

CHAPTER ONE

INTRODUCTION

This section of this study consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of key terms.

1.1 Background of the Study

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 whichis 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 would determine their further learning.

1.2 Statement of the Problem

The students of government aided schools and private Schools of Nepal study compulsory English from grade one to ten as part of the foreign language policy of Nepal. Besides students learn and use the English language as it is the medium of instruction in the private schools. Their interest, attitudes and motivation for learning English language and the chances of success in foreign language learning depend on a large extend on the favorable practice and positive perception of the English language classroom interaction, because classroom interaction is very important factor for language achievement which is affected by the classroom management in very aspects. But in the case of government aided schools of Nepal, most of the students are found being failed in the exams including SEE in English. The students are found basically followed by the misunderstanding of English language. There are many students with different mother tongues background, the best teachers are lacked, and physical facilities

are not enough. Similarly, the methods and approaches that are used in teaching English are not found to be specific, sufficient and reliable. The hesitation is also a factor to reduce the success of classroom interaction. As the result the language achievement in such situations decreases. Students are suffering from fear to speak English in a mass. In such context, the classroom interactions in government aided schools have the weak practices and the students perceive the classroom interaction in a poor manner. Thus, this study was to conducted to minimize the gap between theory and practice in ELT.

1.3 Objectives of the Study

The purposed study had the following objectives:

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

1.4 Research Questions

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

- a) What is the existing situation of classroom interaction of grade ten in ELT?
- b) How useful is interaction in English language teaching?
- c) What are the levels of interaction?
- d) Why are the aspects of classroom interaction so important in ELT?

1.5 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 would be useful to the novice teachers who have just begun their teaching career. This study would equally be beneficial to in service teachers also as it is concerned with the classroom interaction. Similarly, this study would be useful to curriculum designers, textbook writers and policy makers.

1.6 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 Kathmandu only.
- iv) Only thirty classes (one class per teacher) were observed for the study.
- v) It was confined to grade ten classroom and students.

1.7 Operational Definitions of Key Terms

Classroom:In this study, classroom is a place where teaching learning takes place.

Interaction:In this study, interaction means exchange of thoughts, ideas, and feelings between two people.

Input:In this study, Input refers to the amount of information or extra linguistic data that are available to the learners.

Discovery Technique:In this study, discovery techniques refers to the techniques where students are given examples of language and told to find out how they work to discover the grammar rules.

Project Work:In this study, Project work refers to 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:In this study, role play refers to a learning activity in which you behave in the way somebody else would behave in a particular situation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section consists of four subsections. They are: the review of theoretical literature, review of empirical literature, implications of the reviewed literature and conceptual framework.

2.1 Review of Theoretical Literature

In order to build the theoretical knowledge of the related field of review of the theoretical literature is largely beneficial. Therefore, the review of the related theoretical literature has been presented as follows:

2.1.1A 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.

2.1.2 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 task or lesson which offers a challenge and gives pupils something to think about. Similarly, possible learning which fosters confidence and respect enabling learners to give and accept constructive criticism and see errors as stepping stones to success. Furthermore, teaching which addresses a variety of learning styles has high expectation and allows thinking time. Likewise, Leadership and vision which anticipate the needs of teachers and pupils is also needed for classroom in interaction.

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 L₂ 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.

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.

2.1.3 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 public. It is also an important to consider cultural factors when looking at the turn-taking behaviour 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.

2.1.4 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 which will help to develop reading and writing skills of students.

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 cooperative 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.

2.1.5 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 to work and interact independently.

b) Group work

The teacher divides the whole class into small groups to work together in group work. It is a 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 a 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 into 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 a 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 a 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 & Rogers (2008), discovery technique is based on the following principles:

- a. Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
- b. Teachers use a teaching style which supports the process of discovery and inquiry.
- c. Textbooks are not the sole source of learning.
- d. Conclusions are considered tentative not the final.
- e. 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 & Rogers (2008), "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 their 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 skills 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 form 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 less-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.

We know that English language is widely used language in the world. It is the largest language of the UNO. English is the language of world politics, science and technology, medicines, economics, education, marketing and trade and so on. The University Education of the world is provided in it. Most of the international books are translated in it. Furthermore, most of the countries have adopted English language as a second /foreign language teaching in their own country because of its popularity. It is the link language of the various speech communities.

English language is taught and learned in Nepal as a compulsory subject from class one to bachelor level. English language teaching entered in Nepal with the foundation of the Durbar High school in 1910 B.C after JungaBahadurRana's short visit to Britain (Adhikari, 2012). Similarly, K.C. (2009) says that JungaBahadur did not pay much attention to mass education even if he was highly impressed by the English Education system. He established this school as the first "English school" in Nepal. That was basically meant for providing education to the child of Rana's families and their relatives. After many years, all the common people of Nepal got an opportunity to learn English language.

Since the foundation of the Durbar school in 1910 B.C. the flow of English language is increasing in Nepal. In fact, the opening of Tri-Chandra College in 1975 B.S. provided the formal beginning of English in higher education in Nepal. But during that period, the education system of Nepal was not good because majority of common people were deprived of education (MOE, 2010).

There were some reforms in the field of education after the establishment of democracy in 2007 B.S. Several efforts have been made in the field of education after the National Education Commission (NEC) 1992 report and several meaningful efforts have laid great emphasis on introducing English as a compulsory subject in all the schools of Nepal from the very beginning of school education. In this regard, the government of Nepal has given priority to English language teachings in it.

The need of English was not realized though it was introduced quite earlier. With the changing context, it was included in curriculum and by now, it is taught compulsorily from grade one to Bachelor level (MOE, 2010). English language teaching, ELT in short, started in Nepal with the establishment of Durbar High School in 1910 B.S. by JungaBahadurRana after his return from England. It was the first English school in Nepal. Gradually, people felt the need and the rulers were being forced to establish school and colleges as a result. Chandra Shamsheer established Tri-Chandra college in 1975 B.S. which commenced the teaching of English in higher education in Nepal. But the system could not get a natural growth. It underwent a chaotic condition.

Together with the establishment of democracy in 2007 B.S. the door for participation in education opened for the public. Many schools opened. A commission “National Education Commission” was formed in 2009 B.S to bring all the schools under a system. In its report, it stated that English should be taught compulsorily from the elementary level. Thus, ELT was crawling during that period. And actually the systematic and planned teaching of English started in Nepal with the implementation of “National Educational System Plan” 2028 B.S.

2.2 Review of Empirical Literature

Many studies have been conducted in the area of classroom interaction in the Department of English Education. However, a few researches have been carried out under various parts of classroom interaction in reading and writing. Therefore, available researches

conducted under the department of English Education that belong to the proposed study have been reviewed in this sub-section.

Sinclair and Coulthard (1978) carried out a research on classroom discourse. The objective of the study was to find out better classroom interaction procedures. They analyzed the interaction of eight to eleven years old children and their class teachers in different subjects. Their analysis propounded a theoretical model of analyzing classroom discourse in terms of five discourse units: lesson, transaction, exchange, move and act, from top to bottom respectively.

Edmondson (1981) carried out a study on spoken discourse. His dissertation concentrated in the use of language in classrooms. He has also investigated the conversation behavior in relation to its use and effects in terms of linguistics orientation. He came to an important conclusion that teachers' and students' social roles and relationship in the classroom play crucial role in classroom interaction. His study also showed that teachers very often ask question as a teaching activity and the turn-taking in the classroom was controlled by the teacher.

Similarly, Phyak (2006) carried out a study on "How does a teacher interact with students in English classroom?" The major objective of this study was to find out the discourse strategies used by teachers to interact with their students in the classroom. He selected a government aided school out of Kathmandu valley using purposive sampling procedure. Class observation checklist was used as a main tool for data collection. He analyzed the information obtained from the data descriptively and analytically. He reached a

conclusion that there was one-way interaction in the classroom. The classroom language used by both teachers and students was not polite. He found that it was not due to the power relationship but due to culture and lack of exposure. His study revealed that one of the real problem in teaching of English in the context of Nepal was the lack of classroom interaction strategies from both teachers' and students' side.

A research entitled "Provisions and Conditions for better Classroom Pedagogy Practice" by Singh, Rajbhandari and Basnet (2008) under the "Center for Research Educational Innovation and Development, Tribhuvan University" also support on the strong relationship between classroom management and language achievement. They advocate on the issues like teachers attention to student's needs, interests and feelings, use of variety materials, participatory and interactive methods etc. for enhancing the learners learning.

Similarly, Poudel,(2010) wrote in a journal of NELTA on the topic" Teaching English in Multilingual Classroom of Higher Education" that among the different types of classroom situations the multilingual typed is one, which is one of the most responsible factors to create negative attitudes towards language learning.

Raut (2010) conducted a research entitled "Conversational analysis of classroom interaction". The main objective of the study was to analyze the common features of classroom interaction. He selected three private boarding school of Kathmandu valleys applying judgmental sampling and recorded the nine conversations between the students of grade nine. Observation checklist and tape recorder were used as research tools to

elicit the required data. The collected data was analyzed using different tables. The major findings of his study are that most of classroom interactions between students started with 'hi/hey' and ended with the terms like: bye-bye/see you etc. Adjacency pairs are the key features of classroom interaction which are found as the form of question-answer and offer acceptance sequence.

Chimariya (2011) carried out a research entitled "A study of classroom interaction at secondary level." The objective of his study was to find out the practice of classroom interaction at secondary English classes. He selected ten secondary schools and twenty English teachers who were teaching at secondary level of Sankhuwasava district purposively. He observed the classes and took some notes in his diary. On the basis of the classroom observation checklist the collected information was tabulated, analyzed and interpreted by using simple statistical tools such as: percentage, tables, bar diagram and charts. After analyzing the data he found out that most of the classroom interactions were initiated by the teachers and those conversations were authoritative, formulaic and based on rote learning.

Nepal (2011) conducted a research on "Use of communicative Language Teaching in Nepalese Context." The main objective of the study was to find out challenges faced by English language teachers in the use of communicative language teaching. He made a survey in Morang district. He selected forty secondary level English language teachers who were teaching in different ten government-aided and ten private schools of Morang district using simple random sampling procedure. He used questionnaire and class

observation checklist as a tool to elicit data. He analyzed the systematically collected data with quantitative approach. From the study he found that large sized classroom and lack of teachers' sound knowledge are problems for applying in reading and writing rather in listening and speaking, students were passive listeners, more than 90% teachers opined that interaction as the best activity in language teaching.

Dhungana (2011) conducted a study entitled “Classroom management in teaching of speaking”. He aimed to identify the ways of managing classroom to tackle the problems in teaching speaking at lower secondary level. He observed 4 classes of sampled teachers on the basis of observation check list. He analyzed the information received from the collected data by using tables, pie charts and bar graphs. The result of this study showed that 70% of the classes were conducted with no consideration on language focus of the activities. He found that in a very few classes (22.5%), teachers motivated their students towards the speaking skill where as in 77.5 percent of the classes, the students were not motivated. He concluded that most of the teachers did not use eye contact while speaking with the students and mother tongue was used most of the time as the medium of instruction.

Bhattarai (2013) carried out research entitled, "Teaching Poetry through Interaction". His objective was 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, several researches have been conducted and submitted to department of English Education, T.U., Kirtipur to find out the classroom interaction. But this research was entirely different than those of all mentioned above and conducted under any other universities. No research has been conducted on ‘Classroom interaction in reading and writing’. This study would be completely concerned to explore the existing situation of classroom interaction in ELT classes at grade ten and activities used by English language teachers in classroom interaction of Kathmandu district.

2.3 Implications of the Review for the Study

A comprehensive study and review of the existing literature under our research area is prerequisite to validate and justify our research. A new study cannot be conducted without having information about the area under research. So literature review of both types - theoretical and empirical have to play a significant role in every stage of our research.

After reviewing all above research works (theoretical and empirical), I got knowledge and information for my study. Brown (2001) supported me to get the ideas on interaction. Moreover Tsui (1995) helped me to know various aspects of the area in general and of our research topic in particular. Richards and Rogers (2009) provided an idea on different method of teaching English. Similarly, Ur (1996) helped me to gain ideas regarding

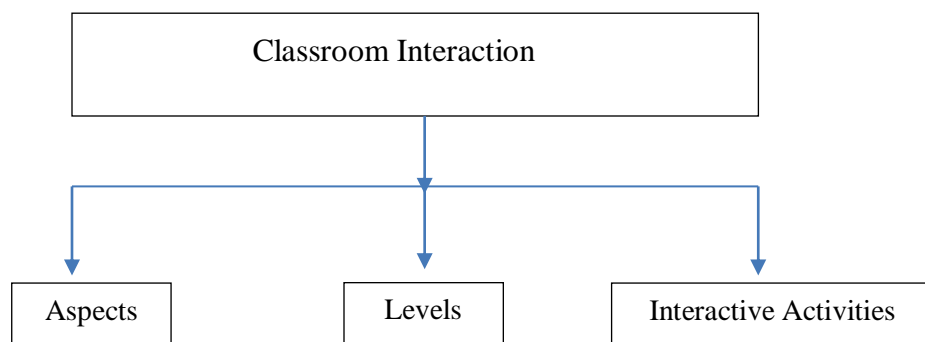
different techniques of teaching English. Furthermore, Harmer (2007) provided the three elements for successful language learning through interaction. These above mentioned sources provided an in-depth knowledge into the theories to the subject in question. In the same way, review of empirical literature helped me to determine the objectives, research questions and methodology as well. For example, Sinclair and Coulthard (1978) helped me to identify the objectives for this research. Likewise, Edmondson (1981), Phyak (2006), Poudel (2010), Raut (2010), Chimariya (2011), Nepal (2011), Dhungana (2011) and Bhattarai (2013) helped me to take the ideas and information regarding research questions, design of the study, research tools and data analysis procedures. Similarly, after reviewing them, I came to understand the procedures of the research. Moreover, all of them have selected survey research design and needless to say, my research also falls under the same design. Last but not the least, I updated myself with research process, design and methodological tools which are very beneficial to my research work.

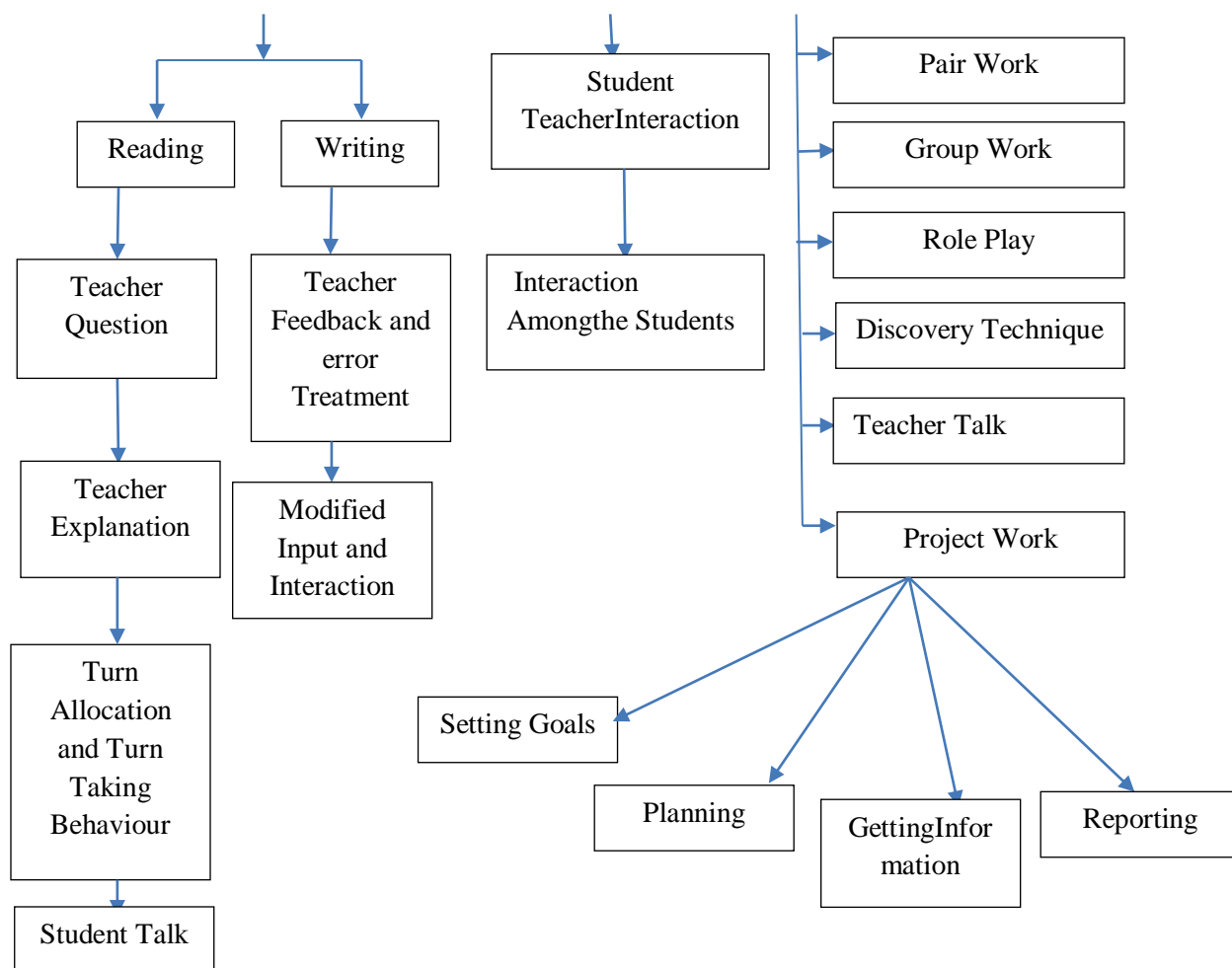
2.4. Conceptual Framework of the Study

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. With the inculcation of the aforementioned literature and other consulted relevant materials, the researcher conceptualized the following framework.

Conceptual Framework of the Study:





Adapted from: Tsui, 1995

This study was on “Classroom Interaction of Grade Ten in ELT” aiming at exploring the existing situation of classroom interaction of grade ten in ELT. For this, classroom interaction was reviewed in general and aspects, levels and interactive activities in particular. Furthermore, an aspect of classroom interaction is divided into two types viz. reading and writing. In reading, there are teacher question, teacher explanation, turn allocation and turn taking behavior and student talk. Likewise, in writing there are teacher feedback and error treatment and modified input and interaction. Similarly, in

levels of interaction there are students teacher interaction and interaction among students. Furthermore, in interactive activities there are pair works, group works, role play, discovery techniques and project works. To meet the objectives of the research aspects, levels and interactive activities are dealt with.

CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

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

3.1 Design and Method of the Study

The study was survey research. "Surveys are the most commonly used descriptive methods in educational research and may vary in the scope from large scale government investigation to a small scale studies carried out by a single researcher" (Cohen and Manion, 1985, as cited in Nun an, 2008, p-140).

Research is a systematic activity; therefore, it should be conducted following some systematic steps. Creswell (2012, p.403-404) provides the following steps in survey research:

Step 1. Decide if a survey is the best design to use.

Step 2. Identify the research questions or hypotheses.

Step 3. Identify the population, the sampling frame, and the sample.

Step 4. Determine the survey design and data collection procedures.

Step 5. Develop or locate an instrument.

Step 6. Administer the instrument.

Step 7. Analyze the data to address the research questions or hypotheses.

Step 8. Write the report.

Survey research in education involves the collection of information from members of a group of students, teachers, or other persons associated with educational process and the

analysis of this information to illuminate important educational issues. Most surveys are based on samples of a specified target population. The researcher often wishes to generalize the results obtained from the sample to the population from which samples were drawn.

The main purposes of survey research are to find out behaviors of different informants, find out public opinions or certain issues and assess certain activity. In this regard, this research design was helpful to get the required data for the study.

3.2 Population, Sample and Sampling Strategies

The population of the study comprised the thirty secondary levels both public and private schools, English teachers and students of grade ten from Kathmandu. In the course of sampling the population, the researcher visited thirty government and private schools of Kathmandu district. The schools were selected through purposive random sampling procedure. And the English teachers from the same schools had been selected to observe their classes through random sampling procedure.

3.3 Research Tools

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

3.4 Sources of Data

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

3.4.1 Primary Sources of Data

The primary sources of data for my study were the English language teachers and students at grade ten from Kathmandu Valley.

3.4.2 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. Furthermore, I consulted the theses under the department of English Education, T.U, including Phyak (2006), Singh, Rajbhandari and Basnet (2008), Poudel,(2010), Raut (2010), Chimariya (2011), Nepal (2011) and Dhungana (2011)

3.5 Data Collection Procedures

In order to collect data for the research, I visited thirty secondary schools both public and private from Kathmandu Valley. 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.

3.6 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.

3.7. Ethical Considerations

While collecting the data, a culturally appropriate approach was taken into consideration to ensure that there will be no ethical concerns regarding this study. Similarly, the permission was taken from the concerned head teachers. The responses of the participants and observed details were kept confidential and were used only for the research purpose.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

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

4.1 Analysis of Data and Interpretation of Results

The collected data have been analyzed descriptively in this section. The results from the collected data are summarized here. Results from the questionnaires and the classroom observation checklist have been analyzed below

4.1.1 Analysis of the Classroom observation Checklist

In this section, I have presented activities that took place during my observation. I observed classroom interaction of 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 would like to present the conversations that were found during my classroom observation.

4.1.2. 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?

S₁: Yes sir.

T: What are they?

S₂: 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 1 shows the overall frequency and percentage of the questions asked by the teachers and students during the interactions.

Table: 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.

4.1.3 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 taskswere creative. The following questionsanswer that was found in a classroom illustrates the ideas:

T: Where does the accident happen?

S₁: Road.

S₂: Building

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

Table2 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.

4.1.4 Number of Groupwork and Pairwork 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 3

Number of Groupwork and Pairwork Conducted in the Class

Frequency of Group/Pairwork	Percentage (%)

6	20
---	----

This table 3 suggests that out of 30 classes observed, only in 6 classes were out of reach in group/pairwork.

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 groupwork 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.

4.1.5 Quality of Group or Pairwork

Groupwork or pair work is a collaborative task where the students are engaged to interact in doing tasks. Most of the classes nongroup or pair works had been carried out in the class. But in some classes group orpair work had been done.

Situation

(What do you prefer? coffee or tea?)

S₁: What do you prefer?

S₂: I prefer tea to coffee.

S₁: What do you like, tea or coffee?

S₂: I like tea.

S₁: What do prefer, drinking tea or drinking coffee?

S₂: 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 pairworks were good that were purposeful and students were active in doing task. The table in next page shows the qualities of groupworks or pairworks.

Table 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

Table4 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 pairwork. 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.

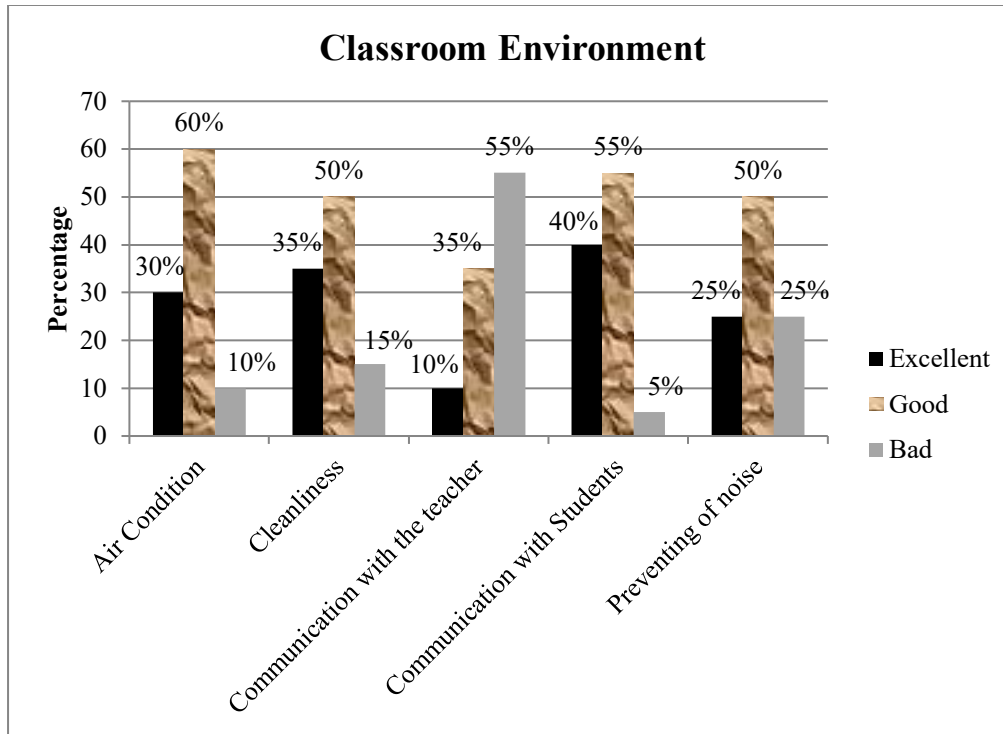
4.1.6 Classroom Environment

Classroom environment plays a crucial role in classroom interaction. Placement of desks, benches is one of the factors that create accessibility of groupworks or pairworks.

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 1

Classroom Environment



In figure 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 groupwork or pairwork 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 groupwork. 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.

4.1.7 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. For example:

T: Could you tell me what is the poem about?

S: I am sorry sir.

T: The poem is about past and present. In which the poet compares his childhood age with present age. Yaskabita ma kabilebalyakaal r bartmanlaitulanagarejo cha.

From above example what we can say that in this class the teacher describes the poem in both the language. Maximally he uses Nepali language to describe the poem. Therefore, what we can say

that in this class there is no interaction between students and teachers. The students seems more controlling and authoritative.

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 2 Teachers' Activities in the Class in Reading

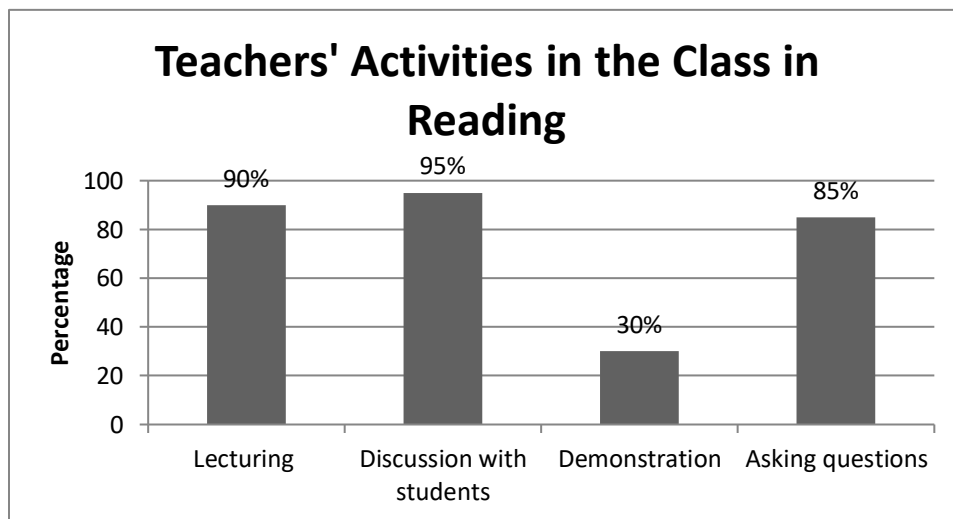


Figure 2 shows that out of 30 classes observed,90 percent teachers used lecture techniques in the class. 95 percent of teachers discussed with their students.30 percent of them used demonstration technique and 85 percent of them engaged in asking questions

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.

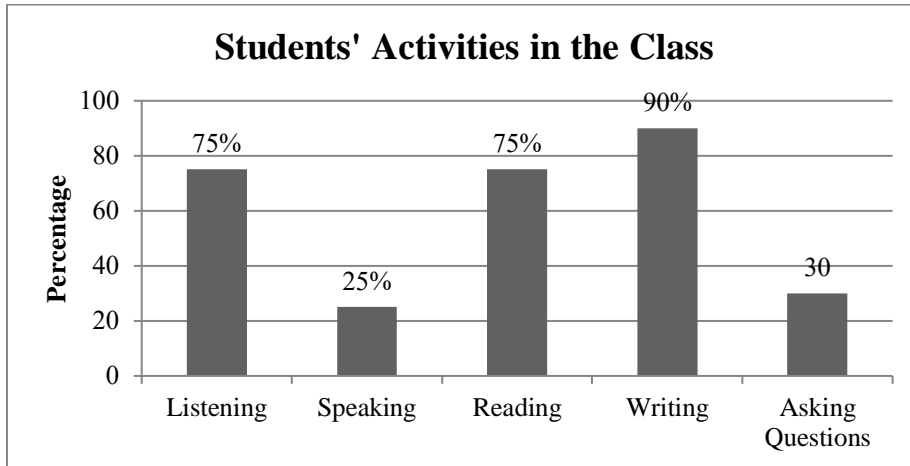
4.1.8 Students' Activities in the Class

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 pairwork 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 3

Students' Activities in the Class



The figure 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.

4.1.9 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.

4.1.10.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.Susmajust describe the picture.

S₂: 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?

S₂: May be accident.

T: Next question?

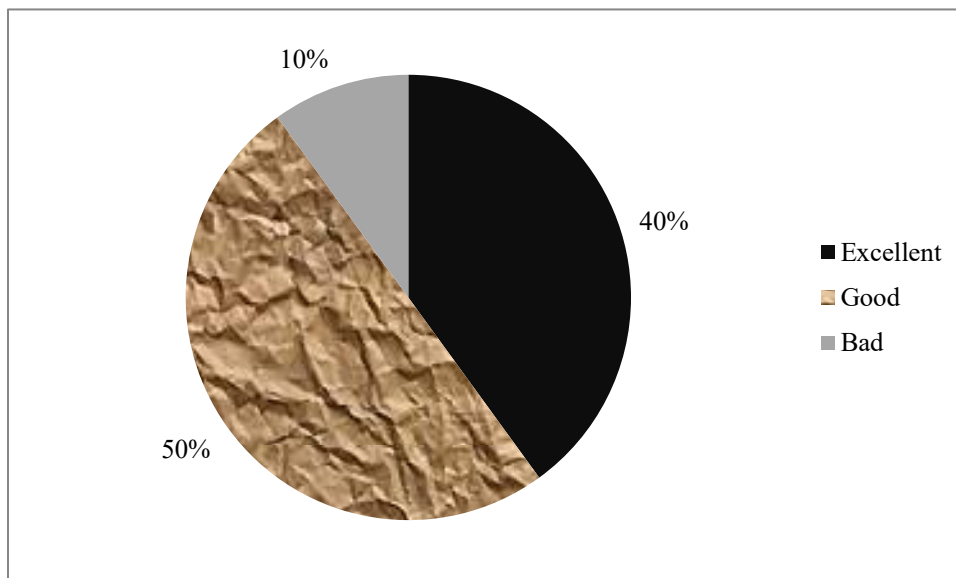
S₁: Who is the young boy beside the doctor?

This conversation was very interesting. In the above conversation the teacher asks students about the picture and students replies the answer by saying there is a boy and a

hospital nearby. Furthermore, he asks another student to describe about the picture. The student describes the picture by saying that there is one boy, doctor and a family. Likewise, he asks another student by saying what happened to the boy and students responses by saying an accident. 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. Therefore, what we can say that there is friendlier environment in the class which enhances the classroom interaction.

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 4
Friendliness



The figure4 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.

4.1.11.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.

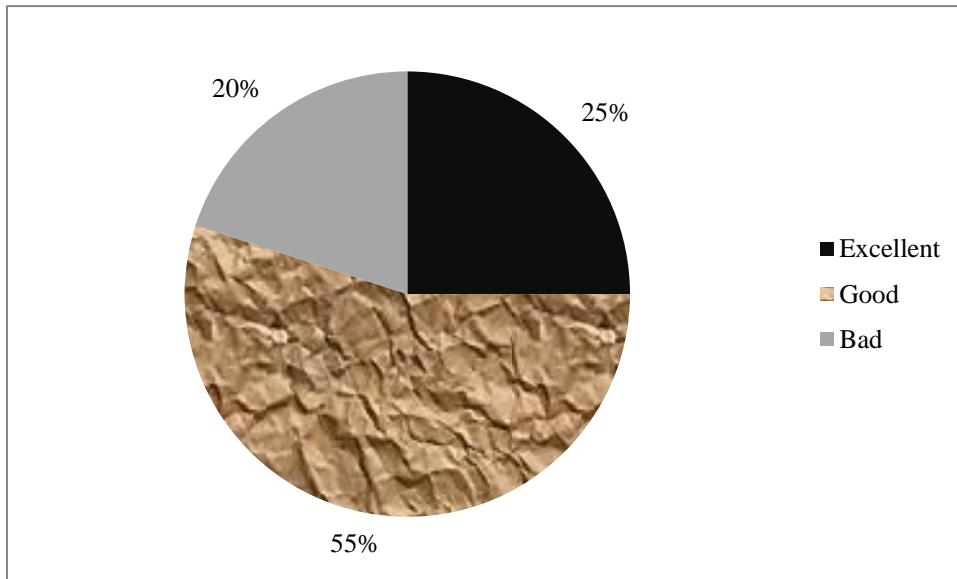
While the students took part in classroom activities most of the teachers were Sympathetic because they understood the shy and reserved manner of the student which hinders their classroom interaction. Some of them were less sympathetic so that

discouraged the students. Furthermore, some of the teacher does not show any sympathy. It means they do not encourage their students to have interaction in the class.

The following chart shows how much teachers were sympathetic:

Figure 5

Sympathetic



This figure 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 which hinders in their classroom interaction.

4.1.12 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 youEh....Nepali.. Hindi..?

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

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

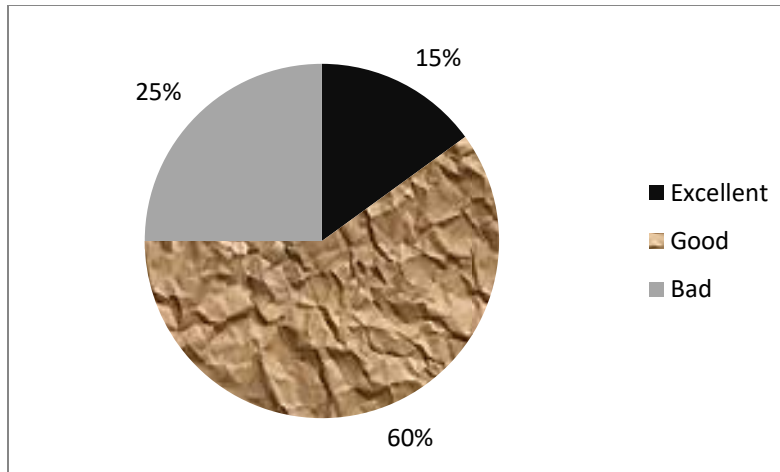
S4:I prefer watching Nepali film.

T: Good. Thank you very much.

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

Figure 6

Recognition and Encouragement



The figure6 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.

4.1.13.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.

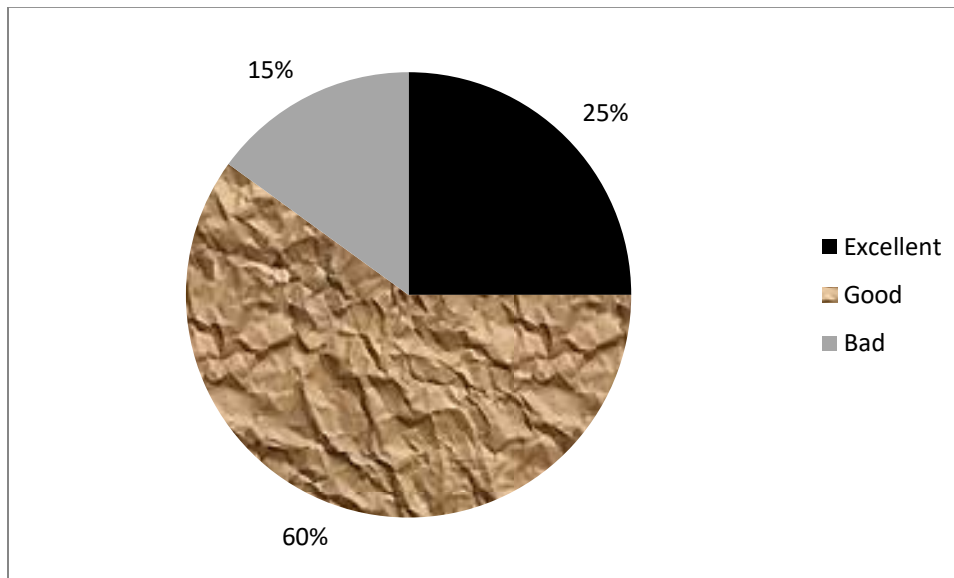
(Students prepare conversations based on the given structures and situations).

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 7

Presentation



This figure 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

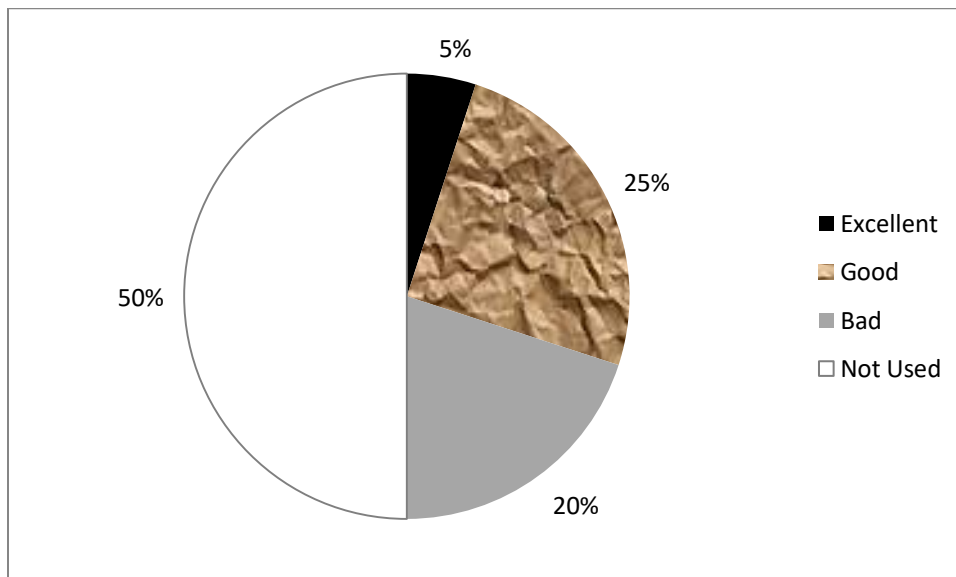
openly engaged in discussion in the class. 5 percent teachers were a little bit weak in presentation so that none of the students was clear about the lesson and not participated in classroom activities.

4.1.14. 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

Figure8

Use of Teaching Materials



The figure 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.

4.1.15.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?

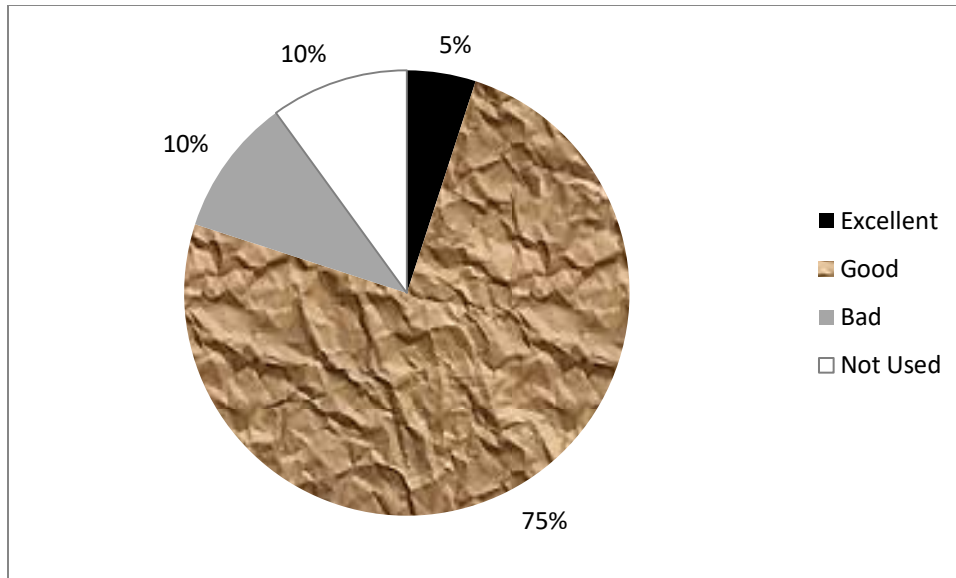
S: The man is stopping by the woods....

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 9

Evaluation of Students in the Class



According to this figure9, 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.

4.1.16.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?

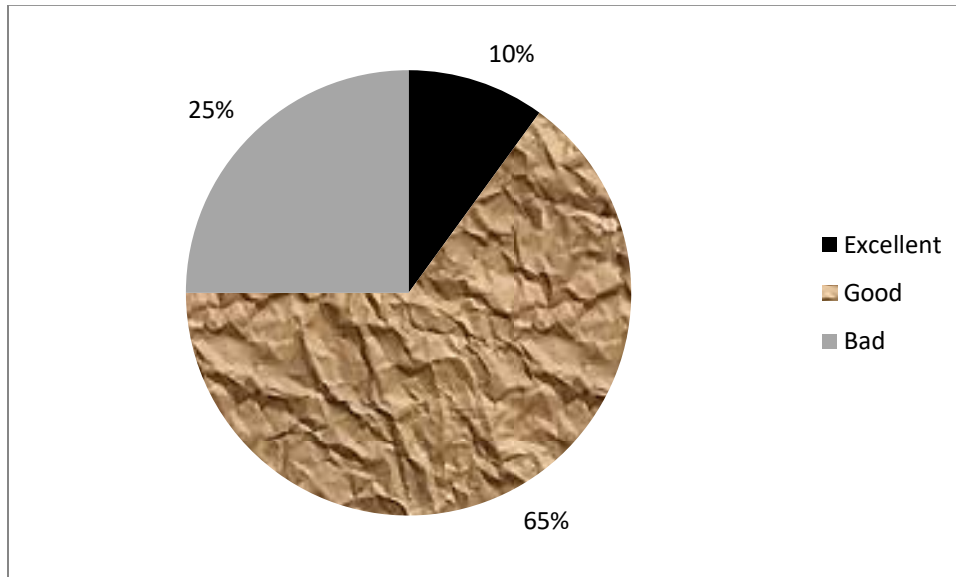
S: When... emm.....

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 pairwork 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 figure10 gives qualities of practice in the class.

Figure 10

Practice in the Class



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

The preceding tables, charts and my diary notes while I was in direct observation in those classes suggest that the students were taught some mechanical utterances and they were exercising these utterances time and again in the classroom interaction. Most of the

students interacted in free and fair manner. Even if they made open conversation, they would initiate by the teachers. The communicative language teaching approach had been utilized and exercised a lot in the truest sense of the word.

4.1.17 Teacher Feedback to the Students' Responses in Reading and Writing

Teacher feedback after students' responses is one of the affective aspects in classroom interaction. In most of the classes, all teachers used small solicits such as words and phrases while providing oral feedback. They provided feedback on average. They mostly used corrective and evaluative feedback in their writing. Sometimes, they used negative feedback strategies and in some cases all the teachers remained neutral as well. It means they did not provide any feedback to the students after their response. While using positive feedback strategies more than half of the teachers used the language such as 'yes', 'you are right', 'good attempt', 'go ahead', and 'OK.'. The following classroom examples illustrate these ideas.

T1 used positive feedback strategy in one instance as:

Teacher: How do you describe 'illiterate'?

Ram: 'Uneducated'.

Teacher: O.K. That's right.

Similarly, two teachers frequently used, 'No', 'Not', 'Wrong answer', etc. while providing negative feedback as given in the following examples from classroom observation.

Teacher: Tell me the meaning of 'Species'.

Boy: 'MASALA'.

Teacher: No. Not 'MASALA''. Species means a group of living organisms consists of similar characteristics.

Majority of the teachers did not treat the boys and the girls differently in case of providing feedback in reading and writing but their way of providing feedback was not quite satisfactory and useful in many cases. In some cases all the teachers rarely praised students' responses. Thus, it can be interpreted that most of the interaction was limited within teacher initiation and students' responses. At the end of the class very few teachers gave conclusion of the lesson.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with findings, conclusions and recommendations from various levels i.e. policy level, practice level and further research level.

5.1 Findings

On the basis of the analysis and interpretation of the data, the following findings have been derived:

- a) It was found that there was less interaction in asking questions from the students.
- b) There was less interaction in terms of relevancy of questions.
- c) It was found that the teacher used less group work and pair work technique for interaction in ELT.
- d) Many teachers were lacking knowledge of group work and pair work technique.
- e) The classroom environment of 90% school was not facilitating for interaction.
- f) It was found that 55% of students were passive listener in the ELT classroom.
- g) The teacher used more lecture method in the classroom.

- h) Most of the students were found busy in writing activities in comparison to other skills.
- i) It was found that there was less friendly environment in the classroom for interaction because of fear, lack of knowledge and shy behavior of the student.
- j) Few teachers were found to be sympathetic towards their students learning.
- k) 60% teachers encouraged learners in interactive activities in ELT classroom.
- l) It was found that 60% teachers were good in presentation of teaching item.
- m) 5% teacher used teaching materials while teaching.
- n) 25 % of them used teaching materials in improper and less conducive way.
- o) 20% teachers could not use the materials in proper way in ELT classroom.
- p) 50% teachers did not use any materials while teaching.
- q) 75% teachers evaluated their students in ELT classroom.
- r) 10% of them were unable to measure the achievement in the norms of lesson.

5.2 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 groupwork or pairwork 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 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.

5.3 Recommendations

On the basis of the findings from the analysis and interpretation of data, some recommendations have been made. The recommendations of this research have been divided into two levels, like: Policy level, Practice level and further research related level. They are briefly discussed in the following sub headings:

a. 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.

b. 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.

c. 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. So under this area of research, one can conduct study on following topics:

- Teacher's perception in classroom interaction.

A comparative study of Private and Public schools in terms of Intera

Appendix -I

Classroom Observation Checklists

Name of School: Mangal Secondary School. Kirtipur

Date:

Name of English Teacher: Pralad Maharjan

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		✓		✓

Criterion -4 : Students' Activities in the Class

Time	Listening	Speaking	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 conducive 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)

Appendix-II (A)

Transcription of Classroom Recording

What the pie chart says? All right .Ok. According to the chart how much does Mr. Basnet spend on food. 45%. Answer in complete sentence ok. Mr. Basnet spends 45% on food. Similarly, what about clothes? Mr. Basnet spends 25% of his income on clothes. Asmita stand up. Tell me, how much does Mr.Basnet spend on entertainment. Mr.Basnet spends 25% on entertainment from his salary. How much does Mr.Basnet spend on rent? Mr. Basnet 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 English ?
✓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 implement the plan ?
a. Using teaching materials b. Using classroom environment
c. Using group work ✓d. All of the above.
4. 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.
5. 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 speaking in English?
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 takes place?
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	Parlad Maharjan	Mangal Secondary School, Kirtipur, Kathmandu	Public
2	Dipak Subedi	Kirti Secondary School, Kirtipur, Kathmandu	Public
3	Khemnath Situala	Aadinath Secondary School, Kirtipur, Kathmandu	Public
4	Govinda Shrestha	Janaswea Secondary School, Kirtipur, Kathmandu	Public
5	Dilip Sherstha	Viswa Rastriya Secondary School, Kirtipur, Kathmandu	Public
6	Kamal Subedi	Bagbhairab Secondary School, Kirtipur, Kathmandu	Public
7	Keshab Shrestha	Vaishanvi Secondary School, Kirtipur, Kathmandu	Public
8	Matrika Maharjan	Pargati Secondary School, kathmandu	Public
9	Mukesh Chaudhary	Saraswati Secondary School, Kalanki, Kathmandu	Public
10	Pashupati Sigdel	Janata Higher Secondary School, Thankot	Public
11	Prakash Gautam	Kachan Secondary School, Kathamndu	Public
12	Rajan Shrestha	Pakali Secondary School, Kathmandu	Public
13	Suman Shrestha	Gorkhanath Secondary School, Kirtipur, Kathmandu	Public
14	Tirtha Karki	Mahendra Secondary School, Kathamandu	Public
15	Ramesh Bhatt	Rarahill Boarding School, Kirtipur, Kathmandu	Private
16	Baburam Shrestha	Kirti Boarding School, Kirtipur, Kathmandu	Private
17	Shiva Raj Poudel	Greenvillage Secondary School,	Private

		Kirtipur, Kathmandu	
18	Chandiraj Ghimire	Creative Academy, Kirtipur, Kathmandu	Private
19	Dilu Maharjan	Bhagvairab Boarding School, Kirtipur, Kathmandu	Private
20	Dipak Manandhar	Green Village Education Foudation Kirtipur, Kathmandu	Private
21	Durga Dhungana	Modern Indian School, Kirtipur, Kathmandu	Private
22	Gajendra Bhattarai	Golden Rays Boarding School, Kirtipur, Kathmandu	Private
23	Thaneshwor Parajuli	Panga Secondary School, Kirtipur, Kathmandu	Private
24	Kiran Deula	North Point Boarding, Kalanki, Kathmandu	Private
25	Mani Poudel	Laboratory Boarding School, Kirtipur, Kathmandu	Private
26	Narayan Subedi	Bernhart Secondary School, Balkhu, Kathmandu	Private
27	Pushpa Koirala	Universal Boarding School, Kathmandu	Private
28	Ram Kumar Rai	Green Peace Academy, Kirtipur, Kathmandu	Private
29	Sushma Manandha	PuspaSadan Boarding School, Kirtipur, Kathmandu	Private
30	Sushil Koirala	Pashupati Boarding School, Kathmandu	Private

Appendix- IV

Questions Asked by the Teachers

1. How much does Mr. Basnet 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 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. Basnet 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%
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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%	

Title: Classroom Interaction of Grade Ten in ELT

Researcher: BuddhimayaKhadka

Comment Matrix

Expert's Suggestion (along Page no)	Things edited and changed (Page no)	Head of Department Suggestion (Page no.)	Things edited and changed (page no.)
1. Topic : Classroom Interaction in Reading at Grade Ten	Classroom Interaction of Grade Ten in ELT	1. Give example of friendliness page no. 51	Example given page 48
2. Objectives of the study (page no. 4) i. To find out the existing situation of classroom interaction of reading in grade ten. ii. To find out activities used by English language teachers in reading in classroom interaction	Objectives Page no. 3 i) To explore the existing situation of classroom interaction of grade ten in ELT. ii) To find out activities used by English language teachers in classroom interaction in ELT.	2. Explain conceptual framework (page no. 31)	Framework Explained (Page no. 30 and 31)
3. Do not use bullets (page no. 11 and 12)	Bullets are omitted (Page no. 10 and 11)		
4. Use raw data in appendix I and II B.	Raw data are used in appendix I and II B.		

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