

AN OBSERVATION OF CLASSROOM INTERACTION AT GRADE EIGHT

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English

Submitted by

Prem Rai

Janta Multiple Campus, Itahari, Sunsari

Faculty of Education

Tribhuvan University

2024/2081

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DECLARATION

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

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Prem Rai



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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

I dedicate this work to my family members who were very enthusiastic, proud and supporting through my study; and my teachers for their patience in the difficult situations and for their encouragement.

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ABSTRACT

This thesis entitled **An Observation of Classroom Interaction at Grade Eight** was carried out to find out some of the basic features of classroom interaction. The main objective of the study was to find out the existing situation of classroom interaction at Grade 8 English classes in terms of teachers and students questioning, group work, pair work, classroom environment and teachers and students questioning, teachers' behaviours, recognition and encouragement and teacher's presentation. To complete this research survey research design was followed. The researcher visited six basic schools of Jantehunga Rural Municipality of Khaotang District and observed eighteen classes (three classes of each teacher). He observed three classes of each of the six teachers. While observing, he recorded classes, filled up checklist and took notes. After analyzing the data, it was found that 83 percent teachers asked questions. In the same way 66.66 classes were conducted using group/pair works technique. It was also found that 80 percent classroom environment was good and facilitative to learning. Similarly, it was found that 85 classes were students-centered, among them 90 percent of them discussed with their students, 25 percent of them used demonstration technique and 80 percent of them engaged in asking questions. On the other hand, it was also found classroom interactions were initiated by the teachers. However, classroom interaction was natural and enthusiast and based on creative and group learning. Most of the classes were conducted with group or pair work. It was found that almost all the classroom environment was good and facilitative for learning. Moreover

This research study consists of five chapters: introduction, review of related literature, methodology, results and discussions and findings and recommendations. The first chapter introduction contains general background, statement of the problem, rationale of the study, objectives of the study, research questions,

significance of the study and delimitations of the study. Similarly, second chapter deals with review of the related literature, implication of the reviewed literature and conceptual framework. Chapter three methods and procedures of the study consists of design of the study, sources of data, population of the study, sampling procedures, data collection tools and procedures, process of data collection and data analysis and interpretations. Chapter four is based on results and discussions of the data. Finally, fifth chapter consists of findings and recommendations of the study. References and appendices are presented at the end of this chapter.

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CHAPTER ONE: INTRODUCTION

This chapter of my research contains about the general background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

English as the world language, countries of the world have used in the language classes by the language teachers. English language is also used in the field of science and technology. To develop international tourism, we have to focus English language in the language classroom. Countries like Nepal whose mother tongue is other than English use English as a second language. Being an international language, English language has covered wider areas like science and technology. In Nepal English is taught as a compulsory subject from grade one to bachelor level.

Language is learnt for the purpose of communication, and as an international language, English has a great communicating function. We communicate each other through spoken language, when we involve in communication, there is interaction between two individuals. So, interaction generally refers to the condition, where we participate to exchange our feelings, emotions, thoughts and soon orally. According to National Education Policy (NEP) (2076) defines as “Classroom means a particular physical circumstance where teacher and students involve in different activities to meet the designed goal”.

For learners who are learning English in a non-English speaking zone, interaction is very important for real communication in which all of them involve exchanging their fallings, thoughts, emotions, sorrows and happiness. Those who actively participate in interaction will achieve success easily in language learning but those who hesitate to participate in class room interaction won't achieve success in language learning. So,

classroom interaction plays vital role to develop interaction skill. According to Oxford Advanced Learner's Dictionary communication is defined as "the activity or process of expressing ideas and feelings or of giving people information." Similarly, Stone et.al defined interaction as "a two - way process by which one person stimulates meaning in the mind (s) of another person (s) through verbal message. It is not ongoing, dynamic process and not only a one-way transmission." Rivers (1987) defines interaction as "the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning, intent, and use of message." From this statement it's clear that classroom is the place where learners exchange their hidden talent with each other.

In order to communicate, interaction is a medium through which learners acquire a second language. Interaction is the best for language development and its skills namely listening, speaking, reading and writing. Language learners learn language's form as well as social interaction. Classroom interaction is the classroom communication between language teacher and learners. Wide levels of language methods and approaches were invented and practiced in the language class by the language teachers through communicative approach i.e. classroom interaction.

Statement of the Problem

In multilingual community, we have multicultural students in a classroom. While I was in the classroom, I often use English language to deliver subject matter. However, I did not find all the students taking part in the classroom interaction. They always remain silent and may start talking on their own language. My teaching faculty member also always complain about the lack of adequate classroom interaction. Either they are unable to involve in the classroom or teachers did not encourage them to take part actively in the

classroom interaction activities I have doubt. That is why I have keen interest to know about the pattern and existing situation of our language class interaction practice.

The main problem of English language teaching in Nepal may be lack of sufficient classroom interaction/communication. As a result, students could not develop their interactive skills. I have found that very few students have a courage and ability to speak fluently with teachers and who ever talks in English language. In my class too, some students are nervous and shy. They hesitate to take part in the classroom activities. That is why I have selected this topic to know the role of classroom interaction to develop students' communicative competency. The problem is also selected to find out whether or not the classroom interaction develops speaking skills? what is the existing situation of classroom interaction? Or how does the classroom interaction lead a better achievement of language skills. I found it as a burning issue. So, I selected this topic as a problem.

Rationale of the Study

I have chosen this topic to find out the existing situation of classroom interaction because students were found having no confidence to have interaction with language teachers. Students hesitate to take part in the classroom interaction and teacher also tries to complete course content and does not focus classroom interaction pattern like pair work, group work, illustration and so on to develop student's conversational confidence.

So, the main reason of selecting this topic is to find out the existing situation of classroom interaction at grade eight in terms of questions asked in the classroom, group work pair work, classroom environment, teachers' activities, students' activities, use of teaching materials, behaviors' and providing constrictive feedback. In the language classroom interaction is more important because language is at once the subject of study as well as the medium for learning.

Objectives of the Study

This study was based on the following objectives:

- i. To find out the existing situation of classroom interaction in ELT classes at grade eight in terms of questioning, group work, pair work and classroom environment.
- ii. To find out the classroom interaction activities in terms of teachers and students questioning, teachers' behaviours, recognition and encouragement and teacher's presentation.

Research Questions

The questions for the study are:

- i. What is the existing situation of classroom interaction at grade eight in terms of questions asked in the classroom, group work, pair work and classroom environment?
- ii. What are classroom interaction activities conducted by the language teachers?
- iii. What are classroom interaction activities involving in by the students?
- iv. How far the language teacher's presentation affects the classroom interaction?

Significance of the Study

In language classes, listening and speaking are taken as primary skills and again speaking skill is taken as a productive language skill. To get mastery over language skills, i.e. speaking skills learners and language teachers must have frequently interaction. The result of this study will be very important to the various level of people because it will provide better ideas of the improvement for the effective classroom interaction. This research will be important for every student who are learning English as a second language because it talks about the teachers and student's role in the language classes. Thus, this research will be important to achieve better students' performance and will determine students' quality performance. So, this research will have significance to the all newly appointed language teacher about how can they better focus communicative

approach in practice. Likewise, this research will be useful and beneficial to the in-service language teachers too. Likewise, writers, syllabus designers and policy makers will be equally benefited.

Delamination of the Study

This study was carried based on the following framework:

- a. There were only six basic level English school for the study.
- b. There were only five public schools and one private school.
- c. It was limited to Khotang district only.
- d. Only three classes per teacher were observed for the study.
- e. There were the students of grade eight only.
- f. Classroom activities were observed only.
- g. Survey research method only used.
- h. Classroom observational checklist was only used.

Operational Definition of Key Term

Following words are being used for the purposes of research only.

Language classroom: a place where teachers and students involve in interaction.

Interaction : this term was used to denote the classroom interaction/communication between language teachers and students.

Crucible - Very difficult and trying experience

Embark - To engage in classroom interaction

Improvise - To proceed guided only by imagination and guess work rather

than by careful plan

CHAPTER-TWO

REVIEW OF RELATED LITWRATURE AND CONCEPTUAL FRAMEWORK

This chapter demonstrates about the literature and empirical insights part of my research on the basis of previous knowledge and research. This chapter contains the theoretical literature review, empirical literature review, implications of the study and conceptual framework.

Review of Related Theoretical Literature

Classroom interaction, provides students a democratic pattern and natural circumstance to share their feeling between teacher and students and among the students too. Students got opportunity to share their feeling and emotion when they are provided natural and democratic learning environment by the language teacher. Regarding this facts Brown and Rodgers (2005, p.26) opine “Learners and teacher meet in the classes in schools, multimedia labs, distance learning situations, one to one tutoring, on the job training, computer-based instruction and so on”. They also assert that language teachers play various roles in the interactive classes.

In the classroom, a teacher plays different roles.

According to Richards and Rodgers (2009, p.5) “There are a number of methods of English language teaching developed around the globe in different times. Among them some are outdated and some are still in use. There have been lots of changes in English language teaching.” This shows that the method practice in one circumstance may or may not suit in another place and may or may not last forever.

Similarly, Richards and Rodgers (2009, p.3) states “Changes in language teaching methods throughout the history have reflected recognition of changes in the kind of proficiency rather than reading comprehension as the goal of language study.” In the 18th

century, language teachers replaced old pattern of teaching into Modern approach of language teaching were practiced in the Latin Greek. At first, language teachers were focusing grammar of the language and vocabularies as well as formation of the sentences through translation. Language teacher used Grammar translation method to practice of language in the classroom at that period. However, NESP focused only on the teaching of vocabularies and writing. It focused a language to the language learners. That is why this grammar translation method was criticized widely because of the lack of classroom interaction. As a result, GT method was abandoned in the field of language teaching. Finally, language teachers started following Direct Method in their language teaching. This Direct method had given greater effort in the oral communication. According to (Richard and Rodgers, 2009) “This method emphasizes oral communication, use of target language and development of ability to think in the target language”. USA also practiced GT method when it used soldiers in the world wars. Furthermore, (Richard and Rodgers, 2009) states “It was theoretically based on the structural linguistics and behavioral psychology. Drills and pattern practice of structure in the form of dialogue were the core features of this method”.

Language teaching means, focusing on accurately, fluently and in coherent manner. As I had also concerned language interaction, I tried to explore the existing situation of classroom interaction and its effectiveness too.

Classroom Interaction

Classroom is the place where two or more than two people sit together for the purpose of teaching and learning. “The person who teaches is called teachers and those who participate to get something learned from him are the learners. The teacher has certain perceptions about his or her role in the classroom” (as cited in Tsui, 1995 p.33).

In addition to this, Tsui (2001) defines interaction as "the relationship between input and output with no assumption of a linear cause and effect relationship between the two (as cited in Carter and Nunan, p. 121)".

Better learning achievement in the field of language teaching and learning includes the given features:

- Creates learners' wider opportunity to face challenges when they are involved in language classes.
- Classroom interaction foster learners' confidence to interact with the people who uses English language.
- Interaction creates variety of learning styles and conducive learning.

Tsui (2001) states "The classroom may be relatively inefficient environment for the methodological mastery of a language system just as it is limited in providing opportunities for real world communication in new language". From this discussion, its clear that classroom creates potential learning environment for meta communication practice. Vanlier (1998 as cited in Dahal 2010, p.7) opinions "We need to examine how language development can be promoted in the classroom in foreign language setting where outside exposure to the target language may be minimal. The teachers and students and between/among other students".

Above discussion, shows that language learners are provided chance of practicing L2 in the interactive language classes. It suggested that frequent use of language in the classroom interaction develops learners' language fluency.

Similarly, Harmer (2007, p. 51) suggested that there are three main elements of succussing over a language. They are engaging students, studying students and activating students in course of classroom interaction.

That is why focusing language learning from the perspective of classroom interaction is at the apex level of effort of language accuracy and fluency.

Aspect of Classroom Interaction

Questioning, teacher's talk, students' response and feedback from the language teachers are the main aspects of successful and interactive classroom. According to Tusi (1995, p. 25) "Teacher talks not only take up the largest portion of talk but also determine the topics of talk and who talks. It is therefore a very important component of classroom interaction". Tsui (1995 p. 25) discusses different aspects of interaction that we use in the language classroom. They are discussed below"

the following aspects of classroom interaction:

Teacher's question: This is one of the aspects of language teaching in the language classroom. This questioning demand greater ability of cognitive knowledge from the teacher's side. Teachers should be focused on the nature of the learners and interest of the learner because question if asks out of the learner's interest, then they may be passive and interaction n could not be taken in the practice. According to Tsui (1995 p. 29) "The teacher introduces the topic and directs a question at the whole class. He/she modifies the questions when no response is forthcoming. After the students have answered the modified questions as a group, the teacher then puts the previous questions again to the students". In many Englishes as foreign language (EFL) classroom situation, as evidenced in research by Mohatar (1998) the pattern T-S-T (Teacher - Students - Teacher) occurs when a teacher asked a question, a student answers and the teacher provides feedback.

Teachers Feedback and Error Correction: According to Tusi (1995 p. 22) "Teachers' feedback on responses given by students is another element in classroom interaction. Students need to know whether they have understood teacher and have provided appropriate answer. They are likely to be frustrated if the teacher does not provide feedback".

Teachers in the language classroom let students make errors and engage them in more classroom interaction to motivate them in practicing language orally. Teachers

should gradually create classroom communication meaning and form oriented without pointing errors in the beginning of classroom interaction.

Teachers' Explanation: Explanation simply refers to generating as much information as possible. We saw various saying about the statement. Some experts define slightly that information, involvement and production as well as communication plays greater success of classroom interaction. Tusi (1995, p. 16) states “Inappropriate explanation or over explanation hinders rather than helping students to comprehend”.

Modified Input and Interaction: Input simply refers to extra linguistic data/information that is available to learners. Many researches show teachers modify their speech in the name of making comprehension of their speech, that does not support learner to develop better outcome in the target language. According to Tusi (1995, p. 27), “On examining conversations among the interlocutors, it was found that typically these conversations contain many modification devices, such as comprehension checks, request for repetition, clarification request and confirmation checks

Turn - Allocation and Turn Taking Behaviors: Speaking is a purposeful human activity as there is exchanging of ideas, feelings, thoughts and emotions. Similarly, speaking (speech) becomes meaningful when listening is counterpart. Without listening or speaking two people together make unclear and blur. When the teacher speaks, the students will listen and vice-versa. According to the Alright (1980) “To allocate turns to all students in something that all the teachers strive to achieve and which they often believe they have achieved”. Similarly, Tusi (1995, p. 27) states “The teacher should wish to make these private turns public. It is also important to consider cultural factors when looking at the turn - taking behavior of the students”. On the other hand, Seliger (1997) suggested two types of language learners: High Input Generators (HIGs) and Low Input Generators (LIGs). The former participates actively in conversations and

consequently, generates plenty of input from other people and the later, by contrast, participates minimally and hence deprive themselves of obtaining input from other people (as cited in Tsui 1995 p. 29). He concludes that HIGs are more successful language learner than LIGs.

Student Talk: Some students are so curious in language learning. They often take part in questioning, interacting and answering. Whereas others do not like speaking, even if they speak, they have a greater hesitation and shyness. For this, Tsui (1995 p. 35) talks as “Cultural factors, anxiety, motivation, gender etc. may be the factors that affect students' participation in the class. Sometimes they are inactive because they are weak in English and cannot express themselves in English”. From this discussion it is clear that to make students more effective in the language classroom teachers need to allocate enough time of classroom interaction.

Level of Interactions

Interaction is a collaborative process in which there is exchange of thoughts, feelings, emotions or experiences between two or more than two people on certain topic. In this regard, interactive teaching and learning involves the interaction between the teachers and the students and interaction among themselves. In general, there are two levels of classroom interaction namely:

Students - Teacher Interaction: Teaching is successful and meaningful when there is interaction between students and teachers. This is way, student's communicative ability becomes stronger and also, they avoid their hesitation. More importantly, this is students' participation more actively in the classroom. When they are well motivated in the subject matter, they will ask for additional information.

Interaction Among the Students: Students develop their communicative ability through interaction among themselves in the classroom. Tsui (1995 p. 35) states “Interaction

helps them to achieve educational outcomes, recall the information and apply knowledge to new and novel situation”. Their learning is meaningful when the students embark in interaction among them. Language is primarily speech as it should be spoken according to situation and role relations. Interaction helps them to grow their interactive ability in foreign language fluently. They also become co-operative when they interact with each-others.

Interactive Activities in the Class: Interactive activities are those types of activities which are organized in language classroom. Regarding this, Tsui (1995 p. 35) says “Interactive teaching involved the interaction between the teacher and students and interaction among the students, student teacher interaction is often a two-way process where the teacher encourages the students to participate motivated in the subject matter, they will ask for additional information”. From this statement its clear that teachers need to motivate and increase the willingness among the learners among the learners in the language classroom.

As we notice various kinds of interactive activities for developing interaction in the language classroom, they can be used to make our language class live and attractive. Regarding to the various language functions and activities Cross (1992) states “Both the parties (teacher and learners) must pay attention equally and participate actively”. Widely used classroom activities are presented below:

Pair Work: According to Cross (1992 p.43), "Pair work is one of the important learners centered techniques which is often used in a communicative classroom. It is a management task for developing communicative ability". From his discussion it can be said that pair work always creates wider range of classroom interaction. Teacher needs to play two types of roles while engaging i.e. facilitator and resource personality.

According to Cross (1992, p. 44 states “In pair work, students can practice language together, study a text, research language and take part in information gap activities. They can write dialogues, predict the content of reading texts and compare notes on what they have listened”. From his saying we can say that more amount of time should be provided by the teachers to the learner in doing pair tasks.

Group Work: in this type of class activities teacher creates group of 4-6 students in a group and can divide class into many groups and creates wider interaction among the groups. According to Cross (1992, p. 44 states “It is learning activity which involves a small group of learners working together. The group may work on a single task or on a different part of large task”. Cross also suggested that tasks are to be selected according to the group of learners in the interactive language classes.

Role Play: It means involving students to perform the role of various people and occupational personality in the oral form. This process lets learners to think and coined new words and various pitch level and stress level of word and sentence to make live a real talk. According, to Brown (2001 p.183), "role play minimally involves (a) giving role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish". From this discussion and statement, role play is very suitable in the language class because one or more than one learner can take part at a time to play the role of various people and situation.

Discovery Technique: According to Harmer (2007, p. 29) “Discovery technique is the technique where students are given examples of language and told to find out how they work to discover the grammar rules rather than be told them”. Discovery technique aims to give students a chance to take charge earlier. This discussion says that students are provided texts or situation and asked to discover various discussion. According to Richards (1996 p.294), “The activities which fall under discovery technique make

students active and thoughtful and invite them to use their reasoning processes/cognitive powers. According to Richards (1996 p.294), discovery technique is based on the following principles;

- Develops ideas of discovery among the students.
- Helps teachers to implement discover technique in the language classroom.
- Helps to run classes without book.
- Foster communicative skills among the students.
- Helps learners to plan and express their views on the given topic and open topic.

Project Work: According to Richard et al. (1996 p. 295), "The project work is an activity which centers on the completion of a task and usually requires an extended amount of independent work either by an individual element or by a group of students. Much of this work takes place outside classroom".

Similarly, on the other hands Ur (1996 p. 232) says; "Project work foster; learners' responsibility and independence, improves motivation and contribute to a feeling of co-operative and warmth in the class".

Setting Goals: In this stage, learners involve in the collaboration and teachers help the to set the goal for the classroom interaction. According to Ur (1996 p. 232) "The goal depends upon the nature of the project work. If the project is longer, the goal should be long term and if it is short the goals should be short term".

Planning: According to Ur (1996 p. 233) "The students plan with the help of their teacher and friends to conduct the project. It involves selecting population, areas, discussion on the contents and scope of the project, duration, materials needed and

developing tools”. This shows that planning needs to think about the full process of classroom interaction.

Collaboration of Information: According to According to Ur (1996 p. 232) “At this stage, students go to the field to collect information related to their project. For this, they interview, read the related literature, listen to others, observe the activity, classroom discussion, and display the information collected”.

Reporting: This is the final stage in which learners need to present their findings and have disunion about the findings of all the groups. Students can also organize workshop and seminar to create more authentic ideas.

Teacher Talk: According to Ellis (1994 p. 146), defines teacher talk as "the language that the teacher addresses to the L2 learners with its own specific, formal and interaction properties". Ellis (ibid) further summarizes that the "teacher talk occurs in one too many interactions; where the learners may vary in their levels of proficiency and where is likely to be only limited feedback from the few students".

From the above discussion, it is clear that teachers and students need to plan and execute their plan in the process of language learning. They also need to set the goal of classroom according to the perspective of interaction and language accuracy and fluency.

Review of Empirical Literature

Empirical literature refers to the application of theory in practical field. A number of research studies have been carried out on teaching materials in foreign countries and a few in Nepal. Some related literature from both inside and outside of the country have been reviewed with their major findings, which are mentioned below.

Inamullah (2005) conducted research on 'Patterns of Classroom Interaction at the Different Educational Levels.' The main objective was to explore the patterns of interaction form the students of secondary level. This study was conducted in the Northern West of Pakistan based on observation of the classroom interaction. Random

sampling procedures was used and each class was observed 180 seconds in the forty-five minutes. From the study it was found that, more the discussion more the positive impact in the achievement of language skills. Likewise, teacher talk and students involvement in full interaction was found effective to achieve the objectives.

In the same way, Phayak (2006) conducted research on "How Does a Teacher Interact with Students in English Classroom". Objective of that work was to discover the discourse pattern used by the language teachers with their language learners in the classroom. Government added school from the Kathmandu valley were selected as sample through non-random sampling procedures. It was found that language used in the class were not polite used by both teachers and students because of power relationship. It was also found that 65 percentage students used impolite language to communicate with their teachers and friends.

Similarly, Rawal (2006) conducted research to find out the "Role of Input and Interaction in Learning the Language." It was concluded that the modified input and interaction were more effective than the textbook input and interaction in learning the language function of English in the context of Nepal.

Likewise, Dahal (2007) carried the research on "Comparison of teacher talk time with pupil - talk time in different categories in classroom interaction as a Comparative Study of Teacher Talk and Pupil Talk". It was found that teachers talk time was 55 percentage and pupils talk time was 15 percentage and 30 percentage of classroom found vacant of interaction. It was also found that lecturing time took 80 percentage in the language classes.

On the other hand, Bhattari (2010) conducted study on "Teaching Poetry Through Interaction". Objective of the study was to find out the effectiveness of classroom interaction using poetry telling technique. To complete that work researcher used both

secondary and primary data. Questionnaire was set to collect the data. From this study it was found that teaching poetry through interaction brought drastic changes among the students because 68 percentage students were able to deliver their 80-percentage valid answer on the oral test.

Similarly, Dahal (2010) carried out research on the title “Exploring Adjacency of Teacher Imitation and Students Imitation in the classroom Interaction”. His findings were that in most of the classroom the first pair parts were initiated by the teacher. Similarly, his findings proved that the classroom interaction was dominated by teachers and students use most of the conservations were initiated by the teachers and students were asked to succeed them.

Likewise, Nurmasitah (2010) carried research on 'A Study of Classroom Interaction Characteristics in English.' The main objective taken into consideration was to explore the characteristics of classroom interaction. The research found that most of the teaching time was devoted to questions and lectures by the teacher. The students were active enough in the classroom. The result showed that in average 22.20 percent from the total teaching learning times was devoted to students' participation. It was also found that communication between teacher and students and students to students brought 68 percentage changes in the classroom participation in the use of language as a means of interaction.

The interaction in this immersion classroom was in three ways communication, there was interaction between teacher - student, students - teacher and students - students.

Similarly, Roshan (2022) conducted survey research on the topic "A Study of Classroom Interaction at grade Nine." The objective was to find out the existing situation of classroom interaction in English Classes. For this he selected ten school from Bhojpur

District using random sampling and provided the students and teachers with questions. He found that 80 percent classes were regularly interacting equally between teachers and students and 20 percent classes were found that having less involvement of students in interaction to the teachers, where teachers used most of the time.

Although, there are some researchers on classroom interaction, no research has been done on classroom interaction at 'Grade Eight' in English classroom. It is significant here to mention that classroom interaction is a very important aspect of language teaching because of the fact that language is primarily manifested through spoken form. Therefore, it is very necessary to conduct research in classroom interaction in English classes.

Implication of the Review for the Study

Although, there are some researchers on classroom interaction, no research has been done on classroom interaction at 'Grade Eight' in English classroom. I have gathered depth ideas about how to move from beginning to the final report presentation of this study. Above discussed literature and empirical literature provided me with lots of ideas and helped me to create test and presentation of the data. Literature which I reviewed provided me information related to the basic features of the research and so on. When I went with various literature review, I did not find the research work conducted on my topic.

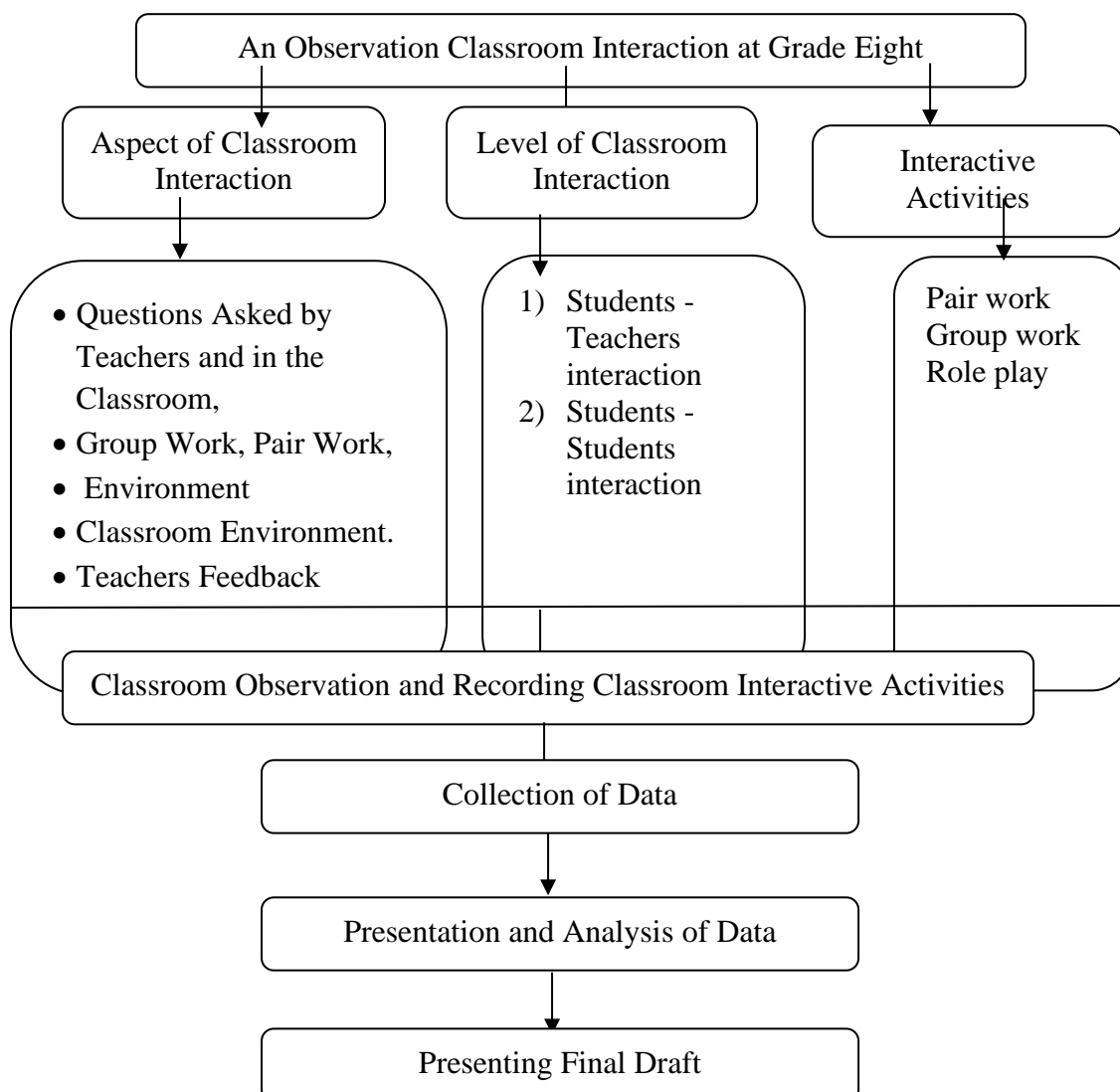
Inamullah (200) provided me about the various ideas like structure and background knowledge of the research. Other studies like, Phyak (2006), Rawal (2006, Dahal (2007), Bhattarai (2010), Dahal (2010), Nurmasitah (2010), Ghimire (2013) and supported me to develop conceptual framework and develop tools to collect data for my research. Similarly, Ghimire (2013) helped me to prepare observational checklist to collect and complete this research work.

From the study of Roshan (2022), the researcher has got special core details of the experimental research about homework problems faced by English teachers in teaching English. However, no study had been carried out on “Classroom Interaction at Grade Eight” yet. Thus, this is the first study on the aforementioned topic which is different from these all.

Conceptual Framework

A study can be successful when organized in a selective pattern. When research conducted with the organized ideas that will really support to collect required data and collect the various ideas too. There are various variables to determine the successful completion of the designed research work. There for researchers need to develop clear concept regarding how to collect data, from where to collect the data, which tools to use to analyze and so on. After intensive study of various research studies and some other articles I have come up with the following conceptual framework according to which I have moved towards the findings of the study. The framework which I have used is presented as below:

Figure 1 Conceptual Framework



CHAPTER: -THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological procedures for data collection during the field study. I adopted the survey research as a research design. Regarding the methodology, sources of data, population and sample of the study, sampling procedure, tools of data collection, analysis and interpretation procedure has been dealt.

Design of the Study

This study was based on survey (data are calculated quantitatively and discussed qualitatively too) research design in nature. This study was mainly focused on ELT classroom at grade eight and observed various activities used by English language teachers and students as classroom interaction.

Sources of Data

I used both primary and secondary sources. The teacher and student of grade eight were my primary sources and whereas the books, journals and websites were my secondary sources of information for the research.

Primary Sources of Data

The primary sources of data for this study were six English language teachers and 215 students studying in 6 schools. Out of them, 5 were teachers' public schools and one teacher from private Boarding school of the grade eight, Jantedhunga Rural Municipality of Khotang.

Secondary Sources of Data

The secondary sources of data were the various related books like Ellis (1985), Rivers (1987), Tsui (1995), Nunan (1998), Larsen-Freeman (2000), Brown (2001), Brown and Rodgers (2005), Rodgers (2009), and journals, websites, theses etc. from where data were taken to facilitate the study.

Population and Sample

The population of the study comprised five basic level public schools and one Private Boarding school, total six English teachers' students studying in the class eight. However, the sample comprises six teachers from six schools along with the students from Jantedhunga Rural Municipality Khotang.

Sampling Procedures

I had adopted purposive sampling procedures in selecting sample as sample of the study. For this study six basic English teachers from six schools of Jantedhunga Rural Municipality of Khotang were non-randomly selected for the completion of the study. I had selected Khotang District and Jantedhunga Rural Municipality along with the basic level five public English teachers and one private boarding school along with the students of class eight.

Tools of Data Collection

I prepared a classroom observation checklist form to collect the data. Also used device for recording as main tools for data collection (see appendix-II, III, IV).

Data Collection Procedures.

At the beginning I took permission from the college administration to administration this work in execution. For that purpose, I visited selected school, mainly I visited five basic level public schools and one Private Boarding School of Jantedhunga Rural Municipality of Khotang. I have selected six English teachers teaching at grade eight from six basic level schools (see appendix-VI). I have visited the selected schools and briefly explained the purpose of my visit. After getting the permission from school authority, I observed three classes of each of the six English teachers on the pre-decided days, recorded their interaction and filled up the checklist. Finally, I thanked all of them for their co-operation.

Data Analysis Procedures

I used both the descriptive as well as statistical methods to analyze and interpret the collected data and presented data/information. The information was tabulated and observed after the classroom observation by using statistical tools like tables, bar graphs, pie charts, etc. The required data from the observations were collected, checked and rechecked. All these statistical tools have made this analysis and interpretation comprehensive

CHAPTER FOUR RESULT AND DISCUSSION

The part is about the presentation and discussion of the collected data using the twelfth-grade book. Data were gathered through the use of questionnaires, observation check list and document analysis for the purpose of finding interaction level of the eight graders. The data accumulated were presented and discussed under the following sub headings.

Results

Based on the analysis and interpretation of the data, the following result are drawn:

- a) It was found that 83 percent teachers asked questions but 17 percent teachers did not ask any questions. (Table 1, Appendix I)
- b) Regarding relevancy of questions to the lesson 100 percent questions were relevant to the lesson. (Appendix-II)
- c) Only 33.33 percentage classes were out of group works but 66.66 percent of classes were carried out through group works. (Appendix-II, table 3.)
- d) Talking of the quality of pair work, 52.94 percent of the students were good in carrying out pair work. Only 29.41 percent of them were excellent in carrying out the pair work. Similarly, 17.64 percent of them were not good in conducting the pair/group work. (Appendix-II, table 4)
- e) Almost in all the schools; 80 percent classroom environment was good and facilitative to learning but 10 percent of them were not decorated with suitable windows and ventilations. (Appendix-II, figure 1)
- f) Thirty percent of the classes were well cleaned and placement of desks and benches was appropriate. 50 percent of the classes were somehow clean and the placement of desks and benches was tolerable and 15 percent classes were so dirty. (Appendix-II, figure 1)

- g) Thirty five percent classes were somehow satisfactory communication with the teacher, only 10 percent classes students were engaged in communicating with their teacher but 55 percent classes' students were just passive listener. (Appendix-II, figure 1)
- h) Regarding teacher's activities in the class, overall 85 percent teachers used lecture techniques in the class. 90 percent of them discussed with their students, 25 percent of them used demonstration technique and 80 percent of them engaged in asking questions. From this scenario, it is clear that 90 percent teachers used discussion technique in the class which is very useful in classroom interaction. (Appendix- II, figure 2)
- i) It was found that 50 percent teachers behaved good friendship, 40 percent teachers behaved excellent friendship but 10 percent of them expressed bad behavior. (Appendix-II figure 4,)
- j) To talk about sympathetic nature, 55 percent teachers were good sympathetic to their students. 25 percent of them were excellent sympathetic to their students. Similarly, 20 percent of them were antipathetic to their students. (Appendix-II, figure 5)
- k) Sixty percent teachers encouraged to learners in interactive activities, 15 percent teachers encouraged their students excellently but 25 percent of them could not encourage their students to learning properly. (Appendix-II, figure 6)
- l) Regarding presentation, most of the teachers i.e. (60 percent) presented their lesson well. 25 percent were excellent and made their students clear about the ideas. Similarly, 15 percent teachers were a little bit weak in presentation. (Appendix-II, table 7)

- m) A few teachers i.e. (5 percent) used teaching materials in proper way that was conductive and facilitative in learning. 25 percent of them used teaching materials in improper and less conductive way. 20 percent teachers could not use the materials in proper way and they were also not nice looking. Other 50 percent teachers did not use any materials. (Appendix-II, table 8)
- n) It was found that 65 percent teachers made their students engage in practice in an acceptable way. 10 percent of them made their students engage in practice in very good manner. Similarly, 25 percent teachers did not care about students' practice as well as they did not give any chance to their students to involve in practice. (Appendix-II, figure 8)

Discussions

In this section, I have presented activities that took place during my observation. I observed classroom interaction of six basic schools and their class eight teaching learning activities. In my observation, out of eighteen classes, (three times of each class), the activities were mostly driven by the teachers. The conversations made in the classes were initiated by the teachers. They encouraged the students to ask questions. Most of the teachers used translation technique to explain new items except few teachers who encouraged their students to explore meanings with varieties of ways such as, collecting information, making use in context, using gestures, postures and so on. Most of the interactions were noteworthy and interesting.

In this study, I focused mostly on the number of questions that the teachers asked and the ways of asking those questions. In most of the classes, the teachers asked questions mainly related to the lesson. The teachers simplified and modified their answer or ideas in comprehensive way. He repeated again and again unless the students

understand the ideas. I also have presented the conversation that were found during my classroom observation.

Questions Asked by the Teachers and Students in the Class

to determine the amount of language input in the form of classroom interaction, teachers need to ask questions to the students and create the situation to be asked question by the language learners to. Through my the observation, a teacher entered in the class by saying 'good morning class' and the students replied with the same utterance. He informed the students that they are going to read a poem `My Love to my Mother` and he ordered students to read the poem loudly and find out the difficult words and try to get the meaning also. He made them read the poem and then following question-answer was held:

S: Yes sir. You told us yesterday that will be going through the poem. Am I right sir?

T: Yes, you are right. Now can you tell the title of the poem?

S: Free Birds.

T: Yes, my lovely students you are right. I have some questions for you. Try your best okay.

S: Okay sir.

T: What do you see in the picture?

S₁: There are the birds flying in the sky.

T: Can you fly like birds?

S₂: No, we can't fly.

S₃: Sir I can fly.....but through parachute. Hahahahahha....

T: Joking man. Have you ever seen birds flock flying in the sky?

S₄: Yes sir I have seen last time, that flock of swan flying in the sky.

T: Do you love keeping birds at your home like pigeon or parrot?

S₅: Yes we love sir.

As the above sample interaction shows the overall classroom interaction between teacher and students. Other questions were also recorded in the note copy and analyzed here.

Table 1

Questions Asked by the Teachers and Students in the Class

Questions by	Frequency (F)	Percentage (percent)
The teacher	15	83.33
The students	3	20

Table 1 shows that questions asked by students and teachers out of 18 classes observed, in 15 classes the teacher asked questions to the students and only in 3 classes, the teacher did not ask any question directly they started the classes, provided home assignment and concluded the classes. This proved that in 83.33 percent classes' teachers asked questions to the students and in 20 percent of the classes; they did not ask any questions to the students.

On the other hand, out of 18 classes, only in 3 classes the students generally asked questions and in 15 classes, they did not do so much. This proved that in 20 percent of classes the students asked questions but in 83.33 percent of classes the students did not ask many questions in the classes.

This scenario shows the teachers dominated and students were low participated in the interaction. There was no any domination by the students over teachers and students did not ask the questions in all class. Students were found doing the tasks given by the teachers.

Relevancy of the Questions to the Lesson

No doubt, questions should be related to the lesson but open conversation is also a major factor to increase the learners' competency over social interaction. Most of the teachers, with in my direct observation, were confined with the texts and exercises given. Some of the tasks were creative. The following questions answer that was found in a classroom illustrates the ideas:

T: What do you see in the picture?

S₁: There are the birds flying in the sky.

T: Can you fly like birds?

S₂: No, we can't fly.

S₃: Sir I can fly.....but through parachute. Hahahahaha....

T: Joking man..... Have you ever seen birds flock flying in the sky?

S₄: Yes sir I have seen last time, that flock of swan flying in the sky.

T: Do you love keeping birds at your home like pigeon or parrot?

S₅: Yes, we love sir.

T: This nature is Mother of all living creature. So, we need to love and care of all the creature. More than that we must love birds because the provide us pleasure and some messages too.

In this sequence of conversations, we can see the teachers' dominance. However, teacher is found encouraging the students by give more answers. But teacher has not encouraged students by using encouraging words like, well done, good, very good and so on. He threw the questions in mass where the students interact to each other and make a conclusion. Though the lesson was reading comprehension, he could correlate it with interaction. The following table shows the relevancy of the questions:

Table 2*Relevancy of Questions to the Lesson*

Questions by	Frequency	Relevant	Percentage	Irrelevant	Percentage
			(percent)		(percent)
The teachers	29	29	100	-	-
The students	11	8	72.72	3	27.27

Table 2 represents that all the questions asked by the teachers were relevant to the lesson. Out of 29 questions asked to the students 29 questions were relevant. Similarly, students asked 3 irrelevant questions out of 11 questions. Here we can see that classroom interaction was done through 100 percent relevant questions by the teachers and some students were trying to divert teachers' attention.

Group Work and Pair Work Conducted in the Class

Group and pair works are very important for promoting classroom interaction. They are collaborative task where the students are engaged to interact in doing tasks. It plays a crucial role in classroom interaction. As advocated by Cross (1992 p.43), "Pair work is one of the important learners centered techniques which is often used in a communicative classroom. It is a management task for developing communicative ability". Pair work makes students engage in interaction to each other.

Table 3*Number of Group Works and Pair Works Conducted in the Class*

Frequency of Group	Percentage (percent)
12	66.66

This table.3 shows that out of 18 classes observed, in 12 classes were found conducting pair and group work. That has supported to develop student's confidence in the classroom discussion. On the other hand, only 66.66 classes were not found conducting group/pair work.

This shows that only in 66.66 percent of classes, the group/pair works were carried out where as in 33.33 percent of classes, they were out of reach in group/pair work.

I also found that most of the group work ever done was not carried out according to the norms of group work as well because some students were not engaged in the work and some students did not get chance to participate in such collaborative task which develops the learner's interaction.

Quality of Group or Pair Works

Group work or pair work is a collaborative task where the students are engaged to interact in doing tasks. In most of the classes no group or pair works had been carried out in the class. But in some classes group or pair work had been done.

Situation

(What do you prefer? Read a story, newspaper or a poem?)

S₁: What do you prefer?

S₂: I prefer reading story.

S₁: What do you like, tea or coffee?

S₂: I like to read newspapers to know about current affairs.

S₁: What do you prefer go for watch movie / read newspapers?

S₂: I prefer to watch movie.

The above conversation was based on the example of likes and preference. All the conversations conducted were formulaic and situational (see Appendix–VI). All the students used the same structure. All the activities were conducted only within the situation given in the exercise book. The teacher was able to correlate the task in the context. Some of the pair works were good that were purposeful and students were active in doing task. The following table shows the qualities of group works or pair works.

Table 4

Quality of Pair Work

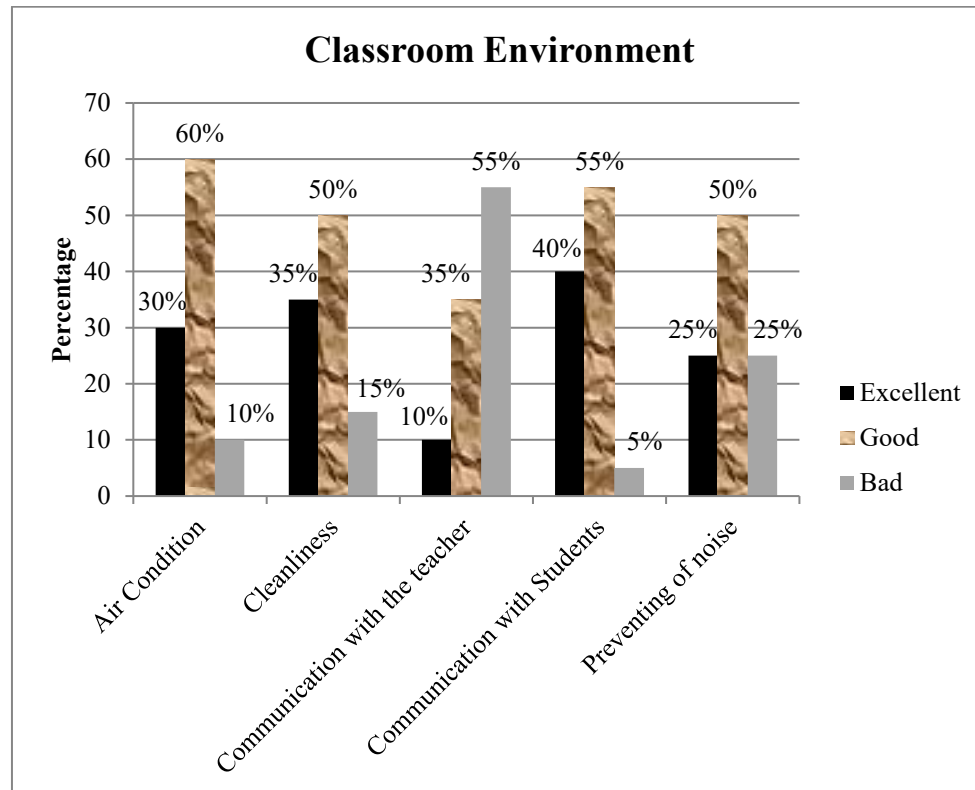
No. of pair	Qualities					
	Excellent		Good		Poor	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
85	25	29.41	45	52.94	15	17.64

Table 4 shows that most of the students made good results in pair work. It is to say that 52.94 percent of the students were good in pair work. Likewise, 29.41 percent of them were excellent and only 17.64 percent of them were not good in pair work. The performance of the excellent students was very much purposeful. The result of good

students was acceptable and performance of third pair was not purposeful and students were more passive in doing task. The reason I would like to mention that the teachers in the class did not care all the students and some students were not suitable in the Grade Eight level. Another important thing was, the teachers were not able to divide the students into similar groups that help to co-operate and interact among the students who have low proficiency.

Classroom Environment

Classroom environment plays a crucial role in classroom interaction. Placement of desks, benches are one of the factors that create accessibility of group works or pair works. Windows, ventilations are other factors which create good air condition and make the students as well as the teachers fresh and energetic to involve in classroom activities effectively efficiently. Classroom environment also comprises communication with the teacher and among the students. Noise outside or inside the class creates disturbance in two-way interaction. So, I have observed all these conditions in the classes. The following diagram and interpretation below the diagram show the classroom environment of grade seven schools that were observed:

Figure 1*Classroom Environment*

In figure 1, the air condition of the classes was facilitative to study in 30 percentages of basic schools. The classes were equipped with suitable windows, doors and ventilations. Among them 60 percent classes were somehow facilitating to study on the basis of air condition. 10 percent of them were not decorated with suitable windows and ventilation. In the classes which were good, the placement of windows was not appropriate and no ventilation at all. In those classes, which were called not good, had no sufficient windows and the rooms had no sufficient lights, therefore, no facilitating to discussion and establishing teacher-student eye contact.

In talking about the cleanliness of the classes, 35 percent of the classes were very much clean. The placement of the desks and benches was appropriate so that group work or pair work was easily carried out. Among them 50 percent of the classes were somehow clean and the placement of desks and benches was tolerable. The teacher felt somehow difficult to manage group work. And 15 percent of the classes were so dirty which were full of dust and papers. The desks and benches were not placed properly. As a result, there was no learning environment in the classes.

Communication with the teacher was somehow satisfactory in 35 percent of classes. Only 10 percent of the students were engaged in communicating with their teacher, fluently, accurately and purposefully. But 55 percent of the students were just passive listeners and even if they talked to their teacher, their communication would be corrected by the teacher.

Another important classroom environment is communication with the students. So, far as I found in the classes or outside the classes, only 40 percent teachers used to talk with their students collaboratively as well as satisfactorily that created well decorated classroom interaction. Among them, 55 percent were average. They used very limited expressions inside the classroom but did not use English language outside the class. They encourage their students only within the lesson or texts. Other 5 percent teachers never used pure English language inside the classroom. They always translated the text into Nepali. They never made typical conversation with the students.

Preventing noise was another factor in my observation checklist. While observing the class, it was found that 25 percent classes were excellently controlled. Their good presentation, motivation, friendly behavior and encouragement in practice made the classes peaceful. The students were only engaged in subject matter. Out of the classes observed, 50 percent of the classes were somehow peaceful. Most of the students were

involved in practice; a few of them who were sitting in back benches were whispering themselves. They made some mechanical conversations inside the class but those conversations were not open or natural interaction. 25 percent of the classes were so noisy that the teacher could not control and they also did not pay attention to the teacher. They did not take care of the students who were engaged in practice.

Teacher's Activities in the Classes

I observed the activities that had been done in the classroom. Teachers' activities directly influence the students' input and interaction. Lecturing was one of them; sometimes, they used this technique to summarize a story or poem. Most of them lectured in the beginning of the class and some of them lectured at the end. Some of them lectured the whole story in Nepali also. They took some messages from the students' side. However, this technique did not facilitate the interaction.

Other techniques were discussion with students, demonstration and asking questions. Most of them kept in contact with students in discussing with them. Some time they used the Nepali language for medium of instruction. Demonstration technique was another technique that most of the teachers did not use. Asking question is the most important technique in developing classroom interaction. All the teachers asked questions to their students for the purpose of evaluation. They used questions as an evaluation tool. But most of them did not know that the variety of questions facilitate classroom interaction. The following diagram shows the amount of teachers' activities in the class.

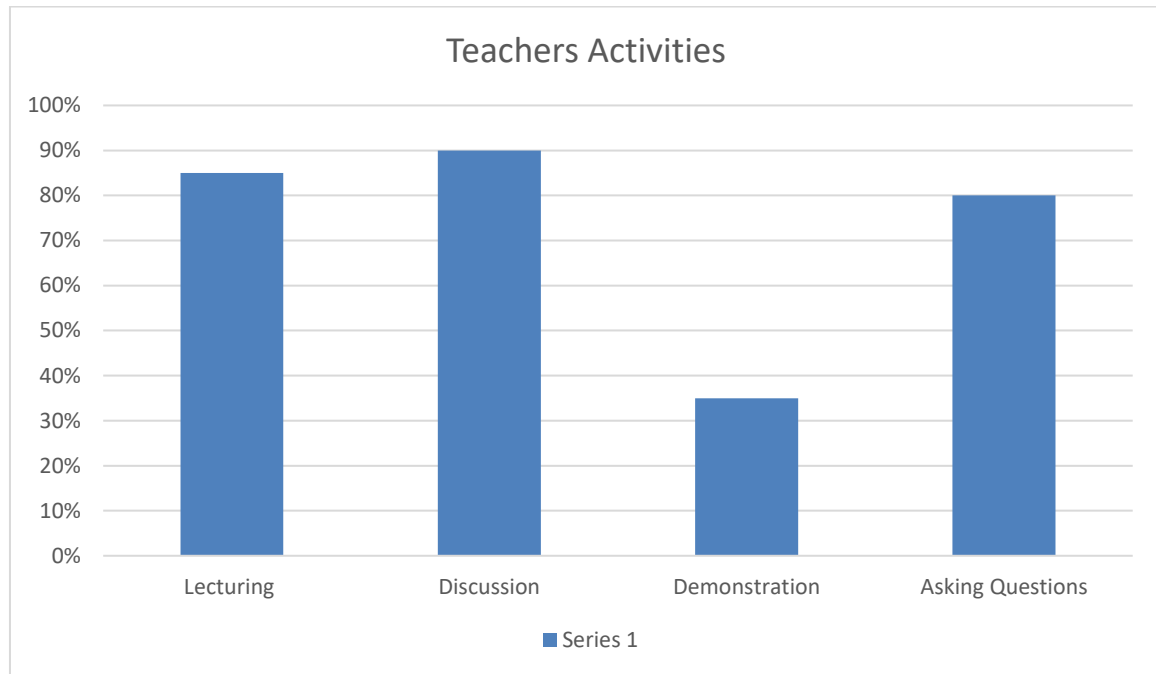
Figure 2*Teachers' Activities in the Classroom*

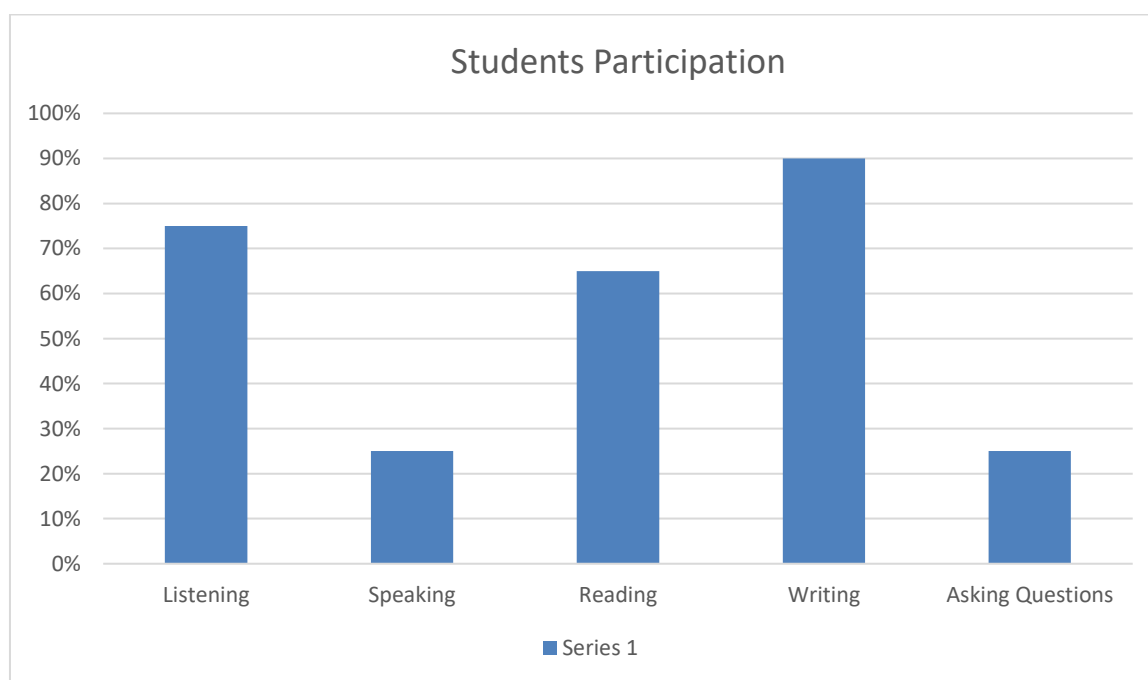
Figure 2 shows that out of 18 classes observed, 85 percent teachers used lecture techniques in the class. 90 percent of teachers discussed with their students. 35 percent of them used demonstration technique and 80 percent of them engaged in asking questions to their students. It is clear that 90 percent teacher uses discussion technique in the class which is very useful in classroom interaction. Asking question is another important aspect of interaction in the class. Most of the teachers asked questions to their students but their way of asking questions was not satisfactory because they asked very straight not in modified way. You can see the questions which were asked by teachers to their students in the classroom interaction.

Students' Activities in the Class

Teacher is responsible to drive the students' activities in the class. Students' activities depend on the tasks given by the teachers. I observed the students' activities in the class. Activities in my observation included four language skills and questions asked by the students. Most of the time, the students were passive learners. Sometimes they also engaged in teachers' tasks. In the reading comprehension lesson, they were reading, in pair work or group work; they were speaking and listening to the teacher's voice.

Figure 3

Students' Participation in the Class



The figure 3 indicates that most of the students were engaged in writing activities i.e. 90 percent of classes, students were involved in writing. On the other hand, 75 percent took part in listening. 25 percent were in asking questions to the teacher and 25 percent were involving in speaking. It seems less interaction between the teacher and the students. Reading is also interactive task in which students are engaged in interacting with the text,

so 65 percent of students were involved in reading activities. On the other hand, only in 25 percent of classes, students were asking questions to the teachers.

To conclude, students were highly interested in writing. This shows that they prepare notes of teacher's explanation and guidelines for the solutions.

Teacher's Behaviors in Class

In this creation, I observed teachers' behaviors to their students such as, friendliness, sympathetic, recognition and encouragement, presentation, use of teaching materials, evaluation of students in the class and practice in the class.

Friendliness

Teachers' friendly behavior makes the students extrovert. As I observed, most of the teachers in the class were young and energetic. Some of them were old aged. The young were friendly than the old aged. Their friendly behavior made the classes funny and more interactive. For example:

T: What can you see in the picture? Sunita, describe....

S_s: There is a river. Beside the river we can see ruined temple, we can see blue sky and some grasses sr.

T: Ok sit down. Who candescribe the second picture?

S₂: One boy stands and says, sir there are Gumbas, these Temple like Gumbas are tighten with the holy thread of Buddhist prist where Buddhist people go to meditation. I also see mountain, cloud and try seasons sir.

T: Read out the questions given in the box.

S_s: Sir have you ever visited to Mustang?

T: Yes, I have gone there once with my friends.

S: How many days does it take from here?

T: Around 3-4 days it takes.

S: Ea..... Sir can you forecast about weather?

T: I can but I need help from my mobile and climate forecast. Why do need it weather forecast?

S₂: Sir to go Mustang to visit once.

T: Next question?

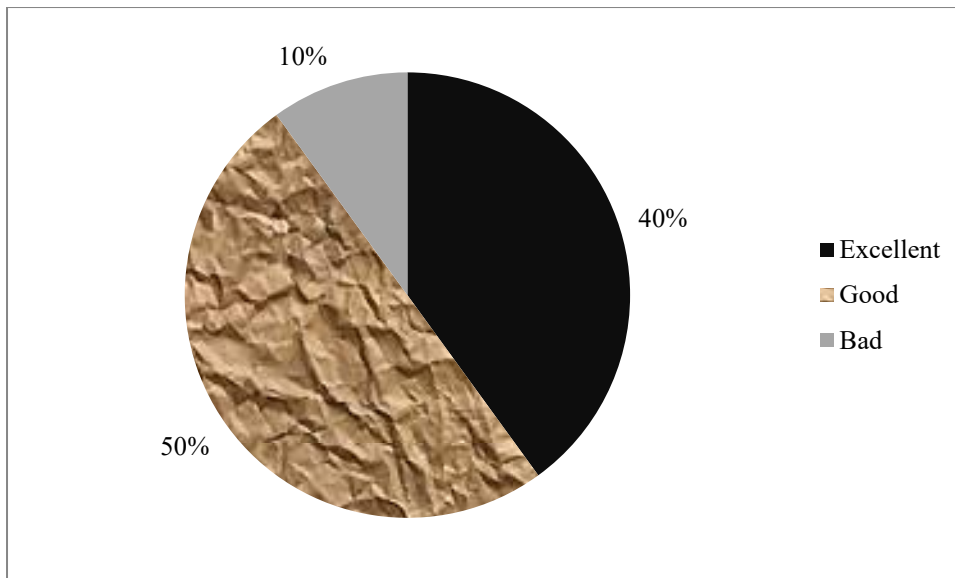
S₁: What is the Marpha Village known for?

This conversation was very interesting. All the students were willing to say something. So, the teacher made them guess the answer of the questions given in the texts to encourage them to expose his friendly behavior.

But in some cases, the teachers were more authoritative and wanted to make the class silent. In those classes, the students were more passive. The following chart shows the friendliness of the teachers.

Figure 4

Friendliness



The figure 4 shows that 50 percent teachers behaved good friendship to their students. 40 percent behaved excellent behavior of friendship that created conducive and open environment in learning. And 10 percent of them expressed bad behavior to their students. They were more authoritative so that the learning environment was not so facilitating and closed in nature.

Sympathetic

To give some energy to the weak fellow is sympathy in the context of classroom teaching. Dominance of the weak discourages in the interaction. Let us have a look at an example that happened in the class.

(After the completion of a class, teacher asks some questions to the poor students too. But they are unable to answer and teacher encourages in this way.)

T: Why do only few tourists visit Nepal in January?

S: Ah..... tourists..... Sorry sir, I don` t know?

T: Oh! Sorry to hear. You are good enough to answer this question because you are one of my best students. You must listen the instruction in my next classes okay.

S: Okay sir, I will try my best from next time.

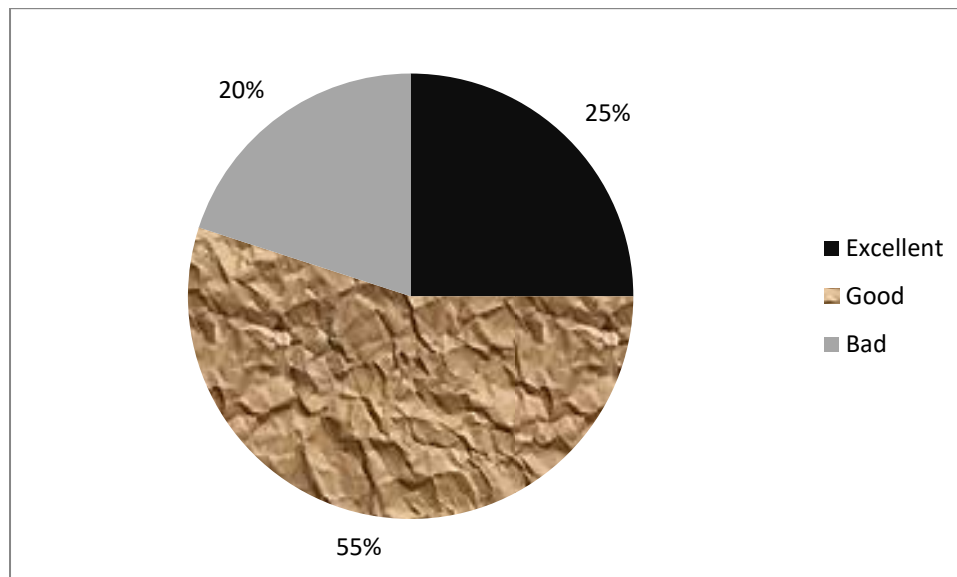
T: Well. Be careful from the next class. You have potential to do something better. Try your best.

S: Thank you sir.

While the students took part in classroom activities most of the teachers were seem to be sympathetic. Some of them were less sympathetic so that discouraged the students. The following chart shows how much teachers were sympathetic:

Figure 5

Sympathetic



This figure 5 shows that 55 percent teachers were good sympathetic to their students. 25 percent of them performed their sympathetic excellently to their students that created open environment in interaction. However, 20 percent of them were not sympathetic at all that created hopelessness in the students.

Recognition and Encouragement

Interaction also depends on the teacher's appreciation and encouragement to the students. The following sequence was made in one class:

T: (Provide situation: writing a poem or a story)

S1: What do you prefer writing a poem or a story or an essay?

S2: I prefer writing poem to an essay.

T: (write the same utterance on the board) Writing poem or an essay....don't worry! Ask her. (Provide situation) Hindi film or Nepali Film?

S3: What do youEh.... Nepali... Hindi..?

T: (Facilities) what do you prefer watching Nepali film or watching Hindi film?

S3: What do you prefer watching Nepali film or watching Hindi film?

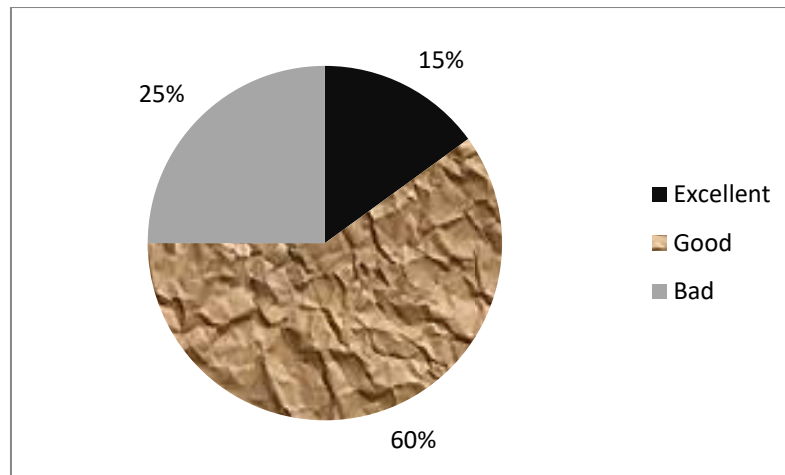
S4: I prefer watching Nepali film.

T: Good. Thank you very much.

This question answer activity was made after speaking activities. This kind of questioning encourages the students to participate in activities. In the first question, the student was trying to give answer but after a short pause. Teacher facilitated and students answered well.

Figure 6

Recognition and Encouragement



The figure.6 indicates that 60 percent of the teachers created recognition and encouragement partially. That somehow encouraged the learners in interactive situations. 15 percent of them encouraged their pupils excellently that could easily involve the students towards learning. But 25 percent of them did not encourage their students to learning.

Presentation

Presentation affects classroom interaction. The following sequence was found in a class:

T: (presents a model of a conversation)

A: Do you like visit Mustang to Pokhara?

B: I like to visit Pokhara to Mustang.

T: (presents structure.)

A: Do you like + noun?

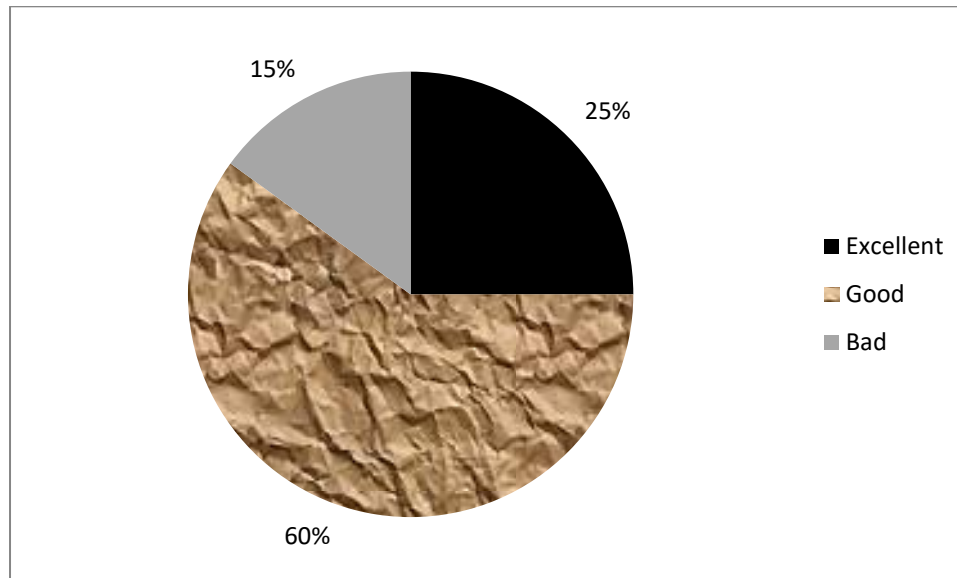
B: Yes/No + I like /prefer + noun + to + noun.

(Students prepare conversations based on the given structures and situations).

This type of systematic presentation made the class interactive. Most of the teachers (60 percent) presented exercises satisfactorily. But they were mainly based on the text. The following figure illustrated the presentation clearly:

Figure 7

Presentation



This figure 7 shows that 60 percent teachers presented their lesson well. 25 percent of them were excellent that made the students clear about the ideas and 10 percent were openly engaged in discussion in the class. 5 percent teachers were a little bit weak in presentation so that none of the students was clear about the lesson and not participated in classroom activities.

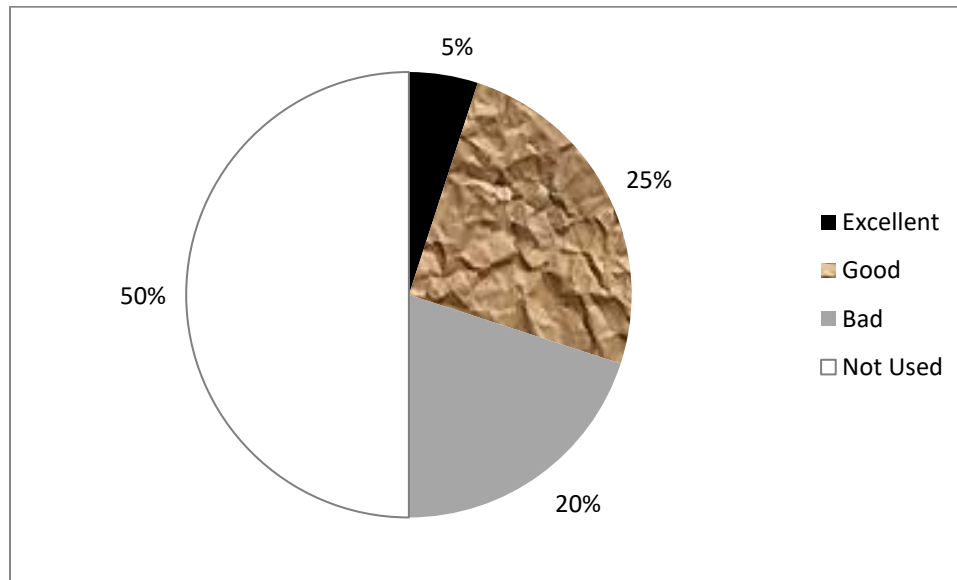
Use of Teaching Materials

We can make the students interact with the materials. In my observation, some of the teachers did not use any materials. One of the teachers brought a material (poster) where people were dancing. The lesson was about 'The Past and The Present'. He used this material properly in the first stage and made the class interactive. So, the students were concentrating on the picture and did not care about rest of his activities. The

following figure shows how many times the teachers used the materials and how they used

Figure 8

Use of Teaching Materials



The figure 8 shows that 5 percent of the teachers used teaching materials in proper way that was conducive and facilitative in learning. 25 percent of them used teaching materials in little bit less conducive way, materials were good. 20 percent teachers could not use the materials in constructive way and their materials other than daily used materials were not nice looking and also were not in proper size. Those classes were not so interesting and interactive as well. Other 50 percent teachers did not use any materials rather than textbook.

Evaluation of Students in the Class

Interaction depends on how teachers evaluate their students. Some teachers evaluated orally, some evaluated in written form. In my observation, it was found that some of the teachers did not evaluate their students. Some of them evaluated but not in proper/interactive way and some of them evaluated satisfactorily. The following example was noteworthy here to mention:

T: Who love birds flying freely in the sky?

S: I love the birds flying in my roofs of the house. So, we have kept pigeon at our house
sir.

T: Let's find the meaning of the Free birds that are shown in the picture. He asks to read a
poem

S: (Students read). Free birds you are students.....

T: If you have any questions you may ask? Do you have any questions from the second
stanza?

S: (Silence.....)

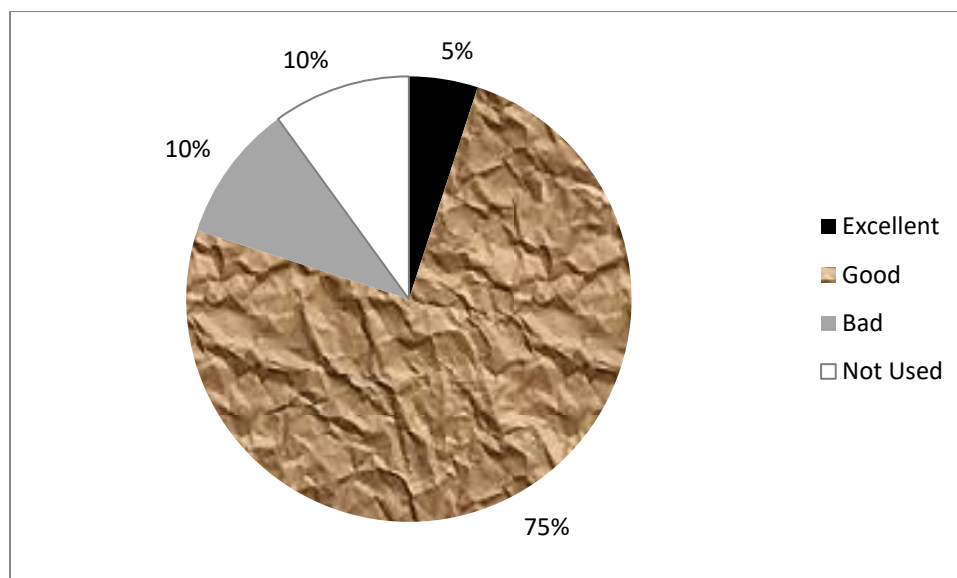
T: If not I am going to ask the questions? You, Sima, are students' free birds?

S: Yes, this poem says we students are the free birds

This type of evaluation was satisfactory. In the first question, the student was trying but
after some pause the teachers gave clues to the students. So, the students were
encouraged. The following figure gives quality of evaluation as a whole:

Figure 9

Evaluation of Students in the Class



According to this figure 9, most of the teachers evaluated their students in an acceptable way, i.e. 75 percent teachers evaluated good. The evaluation was somehow objective oriented. 5 percent teachers evaluated the students in a very proper way and their achievement was excellently evaluated. According to the purpose of learning, 10 percent of the teachers were unable to measure the achievement in the norms of lesson. That is to say, there was no proper way of evaluation. Out of 30 classes, 10 percent classes were ended without any evaluation of the students.

Practice in the Class

Practice is another good interactive activity in the class. Most of the students were practiced with formulaic utterances. The activities were not open and contextual in nature.

For example:

T: How many prefixes do you see in the first table?

S: Six sir...

T: Can you tell some word form with these prefixes?

S: decode, mislead, undo

T: Can you tell me some words formed with suffixes?

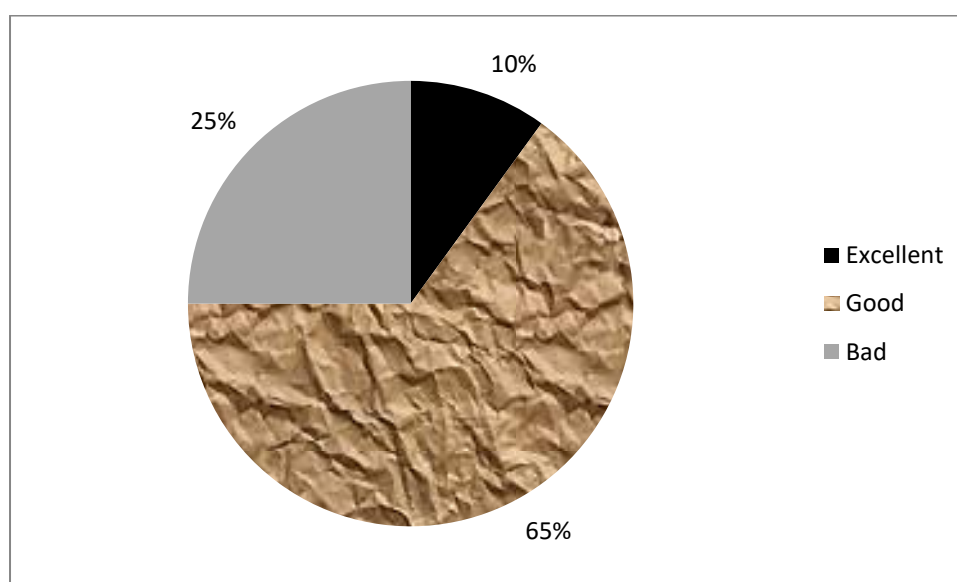
S: Portable, bigger, stronger

T: Students work in pair and make 10/10 words formed with prefixes and suffixes.

I saw this kind of practice in pair work also. Such type of formulaic or closed practice loses the creativity of the students. Most of the classes were engaged in such type of practice. The figure no.10 gives qualities of practice in the class.

Figure 10

Practice in the Class



In this figure 10, it is clear that 65 percent teachers made their students engage in practice in an acceptable way. The classes were somehow interactive as well. 10 percent of them made their students engage in practice in very good manner. The classes were so much interactive and purposeful according to the lesson. In 25 percent classes, the students were not performing their task in a true manner. The teachers did care about students' practice if they were practicing well or not. It was also found that some of the teachers did not give any chance to their students to involve in practice.

The preceding tables, charts and my diary notes while I was in direct observation in those classes suggest that the students were taught some mechanical utterances and

they were exercising these utterances time and again in the classroom interaction. Most of the students interacted in free and fair manner. Even if they made open conversation, they would initiate by the teachers. The communicative language teaching approach had been utilized and exercised a lot in the truest sense of the word.

CHAPTER -FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Researcher conducted study to explore the existing situation of classroom interaction in English classes at grade eight. Community based schools were selected from basic schools of Khotang district. Researcher observed three classes of each of the six teachers. He observed, recorded classes, filled up checklist and took notes. After analyzing the data, it was found classroom interactions were initiated by the teachers which were formulaic and based on rote learning. Some of the classes they were out of group or pair work. It was found that most of the classroom environment was good and facilitative to learning. It was found that 80 percent teachers asked questions but 20 percent teachers did not ask any questions. Thirty three percent classes were out of group works but 66.66 percent of classes were carried out the group works. It was found that 50 percent teachers behaved good friendship, 40 percent teachers behaved excellent friendship but 10 percent of them expressed bad behavior.

Conclusions

This research was conducted at basic level of students and their classes i.e. eight graders to explore the existing situation of the classroom interaction situation and its significance. From the whole discussion and presentation of the data following conclusions were presented:

Conclusions

From the analysis of the study the following conclusions have been made:

- a) This research reveals that the treatment of students in classroom interaction is relatively better in teaching speaking skills because it was found that 66.66 percent teachers made their students engage in practice in an acceptable way.
- b) To foster language learning, there must be sufficient interaction between the teacher and the learners in teaching learning activities because 33.33 percent classes' students were just passive listener. So, they should be encouraged to take part in interaction.

- c) Use of teaching materials in the classroom should be appropriate and visible because they make the class effective and live because 50 percent teachers did not use any materials.
- d) Teachers should focus on group work or pair work technique while teaching English language because, around 53 percent classes were found conducting through pair works which is the key for interaction.
- e) Classroom environment determines the rate of learning. It means peaceful environment should be created as far as possible and noisy environment should be discarded because 10 percent of them were not decorated with suitable windows and ventilations
- f) Question-answer method is important way of CI because 20 percent teachers did not ask any questions.

There are many other responsible factors affecting the CI in English classes.

Teachers should encourage the students to speak English whenever and wherever it is possible. They should use participatory methods in the class. GT method should be discouraged. Teachers should be studious; they should find new and effective ways of interaction, and apply them in the class.

Recommendation and Implications

Based on the findings and summary of the study following implications can be drawn:

Policy Level

- Coursebook designers and policy makers must design the coursebook according to the interest, need and time of the students and situation.
- Book writers must include those activities in the course which promotes classroom interaction.

- Initiation of the strategy/policy determines the nature of the course for those communicative or interactive activities. So, it should be focused while designing the curriculum.
- New method of teaching is CLT which focuses on language use and therefore it is the matter of classroom interaction.

Practice Level

- i. Question answer method is important way of CI. There are many factors affecting the CI in English classes.
- ii. Although the teachers should bear the first responsibility for it, he or she is not only the target.
- iii. For the better CI, the teacher should be well equipped through refresher training.
- iv. Teachers should encourage students to speak English whenever and wherever it is possible.
- v. They should use participatory methods in the class.
- vi. Teachers should be studious; they should find new and effective ways of interaction, and apply them in the class.

Further Research

English language teaching is really painstaking task because it is not the dead stone, as it is ever changing entities. New trends of teaching with new vocabularies and structures are not peripherals. Language is primarily speech and focus should be laid on spoken or communication i.e., communication between the teachers and the students which is also a part of classroom interaction. The subsequent or followers can conduct the following researches:

- I) “The Effect of Classroom Interaction to Develop Learner’s Speaking Skill”.
- II) “The Effect of Language Games to Develop Speaking Skills”.
- III) “The Patterns of Discourse in Language Classroom”.

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Appendix - I

Observation Checklist for Classroom Interaction.

School's Name: Shree Chisapani Model Secondary School

Tutor's Name: Bhuparaj Sapkota

Observer: Prem Rai No. of Students:36

Subject: English Date: 2081-02-03

Section: A Time: 45

Ration Scale

'A' - Always 'B' - Sometimes 'C' - Rarely 'D' - Never

S.N.	General Observation of the Classroom	A	B	C	D
Section : One: General Observation of the Classroom Management					
1)	The physical setting is clean, organized, spacious, light and comfortable. So that, learners can interact and speak with each other.	√			
2)	The teacher moves around learners to give suggestions and checks for comprehension.	√			
3)	Teacher controls some irrelevant behaviors such as the students use of L1 instead of L2.	√			
4)	The teacher sets out the objectives of the lesson.		√		
Section Two: General observation of the learner's interaction. Inside the classroom.					
1)	Learners give opinions, provide suggestions and share ideas in the		√		

classroom either with- other classmates.

- | | | | |
|----|--|---|---|
| 2) | Learners express willingness to speak in the classroom when dealing with a topic discussion. | √ | |
| 3) | Learners express new ideas in a classroom. | | √ |
| 4) | Learners participate in the classroom interaction. | √ | |
| 5) | Learners hesitate and express themselves in a difficult way in the classroom. | | √ |
| 6) | Students speaking ability is developed through classroom interaction progress. | | √ |
| 7) | The students correct each other's errors in the classroom. | | √ |
| 8) | Learners show readiness and motivation to work with peers and feel comfortable within the group. | | √ |

Section Three: General situation of the teacher-learner interaction in the classroom

- | | | | |
|----|--|---|---|
| 1) | In oral expression course, the highest amount of talk is taken by the teachers. | | √ |
| 2) | The teachers provide his students with comprehensible input to their level. | √ | |
| 3) | The teacher gives opportunities for the students to interact with him during the | | √ |
-

classroom oral tasks.

- 4) The teachers use some speaking activities as communication games, information gap activities and discuss task during classroom interaction. ✓
- 5) The teacher uses more speaking tests as a means to assess the speaking skill in the classroom. ✓
- 6) The teachers uses more expression as “good” , “well done” and “ok” to motivate students to talk in the classroom. ✓
- 7) In the classroom teacher uses many types of correction strategies to adjust the learners’ mistakes. ✓
-

Appendix -II

Classroom Observation Checklists

Name of School: Shree Laxmi Sec. School

Name of English Teacher: Gaurab Basnet

Class: Eight

Date: 2081-02-04

Topic: Free Birds (Poem)

Period: 2nd

Criteria for Class Observation

Indicators

Excellent: very much conducive to learning environment and students' encouragement
(open in nature)

Good: some facilitation and encouragement in learning (partial in nature)

Poor: not so facilitating and encouraging (closed in nature)

Criterion - 1: Questioning

	Time of Questioning				Questions Relevant to Lesson	Question Irrelevant to Lesson
	0-10 minutes	11-20 minutes	21-30 minutes	31-40 minutes		
The teacher in the class	3-7	2-3	2-6	3-5	All	
The students in the class	1-2	2-4-	1	2-5	3	2

Criterion -2: Group Work in the class

Topic of Group Work	
No. of Groups	2
No. of Group Members	12

Criterion – 3: Teachers Activities in the Class

Time	Lecturing	Discussion with students	Demonstration	Asking questions
0-10 minutes		√	√	√
11-20 minutes	√	√	√	√
21-30 minutes	√	√	√	√
31-40 minutes	√	√	√	√

Criterion -5: Quality of Group Work Evaluation

Group Work	Time	Excellent	Good	Poor
Group -1			√	
Group -2			√	
Group -3			√	
Group -4			√	
Group -5			√	

Criterion -6: Teacher's Activities Evaluation

	Excellent	Good	Poor
Friendliness		√	
Sympathetic		√	
Encouragement		√	
Presentation		√	
Use of materials		√	
Evaluation of students in the class		√	
Practice in the class		√	

Criterion -7: Classroom Environment

	Excellent	Good	Poor
Air condition	√		
Cleanliness	√		
Communication with the teacher		√	
Communication with students		√	
Preventing of noise		√	

Name of School: Shree Balodaya Basic school

Name of English Teacher: Dik Bahadur Thapa

Class: Eight

Date: 2081-02-02

Topic: A Father's Letter to his son

Period: 3rd

Criteria for Class Observation

Criterion - 1: Questioning

	Time of Questioning				Questions Relevant to Lesson	Question Irrelevant to Lesson
	0-10 minutes	11-20 minutes	21-30 minutes	31-40 minutes		
The teacher in the class	3-7	2-3	2-6	3-5	All	
The students in the class	1-2	2-4-	1	2-5	3	2

Criterion -2: Group Work in the class

	Topic of Group Work
No. of Groups	3
No. of Group Members	9

Criterion – 3: Teachers Activities in the Class

Time	Lecturing	Discussion with students	Demonstration	Asking questions
0-10 minutes		√	√	√
11-20 minutes	√	√	√	√
21-30 minutes	√	√	√	√
31-40 minutes	√	√	√	√

Criterion -5: Quality of Group Work Evaluation

Group Work	Time	Excellent	Good	Poor
Group -1			√	
Group -2			√	
Group -3		√		
Group -4			√	
Group -5				√

Criterion -6: Teacher's Activities Evaluation

	Excellent	Good	Poor
Friendliness		√	
Sympathetic		√	
Encouragement		√	
Presentation		√	
Use of materials		√	
Evaluation of students in the class		√	
Practice in the class		√	

Criterion -7: Classroom Environment

	Excellent	Good	Poor
Air condition	√		
Cleanliness	√		
Communication with the teacher		√	
Communication with students		√	
Preventing of noise		√	

Name of School: Shree Bhanu Basic School

Name of English Teacher: Tiwan Rai

Class: Eight

Date: 2081-02-06

Topic: Washing Machine

Period: 1St

Criteria for Class Observation

Criterion - 1: Questioning

	Time of Questioning				Questions Relevant to Lesson	Question Irrelevant to Lesson
	0-10 minutes	11-20 minutes	21-30 minutes	31-40 minutes		
The teacher in the class	3-7	2-3	2-6	3-5	All	
The students in the class	1-2	2-4-	1	2-5	3	2

Criterion -2: Group Work in the class

Topic of Group Work	
No. of Groups	-
No. of Group Members	-

Criterion – 3: Teachers Activities in the Class

Time	Lecturing	Discussion with students	Demonstration	Asking questions
0-10 minutes		√	√	√
11-20 minutes	√	√	√	√
21-30 minutes	√	√	√	√
31-40 minutes	√	√	√	√

Criterion -5: Quality of Group Work Evaluation

Group Work	Time	Excellent	Good	Poor
Group -1				
Group -2				
Group -3				
Group -4				
Group -5				

Criterion -6: Teacher's Activities Evaluation

	Excellent	Good	Poor
Friendliness		√	
Sympathetic		√	
Encouragement		√	
Presentation		√	
Use of materials		√	
Evaluation of students in the class		√	
Practice in the class		√	

Criterion -7: Classroom Environment

	Excellent	Good	Poor
Air condition	√		
Cleanliness	√		
Communication with the teacher		√	
Communication with students		√	
Preventing of noise	√		

Name of School: Shree Bijayajyoti Basic School

Name of English Teacher: Jiwan Tamang

Class: Eight

Date: 2081-02-07

Topic: Changing World

Period: 2nd

Criteria for Class Observation

Criterion - 1: Questioning

	Time of Questioning				Questions Relevant to Lesson	Question Irrelevant to Lesson
	0-10 minutes	11-20 minutes	21-30 minutes	31-40 minutes		
The teacher in the class	3-7	2-3	2-6	3-5	All	
The students in the class	1-2	2-4-	1	2-5	3	2

Criterion -2: Group Work in the class

Topic of Group Work	
No. of Groups	2
No. of Group Members	5

Criterion – 3: Teachers Activities in the Class

Time	Lecturing	Discussion with students	Demonstration	Asking questions
0-10 minutes		√	√	√
11-20 minutes	√	√	√	√
21-30 minutes	√	√	√	√
31-40 minutes	√	√	√	√

Criterion -5: Quality of Group Work Evaluation

Group Work	Time	Excellent	Good	Poor
Group -1			√	
Group -2		√		
Group -3			√	
Group -4				√
Group -5			√	

Criterion -6: Teacher's Activities Evaluation

	Excellent	Good	Poor
Friendliness		√	
Sympathetic		√	
Encouragement		√	
Presentation		√	
Use of materials		√	
Evaluation of students in the class		√	
Practice in the class		√	

Criterion -7: Classroom Environment

	Excellent	Good	Poor
Air condition	√		
Cleanliness	√		
Communication with the teacher		√	
Communication with students		√	
Preventing of noise		√	

Name of School: Shree Chisapani Model School

Name of English Teacher: Bhuparaj Sapkota

Class: Eight

Date: 2081-02-08

Topic: A Visit to Mustang

Period: 2nd

Criteria for Class Observation

Criterion - 1: Questioning

	Time of Questioning				Questions Relevant to Lesson	Question Irrelevant to Lesson
	0-10 minutes	11-20 minutes	21-30 minutes	31-40 minutes		
The teacher in the class	3-7	2-3	2-6	3-5	All	
The students in the class	1-2	2-4-	1	2-5	3	2

Criterion -2: Group Work in the class

Topic of Group Work	
No. of Groups	4
No. of Group Members	8

Criterion – 3: Teachers Activities in the Class

Time	Lecturing	Discussion with students	Demonstration	Asking questions
0-10 minutes		√	√	√
11-20 minutes	√	√	√	√
21-30 minutes	√	√	√	√
31-40 minutes	√	√	√	√

Criterion -5: Quality of Group Work Evaluation

Group Work	Time	Excellent	Good	Poor
Group -1			√	
Group -2			√	
Group -3			√	
Group -4			√	
Group -5			√	

Criterion -6: Teacher's Activities Evaluation

	Excellent	Good	Poor
Friendliness		√	
Sympathetic		√	
Encouragement		√	
Presentation		√	
Use of materials		√	
Evaluation of students in the class		√	
Practice in the class		√	

Criterion -7: Classroom Environment

	Excellent	Good	Poor
Air condition			√
Cleanliness	√		
Communication with the teacher		√	
Communication with students		√	
Preventing of noise			√

Appendix- IV

Questions Asked by the Teachers

1. Have you ever eaten a cake?
2. Have you read a story book recently?
3. Have you ever gifted anything to your friends?
4. Why did the old man go to the forest with an axe?
5. Where do you think the birds are flying to?
6. Do you think a student is like a bird?
7. What do you prefer read a story or read a poem?
8. Why it is necessary to value the time?
9. What lesson did you learn from the story?
10. When did the writer visited a village in Dhading?
11. Have you got any difficult words or new words?
12. Ramesh, stand up and tell me the first question.
13. Copy down the questions and write the answer.
14. Write down the similar shorts of sentences.
15. Read out the first sentence what have you written?
16. Describe the picture you have seen?
17. What did the writer like the most about Nepal?
18. Why do only few tourists visit Nepal in January?
19. Where does Kagbeni Lie ?
20. Are you joking with me?
21. Tell me your hobby?
22. What is Marpha village known for?
23. What do you see in the picture?

24. Can you fly like birds?
25. Have you ever seen birds flock flying in the sky?
26. Do you love keeping birds at your home like pigeon or parrot?
27. How can students overcome the hindrances on their way?
28. What are students compared with in the poem?
29. How can it possible to achieve your goal?

Classroom interaction

Recorded audio of the classroom.

S: Yes sir. You told us yesterday that will be going through the poem. Am I right sir?

T: Yes, you are right. Now can you tell the title of the poem?

S: Free Birds.

T: Yes, my lovely students you are right. I have some questions for you. Try your best okay.

S: Okay sir.

T: What do you see in the picture?

S₁: There are the birds flying in the sky.

T: Can you fly like birds?

S₂: No, we can't fly.

S₃: Sir I can fly.....but through parachute. Hahahahahaha....

T: Joking man. Have you ever seen birds flock flying in the sky?

S₄: Yes sir I have seen last time, that flock of swan flying in the sky.

T: Do you love keeping birds at your home like pigeon or parrot?

S₅: Yes we love sir.

After some discussion. Other questions which teacher asked to the students are as:

- 1 How can students overcome the hindrances on their way?
- 2 What are students compared with in the poem?
- 3 How can it possible to achieve your goal?

Situation

1. (What do you prefer? Read a story, newspaper or a poem?)
2. S₁: What do you prefer?
3. S₂: I prefer reading story.
4. S₁: What do you like, tea or coffee?
5. S₂: I like to read newspapers to know about current affairs.
6. S₁: What do you prefer go for watch movie / read newspapers?
7. S₂: I prefer to watch movie.

Appendix- V

Questions Asked by the Students

Questions asked by the students

1. Sir have you ever visited to Mustang?
2. How many days does it take from here?
3. Is it easy for non-Nepali to enter upper Mustang?
4. Sir are there some member from Buddha`s family?
5. Sir have you ever gifted to your children?
6. Sir have you ever listened talk of trees?
7. Sir have you seen axe?
8. Can you fly like a bird?
9. Sir can you forecast about weather?
10. What is the meaning of expedition?
11. What is the Marpha Village known for?

Appendix - VI**Name of English Teachers Selected for my Research Work are:**

S.N.	Name of the Teachers	Name of the Secondary Schools	Type
1	Dik Bahadur Thapa	Shree Balodaya Basic School, Jantedhunga, -5 Khotang	Public
2	Jiwan Kuamr Rai	Shree Bhanu Basic School, Jantedhunga, -6 Khotang	Public
3	Bhuparaj Sapkota	Shree Chisapani Model Secondary School, Jantedhunga, -5 Khotang	Public
4	Gaurav Basnet	Shree Laxmi Secondary School, Jantedhunga, -3 Khotang	Public
5	Tiwan Tamang	Shree Jaleswor Basic School, Jantedhunga, -3 Khotang	Public
6	Saroj Rai	Bright Future Academy, Chisapani Khotang	Private