

ROLE OF RECASTS IN DEVELOPING APPROPRIACY AND ACCURACY IN STUDENTS' PERFORMANCE

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

**Submitted by
Bikash Chaudhary**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

2013

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DECLARATION

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

Date: 25/07/2013



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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bikash Chaudhary** has prepared this thesis entitled **Role of Recasts in Developing Appropriacy and Accuracy in Students' Performance** under my guidance and supervision.

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DEDICATION

Dedicated to

My late mother

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Bikash Chaudhary

ABSTRACT

The present study entitled **Role of Recasts in Developing Appropriacy and Accuracy in Students' Performance** intended to show the effectiveness of recasts in the second language learning especially in simulated English speaking environment. Altogether, 17 students had been selected studying at Marigold Secondary School, Tikapur, Kailali through non-random purposive sampling procedure to accomplish the research. Prior to the intervention, a set of questionnaire was prepared as a research tool to collect required information for the study. The same test item was used for pre-test and post-test. Both primary and secondary sources of data were used. Having prepared the required research tools, I started teaching at the selected school based upon the objectives of the research methodology. The total teaching periods were 25 including all five grammatical items-tense, voice, modal verbs, prepositions and tag-questions respectively and each grammatical item carried 10 marks. The findings showed that recast as an implicit negative feedback can affect students' attempts to communicate and enhance learning the English language. Thus, recasts proved to be one of the best techniques, especially for those students with higher level of language proficiency.

This thesis consists of four parts. The first chapter consists of general background, second language acquisition, classroom interaction, different types of feedback, introduction and theoretical value of recast and process of action research. Chapter two deals with the methodology, sources of data: primary and secondary sources of data, population, sampling population and sampling procedure, tools for the study, the process of data collection and limitations of the study. Chapter three basically deals with the analysis and interpretations of the data collected from the informants. Chapter four discusses the findings of the study. Some recommendations are drawn and some pedagogical implications have been made being based on the findings. In the final section of the study, the references and appendices are included.

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LIST OF ABBREVIATIONS

| | | |
|--------|---|---|
| SLA | : | Second Language Acquisition |
| NL | : | Native Language |
| TL | : | Target Language |
| FLA | : | Foreign Language Language |
| e.g. | : | For Example |
| etc. | : | et cetera |
| T | : | Teacher |
| St | : | Student |
| ibid | : | Ibidem |
| L1 | : | First Language |
| L2 | : | Second Language |
| et. al | : | And others |
| n | : | Number |
| NS | : | Native Speaker |
| NNS | : | Non-Native Speaker |
| SLLs | : | Second Language Learners |
| F.M. | : | Full Marks |
| IJLS | : | International Journal of Language Studies |

CHAPTER ONE

INTRODUCTION

1.1 General Background

This is the research work entitled "**Role of Recasts in Developing Appropriacy and Accuracy in Students' Performance.**" This introduction part deals with general background, review of related literature, objectives of the study, and finally the significance of the study, in brief, are also the parts of this chapter.

1.1.1 Second Language Acquisition/ Learning

The term second language acquisition and learning are interchangeably used in my study. However, they are differently used in the field of SLA. The study of any new discipline involves familiarizing oneself with the specific terminology of that field. In this study, I present some basic terminologies common to the field of second language acquisition, accompanied by brief definitions.

Native Language (NL): This refers to the first language a child learns. It is also known as the primary language, the mother tongue, or the L1 (first language). It is abbreviated as NL.

Target Language (TL): This refers to the language being learned.

Second Language Acquisition (SLA): The second language acquisition refers to the learning of another language after the native language has been learned. In broad sense, the term refers to the learning of a third or fourth language regardless of second, third, fourth.... The important aspect is that the term refers to the learning of a language *after* the learning of the native language. The second language is commonly referred to as the L2.

As with the phrase "second language," L2 can refer to any language learned after learning the L1, regardless of whether it is the second, third, fourth, or fifth language. By this term, we mean both the acquisition of a second language in a classroom situation, as well as in more "natural" exposure situations.

Foreign Language Learning: Foreign language learning is generally differentiated from second language acquisition in that the former refers to the learning of a nonnative language in the environment of one's native language (e.g., French speakers learning English in France or Spanish speakers learning French in Spain, Argentina, Mexico, etc.). This is most commonly done within the context of the classroom. (Gass and Selinker, 2008, p. 5)

Second language acquisition, on the other hand, generally refers to the learning of a nonnative language in the environment in which that language is spoken (e.g. German speakers learning Japanese in Japan, Punjabi speakers learning English in the United Kingdom). This may or may not take place in a classroom setting. The important point is that learning in a second language environment takes place with considerable access to speakers of the language being learned, whereas learning in a foreign language environment usually does not.

1.1.2 Second Language Acquisition and Second Language Learning

Krashen (1983, p. 85) opines that generally first language is acquired and second language is learnt. In his monitor model, he hypothesized that adults have two independent systems of developing ability in second languages- subconscious language acquisition and conscious language learning. Dulay and Burt (1975) applied the Brown's hypotheses of first language acquisition in second language learning and argue that acquirers need not have a conscious awareness of the rules they possess and may self-correct only on the basis of a 'feel for grammaticality.'

Similarly, Krashen (1983) has also made a distinction in his 'acquisition learning hypotheses.' He argues that acquisition is subconscious, natural and meaningful but learning is conscious, unnatural and may not be meaningful.

1.1.3 Classroom Second Language Acquisition

Classroom second language acquisition signifies the acquisition of second language inside the classroom or in instructed setting. Different techniques, methods, materials and strategies are adopted to make the language learners learn better. Here, the student, teacher, experts and other directly or indirectly related personnel play a vital role for the betterment of their overall planning. In this regard, Gass and Varonis (1989) from their study on the classroom second language acquisition state that learners are reported to have practiced positive evidences among one another and they were very conscious about whether the errors were not, in fact, very surprisingly picked up from one another. Thus, 'Learners talk' is the language used by learner can be important for regulating for the acquired knowledge by taking part in the classroom discourse and interactions. The way of processing second language input involves focus on form and acquisition of formal features of language.

To support the ideas mentioned in Gass and Selinker (2008) proposed three premises as the basis of processing instruction.

- Learners need input for acquisition.
- A major concern in acquisition is the way in which the learners process the second language input.

In conclusion, classroom second language acquisition is also termed as instructed second language acquisition where second language is taught in the special setting. The learning is conducted with special instructions and with different supported materials. There is an equal participation of each and every related material, teacher and students.

1.1.4 Classroom Interaction

The term classroom interaction refers to the interaction between teacher and learners in the classrooms. The L2 classroom interaction research began in 1960s with the aim of evaluating the effectiveness of interaction in language acquisition. According to Brown (2001, as cited in IJLS, vol. 3(4), 2010, p. 425), interaction is at the heart of communicative competence. When a learner interacts with another learner, he/she receives input and produces output. Nunan (1991, as cited in IJLS 2010, p. 425) stated that language is acquired as learners actively engage and interact with each others to communicate in the target language.

Social-interactionists see language as rule-governed cultural activity learned in interaction with others. According to Vygotsky (1978 as cited in IJLS, 2010, p. 426) social-interaction plays an important role in the learning process. Ellis (2004) stated that "interactionists view language learning as an outcome of participating in discourse, in particular face-to-face interaction" (p. 78). Students don't know instinctively how to interact with each other. In addition, much training time is devoted to help teachers, arrange appropriate interactions between students and materials. How students should interact with one another is relatively ignored and is a neglected aspect of instruction.

In this research work, three basic ways are introduced to help L2 learners to interact with each other appropriately. One of the influential strategies in creating classroom interaction is *questioning technique* where foreign language learners do not have a great number of tools for initiating and maintaining language, encouraging them to formulate or answer questions can provide stepping stones for continued interaction (Aliponga, 2003 as cited in IJLS 2009, p. 426). The use of questioning strategy outlined in this research is anchored in the Long's interaction hypothesis, which stresses the role of input in the development of second language. The types of questions also affect the classroom interaction. For example, a study of Suter (2001 as cited in Khadidja

2010, p. 12) showed that referential questions make more interaction between learners than display questions.

The second strategy is *modification* which is widely used as negotiation of meaning. Negotiation of meaning has been defined by Pica (1998) as restructuring of interaction that occurs when a communication problem arises. Modification helps the learners to continue the interaction without interrupting it, and solve the miscommunication problem without using their mother language.

The third strategy that can promote interaction is *co-operative learning*. Co-operative learning is opposed to individualistic and competitive learning, which has been proclaimed as an effective instructional approach which involves the characteristics of learner-centered approaches. Co-operative learning requires learners to work in groups to achieve a common goal (Chafe, 1998 as cited in IJLS 2010, p. 426). Working together maximizes opportunities for student-student interaction with meaningful input and output in a supportive environment.

The communicative process involves interaction between at least two people who share common sign and semiotic rules. The concept of interaction is defined as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another” (Wagner, 1994, p. 8). Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication.

The concept of interaction has a significant importance in the classroom too; it is an essential part in learning and teaching processes. Allwright and Baily (1991 as cited in Khadidja, 2010, p. 9) hold that interaction is something people can do together, i.e. collectively. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on. However, none of this can change the fact that

classroom interaction focuses on the learners 'co-operation'. In order to understand the relationship between classroom interaction and SLA, there are two main assumptions. First, the classroom provides an environment that leads to SLA. The second is that what happens in classrooms involve communication, and this can be seen as some form of interaction, i.e. there are reception and production based theories of classroom interaction and SLA. Reception-based theories agree that interaction contributes to SLA through learners' reception and understanding of the SL; however, production-based theories contend that interaction helps learners to produce the SL.

Reception-based theory, according to Johnson (1995 as cited in Khadidja, 2010, p. 10) is related to the input hypothesis, which holds that the input should be comprehensible to learners for a better acquisition since the latter happens when learners understand input that contains well-formed structures and which can meet their current level. Productive-based theory relates to the output hypothesis that holds that learners should get opportunities to produce the language if they want to be fluent or like native speakers.

1.1.4.1 Aspects of Classroom Interaction

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, and then we cannot speak of a successful learning through interaction. Ellis and Foto (1999, p. 9) say, "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output." Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

1.1.4.2 Types of Classroom Interaction

Thurmond (2003) defines interaction as

"The learners' engagement with the course content, other learners, the instructor and the technological medium used in the course. True

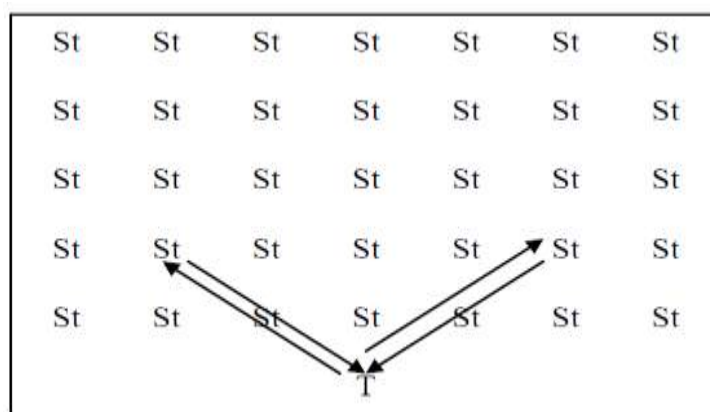
interactions with other learners, the instructor and technology result in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment (p. 13)".

From this quote we understand that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. We shall focus in this research work only on two main types.

Teacher-Learner Interaction

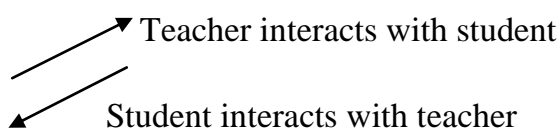
This type of interaction, as Coulthard (1977 as cited in Khadidja, 2010, p. 13) mentions, has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say, a teacher takes part in such interaction. He negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. Scrivener (2005, p. 85) made the following diagram to show clearly how the interaction happens between the teacher and the students.

Figure: 1 Interaction between Teacher and Students



Source: Scrivener (2005, p. 85)

Key:



St- Student

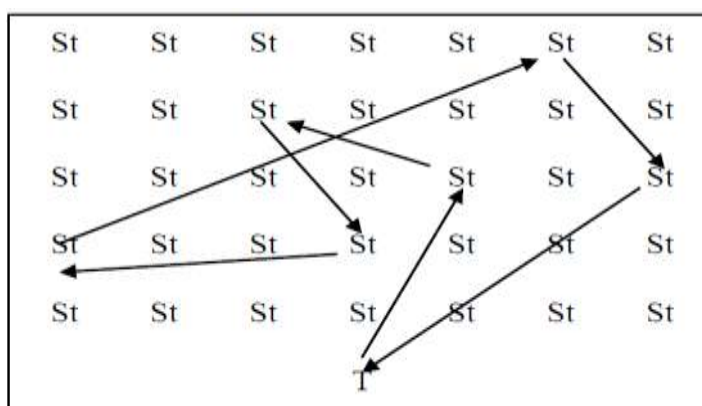
T- Teacher

During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009 as cited in Khadidja, 2010, p. 13) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

Learner-Learner Interaction

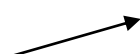
Many theories of learning maintain that knowledge is actively constructed and skills improved through interactions between learners as it is shown in the diagram in figure 2 done by Scrivener (2005, p. 86):

Figure: 2 Interactions between Students



Source: Scrivener (2005, p. 86)

Key:

 Student- student interaction

St- Student

T- Teacher

Johnson (1995, as cited in Khadidja, 2010, p. 15) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom. Paula (2002, p. 128) adds that “talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned.” The teachers, then, must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

1.1.5 Negotiation of Meaning

Studies on interaction between learners focus on the interactive discourse between learners engaged in second language learning tasks where negotiation of meaning is the focal point. Ellis and Barkhuizen (2005 as cited in Khadidja, 2010, p. 11) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. However, if there is a lack of comprehension different processes can be focused on to repair the interaction. Alison (2007, pp. 12-13) asserts that “Through processes of repetition, segmentation and rewording, interaction can

serve to draw learners' attention to form-meaning relationship and provide them with additional time to focus on encoding meaning.”

Repetition involves repeating the students' exact speech as it is when others do not understand. Segmentation is another process for repairing a negotiation; the students repeat the utterance by dividing it into linguistic segments with a rising or falling intonation. The term rewording means rephrasing the original utterance, i.e. using other simple words. Therefore, instead of all these terms, clarification can be considered as an umbrella term to cover these processes; the learners in interactions often ask the one who speaks to well explain if they do not understand, and the latter attempts to modify his output to meet the level of understanding of the whole class. The opportunities of meaning negotiation help the language learners in three main ways. First, as suggested by Long and others, it helps learners to get comprehensible input, that is to say, it facilitates comprehension.

One way in which this takes place is when the negotiation breaks down and learners seek to segment the input into units so that they can understand them. Second, negotiation of meaning provides learners with feedback on how to use the second language. For example, teachers very often correct students' mistakes when they negotiate so that they use the SL accurately. Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output because a successful negotiation occurs when learners produce outputs that are comprehensible and therefore target-like.

To sum up, in negotiation of meaning the students will focus on the form as well, because negotiation involves feedback and modification to input and output when the students attempt to send again their misunderstanding, which is sometimes due to problems with language use.

1.1.6 Different Kinds of Feedback

Recasts are just one of the several possible corrective strategies that teachers employ to deal with learner errors. Lyster and Ranta (1997, as cited in IJLS

2010, p. 58) identified five corrective strategies other than recasts (i.e. explicit correction, clarification requests, meta-linguistic information, elicitation and repetition):

- **Explicit correction:** Teacher supplies the correct form, and clearly indicates what the student has said was incorrect, for example,
S: I'm not believing him.
T: You mean I do not believe him.
- **Clarification requests:** Teacher uses phrases such as “*Pardon?*” and “*I don't understand.*”
S: Why does he fly to Korea last year?
T: Pardon?
S: Why did he fly to Korea last year?
- **Meta-linguistic information:** Teacher provides comments, information, or questions related to grammaticality of the student's utterance, such as “*masculine.*”
S: I went to the train station and pick up my aunt.
T: Use past tense consistently.
S: I went to the train station and picked up my aunt.
- **Elicitation and Repetition:** Teacher directly elicits a reformulation from students by asking questions such as “*How do we say that in Nepali?*” or by pausing to allow students to complete teacher's utterance, or by asking students to reformulate their utterance.
S: Once upon a time, there lives a poor girl named Cinderella.
T: Once upon a time, there...
S: there lived a girl.
- **Repetition:** Teacher repeats the student's ill-formed utterance, adjusting intonation to highlight the error.
S: Mr. Chaudhary travel a lot last year.
T: Mr. Chaudhary TRAVEL a lot last year?
S: Mr. Chaudhary traveled a lot last year.

Long and Robinson (1998, as cited in IJLS 2010, p. 58) place recasts in the category of implicit negative evidence. In their description of different types of focus-on- form procedures, they include explicit activities as writing target forms on the board, underlying the key feature, pronouncing that feature with exaggerated stress, and having students repeat those same words. Unlike recasts, these activities would be characterized as explicit feedback on error. Recasts are distinguished from other kinds of focus-on- form procedures because they are not explicit, do not isolate the features of language form that are the focus of feedback, and do not interrupt.

1.1.7 Recasts

Recasts refer to "those instances in which an interlocutor rephrases an incorrect utterance with a corrected version, while maintaining the integrity of the original meaning" (Gass, 2003, p. 239). In the following example, a recast with rising intonation, the auxiliary is added and the verbal morphology is corrected:

Example: 1

NNS: What doctor say?

NS: What is the doctor saying? From Philp (1999, p. 92 as cited in Gass, 2003, p. 234)

In a recast, the teacher implicitly reformulates all or part of the student's utterance, without the error. Another example from Lyster and Ranta (1998, p. 58) is as follows:

Example: 2

St: 'Before someone will take it'

T: 'Before someone takes it'.

Thus, a recast can be defined as a reformulation of a previous erroneous utterance into a more target-like form while preserving the original meaning. The role and effect of recasts as corrective feedback have been of interest in

second language (L2) acquisition research because corrective feedback is a component of form-focused instruction which many SLA researchers now consider important for L2 learning. Recasting has been frequently observed in various interaction contexts; in NS-NNS interaction studies, for instance recasting was called 'modification' and 'completion or elaboration' (Pica et al., 1989).

In classroom interaction studies, other terms such as 'paraphrasing' (Spada and Frohlich, 1995), 'repetition with change' and 'expansion' (Chaudron, 1977) are used. From the interactionist perspective of language acquisition, the recast is viewed as useful feedback. According to the interaction hypothesis proposed by Long (1996), feedback that occurs during interaction and negotiation processes is considered to facilitate language learning. From a socio-cultural perspective, it provides an 'opportunity to learn' (Swain & Lapkin, 1998). There are a number of studies in L2 research which directly and indirectly help us to understand the effect of recasts.

Researchers operate with a general definition of recasts, though with a few exceptions, they have made no attempt to investigate categories of recasts in accordance with their differentiating characteristics (Ellis & Sheen, 2006). Lyster and Ranta (1997) simply counted recasts, while Lyster (1998), in a further analysis of the same data, distinguished four types of recasts. Even when researchers acknowledge that recasts are diverse, they are likely to generalize their role in the acquisition of an L2 as if they possess a homogeneous identity.

Recasts are utterances that rephrase a child's utterance by changing one or more components (subject, verb, object) while still referring to its central meaning (Long, 1996, p. 434). The Recasts involve the teacher's reformulation of all or part of a student's utterance minus the error (Lyster and Ranta 1997, p. 46). In the same way, a response was coded as a recast if it incorporated the content words of the immediately preceding incorrect NNS utterance and also

changed and corrected the utterance in some way (e.g. phonological, syntactic, morphological, or lexical) (Braidí 2002, p. 20).

A corrective recast may be defined as a reformulation of all or part of a learner's immediately preceding utterance in which one or more nontarget-like (lexical, grammatical, etc.) items are replaced by the corresponding target language form(s), and where, throughout the exchange, the focus of the interlocutors is on meaning not language as an object (Long, 2006).

Last definition is defined as "recast consists of the teacher's reformulation of all or part of a student's utterance that contains at least one error within the context of a communicative in the classroom (Sheen, 2006).

These definitions are subtle but significantly different. Neither Lyster and Ranta's (1997) nor Braidí's (2002) definitions made reference to the teachers' and learners' orientation to the discourse—that is, whether the primary focus of attention is on language as an object or on message-conveyance. Given the context in which their studies were carried out (immersion classrooms and task-based interaction), it can be assumed that the primary focus was on the message, although it would seem likely that, even in these contexts, some repair sequences occurred that were motivated by form rather than message. Indeed, their definitions of recasts would permit the inclusion of reformulated utterances from interactions that arise in traditional, form-focused lessons.

Long's (1996, 2006) definitions seek to exclude such form-focused reformulations. To qualify as recast, the reformulation must occur in the context of message-centered communication. There is, however, an interesting difference between the two definitions offered by Long. Long's (1996) definition states that a recast rephrases an erroneous learner utterance while still referring to its pivotal meaning. In a more recent work, Long's (2006) definition requires that throughout the exchange, the focus of interlocutors is on meaning not on language as an object. The difference is crucial and probably reflects Long's desire to exclude reformulations that focus on the meaning of a

learner utterance but are clearly didactic (from the perspective of the person doing the recasting) rather than communicative (i.e., they do not constitute an attempt to solve a communication problem) (Ellis & Sheen, 2006).

Hauser (2005) raised a different objection regarding the way recasts have been defined and coded. He pointed out that definitions such as Long's (1996) make reference to recasts that maintain the meaning of the learner's initial utterance. He suggested this is problematic because meaning, whether viewed as propositional content or action, is not established by the learner's initial utterance but, rather, is "open to negotiation" and "emerges through the interaction" (p. 310). He also illustrated how this takes place. He concluded that coding practices based on the idea of maintaining meaning "obscure what is happening in the interaction" (p. 310). However, Lyster and Ranta's (1997) and Braid's (2002) definitions make no mention of meaning; they are based on purely formal criteria, namely that a recast (a) reformulates and (b) corrects a preceding learner utterance. Thus, Hauser's critique of the coding practices of recast studies seems misplaced.

1.1.7.1 Different Types of Recast

It is obvious that recast is negative evidence in which the teacher rephrases all or part of the erroneous utterance made by the learners. However, no explicit types of recasts have been mentioned. To conclude, frequently cited types of recasts include: implicitness, learner-centeredness, unobtrusiveness and dual functions of positive and negative evidences are as shown in the examples respectively:

Example: 3

NNS: What what they doing?

NS: What are they doing? (←recast)

NNS: Yeah.

NS: They're signing a contract. (Mackey and Philp, 1998, p. 344)

Example: 4

Jose: I think that the worm will go under soil.

Teacher: I think that the worm will go under soil? (←repetition)

Jose: (no response)

Teacher: I thought that the worm would go under the soil. (←recast)

Jose: I thought that the worm would go under the soil. (Doughty and Varela, 1998, p. 124)

Example: 5

S: What's feed up?

T: Fed. (← short & segmented) (Sheen, 2006, p. 373)

Example: 6

S: I think world people will don't need any food.

T: Will NOT need any food, ah. (←segmented & stressed) (Sheen, 2006, p. 375)

1.1.8 Theoretical Value of Recast

Based on claims that children frequently repeat their parents' recasts during L1 acquisition, recasts have been promoted as an effective type of feedback; some researchers hypothesize that recasts help learners to notice the gap between inter-language forms and target forms, thus serving as “*negative evidence*”: (Doughty, 2001; Long, 1996; Long & Robinson, 1998).

1.1.9 Practical Advantages of Recast

Some of the advantages of recast are as follows:

- Recasts provide supportive *scaffolding* that helps learners participate in lessons when the target forms in question are beyond their current abilities.

- Recasts are ideal for facilitating the delivery of complex subject matter (Lyster, 2002).

1.1.10 Disadvantages of Recast

Some of the advantages of recast are as follows:

- Recasts do not lead to any self- or peer-repair: when there is repair, the student can only repeat the teacher's reformulation.
- In L2 classrooms, many recasts can be *ambiguous* and therefore do not help learners to notice their mistakes (Lyster, 1998).

1.1.11 Ambiguity of Recast

As the recast is an implicit corrective feedback, the learners may not be able to notice that they are committing errors while interacting with teachers or peers as stated in examples 7 and 8 below:

Example: 7

S: Ram does not *comes* to school today.

T: Oh! Ram does not *come* to school today.

(Students may perceive the utterance just as repetition by the teacher)

Example: 8

S: I want read.

T: What do you want *to* read?

(Students may have false conception that while forming question *to* is added)

1.1.12 Action Research

Action research generally involves inquiring into one's own practice through a process of self- monitoring that generally includes entering a cycle of planning, acting, observing and reflecting on an issue or problem in order to improve practice. Wallace (1991, pp. 56-57) maintains that action research can have 'specific and immediate outcome which can be directly related to practice in the

teacher's own context' and is 'an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes'. The systematic reflection means that language teachers collect data about their teaching so that they can make more informed decisions about their teaching; however, whereas reflective teaching can result in non-observable behavioural changes in the classroom such as increased levels of awareness of a teacher's assumptions, beliefs and practices, conducting an action research project usually results in some kind of transformation of the research into actual and observable actions.

Some of the definitions of the action research are as follows:

- Action Research is a fancy way of saying let's study what's happening at our school and decide how to make it a better place (Calhoun, 1994).
- Action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies (Parsons and Brown, 2002).
- Action research is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners (Miller, 2007).

Therefore, action research is basically meant for improving the current affairs but not for proving something new. In the context of second language acquisition, it can be applied by the teachers to improve the effectiveness of teaching –learning activities.

1.1.12.1 Process of Action Research

As suggested by Nunan (1992), the followings are the steps to carry out the action research:

- **Initiation**

The teacher observes the problems of the students in brief.

- **Preliminary Investigation**

An attempt is made to collect the concrete information about what the problem is. The teacher tries to collect the baseline data through detailed observations and records it for further analysis.

- **Hypothesis**

In the third step, idea about the possible solution of the problem is hypothesized. The hypothesis is also formed about the possible occurrence of the problem.

- **Intervention and Treatment**

The ongoing regular classroom activities are interrupted and a new treatment is introduced. The main purpose of introducing the new item is to bring change in the ongoing state of affairs.

- **Evaluation**

After the treatment of some sort, the teacher evaluates whether the subjects' behaviour is improved before and after the intervention and treatment.

- **Dissemination**

Dissemination is the state of sharing the idea about the findings of the study. Here, the teacher runs a workshop for his/her colleagues

and presents papers at the language conferences or seminars. As a whole, the teachers make wide the findings of the study.

- **Follow-up**

The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and the new one which is found as solution of the problems is adopted to introduce certain changes in the study.

1.1.12.2 Key Characteristics of Action Research

Many attempts have been made, over the years, to identify the characteristics that highlight the uniqueness of action research and distinguish it from other methodologies. Carr and Kemmis (1986, p. 164) in their seminal text on action research included the underlying principles of the action research approach.

These include as:

- **Participatory Character**

Participation is fundamental in action research as it is an approach which insists that participants perceive the need to change and are willing to play an active part in the research and change process.

- **Democratic Impulse**

All participants in action research are equal. The researcher works as a facilitator of change, consulting with participants not only on the action process but also on how it will be evaluated.

- **Simultaneous contribution to social science (knowledge) and social change (practice)**

Action research is a way of solving day-to-day problems rather finding out theoretical knowledge.

1.2 Review of Related Literature

There are a few researches in the field of Second Language Acquisition in the Department of English Education. However, some of the researches have been conducted on classroom interactions which are more or less similar to this study in the department. Moreover, no researches have been carried out on recasts in the department so far. On the contrary, recast is one of the widely researched areas outside Nepal. Some of the researches that have been conducted in and outside Nepal are as follows:

Phyak (2006) conducted a research on "How does a teacher interact with students in an English classroom?" He selected a government-aided school out of Kathmandu valley using purposive sampling method. The major objective of his study was to find out the discourse strategies used by teachers to interact with their students in the classroom. Out of discourse strategies, his sole focus was on politeness and indirect speech acts. He concluded from his study that there was one-way interaction in the classroom. The classroom language used by both teachers and students was polite this is because of culture and lack of exposure but not due to power relationship. His study revealed that one of the real problems in teaching of English in the context of Nepal is lack of classroom interaction strategies from both sides (teacher and students).

Sakai (2008) carried out a research study entitled "Do Recasts Promote Noticing the Gap in L2 Learning?" The study showed that the provision of recasts was shown to be effective in promoting L2 learners' noticing, in particular, of overgeneralization errors. Also, he showed that the activity of production led to a certain degree of noticing of errors or linguistic problems irrespective of the provision of recasts. The findings of this study also support Swain's (1985, 1993, 1995) output hypothesis, which claims that by producing the target language, L2 learners may notice what they cannot express in the target language.

Khadidja (2009) conducted a research on "The Effect of Classroom Interaction on Developing the Learner's Speaking Skill." The study revealed that both

learners and teachers know about classroom interaction, they consider that promoting it can have a positive impact on learners' speaking capacities. It primarily gives the opportunity to receive comprehensible input and feedback. So, through a regular interaction with others, learners can try new hypothesis about how English works and then increase the pace of their speaking capacity. The researcher used survey research design to carry out the study. The data were collected through teachers' and students' questionnaire. The teachers' questionnaire, intended for the teachers of oral Expression, aims at investigating the teachers' opinions about applying interaction as a pedagogical strategy to enhance the learners' speaking skill.

Villalobos (2010) carried out a research on "The Use of Recast in the EFL Classroom through Action Research Approach." The study demonstrated that recasts might not produce immediate changes or reactions. It does not necessarily indicate that it was not effective (long-term benefits). The effectiveness of recasts might be difficult to measure basically because the learning process is a nonlinear process and also because the students do not use the same structure or used a different one.

Sasan et al. (2010) conducted a research on "Recast and its Impact on Second Language Acquisition." They concluded from their study that the issue of negative feedback is highly important in language teaching. Some studies have shown that implicit negative feedback can affect students' attempts to communicate and recommend the use of implicit negative feedback.

Dahal (2010) carried out a study on "Exploring Adjacency Pairs in Classroom Interaction." He selected the schools from Dhanusha district using judgmental sampling procedure to carry out the research. The major objectives were to compare the frequency of teacher initiation and student initiation in the classroom interaction, to explore the types of adjacency pairs being used in the classroom interaction. He concluded from his study that mostly the first pair parts of the adjacency pairs were initiated (first pair parts) by the teacher.

Eighty percent of the first-pair parts of the adjacency pairs were initiated by the teacher whereas only 20 percent interactions were initiated by the students.

As the above mentioned researches took place in stimulated situation, the effectiveness of recasts lies in situations where learners are given additional cues that help them recognize recasts as feedback on error. However, present study is different from the above mentioned studies in the sense that both researcher and informants are non-native speakers of English. Moreover, it is different in terms of methodology and analysis and interpretation of data as well.

1.3 Objectives of the Study

The objectives of the study were as follows:

- To find out the role of recasts in developing appropriacy and accuracy in students' performance.
- To suggest some pedagogical implications.

1.4 Significance of the Study

This study provides the information about the learners' awareness of recasts in classroom interaction. Recast is one of the most common strategies used to give feedback during L2 learning. As the recast stimulates expressive language development, it is used by many SLLs that have been shown in research to be highly expressive for improving language ability in children with expressive language disorders. The best news is that it's cheap and easy. No special equipment or training is required.

This study will be fruitful to those who are in the field of language teaching especially in ELT. It is more important to teachers, supervisors, students, researchers and the persons who are interested in the field of language teaching and learning. Considering these facts, I attempt to conduct the action research to determine the effectiveness of recasts in classroom interaction.

CHAPTER TWO

METHODOLOGY

The methodology used for this research is described below:

2.1 Sources of Data

Both the primary and secondary sources were used to conduct this research.

2.1.1 Primary Sources of Data

The primary sources of data for this study were the students of a private school (Shree Marigold Secondary School) in Tikapur, Kailali.

2.1.2 Secondary Sources of Data

Different books, internet, e-journals and theses related to this study were consulted for constructing excerpt and method of conducting research. Some of them are as follows:

Ellis (1985), Carrol and Swain (1993), Long (1996), Long, et al. (1998), Doughty (2001), Braidı (2002), Hauser (2005), Ellis and Sheen (2006), Farooq (2007), Gass and Selinker (2008), Khadidja (2010), Villalobos (2010)

2.2 Population of the Study

The populations of the study consisted of 17 students of grade 9 studying at shree Marigold Secondary School, Tikapur, Kailali.

2.3 Sampling Procedure

I purposively selected the school in Tikapur, Kailali as a research area of the study. Subsequently, the students of grade 9 were selected using non-random purposive sampling procedure. A total of 7 tests were administered including pre-test and post-test.

2.4 Tools for Data Collection

A set of grammatical test items was constructed for pre-test; progress tests and post-test (see appendix-1, 2, 3, 4, 5, 6 and 7). Besides the tests, the classroom was made fully interactive in order to notice the gap between what they wanted to say and their actual utterances.

2.5 Process of Data Collection

In order to collect data the following procedures were adopted:

- At first, I visited Marigold Secondary School and requested the concerned authority for permission to carry out the research.
- After establishing a good rapport with the subject teacher as well as students, they were informed the purpose and process of the research.
- The total of 17 students was selected through the use of non- random purposive sampling procedure. Prior to the intervention, a pre-test was conducted to set up a milestone. The pre-test included five grammatical items-tense, voice, modal verbs, prepositions, and tag-questions.
- Teaching and learning activities were primarily based on the errors that were found in the pre-test.
- After successive teaching, the progress tests were administered at equal interval of time, i.e. every fifth day of a week.
- At last, the post-test was administered.

2.6 Limitations of the Study

This study had the following limitations:

- The study was limited to Shree Marigold Secondary School, Tikapur Municipality, in Kailali district.
- The teaching learning activities were limited to only six days in a week.

- The study covers only 17 students of class 9.
- Only five grammatical items (tense, voice, modal, prepositions and tag-questions) were included in the study.
- Basically, teaching activities were based on feedback strategy, i.e. recasts.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

After collecting the data, the answers were assigned marks. One mark was assigned for one correct answer and no mark for incorrect answers. The researcher administered the pre-test prior to the intervention and post-test after the intervention in the classroom. Similarly, five tests were administered allocating 10 full marks for each. The marks obtained by the test takers were calculated in order to compare and interpret the position of students with regard to mean score.

The data were then, analysed by using simple statistical tools like mean and percentage.

3.1 Holistic Analysis of Scores

This section comprises the analysis and interpretation of scores of the students in the pre-test and post-test respectively. Having administered the pre-test, individuals' score was graded. Mean score was calculated from the total score and data were analysed and interpreted on the basis of mean score.

The analysis and interpretation of grammatical items included in the tests are as follows:

Table No. 1

Distribution of Test Items

| S.N. | Test items | Assigned Marks |
|------|---------------------------------|----------------|
| 1. | Tense (multiple choice) | 10 |
| 2. | Voice (sentence transformation) | 10 |
| 3. | Modal (multiple choice) | 10 |
| 4. | Prepositions (multiple choice) | 10 |
| 5. | Tag-questions (multiple choice) | 10 |
| | Full Marks | 50 |

The above table-1 shows the distribution of marks in each grammatical item. The pre-test, progress tests and post-test consisted of five grammatical items mentioned above. Each grammatical item carried 10 marks in which pass mark was 4.

Table No. 2

Scores of Pre-test (A)

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|-----------------------------|------|-----------|---------------------------|---------|------------|
| 1. | 50 | 5 | 35 | 50 | 29.41 |
| 2. | 50 | 3 | 20 | 40 | 17.64 |
| 3. | 50 | 2 | 16 | 30 | 11.76 |
| 4. | 50 | 4 | 10 | 30 | 23.52 |
| 5. | 50 | 2 | 5 | 20 | 11.76 |
| 6. | 50 | 1 | 3 | 10 | 5.88 |
| Average Score: 18.82 | | | Total Students: 17 | | |

Scores of Post-test (B)

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|-----------------------------|------|-----------|---------------------------|---------|------------|
| 1. | 10 | 5 | 40 | 80 | 29.41 |
| 2. | 10 | 4 | 30 | 60 | 23.52 |
| 3. | 10 | 4 | 20 | 40 | 23.59 |
| 4. | 10 | 4 | 10 | 20 | 23.59 |
| Average Score: 25.88 | | | Total Students: 17 | | |

The table-2 (A) and (B) indicate that the overall scoring in the pre-test and post-test. The average scores in tests (A) and (B) were 18.82 and 25.88 respectively. The total of 47.05 % students scored above the average score in test (A) whereas 52.93 % students scored above the average range in test (B). The variation or the mean gain between these two tests was 7.06.

In comparison to the pre-test, the post-test showed remarkable and distinguishing progress in learning the selected grammatical items. This result showed that recast as an implicit negative feedback corrected the errors and enhanced learning English language. Therefore, it was concluded that recast proved to be one of the best techniques basically because students did not feel

humiliation while they were treated with recasts. It was cheap and successful in the sense that no special trainings and tools were required.

3.2 Overall Scores of Progress Tests

The analysis and interpretation of overall scores in the progress tests are tabulated in the following table as:

Table No. 3

Overall Scores of Progress Tests

| S.N. | Tense | Voice | Modal | Preposition | Tag-question |
|--------------|--------------|--------------|--------------|--------------------|---------------------|
| 1. | 25 | 30 | 36 | 35 | 42 |
| 2. | 12 | 20 | 20 | 24 | 18 |
| 3. | 12 | 12 | 12 | 15 | 20 |
| 4. | 4 | 6 | 6 | 8 | 8 |
| 5. | 3 | 4 | 2 | 6 | 3 |
| 6. | 0 | 1 | 1 | 2 | 2 |
| Total | 56 | 73 | 77 | 90 | 93 |

The table-3 shows the overall scores of progress tests. According to the table the students obtained the highest marks in the tag-questions. On the contrary, they obtained the lowest marks in tense through the pre-test to post-test.

Similarly, the students scored second highest mark in prepositions.

From this result, it was concluded that among five grammatical items, tense was the most difficult grammatical item. On the contrary, tag-question was the least difficult grammatical item. Likewise, preposition was the second least difficult grammatical item. Thus, the students had good command over tag-questions and basic uses of prepositions at secondary level.

3.3 Analysis of Tests

This section consists of analysis and interpretation of scores in the progress tests through first to last separately.

3.3.1 The First Progress Test (Tense)

The analysis and interpretation of individual scores in the first progress test are as follows:

Table No. 4

Individual Scores in the First Progress Test

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|------|-----------|---------------------------|---------|------------|
| 1. | 10 | 5 | 5 | 50 | 29.41 |
| 2. | 10 | 3 | 4 | 40 | 17.64 |
| 3. | 10 | 4 | 3 | 30 | 23.52 |
| 4. | 10 | 2 | 2 | 20 | 11.76 |
| 5. | 10 | 3 | 1 | 10 | 5.88 |
| Average Score: 3.29 | | | Total Students: 17 | | |

As the table-4 indicates, the average score is 3.29 out of 10 marks. The highest score according to the table is 5. Around 47 % students, out of the total, secured above the mean score. Similarly, the lowest mark was 1. Regarding the average score, 52.95% students had below the average score.

3.3.2 The Second Progress Test (Voice)

The analysis and interpretation of individual scores in the second progress test are as follows:

Table No. 5

Individual Scores in the Second Progress Test

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 5 | 6 | 70 | 35.29 |
| 2. | 10 | 4 | 5 | 50 | 23.52 |
| 3. | 10 | 3 | 4 | 60 | 17.64 |
| 4. | 10 | 2 | 3 | 40 | 5.88 |
| 5. | 10 | 2 | 2 | 20 | 11.76 |
| 6. | 10 | 1 | 1 | 10 | 5.88 |
| Average Score: 4.29 | | | Total Students: 17 | | |

The table-5 indicates the average score is 4.29. The highest score was 6 and it was obtained by 35.29 % of the students. Altogether, 58.81% students had above the average score. Similarly, 5.88 % students obtained 1 mark which was the lowest score out of 10. As a whole, 35.19% students were below the average score.

3.3.3 The Third Progress Test (Modal Verbs)

The analysis and interpretation of individual scores in the third progress test are as follows:

Table No. 6

Individual Scores in the Third Progress Test

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 6 | 6 | 60 | 35.29 |
| 2. | 10 | 4 | 5 | 50 | 23.52 |
| 3. | 10 | 3 | 4 | 40 | 17.64 |
| 4. | 10 | 2 | 3 | 30 | 11.76 |
| 5. | 10 | 1 | 2 | 20 | 5.88 |
| 6. | 10 | 1 | 1 | 10 | 5.88 |
| Average Score: 4.52 | | | Total Students: 17 | | |

The table-6 indicates the average score in the third test that is 4.52. Based on the average score, 58.81% of the students scored above the mean value where the highest mark was 6. Likewise, the lowest mark was 1 having 5.88%. In all, 41.19 % students scored below the average score.

3.3.4 The Fourth Progress Test (Prepositions)

The analysis and interpretation of individual scores in the fourth progress test are as follows:

Table No. 7

Individual Scores in the Fourth Progress Test

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 5 | 7 | 70 | 29.41 |
| 2. | 10 | 4 | 6 | 60 | 23.52 |
| 3. | 10 | 3 | 5 | 50 | 17.64 |
| 4. | 10 | 2 | 4 | 40 | 11.76 |
| 5. | 10 | 2 | 3 | 30 | 11.76 |
| 6. | 10 | 1 | 2 | 20 | 5.88 |
| Average Score: 5.29 | | | Total Students: 17 | | |

The table-7 shows the marks obtained in the fourth progress test. The table shows that the average score is 5.29. A total of 52.93% students obtained above the average score. Similarly, the lowest obtained mark was 3 and which was ranked below the average score. On the whole, 47.07 % student scored below the average score.

3.3.5 The Fifth Progress Test (Tag-questions)

The analysis and interpretation of individual scores in the fifth progress test are as follows:

Table No. 8

Individual Scores in the Fifth Progress Test

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 6 | 7 | 70 | 35.29 |
| 2. | 10 | 3 | 6 | 60 | 17.64 |
| 3. | 10 | 4 | 5 | 50 | 23.52 |
| 4. | 10 | 2 | 4 | 40 | 11.76 |
| 5. | 10 | 1 | 3 | 30 | 5.88 |
| 6. | 10 | 1 | 2 | 20 | 5.88 |
| Average Score: 5.47 | | | Total Students: 17 | | |

Finally, the table-8 shows the marks obtained in the last progress test (tag-questions). The highest score was 7 out of 10 and with the percentage 35.29. The average mean was 5.47. The lowest mark was 2 obtained by 5.88% of the students. As a whole, 52.93% students obtained above and 47.07 % below the average score.

3.3.6 The Pre-test

Prior to the intervention in the classroom, the researcher administered the pre-test on the selected students to determine their current existing knowledge and skills. The pre-test included the five grammatical items. Each grammatical item carried 10 marks having full marks 50.

The analysis and interpretation of individual scores in the pre-test are as follows:

Table No. 9

Individual Scores of Pre-test

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|-----------------------------|------|-----------|---------------------------|---------|------------|
| 1. | 50 | 5 | 35 | 50 | 29.41 |
| 2. | 50 | 3 | 20 | 40 | 17.64 |
| 3. | 50 | 2 | 16 | 30 | 11.76 |
| 4. | 50 | 4 | 10 | 30 | 23.52 |
| 5. | 50 | 2 | 5 | 20 | 11.76 |
| 6. | 50 | 1 | 3 | 10 | 5.88 |
| Average Score: 18.82 | | | Total Students: 17 | | |

The above table-9 indicates the average score in the pre-test is 18.82 out of 50 marks. The highest score was 35 and which covered 29.41%. Around 47 percent students had above average score and 53 percent of them had below the average score having the lowest score 3 with the percentage 5.88.

This fact showed that students had different levels of proficiency and knowledge in the selected grammatical items. This was also clear that the number of students was greater who had below the average score and the number of those students was fewer who scored above the average mean. Thus, the students had poor performance on the selected grammatical items.

3.3.7 The Post-test

This sub-section includes the analysis of post-test that was administered after the intervention in the classroom at the end of successive teaching of 25 periods. Description and tabulation of scores in the post- test are as follows:

Table No. 10

Individual Scores of Post-test

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|-----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 5 | 40 | 80 | 29.41 |
| 2. | 10 | 4 | 30 | 60 | 23.59 |
| 3. | 10 | 4 | 20 | 40 | 23.59 |
| 4. | 10 | 4 | 10 | 20 | 23.59 |
| Average Score: 25.88 | | | Total Students: 17 | | |

The table-10 shows that the average score is 25.88 in the post-test out of 50. The highest obtained mark was 40 with the percentage 29.41. In all, a total of 53 % students obtained above the average score. Out of 50 the lowest mark was 10. Around 47 % students obtained below the average mark.

Therefore, it was concluded that more than half percent of the students' scoring was above the mean range.

3.4 Development of Test Scores

This section includes the development of scores in the pre-test, progress tests and post-test. In other words, the comparison, analysis and interpretation of scores are presented in the sub-topics below respectively.

3.4.1 Comparison of First Progress and Second Progress Test

The analysis and interpretation of comparative scores in the first and second progress tests are presented below as:

Table No. 11

Scores of First Progress Test (A)

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 5 | 5 | 50 | 29.41 |
| 2. | 10 | 3 | 4 | 40 | 17.64 |
| 3. | 10 | 4 | 3 | 30 | 23.52 |
| 4. | 10 | 2 | 2 | 20 | 11.76 |
| 5. | 10 | 3 | 1 | 10 | 17.64 |
| Average Score: 3.29 | | | Total Students: 17 | | |

Scores of Second Progress Test (B)

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 5 | 6 | 60 | 29.41 |
| 2. | 10 | 4 | 5 | 50 | 23.52 |
| 3. | 10 | 3 | 4 | 40 | 17.64 |
| 4. | 10 | 2 | 3 | 30 | 5.88 |
| 5. | 10 | 2 | 2 | 20 | 11.76 |
| 6. | 10 | 1 | 1 | 10 | 5.88 |
| Average Score: 4.29 | | | Total Students: 17 | | |

The data tabulated above in the table-11 (A) and (B) show that the comparison of overall scores of the students in the first and second progress test. According to the table, the mean scores achieved by the students in the test (A) and test (B) are 3.29 and 4.29 respectively. In the first progress test 47 % students scored above the average score whereas 53 % students' score was above the mean score in the second progress test.

In comparison between the test (A) and (B), the mean gain was 1. This result showed that there was progressive effect of classroom intervention through recasts as the mean gain was 1.

3.4.2 Comparison of Second Progress Test and Third Progress Test

The analysis and interpretation of comparative scores in the second and third progress tests are presented below as:

Table No. 12

Scores of Second Progress Test (B)

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 5 | 6 | 60 | 29.41 |
| 2. | 10 | 4 | 5 | 50 | 23.52 |
| 3. | 10 | 3 | 4 | 40 | 17.64 |
| 4. | 10 | 2 | 3 | 30 | 5.88 |
| 5. | 10 | 2 | 2 | 20 | 11.76 |
| 6. | 10 | 1 | 1 | 10 | 5.88 |
| Average Score: 4.29 | | | Total Students: 17 | | |

Scores of Third Progress Test (C)

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 6 | 6 | 60 | 35.29 |
| 2. | 10 | 4 | 5 | 50 | 23.52 |
| 3. | 10 | 3 | 4 | 40 | 17.64 |
| 4. | 10 | 2 | 3 | 30 | 11.76 |
| 5. | 10 | 1 | 2 | 20 | 5.88 |
| 6. | 10 | 1 | 1 | 10 | 5.88 |
| Average Score: 4.52 | | | Total Students: 17 | | |

The above table-12 (B) and (C) show that the mean scores of students are 4.29 and 4.52 respectively. In the test (B) 52.93 % students scored above the average score whereas 58.81 % students' score was above the mean score in the test (C). The mean gain between tests (B) and (C) was 0.23.

Therefore, it was reached to the conclusion that there was continuous progress of recasts in teaching and learning English as a second language.

3.4.3 Comparison of Third Progress Test and Fourth Progress Test

The analysis and interpretation of comparative scores in the third and fourth progress tests are presented below as:

Table No. 13

Scores of Third Progress Test (C)

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 6 | 6 | 60 | 35.29 |
| 2. | 10 | 4 | 5 | 50 | 23.52 |
| 3. | 10 | 3 | 4 | 40 | 17.64 |
| 4. | 10 | 2 | 3 | 30 | 11.76 |
| 5. | 10 | 1 | 2 | 20 | 5.88 |
| 6. | 10 | 1 | 1 | 10 | 5.88 |
| Average Score: 4.52 | | | Total Students: 17 | | |

Scores of Fourth Progress Test (D)

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|-------------|------------------|---------------------------|----------------|-------------------|
| 1. | 10 | 5 | 7 | 70 | 29.41 |
| 2. | 10 | 4 | 6 | 60 | 23.52 |
| 3. | 10 | 3 | 5 | 50 | 17.64 |
| 4. | 10 | 2 | 4 | 40 | 11.76 |
| 5. | 10 | 2 | 3 | 30 | 11.76 |
| 6. | 10 | 1 | 2 | 20 | 5.88 |
| Average Score: 5.29 | | | Total Students: 17 | | |

The above table-13 (C) and (D) show that the mean scores of students are 4.52 and 5.29 respectively. In the test (C) 58.81% students scored above the average score whereas only 52.93 % students' score was above the mean score in the test (D). Though there was reverse in percentage, yet the mean gain between tests (C) and (D) was 0.77.

Thus, again the students showed remarkable and satisfactory progress in enhancing learning using recasts.

3.4.4 Comparison of Fourth and Fifth Progress Test

The analysis and interpretation of comparative scores in the fourth and fifth progress tests are presented below as:

Table No. 14

Scores of Fourth Progress Test (D)

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|------|-----------|---------------------------|---------|------------|
| 1. | 10 | 5 | 7 | 70 | 29.41 |
| 2. | 10 | 4 | 6 | 60 | 23.52 |
| 3. | 10 | 3 | 5 | 50 | 17.64 |
| 4. | 10 | 2 | 4 | 40 | 11.76 |
| 5. | 10 | 2 | 3 | 30 | 11.76 |
| 6. | 10 | 1 | 2 | 20 | 5.88 |
| Average Score: 5.29 | | | Total Students: 17 | | |

Scores of Fifth Progress Test (E)

| S.N. | F.M. | Frequency | Score | Score % | Percentage |
|----------------------------|------|-----------|---------------------------|---------|------------|
| 1. | 10 | 6 | 7 | 70 | 35.29 |
| 2. | 10 | 3 | 6 | 60 | 17.64 |
| 3. | 10 | 4 | 5 | 50 | 23.52 |
| 4. | 10 | 2 | 4 | 40 | 11.76 |
| 5. | 10 | 1 | 3 | 30 | 5.88 |
| 6. | 10 | 1 | 2 | 20 | 5.88 |
| Average Score: 5.47 | | | Total Students: 17 | | |

The above table-14 (D) and (E) show that the mean scores of students are 5.29 and 5.47 respectively. In both tests (D) and (E), the students scored 52.93%.

There was neutral progress in percentage, yet the mean gain between tests (D) and (E) was 0.18.

In comparison to test (D), the test (E) showed significant progress of using recasts in the classroom.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The prime concern of this study was to find out the effectiveness of recasts in the learning English as a second language. The findings of the study have been derived from the analysis and interpretation of data. The findings are presented here on the basis of the groups rather than the responses of the individual students.

The researcher administered the tests on the selected students and then scores were tabulated under sub-headings on the basis of various variables as per the objectives of the study. The collected data were analysed by using simple statistical tools like mean and percentage.

4.1 Findings

The major findings obtained after the analysis and interpretation of data are summarized as follows:

- i) Comparative average scores were found to be 18.82 and 25.88 in the pre-test and post-test respectively. The mean gain between these two tests was 7.06. The total of forty-seven percent students scored above the average mean in the pre-test whereas fifty-three percent of the students scored above the average range in the post-test. This result showed that recast was an effective remedial feedback strategy in teaching and learning second language.
- ii) Among five grammatical items, tense was found to be the most difficult grammatical area and the tag-question was the least difficult language item for secondary level students. Similarly, it was noted that the second least difficult area of grammar was basic uses of preposition.
- iii) Through the first to fifth progress tests, the average scores were found to be 3.29, 4.29, 4.52, 5.29 and 5.47 with the mean gain 1, 0.23, 0.77, 0.18

and 2.18 respectively. This result showed the continuous development of appropriacy and accuracy in students' performance through the use of recasts.

- iv) Observing the pre-test, it was found that the average score was 18.82 out of 50. A total of forty-seven percent students scored above average range whereas fifty-three percent students scored below the average range. Thus, the result showed the poor performance of students on the selected grammatical items.
- v) Recast as an implicit negative feedback corrected the errors and enhanced learning the English language. Therefore, it was concluded that recast proved to be one of the best techniques basically because students did not feel humiliation while they were treated with recasts. It was also found to be cheap and successful in the sense that no special trainings and tools were required.

4.2 Recommendations

On the basis of the findings of the research, the researcher has made the following recommendations for pedagogical implications.

- i) The findings showed that recast is very effective instrument to develop appropriacy and accuracy of students in the classroom interaction. Thus, every English language teacher should use the recast to provide immediate corrective feedback in the classroom.
- ii) While teaching grammar, the teacher should focus more on tense because it is one of the most difficult grammatical areas in teaching grammar for secondary level students.
- iii) The use of recast is remarkably suitable in the context of Nepal as it does not require any special trainings and extra efforts while incorporating in the classroom interaction.

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Appendix-1

Pre-test

Dear students,

I'm preparing a research on **Role of Recasts in Developing Appropriacy and Accuracy in Students' Performance** as corrective feedback strategy to enhance English language learning skill. I would be grateful if you could answer these questions to help me in my research.

Bikash Chaudhary

| | | |
|--|----------------|--------|
| Shree Marigold Secondary School, Tikapur, Kailali | | |
| Subject: English | Time: 1:30 hrs | FM: 50 |
| Grade: IX | | PM: 16 |

Please write the answers to the following questions honestly.

1. Fill in the blanks choosing correct verb forms from the brackets.

(1X10=10 marks)

- a) Everyday Lusoon_____ (go, went, goes) to his school.
- b) She_____ just drawn (has, have, had) a circle.
- c) Devendra gave the book to his brother after he_____ (has, will have, had) read it.
- d) Biru _____(had been, has been, have been) teaching since 2063.
- e) I_____ (see, saw, have seen) him last Friday.
- f) My brother _____ (is, was, will be) studying for a midterm right now.
- g) She _____ (is, will be, was) running an hour ago.
- h) Padma _____ (had been, has been, have been) reading Lotus English book for two hours when the teacher came.
- i) He _____ (will, could, would) get on the plane tomorrow at around two o'clock.
- j) My sister doesn't like go to the cinema. She_____ (never see, has never seen, have never seen) any films.

2. Choose the most appropriate prepositions. (1x10=10 marks)

- a) I watched movie _____ television. (to, at, against, on)
- b) It usually rains _____ the summer. (on, in, over, for)
- c) She got up _____ 7 o'clock. (at, on, with, in)
- d) I bought my shoes _____ January. (with, on, in, to)
- e) You must listen _____ the questions first. (at, to, for, over)
- f) Shyam was born _____ Tuesday, 15 June. (at, off, of, on, in)
- g) We must pay our bills _____ the end of June. (at, off, of, on, in)
- h) You must take _____ your shoes before entering a temple. (at, off, of, on)
- i) I live _____ Tikapur in Kailali. (at, off, of, on, in)
- j) Do not throw rubbish out _____ the window. (at, off, of, on, in)

3. Fill in the blanks choosing the correct option. (1x 10=10 marks)

- a) Sundar knew the answer, _____? (didn't he, isn't he, doesn't he)
- b) He has not paid the bill, _____? (hasn't he, didn't he, doesn't he)
- c) They don't drink, _____? (don't they, didn't they, do they)
- d) Nirajan drinks coffee, _____? (doesn't he, does he, has he)
- e) They work hard, _____? (don't they, didn't they, do they)
- f) You are listening to music _____? (are you, aren't you, do you)
- g) I love you, _____? (don't I, doesn't I, do I)
- h) She does not need my help, _____? (doesn't she, does she, did she)
- i) It is not raining, _____? (isn't it, is it, doesn't it)
- j) I will fly to pokhara tomorrow, _____? (will not I, won't I, don't I)

4) Change the following sentences as directed in the brackets. (1X10=10 marks)

a) Sunita eats an apple. (passive)

b) The peon rang the bell. (passive)

c) A new song has been composed by Suvash Gautam. (active)

d) The picture was painted by Hari. (active)

e) Bimala was laughing at us. (passive)

f) I had already informed the police. (passive)

g) A beautiful song is sung by me. (active)

h) Ancient Egyptians will have built pyramids. (passive)

i) Call the doctor. (passive)

J) The car is being repaired. (active)

5) Choose the correct modal verbs from the brackets. (1x10=10 marks)

a) Don't park your car bends. It is illegal. You _____ park your car on bends. (can, must, should, might)

b) Perhaps she will agree with it. Who knows? She ____ agree with it. (can, must, should, might)

c) My father _____ speak six languages. (can, must, should, might)

d) Children _____ their homework. (should do, must do, can do)

e) You _____ stop when the traffic lights turn red. (should, must, can, will)

f) You _____ not smoke in the hospital. (should, must, can, will)

g) It _____ rain tomorrow. (should, must, can, may)

h) _____ I sit down, please? (should, must, might, may)

i) _____ you like a cup of tea? (would, must, might, may)

j) _____ you speak Korean? (can, may, shall, might)

Student's Name:

Roll No.:

Class :

Thank you !

Appendix-2

Progress Test-1 (Tense)

Shree Marigold Secondary School, Tikapur, Kailali

Subject: English

Time: 18 Minutes

FM: 10

Grade: IX

PM: 04

1. Put the verbs in the bracket into the correct tense. 0.5x20=10

(Simple present, present continuous, present perfect and simple past)

a) My father is a writer. He (write) many books.

b) I (play) football in the evening yesterday.

c) We shall not start until he (give) a signal.

d) I knew you were meditating so I (not disturb) you.

e) Look! The man (run) after the bus. He (want) to catch it.

f) We (not listen) to the news since the day before.

g) The earth (provide) enough to satisfy every man's need but not anybody's greed.

h) You (waste) much of your time in gossip these days.

i) They (run) fast because they were getting late.

j) I shall purchase as soon as I (have) money.

k) We (not have) a holiday last year.

l) I shall wait here until she (arrive).

m) He (teach) us last year.

n) My bicycle (be stolen) last night.

o) Barking dogs seldom (bite).

p) We (not go) to school on holidays.

q) The children (be) here for five days.

r) She (not speak) to me since we quarreled.

s) I (live) in Upreti's house for seven years.

t) The room (not be) swept for seven days.

Student's Name:

Roll No.:

Class :

Thank you !

Appendix-3

Progress Test-2 (Voice)

Shree Marigold Secondary School, Tikapur, Kailali

Subject: English

Time: 18 Minutes

FM: 10

Grade: IX

PM: 04

1. Change the following sentences as directed in the brackets. (0.5x20=10)

a) I teach children at school. (passive)

b) Someone stole my watch. (passive)

c) This book was written by Bhajan. (active)

d) I am loved by my parents. (active)

e) Kamala is cooking food. (passive)

f) My son has broken my laptop. (passive)

g) His leg has been hurt. (active)

h) Forests are being destroyed by the farmers. (active)

i) A young man had killed a tiger. (passive)

j) People will forget this incident soon. (passive)

k) The road is not being paved by the workers. (active)

l) He is said to be a criminal. (active)

m) The book will be written by Shyam. (active)

n) The task had been finished. (active)

o) He hates people calling by his first name. (passive)

p) We can preserve the jungle. (passive)

q) The tenants were being told to leave their houses. (active)

r) Our duty has to be completed. (active)

s) The terrorists kidnapped the two school boys. (passive)

t) She is going to sell her Rolls Royce. (passive)

Student's Name:

Roll No.:

Class :

Thank you !

Appendix-4

Progress Test-3 (Modal)

Shree Marigold Secondary School, Tikapur, Kailali

Subject: English

Time: 18 Minutes

FM: 10

Grade: IX

PM: 04

1. Choose the correct modal verbs from the brackets. 0.5x20=10

- a) Basant _____ lift 200 pounds over his head. (can, may, could)
- b) _____ I talk to you for a moment? (may, should, shall)
- c) That's a very deep wound. You _____ see a doctor immediately.
(should, can, may)
- d) She _____ get a B on this exam if she wants to pass the class.
(must, can, should)
- e) I _____ be a big star if I just practice enough. (should, must, could)
- f) I'm sure he _____ be in his office. (should, may, could)
- g) _____ you challenge him to a fight? No, I daren't. (could, will, dare)
- h) She _____ retire in one or two years. (could, can, will)
- i) _____ you move your bag a bit to the left? (shall, will, may)
- j) I thought our game _____ get rained out. (can, will, would)
- k) When I was younger, I _____ swim 500 meters without
stopping. (can, could, should)
- l) He _____ have cut the grass. (shall, can, must)
- m) The wind _____ easily blow the house. (shall, may, can)
- n) Those kids _____ be tired. They've been running around all
afternoon. (can, has to, have to)
- o) I so hungry. I _____ eat a horse. (could, should, might)
- p) You _____ smoke in class. (can't, mustn't, may not)
- q) _____ God bless you! (can, may, will)
- r) A pilot can fly an airplane. _____ you do that? (may, shall, can)

- s) The first picture might be a face of man, but it _____ also be a horse. (shall, will, could)
- t) You _____ see the doctor. (can, had better, may)

Student's Name:

Roll No.:

Class :

Thank you !

Appendix-6

Progress Test- 5 (Tag Questions)

Shree Marigold Secondary School, Tikapur, Kailali

Subject: English

Time: 18 Minutes

FM: 10

Grade: IX

PM: 06

1. Add question tags to the following sentences. (0.5x20=10)

- a) Ranjana is a good teacher, _____?
- b) People are terrified, _____?
- c) He comes from Bhutan _____?
- d) Bhanu Bhakta can swim, _____?
- e) Nuna was doing her homework, _____?
- f) Sabina has lost her pen, _____?
- g) They will complete the homework, _____?
- h) She'd filled up the form within the designated deadline, _____?
- i) We'd obey the government rules and regulation, _____?
- j) Kamal went to Kuwait, _____?
- k) Don't make a noise in the class, _____?
- l) I have a small cat, _____?
- m) Somebody gave a nice picture, _____?
- n) Let's go to the market, _____?
- o) He couldn't go to the school, _____?
- p) You aren't a Bhutanese, _____?
- q) Gold is a precious metal, _____?
- r) The boys did not do the work, _____?
- s) We shouldn't hate the poor, _____?
- t) Kanchhi cannot sing a song, _____?

Student's Name:

Roll No.:

Class :

Thank you !

Appendix-5

Progress Test-4 (Prepositions)

Shree Marigold Secondary School, Tikapur, Kailali

Subject: English

Time: 18 Minutes

FM: 10

Grade: IX

PM: 04

1. Supply the appropriate preposition from the brackets in each.

(0.5x20=10)

- a) She will arrive here _____ 3.00 p.m. (at, on, in)
- b) Can you see the stars _____ night? (at, on, in)
- c) She works _____ the night. (on, at, in)
- d) The train will be leaving _____ a few minutes. (at, on, in)
- e) Sarita has been living here _____ 1910. (since, for, in)
- f) He was born _____ 1984. (since, for, in)
- g) Who is the old woman _____ the photograph? (at, on, in)
- h) He never goes to temple _____ Saturdays. (on, at, in)
- i) Shall I meet you _____ Christmas? (in, at, on)
- j) Rajendra divided _____ three parts. (in, into, onto)
- k) Chameli has been invited to a wedding _____ 10 April 2013.
- l) I am looking forward _____ meeting you at the airport. (in, to, of)
- m) She prefers to sit _____ the first row. (in, at, on)
- n) Please write _____ me as soon as possible. (for, in, to)
- o) She prefers tea _____ coffee. (to, on, than)
- p) She will have completed it _____ tomorrow. (until, by, before)
- q) Basant will be away _____ next week. (until, before, by)
- r) The patient had died _____ the doctor came. (by, until, before)
- s) The price of petrol is going up _____ May. (at, on, in)
- t) I read a good news _____ the paper. (on, in, at)

Student's Name:

Roll No.:

Class :

Thank You!

Appendix-7

Post-test

Dear students,

I'm preparing a research on **Role of Recasts in Developing Appropriacy and Accuracy in Students' Performance** as corrective feedback strategy to enhance English language learning skill. I would be grateful if you could answer these questions to help me in my research.

Bikash Chaudhary

Shree Marigold Secondary School, Tikapur, Kailali

Subject: English

Time: 1:30 hrs

FM: 50

Grade: IX

PM: 16

Please write the answers to the following questions honestly.

1. Fill in the blanks choosing correct verb forms from the brackets.

(1X10=10 marks)

- a) Everyday Lusoon_____ (go, went, goes) to his school.
- b) She_____ just drawn (has, have, had) a circle.
- c) Devendra gave the book to his brother after he_____ (has, will have, had) read it.
- d) Biru _____(had been, has been, have been) teaching since 2063.
- e) I _____ (see, saw, have seen) him last Friday.
- f) My brother _____ (is, was, will be) studying for a midterm right now.
- g) She _____ (is, will be, was) running an hour ago.
- h) Padma _____ (had been, has been, have been) reading Lotus English book for two hours when the teacher came.
- i) He _____ (will, could, would) get on the plane tomorrow at around two o'clock.
- j) My sister doesn't like go to the cinema. She_____ (never see, has never seen, have never seen) any films.

2. Choose the most appropriate prepositions. (1x10=10 marks)

- a) I watched movie _____television. (to, at, against, on)

- b) It usually rains _____ the summer. (on, in, over, for)
- c) She got up _____ 7 o'clock. (at, on, with, in)
- d) I bought my shoes _____ January. (with, on, in, to)
- e) You must listen _____ the questions first. (at, to, for, over)
- f) Shyam was born _____ Tuesday, 15 June. (at, off, of, on, in)
- g) We must pay our bills _____ the end of June. (at, off, of, on, in)
- h) You must take _____ your shoes before entering a temple. (at, off, of, on, in)
- i) I live _____ Tikapur in Kailali. (at, off, of, on, in)
- j) Do not throw rubbish out _____ the window. (at, off, of, on, in)

3. Fill in the blanks choosing the correct option. (1x 10=10 marks)

- a) Sundar knew the answer, _____? (didn't he, isn't he, doesn't he)
- b) He has not paid the bill, _____? (hasn't he, didn't he, doesn't he)
- c) They don't drink, _____? (don't they, didn't they, do they)
- d) Nirajan drinks coffee, _____? (doesn't he, does he, didn't he)
- e) They work hard, _____? (don't they, didn't they, do they)
- f) You are listening to music _____? (are you, aren't you, do you)
- g) I love you, _____? (don't I, doesn't I, do I)
- h) She does not need my help, _____? (doesn't she, does she, did she)
- i) It is not raining, _____? (isn't it, is it, doesn't it)
- j) I will fly to pokhara tomorrow, _____? (will not I, won't I, don't I)

4) Change the following sentences as directed in the brackets. (1X10=10 marks)

a) Sunita eats an apple. (passive)

b) The peon rang the bell. (passive)

c) A new song has been composed by Suvash Gautam. (active)

d) The picture was painted by Hari. (active)

e) Bimala was laughing at us. (passive)

f) I had already informed the police. (passive)

g) A beautiful song is sung by me. (active)

h) Ancient Egyptians will have built pyramids. (passive)

i) Call the doctor. (passive)

J) The car is being repaired. (active)

5) Choose the correct modal verbs from the brackets. (1x10=10 marks)

a) Don't park your car bends. It is illegal. You _____ park your car on bends. (can, must, should, might)

b) Perhaps she will agree with it. Who knows? She _____ agree with it. (can, must, should, might)

c) My father _____ speak six languages. (can, must, should, might)

d) Children _____ their homework. (should do, must do, can do)

e) You _____ stop when the traffic lights turn red. (should, must, can, will)

f) You _____ not smoke in the hospital. (should, must, can, will)

g) It _____ rain tomorrow. (should, must, can, may)

h) _____ I sit down, please? (should, must, might, may)

i) _____ you like a cup of tea? (would, must, might, may)

j) _____ you speak Korean? (can, may, shall, might)

Student's Name:

Roll No.:

Class :

Thank You!

Appendix-8

Teaching Lesson Plan- Tense

| | | |
|---|------------------|--------------------------|
| School's Name: Marigold Secondary School, Tikapur, Kailali | | |
| Topic: Present continuous tense | Grade:IX | No. of Students: 17 |
| Unit: 1 | Time: 45 minutes | Period: II nd |
| Teacher's Name: Bikash Chaudhary | | |

1. Objectives

On completion of this lesson, the students will be able to:

- a) use present continuous tense to describe the thing happening around them.
- b) construct present continuous sentences.

2. Materials

Pictures, books,

3. Procedures

The teacher will adopt the following strategies to initiate classroom interaction as:

Task: 1

The teacher will use the first and one of the most powerful strategies in creating classroom interaction is '*questioning technique*' to encourage and formulate or answer questions which can provide stepping stones for continued interaction. Before introducing the present continuous tense, I will build schema and show the grammar in use rather than telling about it as shown in the example:

T: What am I doing now?

T: What are you doing now?

St: I'm talking. Or I'm reading.

T: The teacher will acknowledge them in case of correct utterance by saying 'Yes or No'

Task: 2

Next, the teacher will show pictures relating different activities from the book. Those activities in the pictures ought to be familiar to the students and ask them to describe what are happening in their own words, for example:

T: What is the man/woman doing in the picture?

St: S/he is cutting a pencil.

T: Oh! S/he is sharpening a pencil.

St: S/he is sharpening a pencil.

T: ... (the corrections will continue until the students have been able to express the full utterance without any error).

4. Lesson Evaluation

The teacher will assign the students to construct sentences in present continuous tense as home work. He will ask them to tell the sentences from their copy in the classroom that they have written. He will correct them in case of ill-formed sentences implicitly. Based on his teaching, he will conduct a test at regular intervals i.e. every fifth day of the week.

Thank you !

Appendix-9

Teaching Lesson Plan-Voice

| | | |
|---|------------------|--------------------------|
| School's Name: Marigold Secondary School, Tikapur, Kailali | | |
| Topic: Voice | Grade:IX | No. of Students: 17 |
| Unit: 2 | Time: 45 minutes | Period: II nd |
| Teacher's Name: Bikash Chaudhary | | |

1. Objectives

On completion of this lesson, the students will be able to:

- a) differentiate active and passive sentences.
- b) change sentences passive to active and vice-versa .

2. Materials

Usual materials like a grammar book, pictures etc.

3. Procedures

The teacher will adopt the following strategies to initiate classroom interaction as:

Task: 1

The teacher will choose a discourse context with plenty of transitive verbs, including in sentences in which passives with the agent by phrase. Then the teacher will initiate the class by showing a picture of Leonardo Vinci. He then introduces him and show students a reproduction of one of his paintings in past tense such as:

T: Leonardo Vinci painted this picture?

Then the teacher will explain that there is another way to say sentence to emphasize the painting. Pointing the picture, he will say:

T: This picture was painted by Leonardo Vinci.

Task: 2

Then the teacher will call on individual students to form passive versions of the other sentences but not explicit rules for changing the passive sentences into active and vice-versa such as:

T: Many people bought his paintings.

St: His paintings were bought by many people.

If the students form the sentences correctly, he then acknowledges him or her.

If not corrects him implicitly.

4. Lesson Evaluation

The teacher will assign the students to change the sentences active to passive and vice-versa as home work. He will ask them to tell the sentences from their copy in the classroom that they have written. He will correct them in case of ill-formed sentences implicitly.

- a) His fellow painters admired him.
- b) When he was an old man, many famous artists visited him. etc.

Thank You !

Appendix-10

Teaching Lesson Plan – Modal Verbs

| | | |
|---|------------------|--------------------------|
| School's Name: Marigold Secondary School, Tikapur, Kailali | | |
| Topic: Modal Verbs | Grade:IX | No. of Students: 17 |
| Unit: 3 | Time: 45 minutes | Period: II nd |
| Teacher's Name: Bikash Chaudhary | | |

1. Objectives

On completion of this lesson, the students will be able to:

- a) tell the basic functions of modals.
- b) use basic prepositions in sentences.

2. Materials

Usual materials like a book, picture of doodles etc.

3. Procedures

The teacher will adopt the following strategies to initiate classroom interaction as:

Task: 1

The teacher will write a number of professions on the board, for example, pilot, photographer, bus driver etc. Then he will ask questions simple questions as "What can a pilot do?" He will reply himself as "A pilot can fly an airplane." Again, he will tell the following sentences to them:

T: a) When I was younger, I could run 10 kilo meters without stopping.

T: b) Now I can only run 1 kilo meter without stopping.

T: Can you lift weight of 50 kg?

St: Yes, I can. or No, I couldn't.

T: The teacher will correct ill form sentences if there exist, if not, acknowledges his/ her response.

Task: 2

Next, the teacher will show pictures of optical illusion to the students. He will then ask following questions:

T: What do you think this picture might be?

St: It is a man sitting on the bench.

T: Yes, the picture might be a horse. (corrections will continue until the students have been able to express the full utterance without any error).

4. Lesson Evaluation

The teacher will assign homework as:

Change following sentences as directed in brackets.

- a) Shyam's hair is always very long. But now, he has got quite short hair.
(must have)

He must have got trimmed his hair.

- b) Bijay always takes bus to work. But the other day he drove to work in a brand new bike. He came to work in the same car today. (must have)

He must have bought a bike.

Thank You!

Appendix-11

Namelist of Informants

| S.N. | Name of Students | Roll No. | Class | Remarks |
|------|-------------------|----------|-------|---------|
| 1 | Basant Paudel | 1 | 9 | |
| 2 | Anu Thapa | 5 | 9 | |
| 3 | Dipesh Shah | 2 | 9 | |
| 4 | Sharmila Rawal | 8 | 9 | |
| 5 | Purnima Bist | 15 | 9 | |
| 6 | Rajendra Neupane | 3 | 9 | |
| 7 | Akash Bhul | 14 | 9 | |
| 8 | Renuja B.K. | 11 | 9 | |
| 9 | Aman Mahato | 13 | 9 | |
| 10 | Amrit Balayar | 9 | 9 | |
| 11 | Chameli Rokaya | 6 | 9 | |
| 12 | Ganesh Bogati | 17 | 9 | |
| 13 | Rekha Rawal | 16 | 9 | |
| 14 | Sanu Chaudhary | 7 | 9 | |
| 15 | Sopia B.K. | 10 | 9 | |
| 16 | Suraj B.K. | 4 | 9 | |
| 17 | Smarika Chaudhary | 12 | 9 | |

Appendix-12

Pre-test and Post-test Comparison

| S.N. | Student's Name | Pretest | Posttest | Gain |
|------|-------------------|------------|------------|------------|
| 1. | Basant Poudel | 35 | 40 | 5 |
| 2. | Anu Thapa | 10 | 20 | 10 |
| 3. | Dipesh Shah | 35 | 40 | 5 |
| 4. | Sharmila Rawal | 16 | 20 | 4 |
| 5. | Purnima Bist | 35 | 40 | 5 |
| 6. | Rajendra Neupane | 35 | 40 | 5 |
| 7. | Akash Bhul | 10 | 30 | 14 |
| 8. | Renuja B.K. | 16 | 30 | 10 |
| 9. | Aman Mahato | 10 | 20 | 10 |
| 10. | Amrit Balayar | 10 | 10 | Nil |
| 11. | Chameli Rokaya | 35 | 40 | 5 |
| 12. | Ganesh Bogati | 5 | 20 | 4 |
| 13. | Rekha Rawal | 20 | 10 | 10 |
| 14. | Sanu Chaudhary | 5 | 10 | 7 |
| 15. | Sopia B.K. | 20 | 30 | 10 |
| 16. | Suraj B.K. | 20 | 30 | 10 |
| 17. | Smarika Chaudhary | 3 | 10 | 7 |
| | Total | 320 | 440 | 118 |

Appendix-13

Individual Scores in Progress Test

| S.N. | Name | Test 1 | Test 2 | Test 3 | Test 4 | Test 5 | Remarks |
|------|----------------------|-----------|-----------|-----------|-----------|-----------|---------|
| 1. | Basant Poudel | 5 | 6 | 6 | 7 | 7 | |
| 2. | Anu Thapa | 3 | 3 | 4 | 4 | 5 | |
| 3. | Dipesh Shah | 5 | 6 | 6 | 7 | 7 | |
| 4. | Sharmila Rawal | 1 | 3 | 4 | 5 | 5 | |
| 5. | Purnima Bist | 5 | 6 | 6 | 7 | 7 | |
| 6. | Rajendra Neupane | 5 | 6 | 6 | 7 | 7 | |
| 7. | Akash Bhul | 1 | 4 | 5 | 5 | 5 | |
| 8. | Renuja B.K. | 4 | 5 | 5 | 6 | 7 | |
| 9. | Aman Mahato | 1 | 2 | 3 | 3 | 4 | |
| 10. | Amrit Balayar | 3 | 4 | 3 | 4 | 5 | |
| 11. | Chameli Rokaya | 5 | 6 | 6 | 7 | 7 | |
| 12. | Ganesh Bogati | 2 | 5 | 4 | 5 | 4 | |
| 13. | Rekha Rawal | 3 | 4 | 5 | 6 | 6 | |
| 14. | Sanu Chaudhary | 2 | 2 | 2 | 3 | 3 | |
| 15. | Sopia B.K. | 4 | 5 | 6 | 6 | 6 | |
| 16. | Suraj B.K. | 4 | 5 | 5 | 6 | 6 | |
| 17. | Smarika Chaudhary | 3 | 1 | 1 | 2 | 2 | |
| | Total | 56 | 73 | 77 | 90 | 93 | |

Appendix-14

Individual Scores of Pre-test

| S.N. | No. of Students | Scoring | Scoring % | F.M. |
|-----------------------------|-------------------|---------|-----------|------|
| 1. | Basant Poudel | 35 | 70 | 50 |
| 2. | Anu Thapa | 16 | 32 | 50 |
| 3. | Dipesh Shah | 34 | 68 | 50 |
| 4. | Sharmila Rawal | 11 | 22 | 50 |
| 5. | Purnima Bist | 30 | 60 | 50 |
| 6. | Rajendra Neupane | 34 | 68 | 50 |
| 7. | Akash Bhul | 11 | 18 | 50 |
| 8. | Renuja B.K. | 23 | 46 | 50 |
| 9. | Aman Mahato | 9 | 18 | 50 |
| 10. | Amrit Balayar | 8 | 16 | 50 |
| 11. | Chameli Rokaya | 31 | 62 | 50 |
| 12. | Ganesh Bogati | 16 | 32 | 50 |
| 13. | Rekha Rawal | 9 | 18 | 50 |
| 14. | Sanu Chaudhary | 9 | 18 | 50 |
| 15. | Sopia B.K. | 17 | 34 | 50 |
| 16. | Suraj B.K. | 16 | 32 | 50 |
| 17. | Smarika Chaudhary | 11 | 22 | 50 |
| Average Score: 18.82 | | | | |

Appendix-15

Individual Scores in Post-test

| S.N. | Name of Students | Scoring | Scoring % | F.M. |
|-----------------------------|-------------------|---------|-----------|------|
| 1. | Basant Poudel | 40 | 70 | 50 |
| 2. | Anu Thapa | 20 | 32 | 50 |
| 3. | Dipesh Shah | 40 | 68 | 50 |
| 4. | Sharmila Rawal | 20 | 22 | 50 |
| 5. | Purnima Bist | 40 | 60 | 50 |
| 6. | Rajendra Neupane | 40 | 68 | 50 |
| 7. | Akash Bhul | 30 | 18 | 50 |
| 8. | Renuja B.K. | 30 | 46 | 50 |
| 9. | Aman Mahato | 20 | 18 | 50 |
| 10. | Amrit Balayar | 10 | 16 | 50 |
| 11. | Chameli Rokaya | 40 | 62 | 50 |
| 12. | Ganesh Bogati | 20 | 32 | 50 |
| 13. | Rekha Rawal | 10 | 18 | 50 |
| 14. | Sanu Chaudhary | 10 | 18 | 50 |
| 15. | Sopia B.K. | 30 | 34 | 50 |
| 16. | Suraj B.K. | 30 | 32 | 50 |
| 17. | Smarika Chaudhary | 10 | 22 | 50 |
| Average Score: 25.88 | | | | |