

USE OF INTERACTION AND CLASSROOM LANGUAGE IN IMPROVING READING AND WRITING SKILLS

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

**Submitted by
Prem Bahadur Bista**

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

2016

**USE OF INTERACTION AND CLASSROOM LANGUAGE
IN IMPROVING READING AND WRITING SKILLS**

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

**Submitted by
Prem Bahadur Bista**

**Faculty of Education
Tribhuvan University Kirtipur
Kathmandu, Nepal
2016**

**T.U. Reg. No. : 9-2-320-279-2007
Second Year Examination
Roll No.: 280778/069**

**Date of Approval of the
Thesis Proposal : 21-09-2014
Date of Submission : 28-04-2016**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Prem Bahadur Bista** has prepared this thesis entitled **Use of Interaction and Classroom Language in Improving Reading and Writing Skills** under my guidance and supervision.

I recommend the thesis for acceptance:

Date: 28-04-2016

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for education from the following

Research Guidance Committee :

Signature

Dr. Anjana Bhattarai

.....

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur

Mr. Ashok Sapkota (Supervisor)

.....

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur

Mr. Guru Prasad Poudel

.....

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur

Date:.....

EVULATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis

Evaluation and Approval Committee :

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

Dr. Govinda Raj Bhattarai

Professor

Department of English Education

T.U., Kirtipur

.....

Member

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur

.....

Member

Date: 09-05-2016

DECLARATION

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

Date: 27-04-2016

Prem Bdr. Bista

DEDICATION

This thesis is dedicated

To

*All my family members and teachers who have spent a lot of
their time to make me what I am today.*

ACKNOWLEDGEMENTS

I would like to express my sincere and hearty gratitude to my Guide **Mr. Ashok Sapkota**, Teaching Assistant, Department of English Education who has certainly given me a life in the field of research. I am really indebted to and would like to acknowledge **Mr. Sapkota** for providing a lot of theoretical knowledge on research and for his indefatigable guidance and supervision of my work as my thesis supervisor. His regular inspiration and academic guidance made me successful in completing this work.

I would like to express my sincere gratitude to my respected guruma **Prof. Dr. Anjana Bhattarai**, Head of the Department of English Education, who encouraged me to improve my work by giving a lot of suggestions. Similarly, I am really grateful to my guru **Prof. Dr. Govinda Raj Bhattarai** for his important suggestions.

I am also grateful to my respected teachers **Prof. Dr. Tirtha Raj Khaniya**, **Prof. Dr. Chandreswor Mishra**, **Prof. Dr. Anju Giri**, **Prof. Dr. L.B Maharjan**, **Dr. Tapasi Bhattacharya**, **Mr. Raj Narayan Yadav**, **Mr. Bhesh Raj Pokhrel**, **Mrs. Madhu Neupane**, **Mrs. Hima Rawal**, **Mrs. Saraswati Dawadi**, **Mr. Khem Raj Joshi**, **Mr. Resham Acharya**, **Mr. Laxmi Prasad Ojha**, **Mr. Guru Prasad Poudel** and all other teachers of the department of English Education for their regular co-operation during this work. I am thankful to the administration of **Ma.Vi. Madhapur** for providing the classes for carrying out my research. **Mr. Khemraj Budhathoki**, head teacher of **Ma.Vi. Madhapur** and **Mr. Padam Bahadur Basnet**, English teacher of lower secondary level of that school also deserve my thankfulness and gratitude for helping during the collection of data. My parents, brother, sister in law, cousins deserve thanks and gratitude from my side for their direct and indirect support and co-operation in the production of this work in this form.

I am extremely grateful to my friends **Mr. Chakra Bhandari**, **Mr. Prakash Bhattarai**, **Mr. Bed Prakash Bhattarai**, **Mr. Basanta Subedi**, **Mr. Binod**

Bhatt, Mr. Debendra Giri for their help in collecting information, data exchanging ideas about the research.

I would like to offer my thanks to all the staff of Central Library, Curriculum Resource Centre and **Mrs. Madhavi Khanal** and **Mrs. Nabina Shrestha** librarian of the Department of English Education for providing me with books and other materials. At last, my sincere gratitude goes to **Mr. Rohit Basnet** for typing this thesis and **Ram Krishna Maharjan** also deserve my thanks for its excellent computer work.

Prem Bahadur Bista

ABSTRACT

This research is study on **Use of Interaction and Classroom Language in Improving Reading and Writing Skills**. The main aim of this research was to find out the proficiency of reading and writing using interaction and classroom language. In order to collect the data, both primary and secondary sources were used. All the data were collected through pre-test, progress test and post test. For the primary resources of data, 50 students of grade 8 of Ma.Vi. Madhapur Goltakuri Dang were selected by using non-random purposive sampling procedure. The main tools for data collection were sets of test. Pre-test was administered before the intervention to know the existing proficiency of students. Progress test was administered in between the intervention and finally, the post test was administered to know whether there was development of reading and writing skills or not and the scores obtained in the different tests were analyzed. In reading and writing, the students scored 14.24 average score in pre-test, 17.68 in progress test and 20.28 in post-test. Similarly in interactional skill the average scores were 5.42, 6.28 and 7.24 out of 10 in pre, progress and post-test respectively. In the same way in class room language, the students scored 4.2, 4.86 and 6.16 average scores out of 10 in pre, progress and post-test respectively. At each test students were found showing better performances. From this study, it has been found that use of interaction and classroom language is an effective to develop proficiency of reading and writing in the students.

This thesis has been divided into five chapters. The first chapter consists of the introduction of the study. The introduction consists of general background, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms. The second chapter deals with review of related literature and conceptual framework. Similarly, the third chapter of this study consists of methods and procedure of the study. The fourth chapter deals with analysis and interpretation of results. In this way fifth chapter includes conclusions and some recommendations made on the basis of the findings. Finally, the references and the appendices which are necessary for the validation of the research are also presented.

TABLE OF CONTENTS

	Page
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix-xi</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Acronyms and Abbreviations</i>	<i>xiii</i>
CHAPTER- ONE : INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	5
1.6 Delimitations of the Study	5
1.7 Operational Definitions of the Key Terms	6
CHAPTER- TWO : REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-26
2.1 Review of Theoretical Literature	7
2.1.1 English Language Teaching	7
2.1.2 Development of English in Nepal	9
2.1.3 Language Skills	11
2.1.3.1 Reading Skill	12
2.1.3.2 Types of Reading Skill	13
2.1.3.3 Writing Skill	15
2.1.3.4 Activities for Developing Writing Skill	16
2.1.4 Classroom Interaction	18
2.1.4.1 Types of Classroom Interaction	19

2.1.5 Classroom Language	21
2.2 Review of Related Empirical Literature	23
2.3 Implication of the Review for the Study	25
2.4 Conceptual Framework of the Study	26

CHAPTER- THREE : METHODS AND PROCEDURES OF THE STUDY

27-32

3.1 Design and Method of the Study	27
3.2 Population, Sample and Sampling Procedure	30
3.3 Study Area/Field	30
3.4 Data Collection Tools and Techniques	30
3.5 Data Collection Procedures	31
3.6 Data Analysis and Interpretation Procedure	32

CHAPTER- FOUR : ANALYSIS AND INTERPRETATION OF RESULTS

33-47

4.1 Holistic Analysis	34
4.1.1 Holistic Analysis of Reading and Writing Skills	34
4.1.2 Holistic Analysis of Interactional Skill	35
4.1.3 Holistic Analysis of Classroom Language	36
4.2 Comparative Analysis of Tests	37
4.2.1 Comparison Between the Pre-test and Post Test in Reading and Writing Skills	37
4.2.2 Comparison Between the Pre-test and the Progress Test in Reading and Writing Skills	38
4.2.3 Comparison Between the Progress Test and Post Test in Reading and Writing Skills	39
4.2.4 Comparison Between the Pre-test and Post Test in terms of Interactional Skill	40
4.2.5 Comparison Between the Pre-test and Progress Test in terms of Interactional Skill	41
4.2.6 Comparison Between the Progress Test and the Post Test in terms of Interactional Skill	42
4.2.7 Comparison Between Pre-test and Post Test on terms of Classroom Language	43

4.2.8	Comparison Between the Pre-test and Progress Test in terms of Classroom Language	44
4.2.9	Comparison Between the Progress test and the Post Test in terms of Classroom Language	45
4.3	Summary of the Findings	46
CHAPTER- FIVE : CONCLUSIONS AND RECOMMENDATION		48-50
5.1	Conclusion	48
5.2	Recommendations	49
5.2.1	Policy Related	49
5.2.2	Practice Related	49
5.2.3	Further Research Related	50
REFERENCES		51-53
APPENDICES		54-68
Appendix I		
	Model Lesson Plan 1	54
	Model Lesson Plan 2	55
	Model Lesson Plan 3	56
	Model Lesson Plan 4	57
	Model Lesson Plan 5	58
	Model Lesson Plan 6	59
APPENDIX 2 : Pre-test Items		60
APPENDIX 3 : Progress Test		62
APPENDIX 4 : Post Test		64
APPENDIX 5 : Reflective Journal- I		67

LIST OF TABLES

	Page
Table No. 1 : Holistic Analysis of Reading and Writing Skills	35
Table No. 2 : Holistic Analysis of Interactional Skill	36
Table No. 3 : Holistic Analysis of Classroom Language	36
Table No. 4 : Comparison between the Pre-test and Post Test in Reading and Writing Skills	37
Table No. 5 : Comparison between the Pre-test and the Progress Test in Reading and Writing Skills	38
Table No. 6 : Comparison between the Progress Test and Post Test	39
Table No. 7 : Comparison between the Pre-test and Post Test in terms of Interactional Skill	40
Table No. 8 : Comparison between the Pre-test and the Progress Test in terms of International Skill	41
Table No. 9 : Comparison between the Progress Test and the Post Test in terms of Interactional Skill	42
Table No. 10 : Comparison between Pre-test and Post Test in terms of Classroom Language	43
Table No. 11 : Comparison between the Pre-test and Progress Test in terms of Classroom Language	44
Table No. 12 : Comparison between the Progress test and the Post Test in terms of Classroom Language	45

LIST OF ABBREVIATION AND SYMBOLS

%	Percentage
B.Ed.	Bachelor of Education
C.L.	Classroom Language
D.	Difference
Dr.	Doctor
ELT	English Language Teaching
ESL	English as a Second Language
etc	Etcetera
F.M.	Full Marks
i.e.	That is to say
M.Ed.	Master of Education
NESP	National Education System Plan
No.	Number
OPT	Optional
p.	Page
PCL	Proficiency Certificate Level
pp.	Pages
Prof.	Professor
R.	Reading
S	Speaking
S.N.	Serial Number
Ss.	Students
T.U.	Tribhuvan University
W	Writing