2019). Ethnography in a language teaching context looks for the meaning or tries to enter the informants' lives (Rampton, 2014). Thus, using ethnography as a tool, teachers can research problems in or around the classroom and find effective solutions.

Social constructivism and linguistic ethnography have a common ontological issue in that social reality, which is inseparable from the researcher, is practised in society or by students. In contrast, linguistic ethnography paves the way for these practices to take place using language.

Methods

Design

The ethnographic case study research design, which focuses on describing the activities of a specific group and the shared patterns of behavior that the group develops over time, was used in the study (Gay et al., 2012). In line with this, the CHAT model, which was used in this study, played a great role in doing so. First is contextualization, in which the researcher immerses himself in the participants' daily lives to observe the actual classroom practice that takes place. Then, the type of tools used and the way English was taught during the provision of lessons were analyzed. However, some contradictions, such as the absence of eclectic teaching methods, lack of teaching materials, textbooks, and a large number of students, which affected the effectiveness of the lesson, were seen during the observation. These challenges were mediated by helping both teachers and students through active participation in the setting. Then, the practice of the classroom and the learned lesson were analyzed, the obtained data was interpreted, patterns were recognized, and the underlying structures were revealed.

Participants and context

The study was conducted at Hinde Junior School, Hinde town, Ebantu Woreda, and Oromia regional state. Participants in the study were three English teachers from Hinde Junior School who were selected comprehensively (Davies, 2022). Hinde Junior School was purposively selected because it was located at the center of other junior schools. It was representative of them because of the homogeneity of these schools (its population). Purposive sampling is applied if someone has experience with that population (Gay et al., 2012).

Materials

Participant observation

Participant observation was used for the study to obtain reliable information from the actual ELT classrooms. Observation was conducted in connection to research questions 1, 2, and 3. It was conducted eight times (from the beginning of October to the end of May) to see whether there was classroom performance variation or not.

Ethnographic interview

In addition to participant observation, interviews were used to gather specific and new qualitative concepts or opinions from the participants (Creswell, 2018). So, it was designed for research questions 1, 2, and 3 and used to gather qualitative data. An interview was also conducted eight times to see the progress of English teaching and to discover lessons.

Procedures

The following procedures were followed to collect the data in the study. Based on the formulated objective, ELT classrooms were first observed. Observation was conducted first to observe the actual culture of the classroom and to obtain reliable information during the interview. Regarding teachers' interviews, the first questions were designed, and teachers were appointed once they arrived. After that, teachers were interviewed individually, and note-taking was conducted after the teachers had given their ideas.

Data analysis

For this study, only qualitative data analysis was used. Thematic analysis is suitable for qualitative research design (Dawson, 2002). First, the data obtained (the lesson learned from classroom observation) was transcribed, coded thematically, categorized, and interpreted. Then, a thematic analysis was done for the interview. The data obtained from the interview was also transcribed, coded thematically, and categorized thematically. Then, the data obtained from both sources was triangulated and interpreted in words. Finally, major findings, conclusions, and recommendations were drawn.

Validity and reliability

Transferability is the extent to which the reader can generalize the findings described in one study and apply them to theory, practice, and future research in other contexts (Chowdhury, 2015; Moon et al., 2016; Morrow, 2005; Nowell et al., 2017; Stahl & King, 2020). Therefore, documentation of the data and a description

of the methodology were made for this study (Shenton, 2004). Besides, credibility is the degree to which the findings are true, accurate, or original (Moon et al., 2016; Morrow, 2005; Nowell et al., 2017; Stahl & King, 2020). The validity of the interview and observation was ensured through member checks, peer review, and thick descriptions before the actual data collection (Shenton, 2004; Nowell et al., 2017). On the other hand, while dependability is the degree of consistency of the research findings at different times (Chowdhury, 2015; Moon et al., 2016; Morrow, 2005; Nowell et al., 2017; Stahl & King, 2020), rich documentation was used to validate the tools.

Findings and Discussion

Findings

For both observation and interview, the study was conducted with three English teachers who were given pseudonyms called "Berhane (B)," "Kebede (K)," and "Diriba (D),". All of them were male teachers. All of them were experienced teachers who had taught for more than 16 years.

Lesson learned from "Berhane"

The time was 7:50 (2nd period in the afternoon). The researcher arrived at the school and joined the director of the school to observe teacher "Berhane." The teacher arrived at 7:00, and after 10 minutes, the researcher arrived. He was excused for being late and entered the class. Culturally, all students stood up and greeted, which the researcher considered a good culture for respecting their teacher. Artifacts were students' very few textbooks, blackboards, and chalk. The books were limited to only five students, which did not match the number of students. The lesson was "Reading" under unit 1, page 9, which says, "Life in the Country." Then, the teacher started the lesson by greeting the students. He directly reminded the lesson and ordered, saying, "Today, let us start our lesson." Without varying the ways in the before, while, and post-reading, He said, "Take out your textbook, page 9, and read and answer the questions that appeared under the pre, while, and post-reading questions." He did not let the students work together and share their feelings communicatively and collaboratively. The researcher saw only one student who repeatedly raised his hand and tried the answers. He was "Chala." Then, the teacher finished all his minutes while reading.

The interview made with Mr. Berhane before the interaction also showed that he simply prepared a lesson plan and notes followed by an explanation without using different approaches to teaching. He also indicated his role was to be punctual, teach, and maintain students' discipline. At this stage, he also faced the problem of large class sizes and student discipline, whereas varying teaching approaches were what was left out and considered me.

This indicates that the ELT classroom teaching culture was teacher-centered, and students were not provided with practice to construct their knowledge independently and collaboratively. This challenge emanated from teachers' background experience, such as unawareness and the application of participatory teaching methods. Here, the shortage of textbooks also made the lesson ineffective because only a few students participated in practice.

During the study, the researcher was eager to interact with the teacher (Mr. Berhane). First, the researcher borrowed English books from neighboring schools

to solve problems related to the shortage of student textbooks. The researcher also helped him by discussing that different methods of teaching should be varied according to the nature of the lesson. For example, the researcher told him to ask pre-reading questions for some minutes before passing while reading. Then, the researcher told him to let students read the passage twice and do the while-reading activities and post-reading activities after reading for the third time. Besides, the researcher helped him arrange for students to work collaboratively and communicatively. Brainstorming, explanation, question and answer, group and pair discussion, and oral and written presentation were the methods the researcher shared with him to use. He was also reminded to divide his time according to each part of his lesson. The researcher also approached the student called "Gari," who did not actively participate. The researcher helped him by teaching him how to work collaboratively.

Supported by the response obtained from the interview after the interaction, changes were observed. The teacher could play his role by applying participatory teaching methods, and the students could happily engage in the lesson. The only problem that was not overcome immediately was the large class size. However, the researcher directed the school to contact both the government and the community to solve this problem.

Lesson learned from "Kebede"

The time was 3:10 (2nd period in the morning). Kebede arrived at 3:05. Asking excuses was also part of the culture of this school's teachers because they arrived late. When he entered the class, respecting teachers was common among the students. The lesson was under the same unit, similar to Berhane's, and it was about "The present tense" on pages 12–14. Artifacts at the time were also limited to textbooks, chalk, blackboard, and a picture on page 13. He started the lesson by giving the formula S+v1 and asked different questions in that form. However, students were unable to construct their sentences. The issue of 3rd person singular was also another problem.

The information that was gathered from the interview also showed that the way he taught English was by using more deep explanations with a few participatory methods, such as brainstorming. He also reported that his role was being punctual, teaching by focusing on students' discipline and giving and attending to homework. The challenges he faced were related to the large number of students in the class. This means he did not understand his weakness, which Mr. Berhane faced because both occasions were similar. From this fact, it is possible to conclude that the teachers of this school did not understand their role in teaching English and rather were dominated by traditional ways of teaching.

Then, having this idea (problem), the researcher tried to help the teacher in the first stage. The researcher decided to borrow English books from other schools to simplify the problems related to the shortage of books and to see how much my intervention could bring change. Training on how to begin his lesson was conducted with him. For example, brainstorming should be the first step, followed by asking for background information. The researcher also added that looking at the pictures and constructing different sentences inductively to form the structure before teaching the formula is important. Following, the researcher observed "Daniel," who was not participating. Daniel was appointed to contact me after the class at 8:

00 o'clock, and I tried to help him. The researcher started by saying, "Let us study the present simple tense."

Researcher	**:** "What is the present simple tense?" And its use?
Daniel	**:** "Mmm….it is tense."
Researcher	: "Ok. It is a tense that shows an action that is always done. For example, *I always wash my face.* *She goes to school.* *Students study in the class.* *My sister talks to my father.* Now, can you form your own sentence?"
Daniel	: "Yes, *I... eat breakfast.* *The teacher teaches me."*
Researcher	**:** "Good! For 3rd person singular (He, She, It), we add -es or -*s* to the main verb, like in *go+es=goes, talk+s=talks.*
Daniel	: "Ok. Thank you, teacher."

Crosschecked by the response obtained from the interview after the intervention changes were seen, the teacher decided to use different methods of teaching, like pair and group work, explanation, and question. He was able to prepare a communicative class by motivating students to participate in class and organizing them in groups and pairs. Here, the challenges of the large class remained the same, and he was able to present his lesson effectively. From this fact, it is possible to conclude that the teachers of this school did not understand their role in teaching English; rather, their role was dominated by the traditional way of teaching that centered on the teacher.

Lesson learned from "Diriba"

The identification and interaction were also done with teacher Diriba. It was at 3:50 (3rd period in the morning). He was punctual and arrived before the researcher reached there. Students' resection continued when we entered the class. Artifacts at the time were also limited to textbooks, chalk, blackboards, and pictures. It was difficult for the teacher to engage all students in the activities provided in the books. The lesson went to unit 1 about writing paragraphs under "Activity 1.28." There should be different steps to practice writing. However, he directly ordered students to write paragraphs. But no one could write an effective paragraph.

After realizing this situation, the researcher started the intervention by borrowing English textbooks from neighboring schools like Berhane's to see whether a shortage of books was an impeding factor. Then, he was told to teach these steps before. However, he did not. Therefore, he was shown the steps of writing "*POWER* (Plan, Outline, Write, Edit, and Re-write the final draft). Another day, he used these steps, and the students wrote their drafts neatly. Not only this, but a student called "Abdi" was also selected, and the researcher stayed with him individually. He passed through all these steps when he wrote his paragraphs, and he could write an effective paragraph accordingly.

The response obtained from the pre-interview showed that he entered the classroom and presented, assessed, and concluded when Diriba taught English in

the actual classroom. However, these ways were not specific and were not effective. In terms of the role he should play, Diriba said that he should be punctual and teach the day's lesson and the whole portion, whereas large class sizes, students' shyness, and lack of teaching materials were the challenges he encountered.

The information collected from the interview after the intervention highlited that Diriba could use participatory teaching. In contrast, the only problem he encountered was ineffective classroom management because of the large number of students. In general, changes were seen because he was able to vary methods, and students became active participants.

Discussion

The discussion was written based on the result generated from both observation and interview. This discussion is related to how English is taught, the role of teachers, and the challenges they face. The discussion is also triangulated by the data obtained from both tools.

How English is taught in ELT classes

The teaching and learning at Hinde Junior School were dominated by the traditional way, where teacher and student interaction was limited, and teachers devoted their time to presenting lessons by themselves, which was a kind of spoon-feeding. They were unable to adapt their classroom situations to an excommunicative and participatory learning and teaching culture. The lesson was ineffective because of many observed problems. First, the shortage of books accompanied by large class sizes, which were limited to very few, hindered teachers not to make students practice fully. Another prevalent challenge that prevented teachers from stepping forward was the lack of teachers' training and effective and eclectic pedagogy. As they could not make their lesson interesting by varying teaching methods, they did not seem experts in their subject matter. When supported by previous studies, it was concluded that teachers' lack of implementation of effective pedagogy in teaching English was observed to be a problem in the actual classroom (Mahboob, 2000).

Teachers are part of the teaching project and agents who can change the culture of English teaching to make it interesting (Maine, 2012). Therefore, since the social-cultural theory in line with the Cultural Activity Theory (CHAT) model was applied, the lesson showed improvement, and effective teaching happened because students were provided with practice, which helped them to be active participants. This indicates that teaching for many years by itself does not mean anything unless the teachers try their best to update themselves. On the other hand, the study implies that teachers should share their experiences and work collaboratively throughout their teaching careers.

The role of teachers in teaching English language

Rather than playing roles that are expected of them and that can foster their effective teaching and students' learning, teachers took on the major role of controlling through the direct teaching of rules or structures. Particularly, preparing lessons in line with their lesson plan and presenting, assessing, and concluding the lesson without organizing, helping, facilitating conditions in which students can participate fully, motivating students, and engaging in rigorous practice were what

they did all the time. Such an unsuccessful way of teaching seemed to be because of teachers' lack of understanding of teachers' roles and students' roles.

This finding is accompanied by another finding, which concluded that teachers have the problem of managing and organizing the English classroom to be facilitators of the teaching process (Arikan, 2015). The literature highlighted the concept of "involvement and participants" for teachers, which is how they can help their peers and students (McCarty, 2014). Thus, after I reacted with both students and their teachers, teachers organized their students in groups and pairs by using varied teaching methods and took on the roles of controller and facilitator as needed. This means that the intervention made with students and teachers brought about this change. This indicates that most teachers do not fully know their role in their teaching career, which in turn means they need help from their teaching staff.

Problems that teachers face in ELT classes

The lack of using the social constructivism framework to help students was a great problem. Teachers did not use an inductive way of teaching in which students could construct their meaning in social contexts. Communicative and participatory teaching methods were left out of their lesson. This was also what was identified by a previous study in which the problem of using eclectic teaching methods was touched on (Arikan, 2015). Another problem was the large class size, lack of appropriate teaching aids, and lack of students' active participation. Interventions were made to overcome these problems. , and from all these challenges, the problem of large class size was the one that remained unchanged after the interaction. This is because it was difficult to solve immediately, despite the fact that a discussion was held between me and the school to work and solve with the community around and concerning bodies. It implies that, though teacher-related challenges can be improved through collaboration, there may be problems that are difficult to overcome by teachers in ELT classrooms.

Conclusion

From the findings of the study, different lessons were learned. First, the culture of Hinde Junior School was a traditional one in which teachers followed lecture methods without exposing students to ample practice because of the absence of a social constructivism framework. Second, since the classroom was dominated by traditional teaching, communicative, eclectic, and participatory teaching methods were not applied. In contrast, teachers played a little role rather than being models to provide students with rigorous practice. Next, problems like large class sizes and lack of English textbooks were obstacles to the effective presentation of the English lesson. Despite the fact that such challenges existed, teaching-learning in ELT classes was improved through the training of teachers and helping students in their learning, which was supported by borrowing books from neighboring schools. As a result, teachers can use varied and effective teaching methods, and students' participation is enhanced.

Training that improved teachers' teaching and support for students was regularly given accompanied by the provision of artifacts like extra books from neighboring schools, schools, or the actual classroom teaching should be treated in this way. To present an effective lesson that enables students to learn effectively, teachers were trained on how to manage the actual classroom teaching and how to

immerse students in rigorous practice. Besides, students were supported in their English lessons. Thus, such teachers should be trained in the awareness and application of eclectic teaching methods. Cognition regarding the role of social constructivism theory and the CHAT model in helping students and teachers in a social context should also be given to teachers. In being immersed and observing practice, culture, and students' interaction, shortage of artifacts like students' textbooks and large class sizes were other impeding factors, whereas books were borrowed and provided for students. So, one should do so in the schools where such factors exist. Large class sizes were the only challenges that were unsolved immediately because they could not be solved by the individual teacher at the time,. whereas discussion was held with the school, and direction was proposed as the school will discuss, work, and solve the problem with the community around and other concerned bodies. Therefore, schools, community, and concerned bodies should work together to overcome the problems related to large class sizes.

Declaration

The author declares that this study is his original work and has not been presented at any university, and all the sources used in the study have been duly acknowledged.

References

Aksoy, K. (2015). What you think is not what you do in the classroom: Investigating teacher's beliefs for classroom management in an EFL classroom. *GlobELT: An International Conference on Teaching and Learning English as an Additional Language, Antalya Turkey, 199,* 675–683. https://doi.org/10.1016/j.sbspro.2015.07.597

Andriastuti, H. (2019). Ethnography: Applying on culture and language teaching. http://dx.doi.org/10.13140/RG.2.2.33921.61281

Arikan, A. (2015). An auto ethnography of teaching English to young learners: From theory to practice. *Anthropologist, 20*(1,2), 77-85. https://doi.org/10.1080/09720073.2015.11891726

Bélanger, P. (2011). *Theories in adult learning and education*. Opladen: Barbara Budrich Publishers.

Biloon, J.F.R.S. (2016).The use of the eclectic method in an English language classroom for learning specific skills. *Journal of English Education, 1*(2), 140-146. https://dx.doi.org/10.31327/jee.v1i2.169

Chowdhury, I.H. (2015). Peer-reviewed academic journal innovative issues and approaches in social sciences. *Innovative Issues and Approaches in Social Sciences, 8*(1).

Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage Publication, Inc.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publication, Inc.

Davies, R.S. (2022). *Designing surveys for evaluations and research.* EdTech Books.

Dawson, D. (2002). *Practical research methods: A user-friendly guide to mastering research techniques and projects*. Oxfordshire: How to Books Ltd.

Disalva, X., & Vijayakumar, M. (2019). English language teaching methodology. *International Journal of Research in Engineering, IT and Social Sciences, 9*, 1-8.

Garton, S., & Copland, C. (eds.). (2019).*The Routledge handbook of teaching English to young learners.* New York: Routledge.

Gay, L.R., Mills, G.E., & Airasian, P. (2012). *Educational research: Competencies for analysis and application* (10th ed.). Upper Saddle River: Pearson Education.

Grimalt-Álvaro, C., & Ametller, J. (2021). Cultural-historical activity theory approach for the design of a qualitative methodology in science educational research. *International Journal of Qualitative Methods, 20*. https://doi.org/10.1177/16094069211060664

Jha, S.K. (2016). An ethnographic insight into Ethiopian English education. *International Education and Research Journal, 2*(4), 25-33.

King, K.A., Lai, Y., & May, S. (Eds.). (2017). *Research methods in language and education* (3rd ed). New York: Springer.

Li, G. (2007). Second language and literacy learning in school and at home: An ethnographic study of Chinese Canadian first graders' experiences. *Literacy Teaching and Learning, 11*(2), 1-31.

Mahboob, A. (2000). *A tale of two schools: An ethnographic study of English language teaching in Pakistan* (Unpublished project report). AKU-IED.

Maine, M., & Cermakov, A. (2021). Using linguistic ethnography as a tool to analyze dialogic teaching in upper primary classrooms. *Learning, Culture and Social Interaction, 29*, 10050. https://doi.org/10.1016/j.lcsi.2021.100500

McCarty, T.L. (2014). *Ethnography in educational linguistics from: The Routledge handbook of educational linguistics*. London: Informa Ltd.

Miolo, S. T., Emzir, E., & Rasyid, Y. (2017). An ethnographic study of English learning at SMK Negeri I Gorontalo. *English Review: Journal of English Education, 6*(1), 117- 124. http://dx.doi.org/10.25134/erjee.v6i1.777

Moon, K., Brewer, T. D., Januchowski-Hartley, S. R., Adams, V. M., & Blackman, D. A. (2016). A guideline to improve qualitative social science publishing in ecology and conservation. *Ecology and Society, 21*(3), 17. http://dx.doi.org/10.5751/ES-08663-210317

Morrow, S.L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology, 52*(2) 250–260. http://dx.doi.org/10.1037/0022-0167.52.2.250

Mwanza, D.S. (2017). The eclectic approach to language teaching: Its conceptualization and misconceptions. *International Journal of Humanities Social Sciences and Education (IJHSSE), 4*(2), 53-67. https://doi.org/10.5296/gjes.v8i2.20333

Nowell, L.S., Norris, J.M., White, D.E., & Moules, N.J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 16*, 1-13. https://doi.org/10.1177/1609406917733847

Pasassung, N. (2011). Ethnographic approach to EFL/ESL research. *Bahasa dan Seni, 39*(2), 213-220.

Qureshi, S.P. (2021). Cultural historical activity theory for studying practice-based learning and change in medical education. *Advances in Medical Education and Practice*, *12*, 923-935. https://doi.org/10.2147/amep.s313250

Rampton, B., Maybin, J., & Roberts, C. (2014). *Methodological foundations in linguistic ethnography* (Tilburg Papers in Culture Studies; No. 102). Retrieved from https://pure.uvt.nl/ws/files/30479719/TPCS_102_Rampton_etal.pdf

Renandya, W.A., & Widodo, H.P. (Eds.). (2016). *English language teaching today: Linking theory and practice.* Dordrecht: Springer.

Richards, J.C. (2001). *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

Shenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, *22*(2), 63–75. http://dx.doi.org/10.3233/EFI-2004-22201

Su, F.Y., & Cetin, A. (2021). Reflections of bilingualism on preschool education: An ethnographic case study. *Journal of Language and Linguistic Studies*, *17*(1), 268-289.