CLASSROOM INTERACTION AT GRADE TEN

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

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DECLARATION

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

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DEDICATION

I'd like to dedicate this thesis to my parents **Late Mr.Bhakta Bahadur Karki, Jamuna Devi Karki** and **Mina Kumari Karki.**

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ABSTRACT

This thesis entitled "Classroom Interaction at Grade Ten" was carried out to find out some of the basic features of classroom interaction. The main objective of the study was to find out the existing situation of classroom interaction at grade ten English classes in terms of English language teaching. To fulfill the set objectives of the study, both the primary and secondary sources of data were used. The researcher visited thirty secondary schools both public and private and observed thirty classes of secondary level English teachers teaching at grade ten. He observed a class of each of the thirty teachers. He observed, recorded filled up checklist and took notes. After analyzing the data it was found out most of the classroom interactions were initiated by the teachers were formulaic and based on rote learning. Most of the classes they were out of group or pair work. It was found that most of the classroom environment was good and facilitative to learning.

This thesis consists of five chapters. The first chapter is introductory in nature. It introduces classroom interaction in general. It also includes statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related literature. It also includes implications of reviews of the study and theoretical and conceptual framework of the study. Similarly, the third chapter deals with the methods and procedures of the study, design of the study, population and sample, sampling procedures, data collection tools, data collection procedures and data analysis and interpretation procedures. After that, the fourth chapter deals with results and discussions/interpretation and the last chapter deals with summary, conclusions, implications followed by references and appendices.

TABLE OF CONTENTS

REFERENCES

APPENDICES

Appendix-I : Classroom Observation Checklists

Appendix-II (A) : Transcription of Classroom Recording

Appendix-II (B) : Questionnaire for Teachers and Students

Appendix-III : Name of English Teachers will be Selected form my Research Work

Appendix-IV : Data in Tables

LIST OF TABLES

LIST OF FIGURES

Page No.

ABBREVIATIONS

AD	Anno Domini
ALM	Audio-Lingual Method
CDC	Curriculum Development Centre
CI	Classroom Interaction
CLT	Communicative Language Teaching
ESA	Engage Study Activate
ESL	English as Second Language
ELT	English Language Teaching
etc.	et cetera
GT	Grammar Translation
HIGs	High Input Generators
i.e.	That is
LIGs	Low Input Generators
NESP	National Education System Plan
TST	Teacher-Student-Teacher
WWW	World Wide Wave

CHAPTER – ONE

INTRODUCTION

Language is the most effective means of communication limited within the human beings. It is learnt for the purpose of communication, and as an international language. English has a great communicating function. In Nepal English is taught as a compulsory subject from grade one to bachelor level. Thus, the foundation of English is made in primary level. Various studies show that English has been considered as difficult subject in Nepal, and students' achievement in English is very poor. There are a number of factors for it such as school facilities, teacher training, students' home environment and nature of English curriculum and so on. One of them might be the nature of classroom interaction (CI) because of its great impact on either facilitating or inhabiting students' language acquisition.

This is a study entitled "Classroom Interaction at Grade Ten". It includes general background, a brief history of ELT methods, classroom interaction, aspects classroom interaction, levels of interaction, interactive activities in the class etc. scomkir@gmail.com

1.1 General Background

Language is a voluntary vocal system of human communication. It is the effective means of communication only for human beings through which information and ideas are exchanged among human being. Language expresses something about linguistic codes, which can be modified and produced freely according to human needs whereas animals have not their particular system apart from the limited activities. Therefore, language is viewed to be a unique asset of human beings. Lyons (1970) defines language as "the principal system of communication used by particular group of human beings within the particular linguistic

community of which is members". Wardhaugh (1972) introduces language as "a system of arbitrary vocal symbols used in human communication". Similarly, Robins (1985) defines language as "a symbol system based on pure or arbitrary conventions of the speaker infinitely extendable and modifiable according to the changing needs and conditions".

In order to communicate, interaction is a medium through which learners acquire a second language classroom interaction, is best for language development and its skills namely listening, speaking, reading and writing. Classroom interaction describes the form and the content of behavior of social interaction. In particular it is the relationship between learners and teachers and the learners themselves. A wide range of methods have been adopted to investigate the amount and the type of interaction. Thus, classroom interaction is a very important factor that determines the achievement of students in language which will determine their further learning.

1.2   Statement of the Problem

This study is carried out to find out some of the basic features of classroom interaction. The Main objectives of the study is to find out the existing situation of classroom interaction if English classes at grade ten in terms of English language teaching, error corrections and providing constructive feedback. To fulfill the set of objectives of the study, both primary and secondary sources of data will be used. The researcher will observe thirty classes one class per teacher from thirty secondary level English teachers and forty students from the grade ten from Itahari Sub-Metropolitan.

1.3   Rationale of the Study

In language classroom, interaction is more important because language is at once the subject of study as well as the medium for learning. When the students listen to the teacher's

instructions and explanations, when they express their views, answer questions and carry out tasks and activities, they are not only learning about the language but also putting the language that they are learning to use. In situations where the target language is seldom used outside the classroom and the students' exposure to the target language is therefore mainly in the classroom, this kind of input and interaction that is made available is particularly important.

Communicative language teaching (CLT) demands to ensure that the learners genuinely interact in the language classroom rather go throughout and less succession of meaningless drills and abstract explanations. If the students are involving in interaction in the classroom, we mean that they are learning. In the class, most of the time, the teacher initiates a talk and students succeed it making a pair. The teachers initiate a talk by asking questions or encouraging students to answer or giving lecture or commanding. The classroom interaction seems as greeting acceptance, question-answer, and command-obey and so on. The more the students are involved in the interaction/communication and more they learn.

1.4   Objectives of the Study

The purposed study had the following objectives:

 i) To find out the existing situation of classroom interaction in ELT classes at grade ten.
 ii) To find out activities used by English language teachers in classroom interaction.
 iii) To suggest some pedagogical implications.

1.5   Research Questions

This study tries to find out the answer of the following research questions.

 a) What is the existing situation of classroom interaction at grade ten?

b) How useful is interaction in English language learning?

c) What are the levels of interaction?

d) Why are the aspects of classroom interaction so important?

1.6 Significance of the Study

In language, speech is a basic and preliminary skill, which leads to the development of other language skills i.e. listening, reading and writing, speech develops through interaction and teacher-student interaction is very important for students. In this regard, there is no exposure of English for most students in Nepal. The classroom interaction is a very important factor that determines the achievement of students in language, which will determine their further learning. My study will be useful to the novice teachers who have just begun their teaching career. This study will equally be beneficial to in service teachers also as it is concerned with the classroom interaction. Similarly, this study will be useful to curriculum designers, textbook writers and policy makers.

1.7 Delimitations of the Study

The study had the following delimitations:

i) The number of sample was thirty public and private secondary schools.

ii) There were only thirty secondary level English teachers for the study.

iii) The area of study was limited to Itahari Sub-Metropolitan only.

iv) Only thirty classes (one class per teacher) were observed for the study.

v) It was confined to grade ten classroom and students.

1.8 Operational Definitions of Key Terms

Classroom: A place where teaching learning takes place.

Interaction: Exchanging of thoughts, ideas, and feelings between two people.

Input: Amount of in formations or extra linguistic data that are available to the learners.

Discovery Technique: The techniques where students are given examples of language and told to find out how they work to discover the grammar rules.

Project Work: It is an activity which centers on completion of task and usually requires an extended amount of independent work by an individual student or by a group of students.

Role Play: A learning activity in which you behave in the way somebody else would behave in a particular situation is called role play.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.4 Review of Related Literature

There are few researches related to classroom interaction in the department of English education. However, this area is one of the widely researched areas in the field of classroom interaction in different parts of the world. Some of them are given below:

Phyak (2006) carried out a research on 'How does a teacher interact with students in 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 reached in conclusion that there was one way interaction in the classroom. The classroom language used by both the teacher and students was not polite. He found that it was not due to the power relationship but due to culture and lack of exposure. Students were found to use impolite language. His study revealed that one of the real problems in teaching of English in the context of Nepal was the lack of classroom interaction strategies from both the teacher's and students' side.

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

Similarly, Neupane (2006) carried out a research on "classroom discourse". He compared the classroom discourse of grade VIII of private and government schools. He found out that the

classroom discourse was generally dominated by the teachers on both types of schools but the domination was a bit flexible in the public schools in comparison to the private ones. However, the teacher student relationship was closer in the private schools than in the public ones.

Likewise, Dahal (2007) compared teacher-talk time with pupil-talk time in terms of different categories in classroom interaction in his study, 'A Comparative Study of Teacher Talk and Pupil Talk'. He found out that in average ELT classroom setting in Nepal, the teacher talk amount was 55%, pupil talk amount was 15% and non-talk amount was 30% of classroom time. He also found that the frequency of lecturing was the highest in the classroom.

In the same way, Dahal (2010) carried out research on the title "Exploring Adjacency Pairs in Classroom Interaction". His study was intended to compare the frequency of teacher's initiation and students' initiation in the classroom interaction. His findings were that in most of the classroom, the first pair parts were initiated by the teacher. Similarly, his findings proved that the classroom interaction was dominated by teachers as most of the conversations were initiated by the teachers and students were asked to succeed them.

Bhattarai (2010) carried out research entitled, "Teaching Poetry through Interaction". He tried to find out the effectiveness of interaction technique in teaching poetry. For the completion of his research he used both primary and secondary sources of data. The main tools of data collection of his study were questionnaire. His findings were that teaching poetry through interaction is more effective than the conventional way of teaching poetry.

 Although, there are some researchers on classroom interaction, no research has been done on classroom interaction at 'Grade Ten' in English classroom. It is significant here to mention that classroom interaction is a very important aspect of language teaching because of the fact

that language is primarily manifested through spoken form. Therefore, it is very necessary to conduct research in classroom interaction in English classes.

2.5 Implications of the Review for the Study

Although, there are some researchers on classroom interaction, no research has been done on classroom interaction at 'Grade Ten' in English classroom. It is significant here to mention that classroom interaction is a very important aspect of language teaching because of the fact that language is primarily manifested through spoken form. Therefore, it is very necessary to conduct research in classroom interaction in English classes and its progress of six reviewed literatures is some extent related study. After reviewing these works I have grabbed a lot of ideas regarding my study. I got ideas on the process to carry out different tests. Similarly, they have used some tools like classroom observation, checklist, questioner and classroom recording.

2.6 Theoretical Framework

Classroom interaction generally means the talks between teacher and students or between or among students. Brown and Rodgers (2005, p. 26) opine that learners and teacher meet in the classes in schools, multimedia labs, distance learning situations, one-to-one tutoring, on the job training, computer-based instruction and so on. In the classroom, a teacher plays different roles. Regarding teachers' role in the classroom there are different roles discussed by different scholars. If we take a teacher as the one transmitting a message, then he or she can be seen as trying to communicate with the whole class, a group of students, or an individual students at different points of the lesson. The class reacts to the teachers' action in different ways. They repeat something well, something badly, they give some answers correctly, and make mistakes with others; they follow the teacher's instructions with some activities, and fail to do

22

demonstrating on apparent reaction. In the classroom we see the action and reaction between the teacher and the students.

2.6.1   A Brief History of ELT Methods

There are a number of methods of English language teaching developed around the globe in different times. Among them some are outdated and some are still in use. There have been lots of changes in English language teaching.

Richards and Rodgers (2009, p. 3) mention that changes in language teaching methods throughout the history have reflected recognition of changes in the kind of proficiency rather than reading comprehension as the goal of language study. In the 18th century, modern language replaced the old languages like Latin and Greek. In the beginning, English was taught using the same procedures that were used for teaching Latin. Teaching of grammar rules, list of vocabulary and sentences for translations were practiced. Speaking the foreign language was not the goal and oral practice was limited to students reading aloud the sentences they have translated. This approach to language teaching was known as grammar translation which was widely used for English language teaching.

In Nepal, before the implementation of New Education System Plan (NESP) in 1971 A.D., the Grammar Translation (GT) method was used in teaching English. NESP was a revolution in the education system of Nepal. It emphasizes only on writing and vocabulary. It does not teach a language but about a language to the students. It has been criticized that this method lays little or no emphasis on the speaking skill of the second language. As a result, final decades of the 19th century, GT method was blamed as old and lifeless method of language teaching. Thus, as in the other countries, teachers in Nepal also started teaching English through 'Direct method'. This method emphasizes oral communication, use of target language

and development of ability to think in the target language (Richards and Rodgers, 2007). Similarly, Audio-Lingual Method (ALM) began in America during the World War II. It was theoretically based on the structural linguistics and behavioral psychology. Drills and pattern practice of structure in the form of dialogue were the core features of this method.

Nowadays communicative approach to teaching language is being practiced in ELT. Canale and Swain (1980 as cited in Richards and Rodgers, 2009, p. 13) talk about the four components of communicative competence:

I)   Grammatical competence

II) Sociolinguistic competence

III) Discourse competence and

IV) Strategic competence.

Bachman (1990) used the term communicative competence for communicative language ability. According to him communicative competence includes organizational competence and pragmatic competence. Organizational competence includes grammatical and textual competence whereas pragmatic competence includes illocutionary and sociolinguistic competence.

Communicative language teaching (CLT) took place in 1970 as a reaction to all the preceding methods that could not focus on real communication. Linguists began to look at language not as interlocking sets of grammatical, lexical and phonological rules but as a tool for expressing meaning. It also led to the development of differentiated courses that reflected the different communicative needs of the learners. This need based approach also reinforced another trend that was emerging at the time of learner centered education (Nunan, 1998). Hymes (1984 as cited in Larsen-Freeman 2000) says that CLT method gives emphasis on the rule of use

without which the rules of grammar would be useless. He enlists four components: the first is whether or not something is formally possible. The second is whether or not something is feasible. The third is whether or not something is appropriate and the fourth is whether or something is actually done.

CLT introduced with the design of school level English curriculum and textbook in 1995 in Nepal in order to enhance the students' communicative skills. The general objectives of CLT method are to:

a) develop the communicative competence in the language learners and,

b) develop communicative fluently and accurately with other speakers of English (CDC, 2007).

The above mentioned objectives cannot be achieved unless there is interaction between teacher and students and among the students in the classroom. Classroom interaction provides students with opportunity to use the target language accurately, fluently and in coherent manner. As my study is related to classroom interaction, I will discuss more about the classroom interaction in the following section.

2.6.2 Classroom Interaction

Classroom can be defined as a place where two or more than two people sit together for the purpose of teaching and learning. The person who teaches is called a teacher and those who get something learn from him are the learners. The teacher has certain perceptions about his or her role in the classroom. Similarly, the classroom is the 'crucible' in which elements interact. Here, elements refer to teacher and students where both of them have own particular needs and expectation that they hope to see satisfied.

On the other hand, interaction refers to the actions between the two people or more than two. Brown (2001) says "interaction is a collaborative exchange of thoughts, feelings or ideas between the two or more people resulting in reciprocal effect on each other". Rivers (1987) says "interaction can be two ways or four ways, but never one way (p. 9)".

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

Good interactive teaching and learning include the following characteristics.

- A task or lesson which offers a challenge and gives pupils something to think about.
- A possible learning which fosters confidence and respect enabling learners to give and accept constructive criticism and see errors as stepping stones to success.
- Teaching which addresses a variety of learning styles has high expectation and allows thinking time.
- Leadership and vision which anticipate the needs of teachers and pupils.

The classroom may be relatively inefficient environment for the methodological mastery of a language system just as it is limited in providing opportunities for real world communication in a new language. Classroom has its own potential and its own meta communicative purpose. It can be a particular social context for the intensification of the cultural experience of the learning. We need to examine how language development can be promoted in the classroom in foreign language setting where outside exposure to the target language may be minimal. This view suggests that the participants in an L_2 classroom are concerned with language learning i.e. many of the things they do are therefore done with the aim of learning

in mind. This makes us clear that to learn the language there must be interaction in which students get opportunities to ask and answer question.

Rivers (1987, pp. 10-13) gives the following activities in an interactive classroom;

- There will be first of all, much listening to authentic materials; authentic materials include teacher talk when the teacher is fluent in the language.

- Students listen from the beginning and speak in reacting to pictures and objects, in role plays, through acting out and in discussion.

- Students are involved in joint task: purposeful activity where they work together.

- Students watch films, video tapes etc. of native speakers interacting.

- Pronunciation may be improved interactively not only through conversation but also in reading texts and preparing dialogues.

- Cross-cultural interaction is important in language use in the real world.

- Interaction does not preclude the learning of the grammatical system of the language.

- Testing too should be interactive and proficiency oriented, rather than sterile taxonomic process.

- We must not forget interacting with the community that speaks the language.

Similarly, (Harmer 2007, p. 51) suggests the three elements for successful language learning: engage (E), study (S) and activate (A). All three ESA elements need to be present in most lessons or teaching sequences. Whatever the main focus of the lesson is, students always need to be engaged in practice, study and activities should be designed to get students using language as freely and communicatively as they can.

So, in the language classroom, interactions are more important because language is at once the subject of study as well as the medium of learning. When students listen to the teacher's

instructions and explanations, when they express their views, answer questions and carryout tasks and activities, they are not only learning about the language but also putting the language that they are learning to use. In such situations where the target language is seldom used outside the classroom and students' exposure to the target language is therefore mainly in the classroom. The kind of input and interaction that is made available is particularly important.

Communicative Language Teaching (CLT) demands to ensure that the learners genuinely interact in the language classroom rather go throughout endless succession of meaningless drills and abstract explanations. If the students are involving in the interaction in the classroom, we mean that they are learning. In the class, most of the time, the teacher initiates the talk and students succeed it making a pair. The teachers initiate a talk by asking questions or encouraging students to answer or giving lecture or commanding. The classroom interaction seems as greeting-acceptance, question-answer and command-obey and so on. The more the students are involved in the communication/interaction, the more they learn.

2.6.2.1 Aspects of Classroom Interaction

Aspect of classroom interaction gives outline or relevance to language learning where the dominant pattern of interaction is that of teacher question, student response and teacher feedback, which is commonly found in all classrooms and is typical of classroom exchange. As we can see, teacher talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important component of classroom interaction. Tsui (1995) discusses the following aspects of classroom interaction.

a) Teacher Questions

Teacher plays a significant role in teaching. The learners depend upon the extent to which they communicate and interact with the teacher. Educational studies on classroom language have examined the cognitive demand of teacher questions and their effects on students' learning. Studies on ESL classroom however have focused on the effect of teacher questions on learners' production of the target language and on the types of learner response. The modification of question to make them comprehensible to students and to elicit response is another important area of classroom interaction Tsui, (1995). The teacher introduces the topic and directs a question at the whole class. He/she modifies the question when no response is forthcoming. After the students have answered the modified question as a group, the teacher then puts the previous questions again to the students. Brown and Rodgers (2005, p. 26) opine that learners and teacher meet in the classes in schools, multimedia labs, distance learning situation, one to one tutoring, on the job training, computer-based instruction and so on. In many English as foreign language (EFL) classroom situations, as evidenced in research by Mohatar (1998) the pattern T-S-T (Teacher-Student-Teacher) occurs when the teacher asks a question, a student answers and the teacher provides feedback.

b) Teacher Feedback and Error Treatment

Teacher's feedback on responses given by students is another element in classroom interaction. Students need to know whether they have understood the teacher and have provided the appropriate answer. They are likely to be frustrated if the teacher does not provide feedback (Tsui, 1995).

In language classroom, what the teacher considers as appropriate contributions and errors are very important, not only in terms of getting students to produce the target language and to

engage in meaningful communication, but also in terms of their understanding of how the language works.

c) Teacher Explanation

Explanation simply refers to generating as much information as possible. There are various ways of defining it. Some define it very generally as providing information or communicating content, others make a distinction between explanations or procedures and explanation of contents, vocabularies and grammatical rules. Inappropriate explanation or over explanations hinder rather help students to comprehend (Tsui, 1995, p. 16). How the teacher deals with explanation is very important.

d) Modified Input and Interaction

Input simply refers to extra linguistic data/information that is available to learners. Many researchers show that in order to make teacher's speech more comprehensible to learners, they tend to modify their speech by speaking more slowly. Using exaggerated intonation, giving prominence to key words, using simpler syntax and more basic set of vocabulary. According to Tsui (1995), on examining conversations among the interlocutors, it was found that typically these conversations contain many modification devices, such as comprehension checks, request for repetition, clarification request and confirmation checks. This results in modification not only of the input but also the structure of interaction.

e) Turn-Allocation and Turn Taking Behaviors

Speaking is a purposeful human activity as there is exchanging of ideas, feelings, thoughts and emotions. Similarly, speaking (speech) becomes meaningful when listening is counterpart. Without listening or speaking two people together makes unclear and blur. When

the teacher speaks the students listen and vice-versa . To allocate turns to all students in something that all the teachers strive to achieve and which they often believe they have achieved. Alright (1980) found that in fact some shy students take 'private turns' by giving answers or making comments that are for themselves instead of for the rest of the class (as cited in Tsui, 1995). The teacher should wish to make these private turns pubic. It is also an important to consider cultural factors when looking at the turn-taking beahviour of the students. Seliger (1977) suggested two types of language learners: High Input Generators (HIGs) and Low Input Generators (LIGs). The former participates actively in conversations and consequently, generates plenty of input from other people and the later, by contrast, participates minimally and hence deprive themselves of obtaining input from other people (as cited in Tsui 1995). He concludes that HIGs are more successful language learners than LIGs.

f) Student Talk

Some students are so curious in language learning. They often take part in questioning, interacting and answering. Whereas others do not like speaking, even if they speak, they have a greater hesitation and shyness. For this, cultural factors, anxiety, motivation, gender etc. may be the factors that affect students' participation in the class. Sometimes, they are inactive because they are weak in English and cannot express themselves in English (Tsui, 1995). An effective way to alleviate these factors is to remove the formative and evaluative nature of speaking in the class. This can be achieved by group work, where the students interact with their peers in a collaborative manner. In terms of language learning, group work provides students with the opportunities to engage in genuine communication, where they produce coherent discourse rather than isolated sentences hence helping them to acquire discourse competence rather than linguistic competence.

2.6.2.2 Levels of Interaction

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

a) Student-Teacher Interaction

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

b) Interaction among the Students

Students develop their communicative ability through interaction among themselves in the classroom. Interaction helps them to achieve educational outcomes, recall the information and apply knowledge to new and novel situations. Their learning is meaningful when the students embark in interaction among them. Language is primarily speech as it should be spoken according to situations and role relations. Interaction helps them to grow their interactive ability in foreign language fluently. They also become co-operative when they interact in each other. Thus, interaction among the students helps to play the role of foundation for the development of independent, self-directed and permanent learning.

2.6.2.3 Interactive Activities in the Class

Interactive activities are those types of activities which are organized in language classroom. Regarding this, interactive teaching involves the interaction between the teacher and students and interaction among the students, students-teacher interaction is often a two way process where the teacher encourages the students to participate more actively in class. Students remain more active to learn. When students are well motivated in the subject matter, they will ask for additional information. They will volunteer to take part in activities. Their attentiveness and willingness to learn will in turn motivate the teacher to teach.

There are various kinds of interaction activities practiced in language classroom which enhance and make teaching learning activities livelier. These sorts of activities always soothe the proficiency of teachers and learners. For such activities both the parties (teacher and learners) must pay attention equally and participate actively. Some of the activities are given below.

a) Pair work

According to Cross (1992), "pair work is one of the important learner centered techniques which is often used in a communicative classroom. It is a management task for developing communicative ability" (p. 43). Pair work makes students engage in interaction to each other. During pair work teacher has two roles as a monitor and a resource person.

In pair work, students can practice language together, study a text, research language and take part in information gap activities. They can write dialogues, predict the content of reading texts and compare notes on what they have listened. It increases the amount of speaking time and allows students two works and interacts independently.

b) Group work

The teacher divides the whole class into small groups to work together in group work. It is learning activity which involves a small group of learners working together. The group may work on a single task or on a different part of large task. Tasks for group members are often selected by the members of the group but a limited number of options are provided by the teacher.

c) Role Play

It can be used with the large classes. It is a way of bringing situations from real life in the classroom. When we do role play, we ask students to imagine. They may imagine a role and situation. In it, students improvise. According, to Brown (2001), "role play minimally involves (a) giving role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish". Brown suggested that role play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective (p. 183). Role play is simple and brief technique to organize in the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom. It encourages students to talk and communicate ideas with friends. A variety of language functions structures, games etc. can be practiced in the classroom through role play. It also makes the classroom funny and interesting.

d) Discovery Technique

Discovery technique is the technique where students are given examples of language and told to find out how they work to discover the grammar rules rather than be told them (Harmer 1987, p. 29). Discovery technique aims to give students a chance to take charge earlier. The idea is simple: give students a listening or reading text or some examples of

English sentences and then, ask them to discover how the language works. The activities which fall under discovery technique make students active and thoughtful and invite them to use their reasoning processes/cognitive powers. According to Richards et al. (1996), discovery technique is based on the following principles:

- Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.

- Teachers use a teaching style which supports the process of discovery and inquiry.

- Textbooks are not the sole source of learning.

- Conclusions are considered tentative not the final.

- Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

Discovery technique is of great help to teach vocabulary and grammar materials which allow students to activate their previous knowledge and to share what they know.

e) Project Work

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

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

Project work has been introduced during 1970s as a part of communicative language teaching. It integrates all the language skills involving a number of activities that require all

language skills. We can say that project work provides one solution to the problem of autonomy of making the learners responsible for their own learning. It emphasizes on group centered experience and it is co-operative and interactive rather than competitive. This technique encourages imagination, creativity, collaboration, research and study skills.

There are different stages of project work given by different scholars. Whatever the opinions on the stages of project work are, the students generally go through the following four stages:

i)   Setting Goals

At this stage students in collaboration with tier friends and teacher determine the goal of project work. The goal depends upon the nature of the project work. If the project is longer, the goal should be long term and if it is short the goals should be short term.

ii)   Planning

The students plan with the help of their teacher and friends to conduct the project. It involves selecting population, areas, discussion on the contents and scope of the project, duration, materials needed and developing tools and so on.

iii)   Collecting Information

At this stage, students go to the field to collect information related to their project. For this, they take interview, read the related literature, listen to others, observe the activity, classroom discussion, and display the information collected.

iv) Reporting

This is the final stage in which the students present their findings or conclusions of the project. They can do it organizing a seminar/workshop or in the classroom. The teacher or other students provide feedback with constructive comments of their presentation.

Project work normally involves a lot of resources – time, people and materials. The learners practice a range of skins and language system. In the classroom, project work may provide many opportunities to meet a variety of learning aims but it requires strong classroom management skills.

f) Teacher Talk

This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the students. Ellis (1994), defines teacher talk as "the language that the teacher addresses to the L2 learners with its own specific, formal and interactional properties" (p. 146). Ellis (ibid) further summarizes that the "teacher talk occurs in one too many interaction; where the learners may vary in their levels of proficiency and where there is likely to be only limited feedback from the few students".

It is only the role from rather than written from which is investigated under teacher talk. It is the language used by a teacher inside a classroom rather than elsewhere. Teacher talk has its own special features such as the restriction of the physical setting, special participants as well as the goal of teaching. Therefore, teacher talk in English classroom is regarded as one special variety of the English language. It is especially used in class when teachers are conducting instructions, cultivating their ability and managing classroom activities.

The dominance of teacher talk is not an uncommon phenomenon in classroom interaction and a number of studies have been devoted to investigating its characteristics and effects on students' interaction patterns, or the characteristics that make teacher talk effective. In classroom, we find les-student- centre activities and more teacher talk that leads to authentic teacher-student and student-student interaction. Beside these, 'initiation response' interaction pattern with only very little teacher feedback is also a problematic situation for language learning. Pupils' length of response is inhibited by teacher dominated interaction with few extended exchanges as a result the pupils rarely initiate interaction with the teacher.

Most of the researchers have shown that the most common classroom exchange has three 'turns': (i) teacher asks, (ii) learner answers (iii) teacher evaluates the answer. The sequence is repeated thousands of times a day in classroom all over the world. It is what passes for teaching and learning. So, the language teachers play very important role during the process of language learning, should manage to push the students to produce the target language, give more opportunities and much more time to the students to practice. Besides they offer adequate input.

2.4. Conceptual Framework

Through the review of the related literature mentioned in the preview section, the researcher is curious enough to carry out the experiment of interactions in language learning. When the students listen to the teacher's instructions and explanations, they express their views, answer questions and carry out tasks and activities; they are not only learning about the language but also learning to use it. In situations where the target language is seldom used outside the classroom and the students' exposure to the target language is therefore mainly in the classroom, this kind of input and interaction that is made available is particularly important.

38

With the inculcation of the aforementioned literature and other consulted relevant materials,

the researcher conceptualized the following framework.

Conceptual Framework of the
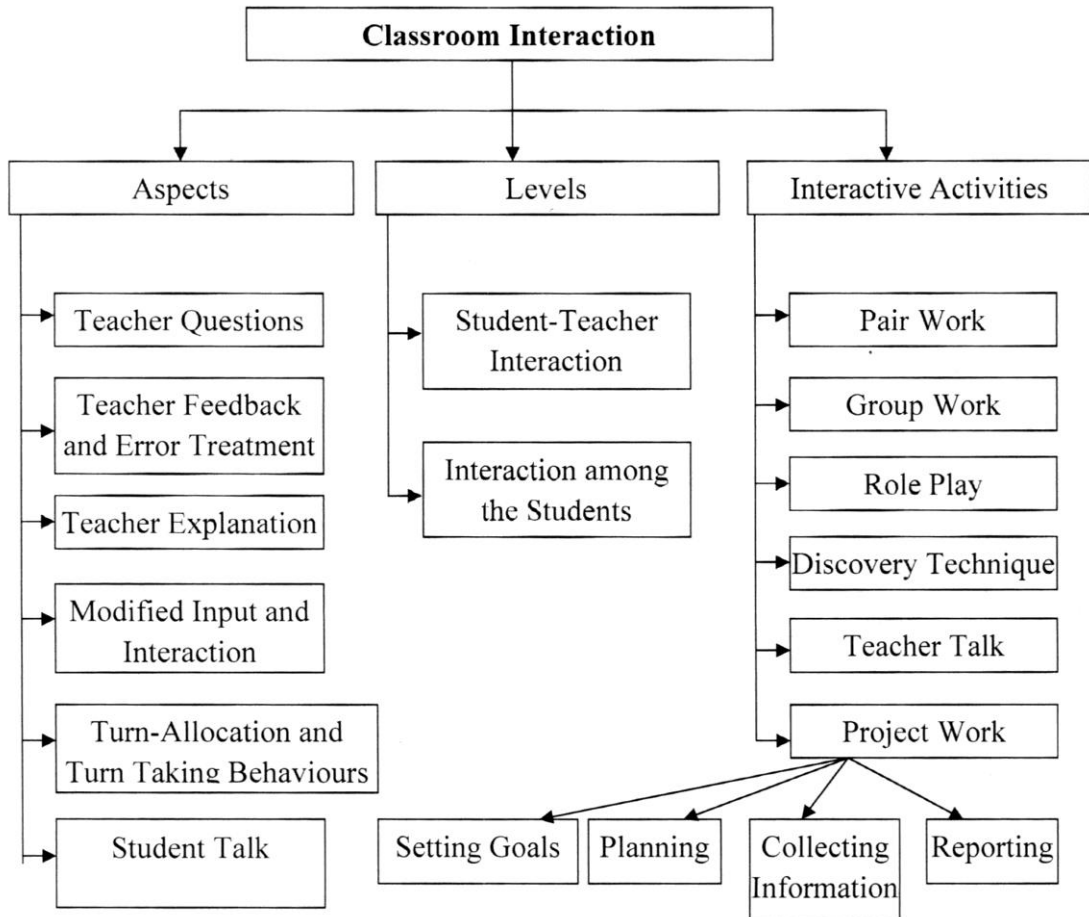
Study:

(Source: Tsui, 1995)

CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

The following procedures will be adopted to fulfill the above mentioned objectives.

3.8 Design of the Study

This is a survey research which entails that the collection of data on a number of units and usually at a single time, with a view to collecting systematically a body of quantifiable data in respect of a number of variables which are then examined to discern pattern of association (Bryman 1989).This study is survey research in nature because of the following reasons:

i. This study was conducted to identify the existing situation of classroom interaction in ELT classroom at grade ten.

ii. The large class was observed in a single sitting.

iii. Observed various activities used by English language teachers' in classroom activities.

3.9 Sources of Data

The researcher used both primary and secondary sources of data for the completion of this research.

3.9.1 Primary Sources of Data

The primary sources of data for my study were the English language teachers and students at grade ten from Itahari Sub-Metropolitan.

3.9.2 Secondary Sources of Data

The secondary sources of data were the various related books like Ellis (1985), Rivers (1987), Tsui (1995), Nunan (1998), Larsen Freeman (2000), Brown (2001), Brown and Rodgers

(2005), Rodgers (2009), and Journals, websites, theses etc. from where data were taken to facilitate the study.

3.10 Population of the Study

The population of the study comprised the thirty secondary levels both public and private schools, English teachers and students of grade ten from Itahari Sub-Metropolitan.

3.11 Sampling Procedure

Thirty secondary schools and thirty English teachers (one teacher from each school) teaching at grade ten of Itahari Sub-Metropolitan were purposively selected for the study.

3.5 Tools for Data Collection

The main tools for data collection were the classroom observation and checklists (see appendix-I), questionnaire and audio recording (see appendix-II).

3.6 Process of Data Collection

In order to collect data for the research, I visited thirty secondary schools both public and private from Itahari Sub-Metropolitan. I selected thirty secondary level English teachers teaching at grade ten from thirty secondary schools (see appendix-III). I visited the selected schools and briefly explained the purpose of my visit. After getting the permission from school authority, I observed a class of each of the thirty English teachers on the pre-decided days, recorded their interaction and filled up the checklist. Finally, I thanked all of them for their co-operation.

3.7 Data Analysis and Interpretation Procedure

I used both the descriptive as well as statistical methods to analyze and interpret the collected and presented data/information. The information is tabulated and observed after the classroom observation by using statistical tools like tables, bar graphs, pie charts, etc. The

required data from the observations were collected, checked and rechecked. All these

statistical tools have made this analysis and interpretation comprehensive.

CHAPTER – FOUR

RESULTS AND DISCUSSION

The results and discussion of data collected from the observations of classroom teachings of language interaction have been presented in this chapter.

4.1 Results

The present study shows the following mentioned results:

a) It was found that 75 percent teachers asked questions but 25 percent teachers did not asked any questions.(Appendix-IV)

b) Regarding relevancy of questions to the lesson 92 percent questions were relevant to the lesson and 8 percent were irrelevant.(Appendix-IV)

c) 80 percent classes they were out of group/pair works but only 20 percent of classes the group/pair works were carried out. (Appendix-V ,table no.1)

d) Talking of the quality of pair/group work, 38.46 percent of the students were good in carrying out pair/group work. Only 26.9 percent of them were excellent in carrying out the pair work. Similarly, 34.64 percent of them were not good in conducting the pair/group work. (Appendix-V, table no.2)

e) Almost in all the schools; 80 percent classroom environment was good and facilitative to learning but 10 percent of them were not decorated with suitable windows and ventilations.(Appendix-V, table no.3)

f) 35 percent of the classes were well cleaned and placement of desks and benches was appropriate. 50 percent of the classes were somehow clean and the placement of desks and benches was tolerable and 15 percent classes were so dirty(Appendix-V, table no.3)

g) 35 percent classes were somehow satisfactory communication with the teacher, only 10 percent classes students were engaged in communicating with their teacher but 55 percent classes' students were just passive listener. (Appendix-V, table no.3)

h) Regarding teacher's activities in the class, overall 90 percent teachers used lecture techniques in the class. 95 percent of them discussed with their students, 30 percent of them used demonstration technique and 85 percent of them engaged in asking questions. From this scenario, it is clear that 95 percent teachers used discussion technique in the class which is very useful in classroom interaction.(Appendix- V, table no.4)

i) Most of the students were engaged in writing activities i.e. 90 percent. 75 percent took part in listening, 30 percent were in asking questions to the teachers and only 25 percent were involving in speaking.(Appendix-IV ,table no.5)

j) It was found that 50 percent teachers behaved good friendship, 40 percent teachers behaved excellent friendship but 10 percent of them expressed bad behavior.(Appendix-IV, table no.6)

k) To talk about sympatheticness, 55 percent teachers were good sympathetic to their students. 25 percent of them were excellent sympathetic to their students. Similarly, 20 percent of them were antipathetic to their students. (Appendix-IV, table no.6)

l) 60 percent teachers encouraged to learners in interactive activities, 15 percent teachers encouraged their students excellently but 25 percent of them could not encourage their students to learning properly. (Appendix-IV, table no.6)

m) Regarding presentation, most of the teachers i.e. (60 percent) presented their lesson well. 25 percent were excellent and made their students clear about the ideas. Similarly, 15 percent teachers were a little bit weak in presentation.(Appendix-IV, table no.6)

n) A few teachers i.e. (5 percent) used teaching materials in proper way that was conductive and facilitative in learning. 25 percent of them used teaching materials in improper and less conductive way. 20 percent teachers could not use the materials in proper way and they were also not nice looking. Other 50 percent teachers did not use any materials.(Appendix-IV, table no.6)

o) Evaluation of the students in the class was an acceptable i.e. 75 percent teachers evaluated good. 5 percent of teachers evaluated the students in a very proper way i.e. excellent and 10 percent of them were unable to measure the achievement in the norms of lesson. 10 percent of classes were ended without any evaluation of the students.(Appendix-IV, table no.6)

p) It was found that 65 percent teachers made their students engage in practice in an acceptable way. 10 percent of them made their students engage in practice in very good manner. Similarly, 25 percent teachers did not care about students' practice as well as they did not give any chance to their students to involve in practice. (Appendix-IV, table no.6)

4.2 Discussion

In this section, I have presented activities that took place during my observation. I observed classroom interaction for thirty secondary schools and their class ten teaching learning activities. In my observation, out of thirty classes, the activities were mostly driven by the teachers. The conversations made in the classes were initiated by the teachers. They encouraged the students to ask questions. Most of the teachers used

translation technique to explain new items except few teachers who encouraged their students to explore meanings with varieties of ways such as, collecting information, making use in context, using gestures, postures and so on. Most of the interactions were noteworthy and interesting.

In this study I am focusing mostly on the amount of questions that the teachers asked and the way of asking those questions. In most of the classes, the teacher asked questions mainly related to the lesson because students examination is so near. The teacher simplified and modified his answer or ideas in comprehensive way. He repeated again and again unless the students understand the ideas. I will present the conversations that were found during my classroom observation.

4.2.1 Questions Asked by the Teachers and Students in the Class

Classroom interaction is determined by the questions that the teachers ask. The comprehensiveness of question is also determined by the way how s/he presents the questions to the students. In my observation, a teacher entered in the class by saying 'good morning class' and the students replied with the same utterance. He informed the students that they are going to read a poem 'Stopping by Woods on a Snowy Evening' and he ordered them to be quiet and read the poem loudly and find out the difficult word and try to get the meaning. He made them read the poem and then following question-answer was held:

T: Please, read out the poem and find out the difficult words from the poem.

S: (They read…)

T: Finished? Have you got any difficult word or new word?

S_1: Yes sir.

T: What are they?

S$_2$: Fill up, though, miles, harness, frozen ………………

T: You, Purnakala please stand up read these words?

S: Fill up, though, miles, harness, frozen…………

As the above sample the table no. 1 shows the overall frequency and percentage of the questions asked by the teachers and students during the interactions.

Table No. 1

Questions Asked by the Teachers and Students in the Class

Questions by	Frequency (F)	Percentage (%)
The teacher	25	75
The students	5	25

Table no.1 shows that out of 30 classes observed, in 25 classes the teacher asked questions to the students and in only 5 classes, the teacher did not ask any questions. This proved that in 75 percent classes' teachers asked questions to the students and in 25 percent of the classes; they did not ask any questions to the students.

On the other hand, out of 30 classes, only in 5 classes the students generally asked questions and in 25 classes, they did not do so. This proved that in 25 percent of classes the students asked questions but in 75 percent of classes the students did not ask any questions in the classes.

This scenario showed the teachers dominated and students were low participated in the interaction. There was to any domination by the teacher over students and students did not ask the questions in all class.

4.2.2 Relevancy of the Questions to the Lesson

No doubt, questions should be related to the lesson but open conversation is also a major factor to increase the learners' competency over social interaction. Most of the teachers, with in my direct observation, were confined with the texts and exercises given. None of the tasks were creative. The following questions answer that was found in a classroom illustrates the ideas:

T: Where does the accident happen?

S_1: Road.

S_2: Building

T: Generally, we think accident happen only on the roads but the reality is that accident may happen anywhere.

In this sequence of conversation we can see the teachers' dominance that he did not praise or encourage the students to give more answers. He threw the questions in mass where the students interact to each other and make a conclusion. Though the lesson was reading comprehension, he could correlate it with interaction. The following table shows the relevancy of the questions:

Table No. 2

Relevancy of Questions to the Lesson

Questions by	Frequency	Relevant	Percentage (%)	Irrelevant	Percentage (%)
The teachers	25	23	92	2	8
The students	5	3	60	2	40

Table no.2 represents that all the questions asked by the teachers were not relevant to the lesson. Out of 25 questions asked to the students only 23 questions were relevant and other two questions were irrelevant. Similarly, students asked 2 irrelevant questions out of 5 questions.

4.2.3 Number of Group work and Pair work Conducted in the Class

Group or pair work has its own importance in classroom interaction. It is a collaborative task where the students are engaged to interact in doing task. It plays a crucial role in classroom interaction.

Table No. 3

Number of Group work and Pair work Conducted in the Class

Frequency of Group/Pair work	Percentage (%)
6	20

This table no.3 suggests that out of 30 classes observed, only in 6 classes were out of reach in group/pair work.

This shows that only in 20 percent of classes, the group/pair works were carried out where as in 80 percent of classes, they were out of reach in group/pair work.

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

4.2.4 Quality of Group or Pair work

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

Situation

(What do you prefer? coffee or tea?)

S_1: What do you prefer?

S_2: I prefer tea to coffee.

S_1: What do you like, tea or coffee?

S_2: I like tea.

S_1: What do prefer, drinking tea or drinking coffee?

S_2: I prefer drinking tea to drinking coffee.

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

Table No. 4

Quality of Pair Work

No. of pair	Qualities					
	Excellent		Good		Bad	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage

| 26	7	26.9	10	38.46	9	34.64

Table no.4 suggests that most of the students made good results in pair work. It is to say that 38.46 percent of the students were good in pair work. Only 26.9 percent of them were excellent and 34.64 percent of them were not good in pair work. The performance of the excellent students was very much purposeful. The result of good students was acceptable and performance of third pair was not purposeful and students were more passive in doing task. The reason I would like to mention here is that the teacher in the class did not care all the students and some students were not suitable in the Grade Ten level. Another important thing was, the teachers were not able to divide the students into similar groups that help to co-operate and interact among the students who have difficult level proficiency.

4.2.5 Classroom Environment

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

Figure No. 1

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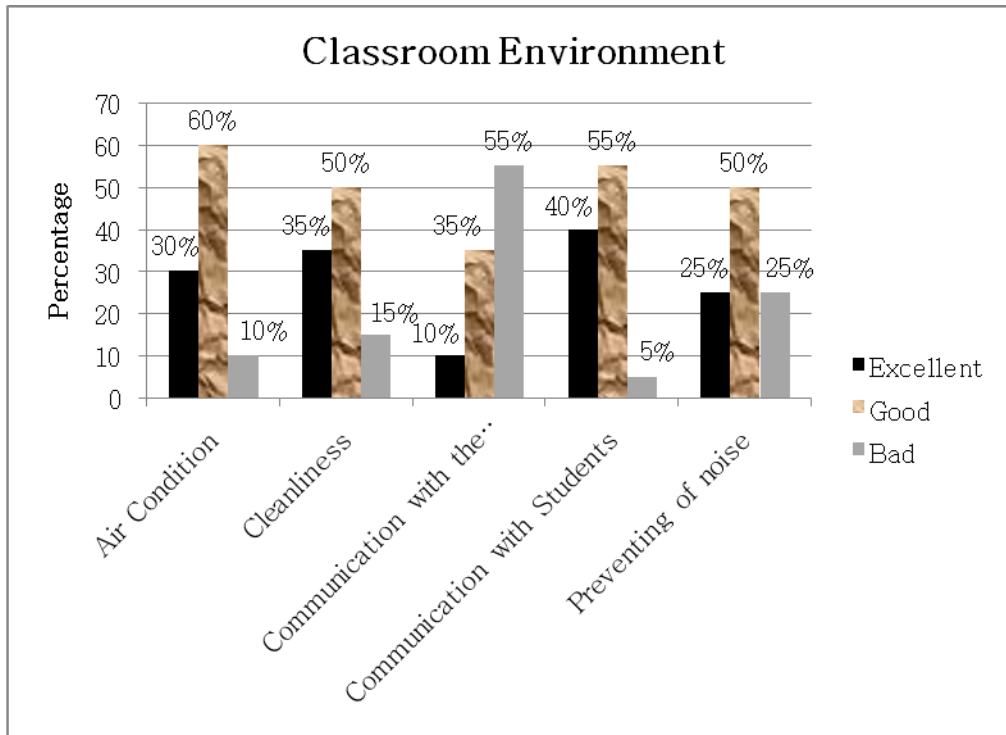
In figure no.1, the air condition of the classes was facilitative to study in 30 percentages of secondary schools. The classes were equipped with suitable windows, doors and ventilations. Among them 60 percent classes were somehow facilitating to study on the basis of air condition. 10 percent of them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

In talking about the cleanliness of the classes, 35 percent of the classes were very much clean. The placement of the desks and benches was appropriate so that group work or pair work was

easily carried out. Among them 50 percent of the classes were somehow clean and the placement of desks and benches was tolerable. The teacher felt somehow difficult to manage group work. And 15 percent of the classes were so dirty which were full of dust and papers. The desks and benches were not placed properly. As a result there was no learning environment in the classes.

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

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

Preventing noise was another factor in my observation checklist. While observing the class, it was found that 25 percent classes were excellently controlled. Their good presentation, motivation, friendly behavior and encouragement in practice made the classes peaceful. The students were only engaged in subject matter. Out of the classes observed, 50 percent of the classes were somehow peaceful. Most of the students were involved in practice; a few of them who were sitting in back benches were whispering themselves. They made some mechanical conversations inside the class but those conversations were not open or natural

interaction. 25 percent of the classes were so noisy that the teacher could not control and they also did not pay attention to the teacher. They did not take care of the students if were engaged in practice.

4.2.6 Teacher's Activities in the Classes

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

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

Figure No. 2 Teachers' Activities in the Class
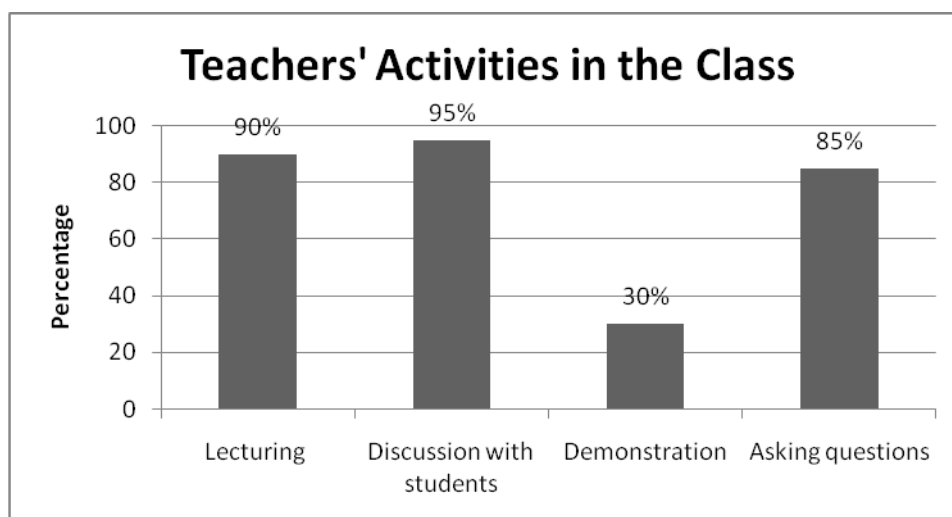
Figure no.2 shows that out of 30 classes observed, 90 percent teachers used lecture techniques in the class. 95 percent of teachers discussed with their students. 30 percent of them used demonstration technique and 85 percent of them engaged in asking questions to their students. It is clear that 95 percent teacher uses discussion technique in the class which is very useful in classroom interaction. Asking question is another important aspect of interaction in the class. Most of the teachers asked questions to their students but their way of asking questions was not satisfactory because they asked very straight not in modified way.

4.2.7 Students' Activities in the Class

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

Figure No. 3

Students' Activities in the Class
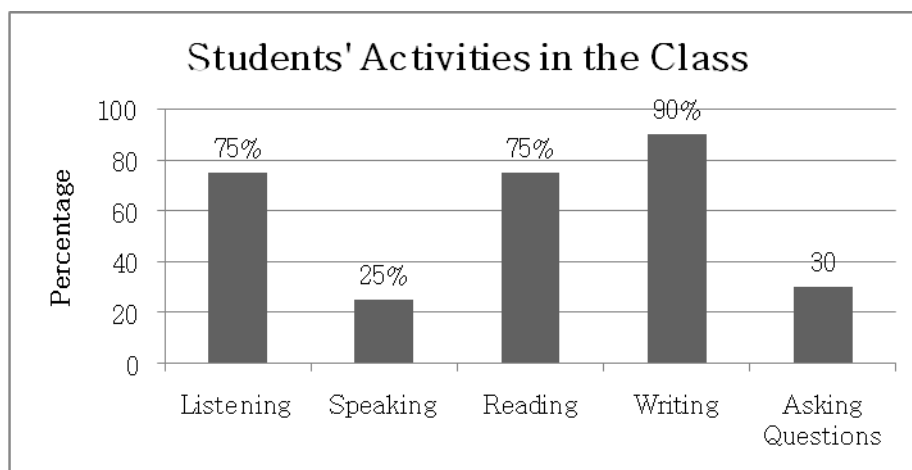
The figure no.3 asserts that most of the students were engaged in writing activities i.e. 90 percent of classes, students were involved in writing. Only 75 percent took part in listening. 30 percent were in asking questions to the teacher and 25 percent were involving in speaking. It seems less interaction between the teacher and the students. Reading is also interactive task in which students are engaged in interacting with the text so 75 percent of students were involved in reading activities. Similarly, only 30 percent of classes, students were asking questions to the teachers.

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

4.2.8   Teacher's Behaviors and Activities in Class

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

4.2.8.1 Friendliness

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

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

S_s: There is a baby and is in the hospital

T: Ok sit down. Susma just describe the picture.

S_2:   One baby, one doctor and his family.

T: Read out the questions given in the box.

S_s: What happen to the boy?

T: Can you guess, what happen to the boy?

S_2:   May be accident.

T: Next question?

S1:   Who is the young boy beside the doctor?

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

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

Figure No. 4

Friendliness
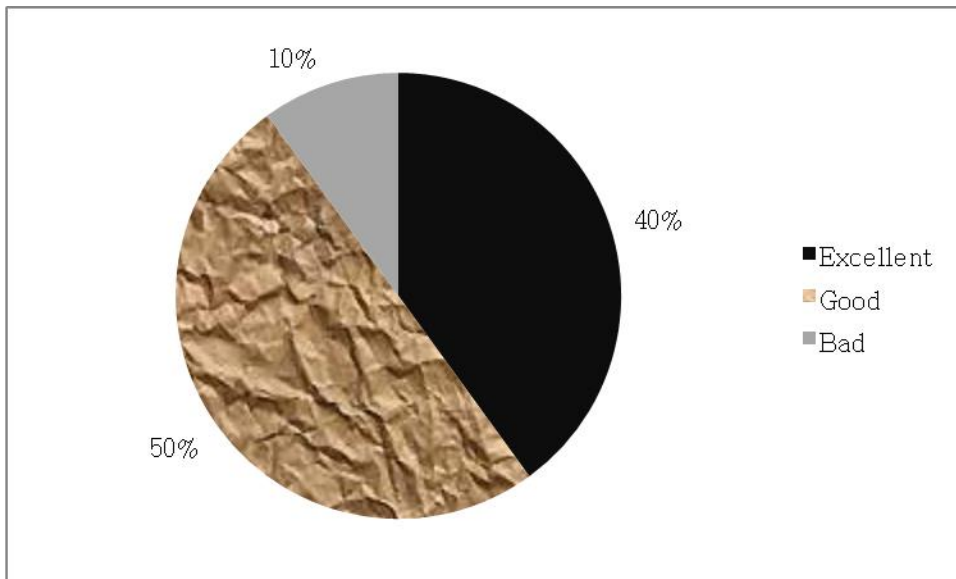
The figure no.4 suggests that 50 percent teachers behaved good friendship to their students. 40 percent behaved excellent behavior of friendship that created conductive and open environment in learning. And 10 percent of them expressed bad behavior to their students. They were more authoritative so that the learning environment was not so facilitating and closed in nature.

4.2.8.2 Sympathetic

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

(One student came in the class while the teacher was teaching.)

T: Where have you been?

S: I have been to restroom. I am suffering from acute direohea?

T: Oh! Sorry to hear. Haven't you taken any medicine?

S: Well, I was just feeling uneasy in the morning but it became uneasy now.

T: Well. You better take the medicine from the office of JRC. From room no 29.

S: Thank you sir.

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

Figure No. 5

Sympathetic
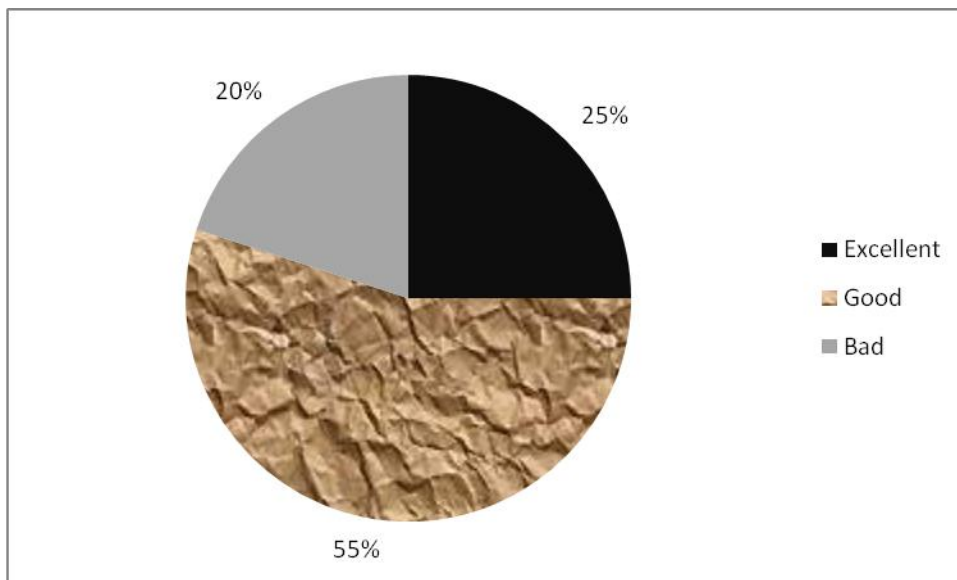
This figure no.5 shows that shows that 55 percent teachers were good sympathetic to their students. 25 percent of them performed their sympatheticness excellently to their students

that created open environment in interaction. But 20 percent of them were not sympathetic at all that created hopelessness in the students.

4.2.8.3 Recognition and Encouragement

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

T: (Provide situation: Playing football or Karate)

S1: What do you prefer: playing football or Karate?

S2: I prefer playing football to playing Karate.

T: (writes the same utterance on the board) Playing football or Karate…Don't worry! Ask her. (Provide situation) Hindi film or Nepali Film?

S3:   What do you ……Eh….Nepali.. Hindi..?

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

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

S4: I prefer watching Nepali film.

T: Good. Thank you very much.

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

Figure No. 6

Recognition and Encouragement
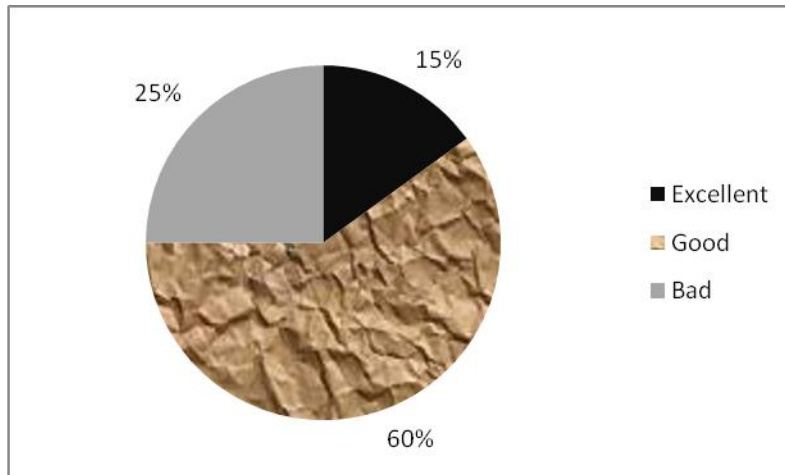
The figure no.6 asserts that 60 percent of the teachers created recognition and encouragement partially. That somehow encouraged the learners in interactive situations. 15 percent of them encouraged their pupils excellently that could easily involve the students towards learning. But 25 percent of them did not encourage their students to learning.

4.2.8.4 Presentation

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

T: (presents a model of a conversation)

A: Do you like living in town or country?

B: I like living in the country to living in the town.

T: (presents structure.)

A: Do you like + noun?

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

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

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

Figure No. 7

Presentation
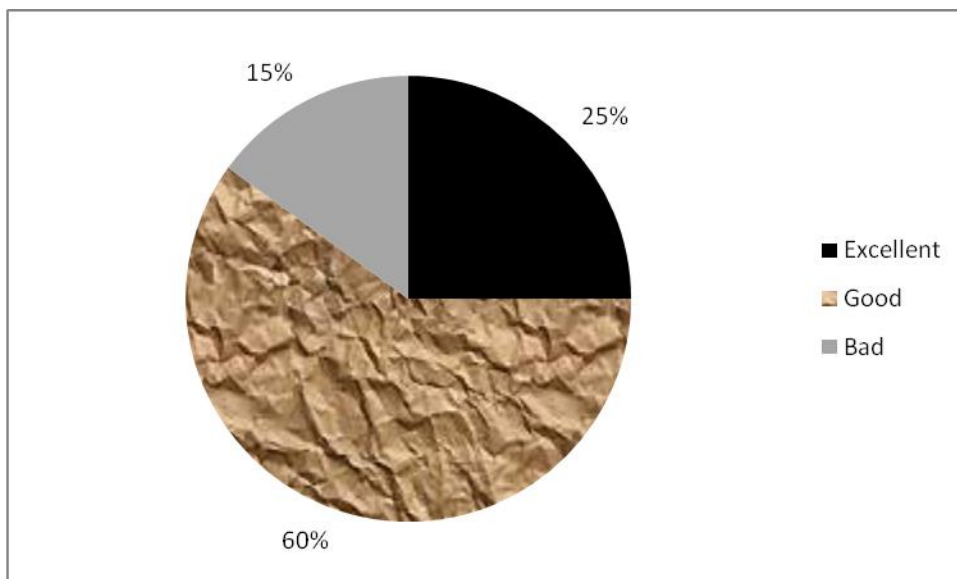
This figure no.7 suggests that 60 percent teachers presented their lesson well. 25 percent of them were excellent that made the students clear about the ideas and 10 percent were openly engaged in discussion in the class. 5 percent teachers were a little bit weak in presentation so that none of the students was clear about the lesson and not participated in classroom activities.

4.2.8.5 Use of Teaching Materials

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

Figure No. 8

Use of Teaching Materials
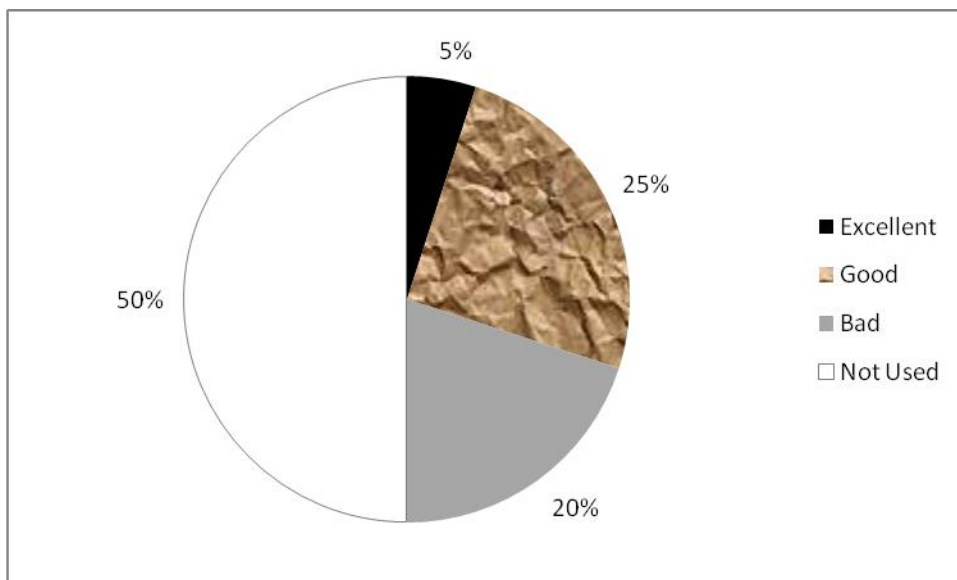
The figure no.8 shows that 5 percent of the teachers used teaching materials in proper way that was conductive and facilitative in learning. 25 percent of them used teaching materials in little bit less conductive way, materials were good. 20 percent teachers could not use the materials in constructive way and their materials other than daily used materials were not nice

looking and also were not in proper size. Those classes were not so interesting and interactive as well. Other 50 percent teachers did not use any materials rather than textbook.

4.2.8.6 Evaluation of Students in the Class

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

T: What was the weather like that night?

S: Snow falling… cold..

T: The weather was cold filled up with snow. Read the second stanza, Purnakala?

S: (She reads)..My little horse must think…….

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

S: (Silence…..)

T: If not I am going to ask the questions? You, Bhavana, Where is the man stopping   by?

S: The man is stopping by the woods….

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

Figure No. 9

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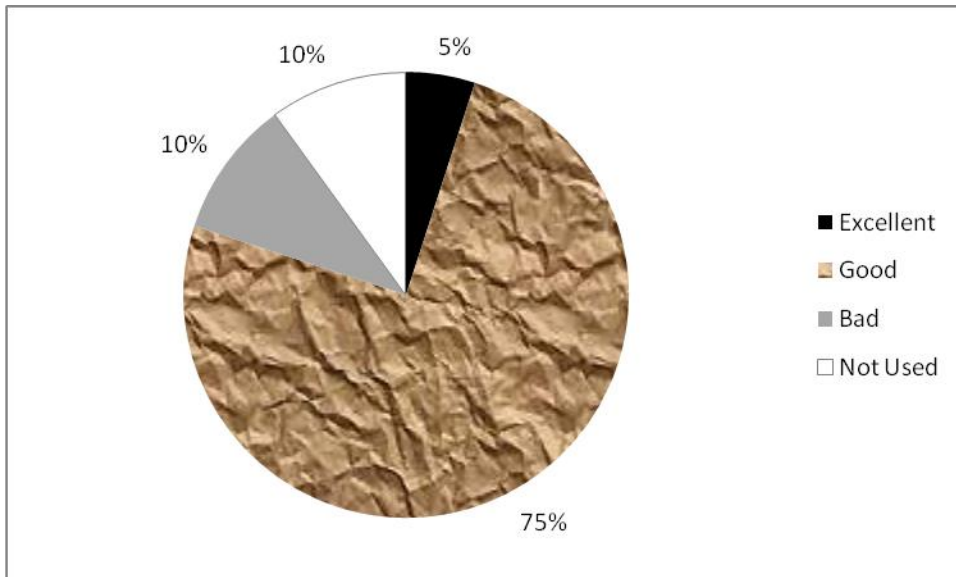
According to this figure no.9, most of the teachers evaluated their students in an acceptable way, i.e. 75 percent teachers evaluated good. The evaluation was somehow objective oriented. 5 percent teachers evaluated the students in a very proper way and their achievement was excellently evaluated. According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

4.2.8.7 Practice in the Class

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

T: How many causative verbs are there?

S: Three…

T: Three causative verbs are there. What are they?

S: Have, make and get.

T: When do we use these causatives?

S: When… emm…..

T: When the subject does not perform the actions himself/herself but compels,

others to do. Then, we use causatives.

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

Figure No. 10

Practice in the Class
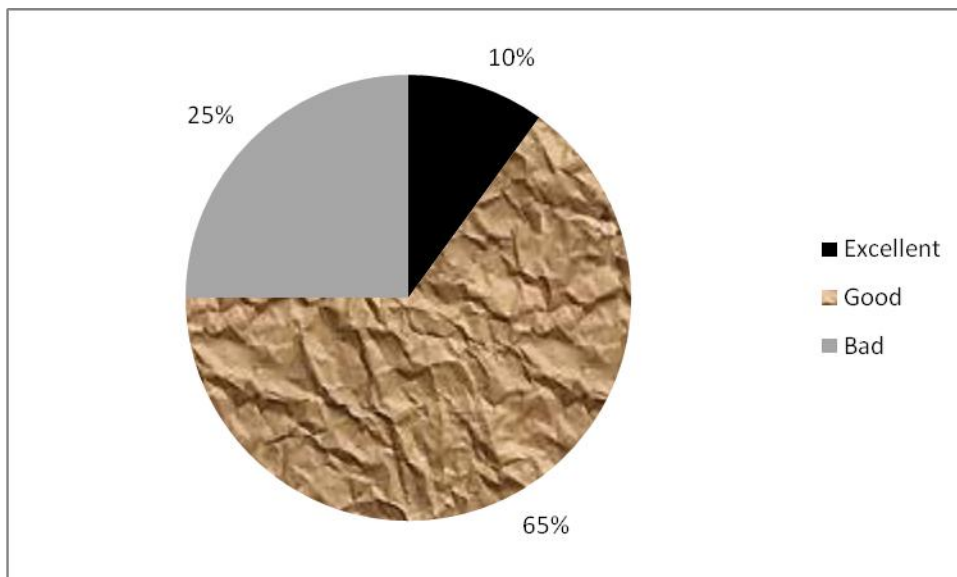
In this figure no.10, it is clear that 65 percent teachers made their students engage in practice in an acceptable way. The classes were somehow interactive as well. 10 percent of them

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

The preceding tables, charts and my diary notes while I was in direct observation in those classes suggest that the students were taught some mechanical utterances and they were exercising these utterances time and again in the classroom interaction. Most of the students interacted in free and fair manner. Even if they made open conversation, they would initiate by the teachers. The communicative language teaching approach had been utilized and exercised a lot in the truest sense of the word.

CHAPTER – FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.4 Summary

The present study was conducted to find out the existing situation of classroom interaction in English classes at grade ten. In order to fulfill the objectives research was carried out in public and private secondary schools.

This study consists of five chapters. The first chapter is introductory in nature. It introduces classroom interaction in general. It is also includes statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with review of related literature. It also includes implications of reviews of the study and theoretical and conceptual framework of the study. Similarly, the third chapter deals with the methods and procedures of the study, design of the study, population and sample, sampling procedures, analysis and interpretation procedures. After that fourth chapter deals with results and discussions/interpretation and the last chapter deals with summary, conclusions, implications followed by references and appendices.

5.5 Conclusions

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

a) This research reveals that the treatment of students in classroom interaction relatively better in teaching speaking skills than other techniques.

b) The result is very encouraging for in-service and pre service teachers who want to implement these teaching strategies in ELT Classroom.

c) The syllabus designers and the methodologists should be encouraged to design course as the contemporary society. Even though it may be difficult to use interaction all the time while teaching in the context of Nepalese society.

d) To foster language learning, there should be sufficient interaction between the teacher and the learners in teaching learning activities.

e) Students should be encouraged to participate in interaction, discussion or in over all use of language since language is primarily speech.

f) Use of teaching materials in the classroom should be appropriate and visible because they make the class effective and live.

g) Feedback plays important role in language teaching and learning. Students' achievement should be measured positively which encourages the learners to participate in activities.

h) Meaningful learning occurs, when students are allowed to confront real problems, make choices and find solutions.

i) Errors are the positive signs of learning. No learning takes place without committing errors in true sense, which is why the teachers should entrust them to correct those errors.

j) Teachers should focus on group work or pair work technique while teaching English language because, these techniques make the students, independent and self-directed.

k) The keys to learning a foreign language effectively are the clear-cut plans of teacher for the lessons and the extensive practice on the items learnt through a variety of

69

amusing activities on learners' and the teachers' side. There should be plenty of oral practice for speaking is the real language.

l) Classroom environment determines the rate of learning. It means peaceful environment should be created as far as possible and noisy environment should be discarded. Similarly, suitable windows, cleanliness, ventilations and air condition in the class are also not less important factors to learn the language, which the teachers should take into account.

m) Evaluation of the students in the class should be frequent and appropriate. Teaching without evaluation and writing without reading lead from dusky to dark.

n) Question-answer method is important way of CI.

There are many other responsible factors affecting the CI in English classes. Although the teachers should bear the first responsibility for it, he or she is not only the target. Other factors equally affect it, such as, home environment economic condition of the parents, prior achievement of students in English, physical facilities of the schools, lack of feedback to teachers etc. For the better CI, the teacher should be well equipped through refresher training. Teachers should encourage the students to speak English whenever and wherever it is possible. They should use participatory methods in the class. GT method should be discouraged. Teachers should be studious; they should find new and effective ways of interaction, and apply them in the class.

5.6 Implications

On the basis of summary and conclusions of the research, the following implications can be drawn.

5.6.1 Policy Level

Policy makers and curriculum designers should analyze the needs and interests of the learners. A textbook writer should also write the books or prepare the materials as per the learners' linguistic, social, psychological and economical condition. Initiation of the strategy/policy determines the nature of the course for those communicative or interactive activities should be focused while designing the curriculum. New method of teaching is CLT which focuses on language use and therefore it is the matter of classroom interaction.

5.6.2 Practice Level

Question answer method is important way of CI. There are many factors affecting the CI in English classes. Although the teachers should bear the first responsibility for it, he or she is not only the target. Other factors equally affect it such as home environment, economic condition of the parents, prior achievement of students in English, physical facilities of the school, lack of feedback to teachers etc. For the better CI, the teacher should be well equipped through refresher training. Teachers should encourage students to speak English whenever and wherever it is possible. They should use participatory methods in the class. Teachers should be studious; they should find new and effective ways of interaction, and apply them in the class. They should use teachers guide for effective Classroom Interaction.

5.6.3 Further Research

English language teaching is really painstaking task because it is not the dead stone, as it is ever changing entities. New trends of teaching with new vocabularies and structures are not peripherals. Language is primarily speech and focus should be laid on spoken or

communication i.e. communication between the teachers and the students which is also a part of classroom interaction. The subsequent or followers can consult the following research work to carry out research on classroom interaction or interaction in general.

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Appendix -I

Classroom Observation Checklists

Name of School: Kachana Mahadev Secondary School. Itahari-4   Date:

Name of English Teacher: Prakash Gautam   Period: 2nd

Class: 10

Topic: Stopping by Woods on a Snowy Evening (Poem)

Criteria for Class Observation

Criterion - 1: Questioning

	Time of Questioning				Questions Relevant to Lesson	Question Irrelevant to Lesson
	0-10 minutes	11-20 minutes	21-30 minutes	31-40 minutes		
The teacher in the class	3 - 5	2 – 4	5 – 7	2 – 5	All	No
The students in the class						

Criterion -2 : Group Work in the class

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

Criterion – 3 : Teacher's Activities in the Class

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

Criteri̇ ...dents' Activities in the Class

Time	Listening	g	Reading	Writing	Asking questions
0-10 minutes		✓	✓		
11-20 minutes	✓	✓	✓		✓
21-30 minutes	✓	✓	✓		✓

31-40 minutes	✓	✓	✓		✓

Criterion -5 : Quality of Group Work Evaluation

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

Criterion -6 : Teacher's Activities Evaluation

	Excellent	Good	Bad
Friendliness		✓	
Sympathetic		✓	
Encouragement		✓	
Presentation		✓	
Use of materials		✓	
Evaluation of students in the class		✓	
Practice in the class		✓	

Criterion -7 : Classroom Environment

	Excellent	Good	Bad
Air condition	✓		
Cleanliness	✓		
Communication with the teacher		✓	

Communication with students		✓	
Preventing of noise		✓	

Indicators

Excellent: very much conductive to learning environment and students' encouragement (open

in nature)

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

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

Transcription of Classroom Recording

What the pie chart says? All right .Ok. According to the chart how much does Mr. Yadav spend on food. 45%. Answer in complete sentence ok. Mr. Yadav spends 45% on food. Similarly, what about clothes? Mr. Yadav spends 25% of his income on clothes. Asmita stand up. Tell me, how much does Mr.Yadav spend on entertainment. Mr.Yadav spends 25% on entertainment from his salary. How much does Mr.Yadav spend on rent? Mr. Yadav spends 10% from his salary on rent. Ok, once again let's examine the bar diagram given in top on page no. 126. Let's examine, what does the diagram say? You, Rabin what does the bar diagram say? This diagram says the 100 people were on civil engineering and 125 students were on electronic engineering in 1980. Thank you very much. This bar diagram says in 1980 the number of students studying civil engineering was 100 and number of students studying electronic engineering was 125, Ok. What does the diagram say in 1985? In 1985? Yes. The chart shows that the number of students studying in civil engineering was 153 and the number of students studying electronic engineering was 200. Ok, now let's compare the number of students studying civil engineering in 1980 and 1985. Let's compare, look at this black bar that shows number of students in civil engineering in 1980 and next bar shows the number of students in civil engineering in 1985. What does the comparison say? In which year the number of students was greater? In 1985 the number of students was greater than in 1980. Let's compare third and forth diagram. Let's compare the number of student's in 1990 and 1995. Ok, who can say, You? The shows that in 1990 in civil engineering were 200 and the chart shows in 1990 electronic were 250, Ok. You, Susmita, what about 1990 and 1995? What is the condition of studying civil engineering and electronic engineering? In 1995? Yes. In 1995 the chart show that the number of students studying electronic engineering was 300 and civil

engineering was 250. In which year number of students was greater in civil engineering? In 1995. In 1995 number of students was greater in electronic engineering too, Ok.

Let's go exercise no. 6. Let's study the chart. What is the chart about? The chart is about population of a city of Nepal in 1990 and 2000. What is the condition of population in 1990? The total population was 1,28,000 and the total population in 2000 was 1,61,000. In the comparison of 1990 and 2000 the population was increased by 32 to 33 thousand. Number of male in 1990 was 50,000; the number of female was 48,000 and the number of children was 30,000. Total population of 2000 was 1,61,000. What is the male population, in 2000? 60,000. Number of female in 2000? 56,000. And what about the number of children in 2000? 45,000. Now let's compare the number of male in 1990 and 2000. In which year number of male was greater? 2000. In 2000 number of male was greater by 10000. In 1990 number of male was 50,000 and in 2000 the number of male was 60,000. In this way we can say that the population of male was increased by 10000 by 10 year. The number of female 48,000 in 1990 and 56,000 in 2000. How much female population increase? Female population was increased by 8,000. Can you compare the number of children in 1990 and 2000? There were 30000 children in 1990 and 45000 children were in 2000.

Appendix-II (B)

Questionnaire for teachers

1. Which method do you use while teaching classroom interaction?

   ✓a. GT method   b. Direct method   c. Audio Lingual method
   d. Communicative method

2. Which method do you think is easy to implement?

   ✓a. GT method   b. Direct method   c. Audio Lingual method
   d. Communicative method

3. How do you plan the lesion?

   a. Daily   b. Weekly   c. Fortnightly   ✓d. Monthly

4. How do you implement the plan ?

   a. Using teaching materials   b. Using classroom environment
   c. Using group work   ✓d. All of the above.

5. How do you manage the group work and pair work?

   ✓a. Providing same topic   b. Providing different topic
   c.   Providing different topic for each member d. All of the above.

6. What is the most demotivating factor of the students?

   a. Poor economic background   ✓b. less interest in context
   c. Linguistic problem   d. lack of exposure.

7. What is the motivating factor of the students in classroom interaction?
   a. Teaching materials   b. Classroom environment
   c. Teacher performance   ✓d. All of the above.

8. Which multimedia mostly do you use in your classroom?
   a. Radio   b. Computer
   ✓c. mobile   d.TV.

9. Where do you collect your teaching materials from?
   a. Local market   b. Email-internet
   c. House made   ✓d. All of the above.

10. Which aspects of English do you feel difficult to teach?
    ✓a. Grammar   b. Vocabulary
    c. Pronunciation   d. All of the above.

11. What is the situation of interaction in the classroom in our context?
    a. Excellent   b. Good   c. Satisfactory   ✓d. Poor

Questionnaire for Students

1. How do you feel English speaking ?

      a. Easy   ✓b. Difficult   c. Easier   d. No difficult

2. Which skills of language you feel necessary ?

      a. Listening ✓b. Speaking   c. Reading   d. Writing

3. How do you feel while classroom interaction ?

      a. Happy   b. Sad   ✓c. Hesitation   d. Boring

4. Do you prefer group work or pair work in classroom interaction ?

      ✓a. Group work   b. Pair work

5. Do you need teacher's help ? How often ?

      ✓a. Always   b. Sometimes   c. Seldom   d. Never

6. Do you think speaking English is prestigious ?

      ✓a. Extremely prestigious   b. Lightly prestigious   c. Prestigious

      d. Less prestigious

7. Do you think English is necessary for getting job ?

      ✓a. Yes   b. No

8. How much time do you spend for your English at your home ?

      a. Half an hour ✓b. An hour c. More than an hour d. More than two hours

9. Do your parents support you in your study ?

      ✓a. Always   b. Sometimes   c. Rarely   d. Never

10. Does your English teacher speak Nepali while teaching English ?

      a. Always   ✓b. Sometimes   c. Seldom   d. Never

11. Which technique does your teacher mostly apply ?

      ✓a. Pair work   b. Group work   c. Simulation d. Drilling e. Role play

Appendix III

Name of English Teachers will be Selected for My Research Work

S.N.	Name of the Teachers	Name of the Secondary Schools	Type
1	Dilli Prasad Sharma	Saraswati Secondary School, Itahari-3	Public
2	Dipak Subedi	Janasahayog Higher Secondary School, Itahari-24	Public
3	Ghanashyam Ojha	Sahid Smriti Secondary School, itahari-25	Public
4	Govinda Shrestha	Jabdi Secondary School, Itahari-25	Public
5	Jivan Ghimire	Rastriya Higher Secondary School, Itahari-24	Public
6	Kamal Subedi	Sambhu Nath Secondary School, Itahari-17	Public
7	Keshab Pd. Timsina	Jyoti Secondary School, Itahari-5	Public
8	Matrika Chaudhary	Sharada Higher Secondary School, Itahari-12	Public
9	Mukesh Chaudhary	Saraswati Satan Secondary School, Itahari-7	Public
10	Pashupati Sigdel	Janata Higher Secondary School, Itahari-1	Public
11	Prakash Gautam	Kachana Mahadev Secondary School, Itahari-4	Public
12	Rajan Basnet	Pakali Higher Secondary School, Pakali	Public
13	Suman Dhungel	Kabir Secondary School, Itahari-1	Public
14	Tirtha Karki	Mahendra Higher Secondary School, Itahari-2	Public
15	Ananta Kumar Subedi	Koshi Higher Secondary Boarding School,Ithari-1	Private
16	Baburam Basnet	Y-Pointing Boarding School, Itahari-5	Private
17	Bishnu Rayamajhi	Hamro Godawari Boarding School, Itahari-7	Private
18	Chandiraj Ghimire	Peace Zone Residential Boarding School,Itahari-1	Private
19	Dilu Subba	Bhrikuti Boarding School, Itahari-4	Private
20	Dipak Sigel	Kasturi Secondary School, Itahari-8	Private
21	Durga Dhungana	Modern Preparatory Boarding School, Itahari-1	Private
22	Gajendra Bhattarai	Blooming Lotus EBS, Itahari-5	Private
23	Gopal Poudel	Standard Boarding School, Itahari-	Private
24	Kiran Neupane	North Point Boarding, Itahari-1	Private

25	Mani Poudel	Makalu Boarding School, Itahari-5	Private
26	Narayan Subedi	Godawari Higher Secondary School, Itahari-7	Private
27	Pushpa Koirala	Universal Boarding School, Itahari-4	Private
28	Ram Kumar Rai	Green Peace Academy, Itahari-8	Private
29	Sushil Chapagain	DVM Boarding School, Itahari-8	Private
30	Sushil Koirala	Pashupati Boarding School, Itahari-2	Private

Appendix- IV

Questions Asked by the Teachers

1. How much does Mr.Yadav spend on rent?

2. What does the comparison say?

3. What is the chart about?

4. How many causative verbs are there in English?

5. When do we use causative verbs?

6. Where is the man stopping by?

7. Do you have any question from the second stanza?

8. What was the weather like that night?

9. Do you like living town or country?

10. What do you prefer playing football or karate?

11. What can you see in the picture?

12. Can you guess what happen to the boy?

13. Who is the young boy beside the doctor?

14. Where does the accident happen?

15. Have you got any difficult word or new word?

16. Purnakala, stand up and tell me the first question.

17. Have you ever seen such a flower?

18. When do we use those flowers?

19. Copy down the questions and write the answer.

20. Write down the similar shorts of sentences.

21. Read out the first sentence what have you written?

22. What is the meaning of bustling?

23. Describe the pie chart?

24. What is the population of a city in 1990?

25. Tell me the meaning of 'frozen'.

26. Why are you late today? Where have you been?

27. Why were you absent yesterday?

28. Are you joking with me?

29. Tell me your hobby?

30. Which animal do you like most?

Questions asked by the students

1   What is the meaning of 'stout'?

2   How many causative verbs are there in English?

3   When do we use causative verbs?

4   Where is the man is stopping by?

5   What happened to the boy?

6   Where do you like to live?

7   What is the meaning of bustling?

Relevant Questions

1. How much does Mr.Yadav spend on rent?

2. What does the comparison say?

3. What is the chart about?

4. How many causative verbs are there in English?

5. When do we use causative verbs?

6. Where is the man stopping by?

7. Do you have any question from the second stanza?

8. What was the weather like that night?

9. Do you like living town or country?

10. What do you prefer playing football or karate?

11. What can you see in the picture?

12. Can you guess what happen to the boy?

13. Who is the young boy beside the doctor?

14. Where does the accident happen?

15. Have you got any difficult word or new word?

16. Purnakala, stand up and tell me the first question.

17. Have you ever seen such a flower?

18. When do we use those flowers?

19. What is the meaning of 'stout'?

20. How many causative verbs are there in English?

21. When do we use causative verbs?

22. What happened to the boy?

Irrelevant Questions

1. Where do you like to live?

2. Why are you late today? Where have you been?

3. Why were you absent yesterday?

4. Are you joking with me?

5. Tell me your hobby?

Appendix V : Data in Tables

Table no 1: Number of group/pair work

Number of group/pair work	Percentage	Not used group/pair work	Percentage
6	20%	24	80%

Table no 2: Quality of Group/Pair Work Evaluation

Excellent	Good	Bad
26.9%	38.46%	34.64%

Table no 3: Classroom Environment

	Excellent	Good	Bad
Air condition	30%	60%	10%
Cleanliness	35%	50%	15%
Communication with the teachers	10%	35%	55%
Communication with the students	40%	55%	5%
Preventing of noise	25%	50%	25%

Table no 4: Teacher's Activities in the class

Lecturing	Discussion with students	Demonstration	Asking questions
90%	95%	30%	85%

Table no 5: Student's Activities in the class

Listening	Speaking	Reading	Writing	Asking questions
75%	25%	75%	90%	30%

Table no 6: Teacher's Activities Evaluation

	Excellent	Good	Bad	Not used
Friendliness	40%	50%	10%	
Sympathetic	25%	55%	20%	
Encouragement	15%	60%	25%	
Presentation	25%	60%	15%	
Use of materials	5%	25%	20%	50%
Evaluation of students in the class	5%	75%	10%	10%
Practice in the class	10%	65%	25%	