

CLASSROOM INTERACTION OF GRADE TEN IN ELT

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

**Submitted by
BuddhimayaKhadka**

**Faculty of English Education,
Tribhuvan University
Kirtipur, Kathmandu, Nepal
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This is to certify that **Buddhimaya Khadka** has completed this thesis entitled "**Classroom Interaction of Grade Ten in ELT**" under my guidance and supervision.

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DEDICATION

Dedicated

to

My parents and all my family members whose blessings is with me forever

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.

Date: 30/09/2018

Buddhimaya Khadka

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Buddhimaya Khadka

ABSTRACT

This thesis entitled “Classroom Interaction of Grade Ten in ELT“was carried out to find out some of the basic features of classroom interaction. The main objective of the study was to explore the existing situation of classroom interaction of grade ten in 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, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with the review of related literature. It also includes implications of reviews of the study, 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 strategies, data collection tools, data collection procedures, data analysis and interpretation procedures and ethical considerations. After that, the fourth chapter deals with results and discussions/interpretation and the last chapter deals with findings, conclusion and recommendations of the study according to the analysis and interpretation; and some pedagogical suggestions made on the basis of the findings. In the final part of the thesis references and appendices have been included systematically.

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ABBREVIATIONS

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
GT	Grammar Translation
HIGs	High Input Generators
LIGs	Low Input Generators
NESP	National Education System Plan
TST	Teacher-Student-Teacher