CHAPTER- ONE
INTRODUCTION

The present study on "Use of Interaction and Classroom Language in Improving Reading and Writing Skills" consists of background, statement of the problem, objectives, research questions, significance of the study and delimitations of the study and operational definition of key terms.

1.1   Background of the Study

There are so many languages in the world. Among them, the English language is the most widely used one. It is a lingua franca as it connects different people from different countries having different mother tongues. It is the vital tool for any student to be successful in communication. Harmer (2008, p.18) argues "although English is not a language of the largest number of native or first language speakers, it has become a lingua franca because of historical, economic and cultural factors have influenced and sustained the spread of the language." Regarding this, Harmer (2007, p. 18) further writes "…..We could say that we all, 'native' and non native speaker alike, own it together in a kind of international share holder." Harmer (2007, pp. 14-15) also presents the factors which have ensured the wide spread use of English. They are as follows:

A Colonial History

English language was implanted along with British colonization. The influence of English is seen in former colonized countries. The people of these parts of the world are still influenced by the English language. In the current situation, a quarter of world's population speaks English as their first or second language and it is going to increase this rate excessively in near future. So, colonial history is one of the important factors that may ensure the widespread use of English in the present day world.

Information Exchange

English is well equipped with valuable information related to academic and professional fields. Journals, articles, books of any discipline are available in English.

Travel

Most of the work of travel and tourism are carried out in English. Most of the airport around the globe make an announcement in English along with their native language.

Popular Culture

Young generations of the present world are attracted with English songs, cultures, dressing and so on. They learn English by watching English movies, reading English books and novels. This shows the world wide scope of English as the language.

Basically, we use language in terms of four language skills- listening, speaking, reading and writing. It is essential, therefore, that we equip students with the language skills they really need. Listening involves making sense of spoken language. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Similarly, reading is an interactive process that goes on between the reader and the text resulting in comprehension and writing refers to expression of ideas. All of these skills are related to each other. In the absence of one, another may not be complete. If we don't listen any thing, we can't speak and if we don't read, we can't write well. So, all the four language skills are integrated with each other. Regarding this, Harmer (2008, p.265) writes :

> It makes little sense to talk about skills in isolation. When we are
>
> engaged in conversation, we are bound to listen, as well as speak
>
> because otherwise we could not interact with the person we are speaking

to. Even reading and writing are rarely done in isolation. Much of today's communication is electronic. We read what people send to use and then reply fairly instantly. And even when we are writing on our own, we generally read through what we have written before we send it off.

Here, my focus is on teaching reading and writing skills through interaction and classroom language. Traditionally texts have been exploited by means of questions only. In the context of Nepal especially in public schools still the teachers try develop reading and writing skills through grammar translation method. Teachers themselves read the texts and translate them in the mother tongue. Teachers write something on the board and students are only passive observer. There is very little chance of interaction between the students and teachers. Due to the less exposure of classroom language and interactive activities, students are found in deplorable condition in reading and writing. Reading and writing are a bit complex language skills which cannot be mastered just by memorizing the rules and rotting the answer questions.

1.2   Statement of the Problem

In the process of learning foreign language skills; listening, speaking, reading and writing are emphasized. Without the proper knowledge of language skills, language cannot be learnt well. They all have equal importance. They are interrelated to each other as in the absence of one another is incomplete. Among the four language skills, reading and writing are supposed to be a bit complex and advanced level of language skills. Reading is the total understanding of the message or message in text. Teaching of reading in the English class is not just asking students to read a certain text or its piece to find answers to some textual questions (normally, wh-questions). It involves equipping the students with wide ranges of skills like comprehending the text, Cullingford (1998) views "Reading is not just a task for infants that, once

3

mastered, can be taken for granted." Similarly, writing is an expressive skills which is the most difficult language skill to be learnt or to be taught. Teaching writing is challenging job in the comparison to other skills. It is very difficult task that English teacher faces while dealing with writing skill. In the context of Nepal especially in public schools' classes, English is taught for passing the examinations. Language skills are ignored instead students are made to rote the possible answer questions. The bitter truth is that the students cannot retrieve simple information from simple text and they cannot write even a single paragraph though they study for ten years of time. Feldman (1989, p.11) has keenly observed this situation in Nepal that a student does not speak English for even ten minutes in ten years of studying the language. Students are found poor at writing and reading due to the lack of vocabulary power, idoms and phrases. There is very traditional trend of teaching reading and writing. The teachers themselves read the texts and translate it in the first language. Similarly teachers don't teach students writing in interactive way. Simply the teachers write essays or any piece of writing and make his students copy it. There is no any creativity and use of interaction and classroom language to improve reading and writing skills. Therefore, as a researcher I have selected this topic which will attempt to address the above mentioned problems.

1.3   Objectives of the Study

This study has following objectives:

i)   To find out the proficiency of reading and writing using interaction and classroom language.

ii)   To suggest some pedagogical implications.

1.4   Research Questions

This study tried to find out the answers of the following research questions:

i)   Do interaction and classroom language improve reading and writing skills ?

ii)   How do interaction and classroom language help to improve reading and writing skill of the lower secondary level learners ?

iii)   How can interaction and classroom language be used in the classroom to teach reading and writing skills ?

1.5   Significance of the Study

Reading and writing are the significant language skills. Reading means comprehending text written in a particular language and writing is the way of transferring the information through the use of graphic or visual symbols. Reading and writing are taught using different techniques but we rarely hear about using interaction and classroom language.

This study is significant because it aims at finding out the improvement of reading and writing skills after using interaction and classroom language. It also aims to find out changes in teaching-learning situation, progress of students and attitudes of students towards it. This study is useful to all the people who are in the field of language teaching and learning. The teachers, learners, researchers and school management committee are benefited from this study. This research is further beneficial to develop reading and writing skill of the students and to provide some pedagogical suggestions.

1.6   Delimitations of the Study

The proposed study was limited to the following

i.   It was limited to only one school, Shree Madhapur Secondary School, Goltakuri, Dang.

ii.   It was limited to fifty students of class eight.

iii.   Data was collected through the use of test items.

iv.   The finding of the study was based on the information collected through test, such as pre-test, progress test and post- test.

1.7 Operational Definitions of the Key Terms

Pedagogical Problems : Problems that occur in the classroom during teaching and learning. (Nunan, 1992) In this research, pedagogical problem refers to the problems related to interaction and classroom language.

Public Schools : It refers to the schools which are supported by the government. These schools are conducted with the coordination between the community and government.

Interaction : Mutual or reciprocal action or influence. In this research interaction is speaking activities.

Classroom language : The language which is used in the classroom is classroom language. In this research classroom language refers to the language used by the students in the classroom.

Reading : To understand the meaning of symbols, signs, gestures etc. by looking at them and assimilating them mentally.

Writing : Writing is regarded as the visual representation of speech through some conventional symbols.

CHAPTER- TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes: Review of related theoretical literature, Review of related empirical research, Implications of the review of the study and Conceptual framework.

2.1 Review of Theoretical Literature

In this section, the topics such as English language teaching, development of English in Nepal, need for English language teaching in Nepal, language skills, classroom interaction, classroom language are being dealt.

2.1.1 English Language Teaching

English is one of the most important languages in the world. It has become an inseparable part of the present day world. Today English is not confined with its native speakers. It has become the language of the people who speak it and all the areas where it is spoken. English is a widely used medium of communication for different purposes, not only the vehicle of writing or reading British or American literature. Awasthi (2003, p.23) writes, ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B.Ed program in English education. English language is taken as a medium of instruction in technical subjects like science, medicine, engineering and professional courses like BBA, BHM, BPH, nursing and so on. Since English is an inseparable part of life, the teaching of English emerged as a separate discipline. According to Harmer (2007, p.23) English is taught in private schools and institutions all over the world.

The use of English language in the world is growing day by day. As a result the teaching of English is also growing fast with the growth of its use. English

language teaching in present day has become a challenging job. The issues of linguistics and cultural imperialism, political and cultural identity and methodological diversity have made the teaching English more complex and challenging. Moreover, the role of English as lingua Franca has made teaching English more debatable. For Jenkins (as cited in Harmer 2007, p.21), the evidence of ELF learners need to learn not English but about Englishes, their similarities, differences, issues etc. Since there are Englishes, questions like which dialect of English should be taught ? are emerging as an issue in ELT in the present day. While looking ELT from methodological perspective, we find that it is in the post method pedagogy. Since the adaptation of newer and nobler methods for over hundred years could not work as an end for the solution of ELT problems, methodologists constructed post method pedagogy which provides framework to examine and analyze methods in ELT.

Post method pedagogy suggests any methods which are used in language teaching in general and English language teaching in particular should be local cultural sensitive, they should be generated through practice and able to empower learners. The post method pedagogy also suggests teachers and students to be autonomous individual. According to Bhattarai (2006) :

> English teaching situation is built upon different historical facts and the
>
> way a nation responds to them. For years English has occupied a
>
> prominent place in the Nepalese syllabus and for years it stood for the
>
> teaching and the learning of it through literary genres, the methods being
>
> unquestionably grammar, translation and direct method.

In the context of Nepal, English is said to have an entry since the first British father Cray Brawl arrived here in 1682 A.D. However, officially it entered the country in 1854 A.D when Durbar High School was established; it was at the time only for the children of Ranas. The teachers were from Britain (Awasthi, 2003, p.24). Today out of the total schools, approximately 30 thousands primary to higher secondary schools, almost half of the number are English

medium ones. In such schools, except Nepali subject, all the other subjects are taught through English language and in government schools, it is a subject under the syllabus for primary to secondary level. It covers the total weightage of hundred marks for such courses relating the final examination. This shows the growing interests and necessities of English language teaching in the context of Nepal. For the upliftment of society and for the promotion of professional growth, English language teacher should cope with new techniques and principles of language teaching according to the changing winds and shifting sands of language teaching.

2.1.2 Development of English in Nepal

The history of English language teaching in Nepal goes very back. In this regard, Sharma (2011, p.20) says :

> English formally entered in the Nepalese education system in 1854
>
> when the Prime Minister Junga Bahadur Rana opened high school in
>
> Kathmandu. In the beginning days, education was only limited to the
>
> members of Rana and Royal family. There were not any other public
>
> schools throughout the country. After the restoration of social equality in
>
> the nation, Trichandra College was established in 1918. It started
>
> teaching English courses under the supervision of Patana University
>
> India in the early fifties (Translated myself).

Similarly, Malla (1977, p.68) says :

> In the course of development in education, Tribhuvan University was
>
> established in 1959 as the first university in Nepal which gave priority to
>
> its curriculum in English. Likewise, a nationwide master plan known as
>
> the National Education System Plan (NESP 1971-76) was implemented

9

that brought a drastic change in the system of education. This plan reduced the weightage of English courses (from 200 marks to 100 marks) set up by earlier system. It also reduced the credit hours of English from 15 to 10 from high school to the university levels of Education.

The plan made English no larger a compulsory school subject but made a provision to Opt for any of the United Nations languages such as Chinese, French, Spanish and German not necessarily English. Awasthi (2003) mentioned that majority of educators and students were in favour of continuing English in secondary level. Meanwhile, the government made its decision to "switch over from English to Nepali" as a medium of instruction in schools (Malla,1977, p.69).

Later in 1981, Tribhuvan University brought a change in the structure of English syllabus and kept weightage of 200 marks instead of 100 to the campus level English (Malla, 1977).

In the last three decades, English language teaching has been improved largely in Nepal. The change can be noticed in terms of structure of education pedagogies and institutions of higher learning. The school level of education consists of five years of primary, three years of lower secondary and two years of higher secondary teaching. Likewise, in tertiary level, three to four years Bachelors degree, two years of master's degree and a research based three to five years terminal doctorate degree are offered in the colleges and Universities in Nepal. The school level English course has 5 to 6 hours of teaching each week (Curriculum Development Centre, 2008). At the master's and master's of philosophy level, the faculties of Education, Humanities of social sciences at Tribhuvan University, Mid-western University, Far western, and Purbanchal University offer two year specialization in English Education and English literature, respectively. Nowadays, English has been used in all school level

and campus level as a compulsory subject. Many private schools, colleges, universities use English as a medium of instruction.

2.1.3 Language Skills

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read and finally to write. These are called the four "language skills". Regarding the language skills, Harmer (2008, p.265) says :

> Teachers tend to talk about the way use language in terms of four skills-reading writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing skills where students actually have to produce language themselves.

For the well knowledge of a foreign language, one should have the knowledge of four language skills. So, in the process of learning foreign language, all four language skills; listening, speaking, reading and writing are emphasized focusing on the importance in language teaching. Literate people, who use language, have a number of different abilities. They will be able to speak on the telephone, write letter, listen to the radio or read books. In other words, they possess the four basic language skills: listening, speaking, reading and writing. Though the above mentioned four language skills may be taught or learnt in isolation, they are interdependent and integrated. One skill of language helps to learn other language skills. These skills are related to one another. In language acquisition, receptive skills precede productive ones. It means both receptive and productive skills develop side by side.

2.1.3.1 Reading Skill

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation, marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. "Reading means extracting required information from a written text as efficiently as possible." Grellet (1981). It is understanding or making sense of a given text. In the same regard, Doff (1995) writes, "Reading is an active process. When we read, we do not merely sit there as the passive receivers of the text; we also draw on our own knowledge of the word and of language to help us guess what the text will say the next." It is an active receptive skill because the reader has to be actively involved in reading in order to receive information.

Reading may refer to many things upon different contexts. Pandey (1999) writes, "Reading time-table means referring to a table, reading a palm means interpreting the lines in the palm, reading a dictionary also means referring to a particular lexical item or a structural items."

Reading is not only confined to school related reading, but also relates to day to day reading such as reading newspaper. Finally, there is reading for pleasure, referred to as authentic reading, for example, reading novels or magazines or reading a certain part of a text a number of times so that the experience or pleasure of reading can be enjoyed over and over again. Reading is viewed as a purposeful process because it varies according to the purpose of reading and the type of the text. Different purposes of reading determine different strategies and rates to read. For example, skimming may employ top-down (i.e. schematic) strategies to process general dimensions of the text, while scanning may largely employ bottom-up (i.e. linguistic) strategies to process the specific and individual points of information. Thus, teaching methodology may also

depend upon the type and purpose of reading. Hedge (1996, p.195) presents the purpose and types of reading in the following way :

) Skimming is used to get a global impression of the content of a text. An example would be previewing a long magazine article by reading rapidly, skipping large chunks of information, and focusing on headings and first lines of paragraphs.

) Scanning involves searching rapidly through a text, as a specific point of information, for example, the relevant times on a timetable, items in a directory, or key points in an academic texts.

) Intensive reading involves looking carefully at a text, as a student of literature would look at a poem to appreciate the choice of words, or as a solicitor would study the precise wordings of a legal documents.

) Extensive reading involves large doses of reading for pleasure and general purposes.

2.1.3.2 Types of Reading Skill

Reading is one of the efficient means of language learning. It is more than translating print in to the spoken word. Reading is getting the meaning from print. It expands one's proficiency in the use of language and gives necessary skill to acquire more knowledge. There are various types of reading. Each of the types has its own importance and purpose.

a) Extensive Reading

It is done for emotional gratification/pleasure. Students read without the aid of a teacher i.e. this reading is self-reading. According to Grellet (1981) "Extensive reading is the main way of reading longer texts, usually for one is own pleasure." This is a fluency activity, mainly involving global understanding. It involves reading silently and quickly to derive the whole meaning without necessarily understanding each individual word or structure.

b) Intensive Reading

It generally involves the slower speed where students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions. A shorter text is selected for this type of reading. The aim of this kind of reading is to arrive at a profound and detailed understanding of the text: not only what it means but also how the meaning is expressed. Harmer (2001) said, "We use intensive reading sequences for number of reasons. We may want to have students practice specific skills such as reading to extract specific information, or reading for general understanding.

c) Silent Reading

Silent reading means reading something without producing noise or without vocalization. It is appropriate at higher/advanced level and is considered as the best kind of reading. It is done to comprehend the written text as reading is basically done to comprehend the message of the text. Doff (1995) writes, ".... it involves looking at sentences and understanding the message conveyed, on other words making sense of a written text. It does not normally involve saying the words we read, not even silent inside our read."

d) Reading Aloud

Loud reading which is also known as oral reading is concerned more with pronunciation and articulatory practice than with comprehension and inner thought. Reading aloud is as Nuttall (2000) says, "Useful for the students of early stage because they cannot pretend of reading in this reading. Students are asked to read aloud to check their pronunciation, speech, tone, pitch etc. poetry, rhymes and dialogues are useful texts for this activity."

e) Skimming

It is also a quick reading where the eyes run through the text very carefully to find out the gist or theme of the text. It requires an overall views of the text and

implies a definite reading competence. It is the rapid survey of the text to grasp the central idea. Bhattarai (1986, p.129) said, "Skimming is making a rapid survey of texts, passages, articles and books to find out what it mainly consists of. It helps the learner to find out specific information in a book."

f) Scanning

It is a way of reading where a reader goes quickly through the text to find out a particular piece of information required. It may not follow the linearity of the passage to do so. Readers run their eyes over the text until they exactly find the required information like name, date, place etc.

g) Rapid Reading

Rapid reading refers to the quick reading where there is rapid eye movement. It is practiced to develop the reading speed of students and help them to acquire a lot of information within a short time.

2.1.3.3 Writing Skill

Writing is an expressive skill which is felt to be one of the most difficult language skills to be learnt or to teach. It is the way of transferring the information through the use of graphics or visual symbols. However, writing is not merely the transfer of ideas from mind to paper, it involves manipulating, structuring and communicative skills. Writing is one of the most important skill in learning a new language. Being a productive skill, it needs proper handling of the mechanics of the writing to make sensible sentences and paragraphs. In other words, writing is an act of putting down the graphic symbols that represent the language in order to convey the message. This is such activity by which human beings communicate with each other, transmit their culture, ideas and thoughts from one generation to another. In River's (1968, p.243) words "Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language, the ultimate aim of the writer at this

stage is to be able to express himself in a polished literacy from which requires the utilization of a special vocabulary and certain refinement structures."

Writing is very complex process that requires many composite skills, like mental, psychological, rhetorical and critical. Describing its complexity Nunan (1992) says :

> Writing is an extremely complex cognitive activity in which the writer is required to demonstrate a control of content, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Writing is complex process as it involves a number of basic as well as higher level cognitive skills. According to Davies and Pearse (2008) and Harmer (2007), it involves the following basic skills :

- ⟩ Handwriting or typing
- ⟩ Spelling
- ⟩ Punctuating
- ⟩ Constructing grammatical sentences

In conclusion, writing is a complex skill. It refers to the expression of ideas in a consecutive way according to the graphic convention of the language. Writing skill is one of the most important skills in learning a new language which involves different basic and cognitive skills.

2.1.3.4 Activities for Developing Writing Skill

There are various types of activities designed for the development of writing skill depending upon the level of the students and objectives of the lesson. Some important activities that are carried out for teaching writing skill are;

a)   Controlled writing

b)   Guided writing

c)   Paraorthographic text writing

d)   Free writing

a) Controlled Writing

Controlled writing is practiced by the beginners. There is the supervision of teacher and students do not have freedom to select the words. According to Harmer (2008) controlled writing includes the activities like;

i)   Combining

ii)   Reproducing

iii)   Completing

iv)   Re-ordering

v)   Substitution

vi)   Expanding and soon

b) Guided Writing

It is an intermediate between the controlled writing and the free writing. Assistance, outline, clues and required help are provided by the teacher. There is some freedom in selection of lexical and structural patterns, it allows for the individuality and at the same time helps them to keep in track. Some of the activities for guided writing are :

i)   Paraphrasing

ii)   Transforming

iii)   Parallel writing

iv)   Develop skeleton into a fuller text like, story, paragraph, essay, news story and so on.

c) Paraorthographic Text Writing

Paraorthographic text displays the linguistic information more vividly and accurately. It includes the charts, diagrams, tables, maps etc. students are required to change Paraorthographic text into orthographic and vice versa. This activity helps to develop writing skills in a concise and accurate way.

d) Free Writing

In free writing, there is no interference from the teacher. There is individual/ free selection of vocabulary, structure and style but the teacher may help the students require. Students can develop any genre including report writing, project work, story writing, essay writing, composing poem, dialogue etc. Free writing practice is appropriate for the advanced level learners. This is the final stage as the development of ability to write freely and independently is the undoubted goal of teaching writing skill. Some of the free writing activities are:

) Essay writing

) Summary writing

) Dialogue writing

) Report writing

) Letter writing

) Story writing

) Diary writing and so on.

2.1.4 Classroom Interaction

Interaction refers to mutual or reciprocal action or influence. It is the talks between teacher and students or between/among students. Interaction is a way of learning in general and developing the language skills in particular. For Allwright (1984) it is important to keep learners active in the classroom, which means reducing the amount of teachers talk in the classroom and increasing the learner's talk time. Brown (2001, p.165) says "Interaction is a collaborative exchange of thoughts, feelings or ideas between two or more people resulting in reciprocal effect on each other. Rivers (1987, p.4) defines interaction as :

Students achieve facility in using a language when their attention is focused on conveying and receiving authentic message. This is an interaction. Interaction involves not just expression of one's own ideas but comprehension of those of others . One listens to others; one responds (directly or indirectly) others listen and respond.

Learners learn very little just by listening to the class lectures and more by involving in a conversation. When they get engaged in a piece of discourse, their creation will be fostered. Therefore, teaching learning activities should be conducted in an interactive way. Learners can best learn language by exchanging knowledge and experience either in a group or in pairs. Interactive learning ensures the learners' interest and participation where all of them have equal chances to share their varied opinions without being instructed what they have to do by the teacher. In the classroom setting, the amount and types of interaction can be altered through different means: different tasks may give rise to different patterns of interaction. Information gap activities are commonly used to elicit students' interactions. Information gap activity involves "the transfer of given information from one person to another, or one place to another, or one form to another" (Foley, 1991, p.71). In the process of fulfilling such kinds of tasks, the learners have to use language for real communication. The type and quantity of interaction in classroom vary from one class to another. The oral classes possesses more interactions and attaches great importance to real use of language while the grammar class may involve less interactions and the chances of using language for real communication are reduced. The variations in interaction are largely attributed to the teacher's effort but the teacher's decisions to vary interactions are not made arbitrarily.

So, in the language classroom, interactions are more important because they create favorable environment for using language to develop language proficiency on the part of the students.

2.1.4.1 Types of Classroom Interaction

Thurmond (2003) defines interaction as :

> The learners' engagement with the course content, other learners, the
>
> instructor and the technological medium used in the course. True
>
> interactions with other learners, the instructor and technology results in a

reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment.

From this quote we understand that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. Here, my focus is on two main types.

a) Teacher-Learner Interaction

This type of interaction as Coulthand (1977) mentions has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses: on the other hand, the students will be benefitted by drawing on the experience of their teachers on how well to interact in the manner that is most effective.

b) Learner-Learner Interaction

Many theories of learning mention that knowledge is actively constructed and skills are improved through interactions between learners. Johnson (1995) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, the teachers must encourage such type of interaction between learners because it is the fastest and the best way as it makes learners active rather than passive participants.

Thus, interaction is at the heart of the current theories of communicative competence. It involves learners in face to face or teacher-learners encounters

in the classroom. Pairs or groups interaction provides a basis for language learning in general: it gives the learners practice in community and negotiation of meanings through taking turns, in addition to learning other features that are crucial in any interactive discourse such as how to initiate, respond and close conversations. At the same time, it allows learners to know how they can understand and make themselves understood. Teachers' talking time must be reduced in classroom interaction as opposed to learners who should increase their talking time because their teachers need to take other roles.

2.1.5 Classroom Language

Classroom language is generally defined as the language used by both the teachers and students. Classroom language has significant role in English language classroom since the whole classroom activities depend on the classroom language. Classroom language is used for different purposes, such as, for greeting, starting lesson, ending the lesson, asking questions, giving instructions, asking for permission, assigning homework etc. Classroom language is important in the sense that it creates interactive environment in the classroom which maximizes the students' participation in the learning.

Classroom language or classroom activity is a part of classroom process research. As Vanlier (1988, p.71) puts it, "Second-language classroom research, in studying the processes and circumstances of second language development, aims to identify the phenomena that promote or hamper learning in the classroom."

Classroom language can be studied in terms of the teacher talk and learn talk.

a) Teacher Talk

The language that teachers address to the learners is called teacher talk. Ellis (1996, p.146) defines teacher talk as the language that the teacher addresses to the learners, with its own specific, formal and interactional properties. Ellis (ibid) further summarizes that the "teacher talk occurs in one to many

21

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."

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 classrooms 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.

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. This 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 playing 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.

b) Learner Talk

Learner talk refers to the language used by a learner while addressing other learners. Krashen (1981) uses the term inter language talk. Inter language talk refers to "the language that learners address to each other" (Ellis, 1996).

The important part of learner talk is learners' involvement in classroom interaction. Cultural factors, anxiety, gender etc. may be the factors that affect students' participation in the class. Sometimes, learners are inactive because they are weak in English and cannot express themselves in English. An effective way to alleviate these factors is to remove the performative and evaluative nature of speaking in class. This can be achieved by group work, where students interact with their peers in a collaborative manner. In terms of language learning, group work provides students with the opportunity to engage in genuine communication where they produce coherent discourse

22

along with linguistic competence. So, the learner talk is said to be the most important factor to develop language proficiency on the part of learners.

2.2   Review of Related Empirical Literature

A number of research works have been carried out under the Department of English Education in the faculty of education, T.U., and in other institutions related to the issues of this study. The research works have been reviewed as follows :

Bhandari (2014) has carried out a research on "A Study of Techniques Implemented by English Teachers while Teaching Reading Skills." The objective of the study was to find out techniques implemented by the secondary level English teachers while teaching reading texts. The sample population for this research were fifteen secondary level English teachers teaching in different private schools. The teachers were selected purposively. She used questionnaire, interview (open-ended) and classroom observation as the tools for data collection. The findings of the research show that most of the teachers used signposts questions in pre-reading stage. In while reading stage, the teachers involved their students in group work, pair work and in the final stage, the teacher organized question answer session to know the students' understanding. Gautam (2009) has carried out a research on "Activities used by teachers while teaching reading." The objectives of the study was to find out the activities used by the teachers while teaching reading skills at PCL. The sample population for the research were five teachers and fifty students of PCL campuses of Kathmandu district. These five teachers and campuses were selected purposively and fifty PCL students were selected randomly. He used observation checklists and survey opinionnaire as a research tools.The findings of the research show that less than 50% teachers used proper activities while teaching reading. Pre-reading and post-reading activities were good but while reading activities were tolerable.

Sharma (2010) conducted a research entitled, "Techniques used by the teachers while teaching writing skills", to find out the techniques of developing writing skills used by the teachers while teaching English at lower secondary level. She used observation check-lists and survey questionnaires. Her sample population was ten students each from five government aided schools. She found out that writing exercises such as pre-writing exercises, controlled writing exercises, free writing exercises and letter of application to the class teacher were used by the teacher to develop writing skills.

In the same way, Ghimire (2015) carried out a study on "Developing Writing Skills Through Paraorthographic Texts." The objective of her study was to find out the effectiveness of Paraorthographic text to develop students' writing skill. The sample population for this research were thirty students of grade nine of Rampur English Boarding Higher Secondary School. The students were selected using non-random purposive sampling procedure. She used different tests like pre-test, progress test and post-test as a research tools. The findings of the research show that Paraorthographic texts helped in developing students' proficiency in writing.

Furthermore, Parajuli (2011) conducted a research entitled "Developing Writing Skill Through Students Quality Circle" with a view to developing students writing skill through student's quality circle. He used record sheets and test item for data collection. The total population of this study was the 30 students of Green Village Secondary School, Kirtipur. He found that students become competent, self-disciplined, creative, hardworking to solve their own problem by using student's quality circle.

This study is different from the studies mentioned above because most of the studies above only tried to find out the techniques employed to develop reading and writing skills. There is a lack of research work on the study of use of interaction and classroom language in improving reading and writing skills.

Even, to carry out this study, I used action research which was not used by most of the above mentioned researchers.

2.3   Implications of the Review for the Study

After studying some of the related literature, I came to know that the previous researchers tried to find out the activities that are used in improving reading and writing skills. They also tried to find out the effectiveness of different techniques to develop reading and writing skills but they failed to find out the effectiveness of using interaction and classroom language in developing reading and writing skills. The review of the related literature made me feel the need to carry out this study. The act of reviewing related literature helped me to be more confident and courageous and provided theoretical and practical ideas. All the above reviews have direct or indirect implication on this study. It helped me to refine my research methodology, also broadened my knowledge based on my research area, helped to bring the clarity and focus on research problem and contextualize findings.

From the detailed study of the aforementioned and other related literature, I came to know that though, previous researches tried to find out lots of information about the activities that are used in developing reading and writing skills but they really ignored the investigation on the effectiveness of interaction and classroom language in developing reading and writing skills. That's why, this research work is different from the above mentioned researches in a sense that it tried to find out the effectiveness of interaction and classroom language in developing reading and writing skills.

2.4   Conceptual Framework of the Study

The following conceptual framework was used in order to carry out this research.

```
        ┌─────────────────────────────────────────┐
        │   Use of Interaction and classroom       │
        │   language in improving reading and      │
        │   writing skills                         │
        └─────────────────────────────────────────┘
                           │
                  ┌────────────────┐
                  │ Action Research│
                  └────────────────┘
                 ┌──────────┴──────────┐
        ┌─────────────────┐    ┌─────────────────┐
        │  Reading Skills │    │  Writing Skills │
        └─────────────────┘    └─────────────────┘
                 │                      │
        ┌────────────┐         ┌──────────────────┐
        │ Interaction│◄───────►│Classroom Language│
        └────────────┘         └──────────────────┘
           ┌────┴────┐             ┌────┴────┐
  ┌──────────────┐┌──────────────┐┌──────────────┐┌──────────────┐
  │Student Student││Teacher Student││Language Used ││Language Used │
  │ Interaction  ││ Interaction  ││ by Teacher   ││by the Students│
  └──────────────┘└──────────────┘└──────────────┘└──────────────┘
           └────┬────┘                   └────┬────┘
                │       ┌──────────┐          │
                └──────►│  Output  │◄─────────┘
                        └──────────┘
```
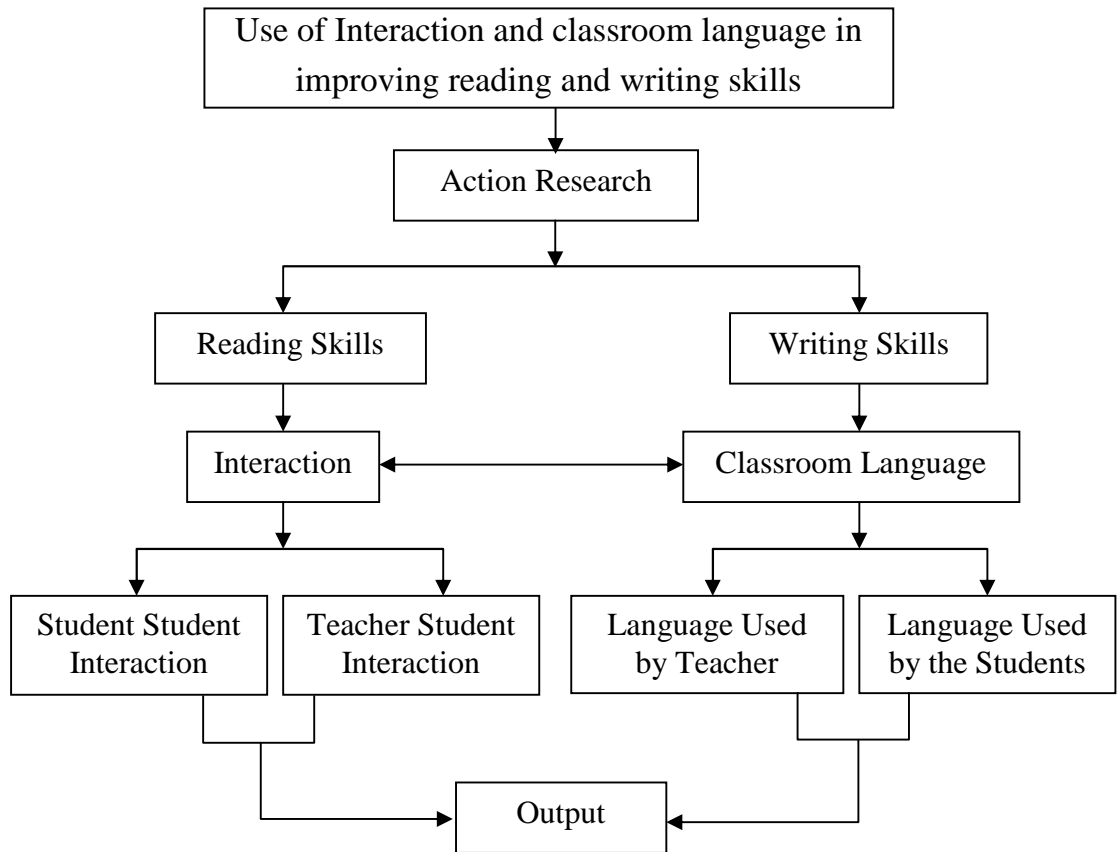
CHAPTER- THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter attempts to discuss on methodology of this study and research design. The population and sample, sampling procedure, data collection tools, procedures and data analysis are also discussed in this chapter.

3.1   Design and Method of the Study

In order to conduct this research I followed action research. Action research is conducted by the practitioners to find out and solve the difficulty of the subjects as well as for the feedback of their activities. The action research as a systematic study, as it combines action and reflection with the intention of improving practice. As it is academic in nature, it is generally designed as practice for almost one academic year. The essential impetus for carrying out an action research is to identify and solve the problems. Action research is conducted aiming the improvement of the current affairs through the process of identifying and solving problems in a specific context (as cited in Cohen et al, 2010). It is the classroom investigation carried out to find out and solve the specific problems here and now in a local setting. According to Nunan (1992), action research is becoming increasingly significant in language education as it addresses the immediate practical problems. Action research is collaborative in nature in the sense that, practitioners can consult the fellow researcher and other professional researchers to conclude the finding. The main aim of the action research is to improve the current state of affairs within the educational context in which the research is being carried out collaboratively. Action research is cyclical in nature. It is never ending process.

This can be best described by the following figure :

Planning

Reflection   Action Research   Action

Monitoring
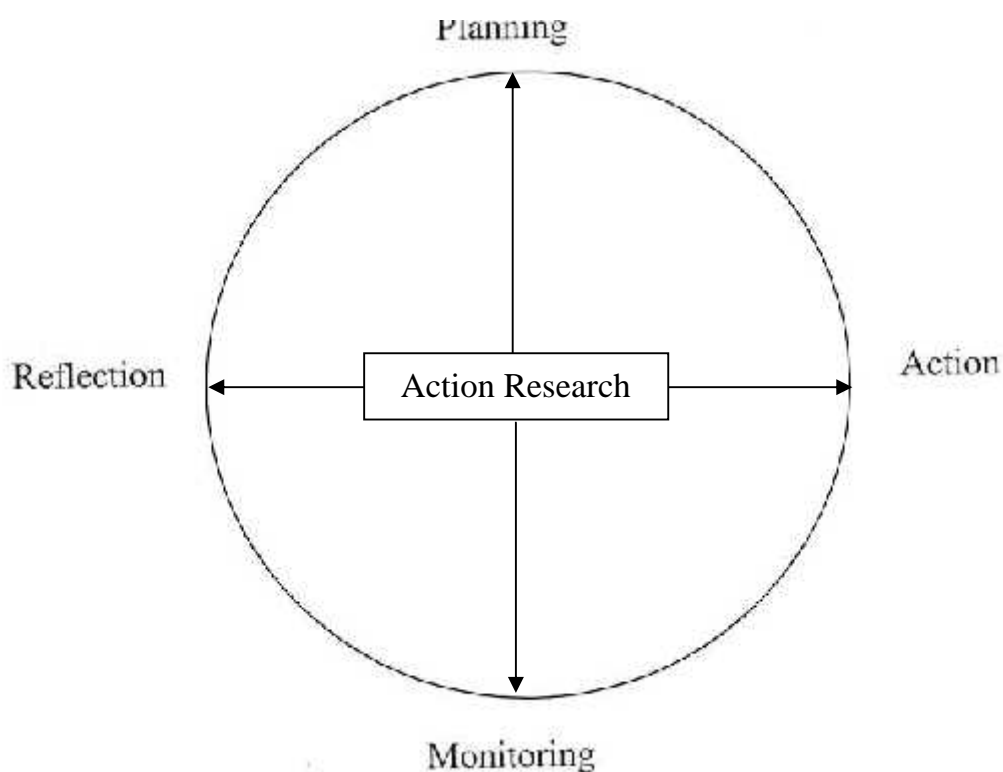
To conclude, it can be said that action research is especially an academic and self reflective enquiry done by teacher with intent that the research will inform and change his/her practices in future. This research is carried out with the view to explore some new ideas or information.

Characteristics of Action Research

Action research is a practitioner research conducted by the teacher on the basis of systematic reflection on his/her practice. It is problem centered and action oriented as its name suggests. It has various unique characteristics which are different from other forms of researches. Burns (1997, p. 30) mentions four main features of action research as follows :

a.   Action research is contextual, small scale and localized- it identifies and investigates problems within a specific situation.

b.   It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

c.   It is evaluative and reflective as it aims to bring about change and improvement in practice.

d.   Changes in practice are based on the collection of information or data which provides the impetus for language. Similarly, high lighting the characteristics of action research.

Thus, this is a small scale and never ending or continuous activity rather than a single stage effort which is beneficial to solve the problem in the classroom.

Procedures of Action Research

Action research is a systematic investigation to find out the problems in the classroom and ways to solve them. So, it goes through multiple steps in systematic way not a single stage. There is not uniformity among the scholars regarding the steps of action research. According to Nunan (1992, p. 19) seven steps should be followed while carrying out action research. They are as follows :

Step 1 : Initiation : At the very beginning, teacher observes the problems of the students in brief.

Step 2 : Preliminary investigation : The teacher collects the concrete information about what the problem is. For this, he/she records classroom interaction and collect baseline data related to the concerned problem.

Step 3 : Hypothesis : In the third step, idea about the possible solution of the problem is hypothesized. The hypothesis is also formed about the possible occurrence of the problem.

Step 4 : Intervention: The ongoing regular classroom activities are interrupted and a new treatment is introduced. The main purpose of introducing the new items is to bring change in the ongoing state of affairs.

Step 5 : Evaluation : After the treatment of some sort, the teacher evaluates whether the subjects' behaviour is improved before and after the intervention and treatment.

Step 6 : Dissemination : The teacher runs a workshop for his/her colleagues and present paper at a language conference. As a whole, the teachers make wide the findings of the study.

Step 7 : Follow-up : Finally the findings of the study are followed up by the practitioners.

3.2   Population, Sample and Sampling Procedure

All the grade eight students of Dang district were the population of this study and among them fifty students of grade eight of Shree Madhapur secondary school, Goltakuri Dang were the sample of this study. The school was selected purposively and the students of grade eight were selected by using non random purposive sampling procedure.

3.3   Study Area/Field

The study area of this study was Shree Madhapur Secondary School of Dang district. The field of it was related to the language skills (reading and writing).

3.4   Data Collection Tools and Techniques

I used test as a tool for data collection to conduct this research. Both subjective test items and objective test items were used. There were altogether four types of questions under subjective and objective test items. Students were provided two hours time to complete the test. Questions were designed on the basis of following criteria.

S.N.	Categories	No. of test item	Marks
1	Read the passage and do the activities i) Answer questions ii) Multiple choice item iii) True or false items	1	10
2	Writing i) Grammar ii) Broken dialogue iii) Essay writing	1	20
3	Speaking i) Answering the questions asked by the teacher orally	1	10
4	Classroom language i) Answering the questions related to day to day communication		10

I administered different pre-test, progress test and post- test . Beside these test items I used lesson plans and required teaching materials to teach the students.

3.5 Data Collection Procedures

The finding of any study depends upon its data collection procedure. I followed certain norms of data collection procedure to carryout the study. For this, first of all, I established the rapport with the school administration and students. I made them clear about the purpose and the process of the study. Then, I observed the problems of the students in the classroom and tried to collect the concrete information about the problem. I also hypothesized the idea about the possible solution of the problem. Then, I administered pre-test to find out students' existing level of proficiency and then used interactive activities with simple classroom language to the selected students (sample) as a new treatment. I taught six days in a week and the total period of teaching was of four weeks. I administered progress test in between the intervention period and

post- test was administered at the end of my teaching. Thus, I collected data in a stepwise and systematic way.

3.6   Data Analysis and Interpretation Procedure

I analyzed and interpreted the information collected from the test in accordance with the theme of the information which are directly related to the research questions and objectives. I analyzed the data collected by different tests and tried to find out whether there was improvement in the language proficiency of students or not after using interaction and classroom language. Finally, I summarized the findings.

CHAPTER- FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The main objectives of this study was to find out the proficiency of reading and writing using interaction and classroom language. The data were collected by administrating the tests like pre-test, progress test and post test. The data have been categorized in the following headings.

) Holistic Analysis

) Comparative Analysis

The first heading, i.e. holistic analysis summarizes the general performances of the students in different tests in terms of reading and writing, interaction and classroom language knowledge. This heading can be categorized into sub-headings:

) Holistic analysis of reading and writing skills

) Holistic analysis of interactional skill

) Holistic analysis of classroom language knowledge

In the same way, the comparative analysis of the tests mentioned above compares different tests in the same way, the comparative analysis of the test mentioned above compares different tests in terms of variables like reading and writing, interaction and classroom language separately, comparative analysis is also divided into the following sub-headings:

) Comparison between the pre-test and post- test in reading and writing.

) Comparison between the pre-test and the progress test in reading and writing skills.

) Comparison between the progress test and post- test in reading and writing skills.

)	Comparison between the pre-test and post- test in terms of interactional skill.

)	Comparison between the pre-test and progress test in terms of interactional skill.

)	Comparison between the progress test and the post- test in terms of international skill.

)	Comparison between the pre-test and post- test in terms of classroom language.

)	Comparison between the pre-test and progress test in terms of classroom language

)	Comparison between the progress test and the post- test in terms of classroom language.

4.1   Holistic Analysis

Holistic analysis summarizes the general performances of the students in different tests. It includes the following key concepts.

4.1.1 Holistic Analysis of Reading and Writing Skills

This item included different questions from passage, grammar, completion of broken dialogue and essay writing. The total mark of this item was 30. The average score and percentage in this item are presented below :

Here, the pre-test, progress test and post-test scores in reading and writing skills is presented as in following table 1.

Table 1

Holistic Analysis of Reading and Writing Skills

Test	No. of students	Total Marks	Average Marks	Average Percentage
Pre-test	50	712	14.24	47.46
Progress test	50	884	17.68	58.93
Post-test	50	1014	20.28	67.6

As the table shows, in reading and writing skills the students have scored 14.24 average marks, i.e. 47.46 out of 30 marks in pre-test. Reading and writing skill includes activities such as reading passage and answering the questions, grammar, guided and free writing etc. Similarly in progress test they have scored 17.68 average marks. i.e. 58.93% out of 30 marks. In the same way they have scored 20.28 average marks; i.e. 37.6% in post- test out of 30 marks. Observing the above table, what can be said is that the use of interaction and classroom language in the classroom really develop reading and writing skills.

4.1.2 Holistic Analysis of Interactional Skill

Interactional skill consisted of different speaking activities. Through the use of different questionnaires, this skill was tested. The speaking activities that were administered were reading aloud, interview, dialogue etc. The full marks of this test was 10. The average score obtained by the students in this skill is presented in the given below :

Here, the pre-test, progress test and post-test scores in interactional skill are presented as in following table 2.

Table 2

Knowledge of Interactional Skill

Test	No. of students	Total Marks	Average Marks	Average Percentage
Pre-test	50	271	5.42	54.2
Progress test	50	314	6.28	62.8
Post-test	50	362	7.24	72.4

As the above table shows, in interactional skill (speaking skill), the students have scored 5.42 average marks, i.e. 54.2% in pre-test. Similarly they have scored 6.28 average marks, i.e. 62.8% in progress test. In the same way, they have scored 7.14 average marks, i.e. 72.4% in the post- test . Observing the above result, what can be said is that use of interaction and classroom language in the classroom is seen to be more effective in progress test than pre-test and it is found to be further more effective in post- test than in progress test.

4.1.3 Holistic Analysis of Classroom Language

Classroom language refers to the language that the students developed during the period of instructional activities. So, this item included the language spoken in the classroom. Each test was of 10 marks containing varieties of simple comprehensible questions. The average score obtained by the students in this test item is presented below :

Here, the pre-test, progress test and post-test scores in classroom language are presented as in following table.

Table 3

Holistic Analysis of Classroom Language

Test	No. of students	Total Marks	Average Marks	Average Percentage
Pre-test	10	210	4.2	42
Progress test	10	243	4.86	48.6
Post-test	10	308	6.16	61.6

The table 3 shows that the students in the pre-test have scored 4.2 average marks i.e. 42% out of 10 marks. Similarly in the progress test, the students scored 4.86 average marks, i.e. 48.6% out of 10 marks. At last, the students have scored 6.16 average marks i.e. 61.6% out of 50 marks in the post-test. This result clearly shows that there is increment in the score. The students have progressed in different tests and scored 48.6% in the progress test more than the pre-test that was 42%. In the same way, the students have scored 61.6% marks in the post- test more than the progress test. So, we can say that using interaction and classroom language improve language skills.

4.2   Comparative Analysis of Tests

Under this heading, the comparisons between pre-test, progress test and post-test scores are presented on the basis of reading and writing skills, interaction and classroom language. The average test scores in three different tests are analyzed in a comparative way.

4.2.1 Comparison Between the Pre-test and Post Test in Reading and Writing Skills

Here, the pre-test and post- test scores are compared as in the following table.

Table 4

Comparison between the Pre-test and Post Test in Reading and Writing Skills

Test	Pre-test	Post- test	D
Full Marks	30	30	
Average Marks	14.24	20.28	6.4
Percentage	47.46	67.6	20.14

The above table shows that the students have obtained 14.24 marks i.e. 47.46% out of 30 in pre-test and 20.28 marks i.e. 67.6% out of 30 in post-test. The items in the pre-test and post-test included passage, grammar, broken, dialogue and essay writing. The difference in the average scores between pre-test and

post- test is 6.4. The difference between the pre-test and post- test i.e. 20.14% shows that the students have shown their better performance in the post-test. So, it proved that use of interaction and classroom language is effective in developing English in the students.

4.2.2 Comparison Between the Pre-test and the Progress Test in Reading and Writing Skills

The comparison between pre-test and post-test can be presented in the following table.

Table 5

Comparison between the Pre-test and the Progress Test in Reading and Writing Skills

Test	Pre-test	Progress test	D
Full Marks	30	30	
Average Marks	14.24	17.68	3.44
Percentage	47.46	58.93	11.47

The above table shows that the students have obtained 14.24 average marks i.e. 47.46% out of 30 in pre-test and 17.68 average marks i.e. 58.93% out of 30 in progress test. The items in the pre-test and progress test were same such as passage, grammar, dialogue and essay. The increment in average score in the progress test is 3.44 marks i.e. 11.47 percent. This result shows that the students have made a good progress in progress test than in the pre-test.

4.2.3 Comparison Between the Progress Test and Post Test in Reading and Writing Skills

Here, the comparison between the progress test and post-test scores in reading and writing skills is presented as follows :

Table 6

Comparison between the Progress Test and Post Test

Test	Progress test	Post- test	D
Full Marks	30	30	
Average Marks	17.68	20.28	2.6
Percentage	58.93	67.6	8.67

The above table shows that the students have scored 17.68 average marks i.e. 58.93% out of 30 marks in the progress test and 20.28 average marks i.e. 67.6% out of 30 in the post- test. The items administered in the post-test were same to the pre and progress tests. The difference in average score between the progress test and post- test is 2.6, i.e. 8.67%. This result shows that the students have shown their better performance in the post- test than progress test. So, the result shows that the use of interaction and classroom language helps to improve reading and writing skills.

4.2.4 Comparison Between the Pre-test and Post Test in terms of Interactional Skill

Here, the pre-test and post-test scores in terms of interactional skill are compared as in the following table.

Table 7

Comparison between the Pre-test and Post Test in terms of Interactional Skill

Test	Pre-test	Post- test	D
Full Marks	15	15	
Average Marks	5.42	7.24	1.82
Percentage	54.2	72.4	18.2

The above table shows the students have obtained 5.42 average marks i.e. 54.2% out of 15 in pre-test and 7.24 average marks i.e. 72.4% out of 15 in post-test . Interactional activities included in the pre and post-test were interview, storytelling, dialogue etc. The difference between the pre-test and the post is 1.82 i.e. 18.2%. This result shows that the students have showed better performance in the post- test. So, it is clear that interaction and classroom language develops interactional skills in the students.

4.2.5 Comparison Between the Pre-test and Progress Test in terms Interactional Skill

Here, the pre-test and progress test scores are compared as in the following table.

Table 8

Comparison between the Pre-test and the Progress Test

Test	Pre-test	Post- test	D
Full Marks	15	15	
Average Marks	5.42	6.28	0.86
Percentage	54.2	62.8	8.6

The above table shows that students have obtained 5.42 average marks i.e. 54.2% out of 15 in pre-test and 6.28 average marks i.e. 62.8% out of 15 in progress. The activities administered in progress test were similar to the pre-test. The increment in average score in the progress test is 0.86 i.e. 8.6%. This result clearly shows that the students have made a good progress in progress test than in pre-test.

4.2.6 Comparison Between the Progress Test and the Post Test in terms of Interactional Skill

Here, the progress test and post-test scores are compared as in the following table.

Table 9

Comparison between the Progress Test and the Post Test in terms of Interactional Skill

Test	Pre-test	Post- test	D
Full Marks	15	15	
Average Marks	6.28	7.24	0.96
Percentage	62.8	72.4	9.6

The above table shows that the students have scored 6.28 average marks i.e. 62.8% out of 15 in progress test and 7.24 average marks i.e. 72.4% out of 15 in post-test. The activities administered in the post-test were similar to the pre-test and progress test. The difference in average score between the progress test and the post- test is 0.96, i.e. 9.6%. This result shows that the students have shown their progress in the post- test than the progress test. So, the use of interaction and classroom language helps to develop interactional skills in the students.

4.2.7 Comparison Between Pre-test and Post Test in terms of Classroom Language

Here, the pre-test and post-test scores are compared as in the following table.

Table 10

Comparison between Pre-test and Post Test in terms of

Classroom Language

Test	Pre-test	Post- test	D
Full Marks	10	10	
Average Marks	4.2	6.16	1.96
Percentage	42	61.6	19.6

The above table shows that the students have obtained 4.2 marks i.e. 42.% out of 10 in pre-test and 6.16 average marks i.e. 61.6% out of 10 in the post-test. The difference between the pre-test and the post-test is 1.96 average score. Classroom language included the language used by the students in the classroom for communication. Simple language expressions that show greeting permission, requesting, enquiry, advice etc. were administered in all pre-test, progress test and post test. The difference between the pre-test and the post-test i.e. 19.6% shows that the students have shown their good performance in classroom language.

4.2.8 Comparison Between the Pre-test and Progress Test in terms of Classroom Language

The comparison between the pre-test and post-test scores can be shown as in the table below :

Table 11

Comparison between the Pre-test and Progress Test in terms

of Classroom Language

Test	Pre-test	Progress test	D
Full Marks	10	10	
Average Marks	4.2	4.86	0.66
Percentage	42	48.6	6.6

The above table shows that the students have obtained 4.2 average marks i.e. 42.% out of 10 in pre-test and 4.86 i.e. 48.6% out of 10 in progress test. The increment in average score in the progress test is 0.66 mark i.e. 6.6 percentage. This result shows that the students have made progress in progress test than in the pre-test.

4.2.9 Comparison Between the Progress Test and the Post Test in terms of Classroom Language

The comparison between the progress test and post-test scores can be shown as in the table below :

Table 12

Comparison between the Progress Test and the Post Test in terms of Classroom Language

Test	Progress test	Post-test	D
Full Marks	10	10	
Average Marks	4.86	6.16	1.3
Percentage	48.6	61.6	13

The above table shows that the students have scored 4.86 average marks i.e. 48.6% out of 10 in progress test and 6.16 average marks i.e. 61.6% out of 10 in post test. The difference in average score between the progress test and the post test is 1.3, i.e. 13%. This result shows that the students have shown their progressive performance in the post-test than in progress test. So, the result shows that use of interaction and classroom language   helps to develop classroom language on the part of the students.

4.3   Summary of the Findings

The present research has made an effort to find out the improvement in reading and writing skills after using interaction and classroom language. In order to fulfill the objectives, I selected the students of grade 8 of Shree Madhapur Secondary School Dang where I taught twenty four lessons using interactional activities and classroom language to fifty students of class 8. I used them as primary source of data. The primary data were collected from all the fifty students of grade eight of the school. After selecting the sample population, pre-test was administered before experimental teaching to measure the proficiency of grade eight students in English language. After teaching twelve lessons I administered the progress test and finally I administered post- test. Then, I carried out the analysis of data in different ways, such as holistic analysis and comparative analysis. I analyzed the scores of pre-test, progress test and post- test on the basis of reading and writing, interaction and classroom language. Through the analysis and interpretation of the collected data, it was found that use of interaction and classroom language are really effective to develop reading and writing skills along with interactional and classroom language skills. The findings of the study have been listed below:

I.   The comparison of scores obtained by the students in pre-test, progress test and post test in terms of reading and writing shows that using interactional and classroom language are effective techniques in improving reading and writing skills in the students. The total score of pre-test was 712 i.e. 47.46%. Similarly the total score of the progress test was 884 i.e. 58.93% and 1014 i.e. 67% in the post test.

II.   The students' average scores in pre, progress and post test in terms of interactional skill was 5.42, 6.28 and 7.24 respectively which shows progression made by the students.

III.   The students' average scores in the post-test 6.16 i.e. 61.6% compared to the progress test scores 4.86 i.e. 48.6% in terms of classroom language

shows that the students have shown better progression in English after using interaction and classroom language.

IV. Comparative analysis of different items on different tests also shows the progressive result.

   a) The students' average score in post test 20.28 i.e. 67.6% compared to the pre-test 14.24 i.e. 47.46% shows a considerable progress made by the students in the reading and writing skills.

   b) The students' average score in post-test 7.24 i.e. 72.4% compared to the progress test 6.28 i.e. 62.8% shows students' better performance in interactional skill.

   c) The students' average score in progress test 4.86 i.e. 48.6% compared to the pre-test 4.2 i.e. 42% shows students' progression in classroom language.

CHAPTER- FIVE
CONCLUSIONS AND RECOMMENDATION

In this chapter, I have presented the conclusion of the study and some recommendations for the study.

5.1   Conclusion

Language skills are important components to get mastery over any language. English language has four skills; listening, speaking, reading and writing. Among them reading and writing are supposed to be a bit tough level of skills. Language skills especially reading and writing are taught differently by the different teachers but here my concern was to discover whether interaction and classroom language improve proficiency in reading and writing or not. So, the main focus in this study was to explore the improvement in the proficiency of reading and writing skills on the part of students at lower secondary level. Beside this interactional skill, classroom language used by the students was also the main focus of my study. I crossed several stages of the study in course of extracting the conclusion. I was inspired to carry out this study with my own teaching and learning experience. For the data collection I intervened interaction and classroom language for about six weeks to find out students' progressions in reading and writing skills. I used different techniques like use of signpost questions, role play, pair work, group work to make classroom interactive. Similarly, I used different language chunks to ease classroom language. I took different tests and analyzed the scores. At each test I found the students showing better performance except some students. From my research, I have come to the conclusion that to improve the proficiency of students in reading and writing skills, interaction and classroom language should be duly used in the classroom.

5.2   Recommendations

Being based on my findings, I have provided policy related, practice related and further research related recommendations for the pedagogical implications:

5.2.1 Policy Related

a.   Since English is a language it can only be learnt by its excessive use and interaction. So the curriculum developers, textbook writers, teacher trainers and experts should formulate such a policy that can encourage both teachers and students to use English and involve in the interaction as far as possible.

b.   There should be clear and strict provision about the interactive activities and classroom language in our curriculum and English should be the main medium of instruction.

c.   Rather than a lots of theoretical subject matters, sufficient interactive activities should be included in our syllabus which can engage the students in real communication.

d.   English teachers should follow curriculum and teacher's guide of English for making their class effective.

e.   Last but not the least the school administration and supervisors can also utilize this study to formulate the policy to use communicative activities to stimulate the students in the interaction.

5.2.2 Practice Related

a.   From the study, it can be inferred that interaction and classroom language are proved to be as effective way to develop reading and writing in the students. Hence the teachers are advised to bring interactive activities and classroom language into practice.

49

b.   Teachers should use English and encourage students to use English in and outside the classroom as far as possible.

c.   The teachers are advised to carry out different communicative activities like role play, pair work, group work using simple classroom language to improve reading and writing skills.

d.   Last but not the least teachers are also advised to use different teaching aids to maximize the students participation in the interaction.

5.2.3 Further Research Related

A number of research works have been carried out in the field of language teaching but very few research works have been done regarding the language skills in the Department of English Education, T.U. Kirtipur and elsewhere. Thousand of studies can be conducted in this field in further too. So, this study can work as step of a ladder. By stepping on it other researchers can reach to their destination. Therefore, I hope this study will be highly beneficial for the researchers who are interested in conducting further study in this field.

REFERENCES

Allwright, R. (1984). *The importance of interaction in classroom language*. Applied Linguistics, 5, 156-171.

Anderson, J. & Lindkvist, J. (2000). *Education in Nepal : A study of Nepalese teachers' view on their school situation*. Sweden : Linkoping University.

Awasthi, J.R. (2003). Teachers' education with the special reference to ELT in Nepal. *Journal of NELTA*, Vol. 8, p. 17-28.

Best, J.W. & Kahn, J.V. (2006). *Research in education*. New Jercyi Prentice Hall.

Bhandari, T. (2014). *A study of techniques implemented by English teachers while teaching reading skills*. An Unpublished Thesis of M.Ed., Tribhuvan University, Kirtipur.

Bhattarai, G.R. (1986). *Methods of teaching English*. Jhapa : Bhattarai Bandu Prakashan.

Bhattarai, G.R. (2006). English teaching situation in Nepal : Elaboration of the theme for panel discussion in the 40th TESOL conference. *Journal of NELTA*, 11, 11-16.

Brown, H.D. (2001). *Principles of language learning and teaching*. New York : Prentice Hall.

Burns, R.B. (1997). *Introduction to research methods*. London : Longman.

Cohen, et al. (2010). *Research methods in education*. London : Routledge.

Coulthand, M. (1977). *An introduction to discourse analysis*. London : Longman.

Cullingford, C. (1998). *The effective teacher*. London : Redwood Books.

Doff, A. (1995). *Teach English*. Cambridge : Cambridge University Press.

Education Statistics of Nepal (2010). Ministry of Education, Kathmandu, Nepal.

Ellis, R. (1996). *The study of second language acquisition*. Oxford : CUP.

Feldman, S. (1989). *The language situation in Nepal.* Journal of Multilingual and Multicultural Development. 23, 10-25.

Foley, J. (1991). *A psycholinguistic framework for task based approaches to language teaching*. Applied Linguistics 12, 62-74.

Gautam, H.P. (2009). *Activities used by teachers while teaching reading*. An Unpublished Thesis of M.Ed., Tribhuvan University, Kirtipur.

Ghimire, S. (2015). *Developing writing skills through Paraorthographic texts.* An Unpublished Thesis of M.Ed., Tribhuvan University, Kirtipur.

Grellet, F. (1981). *Developing reading skills*. Cambridge : CUP.

Harmer, J. (2001). *The practice of English language teaching*. (3rd ed.). Harlow : Longman.

Harmer, J. (2007). *The practice of English language teaching.* Edinburgh Gate: Pearson Education Limited.

Harmer, J. (2008). *The practice of English language teaching*. London : Pearson Longman.

Hedge, T. (1996). *Using readers in language teaching*. (2nd ed.) London : Macmillan Publishers Ltd.

Johnson, K.E. (1995). *Understanding communication in second language classroom*. Cambridge : Cambridge University Press.

Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford : Pergamon Press.

Kumar, R. (2006). *Research methodology*. India : Pearson Education.

Malla, K.P. (1977). *English in Nepalese education*. Kathmandu : Ratna Pustak Bhandar.

Nunan, D. (1992). *Research methodology in language learning*. Cambridge : CUP.

Nuttall, C. (2000). *Teaching reading skills in a foreign language*. London : Heinemann.

Pandey, B. (1999). *Teaching English : Theories of methods*. Kathmandu : M.K. Publishers and Distributors.

Parajuli, B.P. (2011). *Developing writing skill through students quality circle*. An Unpublished Thesis of M.Ed., Tribhuvan University, Kirtipur.

Poudel, P. (2010). Teaching English in multicultural classrooms of higher education : the present scenario. *Journal of NELTA*, 15, 1-2.

Revers, W. (1968). *Teaching foreign language skills*. Chicago : Chicago University Press.

Rivers, W.M. (1987). *Interactive language teaching*. Cambridge : CUP.

Routman, R. (2003). *Reading essentials : The specifics you need to teach reading well.* Portsmouth, NH : Heinemann.

Sharma, A. (2010). *Techniques used by the teachers while teaching writing skills*. An Unpublished Thesis of M.Ed., Tribhuvan University, Kirtipur.

Sharma, G.N. (2011). *History of education in Nepal*. Kathmandu : Makalu Prakashan.

Thurmond, V. & Wamback, K. (2004-06). *Understanding interaction in distance education : A review of the literature.* <<www.itdl.org/journal/ Jan 04/article 02.htm>>

Tierney, R.J. & Pearson, P.D. (1983). *Toward a composing model of reading*. Language Arts, 60, 568-580.

Vanlier, L. (1988). *The classroom and the learner*. London : Longman.

Model Lesson Plan 1

School: Ma.Vi Madhapur   Date: 2072-06-13

Subject: English   Time: 45 min.

Grade: Eight   Period: Second

Topic : A Memorable Journey

Specific Objectives:

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

i)   Tell the meanings of some difficult words, such as journey, inhabitant, memorable, destination etc.

ii)   Write the answer of questions based on the passage

Instructional materials:

→   Word cards

→   The copies of the passage

Instructional Activities

Pre-reading activities:

→   The teacher cracks a joke for the motivation of students.

→   He distributes the copies of the passage.

→   He pre-teaches some vocabulary through word cards and put some questions like:

a) Have you ever been to long journey ?

b) Which journey is memorable for you?

While Teaching Activities:

→   Students read the passage

→   Students are given passage related exercises and encouraged to do them.

Post – Reading Activities:

The teachers checks up the exercises and provides corrective feedback to the students.

Evaluation:

i)   The teacher asks the following questions for the evaluation of sts

a) Where is Ghale Gaun situated ?

b) How long does it take to reach Ghale Gaun from Besisahar on foot ?

c) In which district does Ghale Gaun lie ?

ii)   Say the meanings of words like journey inhabitant, memorable, destination.

Model Lesson Plan 2

School: Ma.Vi Madhapur   Date: 2072-06-14

Subject: English   Time: 45 min.

Grade: Eight   Period: Second

Topic: A visit to Godawori (Vocabularies)

Specific Objectives:

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

i)   Say the meaning of the following words:

        exotic, orchid, lush, subtropical, gleaming, drab etc.

Instructional Materials:

→   Word cards,

→   Meaning cards.

Instructional Activities

Presentation

→   The teacher asks question from the previous lesson to remind the
        previous activities.

→   He divides the students in to two groups and name them as a group A
        and group B.

→   Group 'A' is provided with word cards and group 'B' with meaning cards
        and they are encouraged to discuss in group.

Practice

The teacher asks group 'A' to read one of the words and encourage group 'B' to
find out the meaning. If the group 'B' says the correct meaning teacher writes it
on the board. This practice goes on until all the words are finished.

Production

The teacher gives matching item where students have to match the words with
the correct meanings. The matching item will be like this:

a) exotic   warm temperature

b) orchid   dull and boring

c) lush   Strange or unusual and exciting

d) subtropical   Covered in healthy grass and plants

e) gleaming   a kind of flower (sungava)

f) drab   faint in light

Evaluation:

Say the meanings of the words exotic, orchid, lush, subtropical, gleaming, drab.

Model Lesson Plan 3

School: Ma.Vi Madhapur   Date: 2072-06-15

Subject: English   Time: 45 min.

Grade: Eight   Period: Second

Topic: A visit to Godawari

Teaching item: Reading comprehension

Specific Objectives:

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

i)   Say any five sentences about Godawori.

ii)   Answer any five questions based on the passage.

Instructional Activities

Pre-reading activities

→   The teacher asks some questions from the previous lesson for the revision.

→   The teacher says his personal experiences of Godawori visit and asks students if they have visited.

→   The teacher also pre-teaches some difficult vocabularies using words cards.

While Reading Activities

→   The students read the passage.

→   Teacher facilitates them in understanding the passage.

→   Students are given questions related to passage and encouraged to do them.

Post Reading Activities

Teacher checks up the comprehension check papers and provides corrective feedback to them.

Evaluation:

The teacher asks following questions for the evaluation:

a)   Where is Godawari situated ?

b)   How many species of plants are found there ?

c)   What makes Godawari beautiful ?

d)   In which months do we find butterflies moving around flower in Godawari ?

e)   How can we reach there from Kathmandu ?

Model Lesson Plan 4

School: Ma.Vi Madhapur   Date: 2072-06-17

Subject: English   Time: 45 min.

Grade: Eight   Period: Second

Topic: Speaking

Specific Objectives:

At the end of lesson, the students will be able to:

a)   Ask directions how to get to a place and

b)   Give directions how to get to a place.

Instructional Aids

→   A map of place

→   A list of words

Instructional Activities:

Warming Up

The teacher asks the students the following questions:

a)   Can you tell me how to get your house from our school ?

b)   Would you mind telling me how to get to the nearest post office from
          your house ?

Presentation and Practice

→   First of all, the teacher provides one model for practice. For example:
         Namuna: Excuse me, I wonder if you could tell me the way to the
         post office.
         Nabin: Yes, If you come with me, I'll show you. It's opposite to my
         school.

→   Then he will show the list of words (right, left, behind, round about
         junction, turning) and he will make sentences orally using these words.

→   Then, he will divide the class into some pairs and will tell each of the
         pairs to ask to get to the following places and give directions turn by
         turn.

→   A wants know the way to the film hall

→   The way to the hospital.

→   From the school to the health post.

Evaluation

i)   Tell me how to get to the post office from the bus park.

ii)   How can I get to the shopping center from the taxi stand ?

Model Lesson Plan 5

School: Ma.Vi Madhapur   Date: 2072-06-18

Subject: English   Time: 45 min.

Grade: Eight   Period: Second

Topic: Reading Comprehension

(An interview with a local businessman)

Specific Objectives

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

i)   Form a simple interview in pairs.

ii)   Answer the questions based on the reading text.

Instructional Materials

→   A newspaper having an interview.

→   Some flash cards having words and phrases.

Instructional Activities

Pre-Reading Activities:

→   The teacher tells a joke for the motivation of the students.

→   He shows a model interview in the newspapers and teaches some difficult vocabularies using flash cards.

While-Reading Activities:

→   In this stage, the teacher encourages the students to read the text in pairs like an interview and write the answers to the question given in text book.

→   The teacher watches them whether they are practicing reading sincerely. He also supports them in difficult.

→   The teacher also encourages them to take interview with their partners.

Post Reading Activities:

→   When the given time is over, he will tell the students to stop writing answers. And he will call the students to compare their answers with the answers of their friends who are sitting together.

→   Then, teacher will tell the answers of the questions and ask students compare and correct their answers.

Evaluation

1.   Answer the following questions.

   a) What is businessman ?

   b) How do people progress in business ?

   c) Why did the students interview the businessman ?

2.   Interview with your partner regarding the daily activities.

Model Lesson Plan 6

School: Ma.Vi Madhapur   Date: 2072-06-20

Subject: English   Time: 45 min.

Grade: Eight   Period: Second

Topic: Simple present tense

Teaching item: Grammar

Specific objectives:

At the end of this lesson, the students will be able to:

→   Write the structure of simple present tense

→   Make the statements in simple present

Instructional Aids

→   Flash cards of structure

→   Flash cards of sentences

Instructional Activities

Warming up: The teacher will write following sentences on the board:

a)   Ram plays volleyball.

b)   She is singing a song.

c)   He has done it.

d)   She writes to him.

He will ask the students to find out the tenses of the sentences.

Presentation and Practice

→   The teacher will show the flash cards of sentences and ask the students
        to find out the structure of the sentences.

→   Then, he will write ten sentences in the simple present tense on the
        board and ask the students to find out the structure.

→   Them, he will divided class in to four groups and tell them to find out
        the structure by analyzing the given sentences.

→   When the time is over, the group leaders, one after another, are called to
        tell the structures. The teacher will write their structures on the board.

→   Then, he will show the flash card of the structure and tell the students to
        copy it. And he will tell them to compare their structure with structure
        given by him.

Evaluation

        Write five sentences in simple present

        Tell the structure of simple present

Homework

Write ten sentences in simple present.

APPENDIX 2

Pre-test Items

School: Ma. Vi Madhapur, Dang, Nepal   F.M – 30

Grade: 8   P.M – 12

Subject: English

Attempt all the questions

1. **Fill the blanks with appropriate word form the brackets.   5**

    a) Mr. Joshi is ………….. university student. (a, an, the)

    b) The white board is hanging …………. the wall. (on, in, over)

    c) Listen! A baby …………… . (cry, cries, is crying)

    d) The woman …………… lives next door is a doctor (whom, who, which)

    e) She does not …………. television. (watched, watch, watches)

2. **Read the following passage and do the activities that follow:**

Godawori is a beautiful place situated at the base of hill full of exotic and local plant varieties. The Japanese garden is in the north western part of the area is also sight to see. This lush region is the home of many plants. There are four types of oak trees with their leaves remaining green all the year round. In addition, rhododendrons wild walnuts, dark chest nuts and Himalayan maples are other species found in this garden. As its climate is subtropical, more than 529 species of butterflies and plants are found in Godawori. Moreover, Godawori is very famous for picnic spot.

A. **Answer the following questions correctly. 3x2=6**

    a) Where is Godawari situated?

    b) What are the species found in the garden?

    c) How many species of plants are found there?

B. **Choose the best answer.   4x0.2=2**

    i) Godawori is in ………………..

        a) Kathmandu   b) Lalitpur   c) Bhaktapur

    ii) Many people go to Godawori for ………………

        a) picnics   b)weddings   c) fighting

iii) Godawari is the ………….. of many plants.

    a) Home   b)School   c) market

iv) There are ………….. types of Oak trees.

    a) Six   b) Five   c) Four

C. Fill in the blanks with the correct words from the text.   4x0.2=2

    i)   Godawari is situated at the …………. of the forested hills.

    ii) The leaves of oak trees …………….. green all the year round.

    iii) There are more than ……………… of butterflies and plants.

    iv) The climate in Godawari is ………….. .

3.   Complete the following dialogue choosing the correct sentences from the box given blew: 5x1=5

Students: …………… Sir? May I come in?

Teacher: Good morning ! Why are you late?

Students: Sorry sir. ……………………. ?

Teacher: What happened?

Students: ………………............ . I got a little hurt on my knee.

Teacher: …………………..?

Students: Fine sir. May I sit sir?

Teacher: ……………………

– Ok sit down.	– I got an accident on the way.
– Good Morning	– I fell off my bicycle.
– Are you fine now?	

4.   Write an essay on any of the following topics in about 100 words.   10

a) My best friend   b) My family   c) My Village

APPENDIX 3

Progress Test

School: Ma. Vi Madhapur, Dang, Nepal   F.M – 30

Grade: 8   P.M – 12

Subject: English   Time – 1hrs

Attempt all the questions

1. **Fill the blanks with appropriate word in the brackets.**   5x1=5

   a) I bought ………… pen yesterday. (an, a, the)

   b) He always goes home …………. Foot. (by, on, with)

   c) She ………….. to Tulsipur yesterday. (go, goes, went)

   d) Ganesh, do your homework …………. . (himself, yourself, yourselves)

   e) He doesn't …………. to school now a days. (go, goes, went)

2. **Read the following passage and do the activities that follow:**   10

Ghale Gaun is one of the most famous tourist places in Nepal. It is situated at the northwest of Besisahar in Lamjung. It takes about a five hour walk to reach there on foot from Besisahar. We can get there by bus too. People who cannot walk can take a bus to go there. Almost all the inhabitants of Ghale Gaun are Ghyabre Gurungs.

A. **Answer the following questions correctly.**   3x2=6

   a) Where is Ghale Gaun situated?

   b) What time does it take to reach Ghale Gaun from Besisahar on foot?

   c) In which district does Ghale gaun lie?

B. **Write 'T' for true and 'F' for false statement.**   4x0.5=2

   a) People who cannot walk can take bus.

   b) Ghale Gaun is very famous tourist place in Nepal.

   c) It takes five hours to reach there on foot from Besisahar.

   d) It is situated at the northwest of Besisahar.

C. **Put the following sentences into the correct order.**   4x0.5=2

   a) People who cannot walk can take bus.

   b) Ghale Gaun is very famous tourist place in Nepal.

   c) It takes five hours to reach there on foot from Besisahar.

   d) It is situated at the northwest of Besisahar.

3. **Complete the following dialogue choosing the correct sentences from the box given below:** 5x1=5

Puja: Hello Sagun! How are you?

Sagun: ………………………… .

Puja: I haven't planned anything for tonight. What about you?

Sagun: …………………………. .

Puja: No, I haven't. What's it?

Sagun: …………………………. .

Puja: who are the stars?

Sagun: …………………………... .

Puja: It sounds good. I'll come. Where shall I meet you?

Sagan: …………………………... .

Puja: All right bye.

a) I have thought to go to watch a film in Gopikrishna. Have you seen it? b) It's called 'Ma Timi Bina Marihal chhu.' c) Bhuvan k.c, Susmita, Jharana etc. d) At Kantipur hospital , Tinkune e) Hello Puja. I'm fine. What are you going to do tonight.

4. **Write an essay on your own school in about 150 words.** 10

... The End…

APPENDIX 4

Post-test

School: Ma. Vi Madhapur, Dang, Nepal   F.M – 30

Time – 1hrs   P.M – 12

Grade: Eight

Attempt all the questions

1. **Read the following passage and do the activities that follow: 10**

Prince Siddhartha Gautam was born in Lumbini in Nepal about 2555 years ago. He had a luxurious royal life in the palace until he was 29. He was completely ignorant of the troubles of everyday life. One day, he went outside and was shocked when he saw an old man, a cripple and a corpse. These sights made him leave the palace and worldly pleasures in order to find the cause of these suffering and the true meaning of life. After much wandering and searching Gautam finally attained enlightenment and became known as the Buddha. He preached "The Four Noble Truths". According to him desire is the root cause of all suffering. These desires and other problems can be totally eliminated by following the eight conduct, right livelihood, right effort, right mindfulness and right meditation.

A. **Answer the following questions   3x2=6**
   i) According to Buddha what is the main cause of all suffering?
   ii) What are eightfold path preached by Buddha?
   iii) When and where was Siddhartha Gautam born?

B. **Write 'T' for the true and 'F' false statement.   4x1=4**
   i) Siddhartha had very complicated life in the palace.
   ii) Buddha preached "The Four Noble Truth".
   iii) Buddha was born in India.
   iv) After much wandering and searching Gautam became Buddha.

2. **Fill in the blanks with the appropriate word from the brackets. 5x1=5**

   a) I have kept ………. ewe in my house. (a, an, the)

   b) My sister lives in Kathmandu …………. my father. (to, with, by)

   c) The sun ………… in the east. (rise, rises, rose)

   d) Hari did not ………….homework, (write, wrote, writes)

   e) This is the place ………..I was born. (who, where, which)

3. **Complete the following dialogue choosing the correct sentences from the box given below: 5x1=5**

   Shopkeeper: ……………………. What can I do for you sir?

   Customer: Thank you. I have needed jeans.

   Shopkeeper: We have a lot of jeans. …………………………… ?

   Customer: Black one.

   Shopkeeper: ……………........

   Customer: Oh, It's too short.

   Shopkeeper: What's your size?

   Customer: ……………………

   Shopkeeper: Take this another one.

   Customer: How much is this ?

   Shopkeeper: ………………………..

a. Which one do you like?	b. Thirty two
c. Here you are	d. R.S 1200
e. Welcome Sir	

4. **Write an essay on cow in about 150 words.   10**

   ….The End…

Speaking Test

Questionnaire for interview

1. Where are you from ?

2. When do you get up in the morning ?

3. What time does it take to reach your house from school ?

4. How many members are there in your family ?

5. Which subject do you feel easier ?

6. When do you have your breakfast ?

7. What does your father do ?

8. What does your mother do ?

9. How many hours do you read at home ?

10. Why do you come to school ?

APPENDIX 5

Reflective Journal- I

Language is a means of communication. Learning a language means to enable the students to communicate in that language. We use language in terms of four language skills- listening, speaking, reading and writing. When we learn our native language, we usually learn to listen first, then to speak, then to read and finally to write. In the context of Nepal, in most of the public schools, language skills are underestimated and instructional activities are exam oriented. The students of the public schools are very poor in the comparison to the private boarding schools in language skills. The students can't produce a single well formed sentence although they learn English for eight to ten years. They can't read and write a paragraph well. This is the ground reality in almost all the public schools except very few schools in Nepal. There might be many reasons behind this burning problem. However, this problem stimulated me to carry out a study and know whether use of interaction and classroom language to develop students' reading and writing skills. I did my study on 50 students of grade 8 for around thirty days. I tried my best to use interactive activities in that period. I got enough experience during that period.

On the very first day in the classroom, I didn't teach any subject matter, I just tried to talk to the students using language such as what is your name ? How are you ? How old are you ? Are you fine ? What is your education ? How do you come to school ? etc. Only two or three students were interested in conversation. They seemed to be very shy and took the period very uncomfortable. I encouraged them to speak but they didn't interest to take part in the conversation. In the same way, on the second day I again motivated them to speak in English. The students' participation was a bit more. Students used to be seen a bit more interested but couldn't produce any words. I made them read the texts, pronounce the words every day. Sometimes I gave simple instructions like go back, go out, come in, give me your book, pass this to your

friend and made them act according to the instruction: Thus, I made them language practice to teach reading and writing skills. In the beginning days, I found students very minor errors in language but later I tried to improve them to some extent. Most of the students used say 'My come in sir ? instead of may I come in sir ?, sis instead of six, I rice eat instead of I eat rice, goed instead of went etc. Some students were unable to read the simple texts. Later I taught them language expressions that are used in the day to day communication. I made them practice through drilling, role play, pictures and language games. The students practiced every day and gradually they were able to overcome their hesitation. Later although they couldn't communicate fluently, they could understand and convey the message by incomplete sentences and broken words. At the ending period of my study I found the improvement in the students' language. They seemed to be more appealing and curious of learning English language. Learning English language is not overnight phenomenon, it takes a long time. Despite this fact, students have showed progression in their language. From this study I have collected some insights and techniques which I can apply in the language classroom in the further days.

Marks Obtained in Different Tests

S.N.	Students' codes	O.M. in Pre-test				O.M. in Progress-test				O.M. in Post-test			
		R.W.	C.L.	S.	Total	R.W.	C.L.	S.	Total	R.W.	C.L	S.	Total
1	Ss 1	14	7	6	17	18	7	6	31	21	8	7	36
2	Ss 2	18	6	7	31	21	7	7	35	25	10	9	44
3	Ss 3	15	6	5	26	17	7	8	32	21	8	6	35
4	Ss 4	9	5	4	18	13	6	6	25	16	6	5	27
5	Ss 5	9	5	6	20	11	6	8	25	13	8	7	28
6	Ss 6	21	6	8	35	22	8	8	38	25	8	9	43
7	Ss 7	23	6	8	37	25	9	7	41	27	8	9	44
8	Ss 8	11	5	5	21	13	6	6	25	16	4	8	28
9	Ss 9	25	6	6	37	20	7	6	33	25	10	8	43
10	Ss 10	22	7	8	37	25	10	8	43	26	10	9	45
11	Ss 11	22	6	5	33	24	8	6	38	26	8	8	42
12	Ss 12	9	5	4	18	13	6	6	25	20	8	6	34
13	Ss 13	25	7	8	40	24	10	8	42	27	10	9	46
14	Ss 14	20	7	8	35	25	9	7	41	16	10	8	44
15	Ss 15	12	5	6	23	14	6	7	27	24	6	8	38
16	Ss 16	13	7	6	26	18	6	5	29	20	6	7	33
17	Ss 17	11	5	5	21	14	4	6	24	13	6	8	27
18	Ss 18	17	5	6	28	19	7	6	32	20	6	8	34
19	Ss 19	10	2	4	16	21	5	6	32	15	8	5	28
20	Ss 20	10	3	3	16	21	6	5	32	15	6	6	27
21	Ss 21	14	4	5	23	19	6	6	31	19	6	9	34
22	Ss 22	13	6	5	24	17	6	4	27	19	8	6	33
23	Ss 23	10	6	5	21	14	7	5	26	17	10	8	35
24	Ss 24	9	3	4	16	14	6	6	26	14	8	8	30
25	Ss 25	18	5	7	30	21	7	7	35	24	8	8	40
26	Ss 26	16	3	5	24	16	6	6	28	18	10	6	34
27	Ss 27	15	4	5	24	20	7	6	33	15	8	7	30
28	Ss 28	8	5	4	17	10	7	3	20	12	8	6	26
29	Ss 29	7	4	6	17	7	6	8	21	10	6	7	23
30	Ss 30	14	5	6	25	15	7	5	27	16	10	8	34

S.N.	Students' codes	O.M. in Pre-test				O.M. in Progress-test				O.M. in Post-test			
		R.W.	C.L.	S.	Total	R.W.	C.L	S.	Total	R.W.	C.L.	S.	Total
31	Ss 31	9	6	6	21	9	7	6	22	13	8	7	28
32	Ss 32	18	4	5	27	17	7	6	30	22	10	8	40
33	Ss 33	9	5	4	18	13	7	5	25	16	8	6	30
34	Ss 34	7	5	2	14	9	4	4	17	12	4	5	21
35	Ss 35	9	4	4	17	12	6	3	21	19	4	5	28
36	Ss 36	10	4	5	19	21	6	6	33	23	8	7	38
37	Ss 37	15	4	3	22	20	7	5	32	22	8	6	34
38	Ss 38	17	6	7	30	24	6	6	36	26	6	8	40
39	Ss 39	19	6	6	31	25	7	8	40	27	10	7	45
40	Ss 40	21	6	7	35	25	7	8	40	26	10	9	45
41	Ss 41	18	5	4	27	24	6	7	37	26	8	6	40
42	Ss 42	17	6	5	28	21	7	7	35	26	10	8	44
43	Ss 43	152	6	5	26	18	7	7	32	23	8	8	39
44	Ss 44	10	5	6	21	16	7	6	29	23	8	8	39
45	Ss 45	15	5	6	26	16	7	8	31	22	6	7	35
46	Ss 46	7	4	5	16	13	6	7	26	17	8	7	32
47	Ss 47	10	5	6	21	14	7	6	27	23	10	8	41
48	Ss 48	16	5	4	25	20	6	6	32	23	8	7	38
49	Ss 49	17	4	5	26	21	7	8	36	20	8	5	35
50	Ss 50	13	6	6	25	15	6	7	28	20	8	7	35

Students' Answer Sheet of Pre-test, Progress Test and Post Test

(i) Fill in the blanks with suitable words :-

(8) Mr. Joshi is a university student : (a, an, the) ③
(b) The white board is hanging in the wall - (on, in, over)
(c) Listen! A baby is crying - (cry, cries, is crying)
(d) The woman who lives next door is a doctor - (who, which, wh
(e) She doesn't watch television : (watch, watched, watches)

(A) (a) Where is Godawari situated?
⇒ Godawari situated in Lalitpur district.

(b) What are the species found in the garden? ②
⇒ In addiction rhododendrons wild walnuts, dark chest nuts and Himalayan maples are other species found in the gar den. ①

(c) How many 'species' found in of plant are found there?
⇒ There are 529 species are found there. ②

(B) Choose the best answer.

(i) Godawari is in Lalitpur .
(ii) Godawari is the home of many plants .
(iii) Many people goto Godawari for picnics -

(iii) There are four types oak trees.   2

(c.) Fill in the blanks.

(i) Godawari is situated at the base of the forested hills.
(ii) The leave of oak trees remaining green all the year round.
(iii) There are more than 529 of butterflies and plants.
(iv) The climate in Godawari is subtropical.   2

(3)   Complete the following dialogue choosing the Correct sentence.

Student : Good morning sir! May I come in?
teacher : Good morning! why are you late?
Student : Sorry sir. I fell off my bycycle
teacher : what happened? I got an accident on the way
Student : I feel off my bicycle · I got a little hurt
                                        on my knee.
Teacher : Are you fine now?   5
Student : fine sir. May sit sir?
Teacher : Ok sit down.

(u.) Write an essay :-

My best friend

My best friend name is Bhuben ▨▨▨▨ - He lives in ▨ Gollakuri 9 9 saruwandanda - He studies ▨ Grade 8 - He studies school mme is shree Ma. Bha. Madhapur - He is a very Good man - My best frie nd is every exam in first position - He study vary har - My best fried mine is very sharp - I hope my friend in first position ▨ in grade 8 - My best frien d is very simple - I proud of my friends My best friend sir name is kushari -

Thank you

4

END

(1) Fill in the blanks

(a) I bought a 'pen yesterday. (a, an, the)
(b) He always goes home on foot. (by, on, with)
(c) She went to Tulsipur yesterday. (go, goes, went)
(d) Ranesh, do your home work yourself. (yourself, himself, yourselves) ⑤
(e) He doesn't go to school nowdays. (go, goes, went)

(2) Answer the following quesation corently.

(a) Where is ghale gaun situated?
⇒ The ghale gaun is situated at the northwest of Bashi sahar in Lam Jung. ⑥

(b) What time does it take to reach ghale gaun from Beshisahar on foot.
⇒ It takes five hour to reach ghale gaun from Beshisahar on foot.

(c) In which district does ghale gah lie?
⇒ Ghale gaun lies in Lamjung district.

74

(1) Put the following sentence into the correct orders

(B)(a)Ans Chale Gaun is very famous tourist place in Nepal.
(b) It is situated at the north west of Beshisahar.
(c) It takes five hours to reach there on foot from Besisahar.
(d) People who cannot walk can take bus. ③

(C) Write 'T' for true or 'F' for false statement.

(a) Chale Gaun is very famous for tourism. (True)
(b) People only can go there by bus. (False)
(c) It is situated in Lamjung district. (True) ②
(d) It takes six hours walk to reach there famous Besisahar. (False)

(3) Complete the following dialogue choosing the statement Sentence from the box given below :-
Puja = Hellow sagun ! How are you?
Sagun = Hellow puja, I'm fine. What are you going to do night.
Puja = No, I haven't planned anything for tonight. What about you?
Sagun = I have thought to go to watch a film in Bapiker ishna Have you seen it?
Puja = No. I haven't. What's it ?
Sagun = It's called me timi Bina mari halchhu.
Puja = Who are the stars?

75

Sagun = Bhiavan k·c, susmila, Tharana et·c .
Puja = It sounds good · I'll come - where shall · I me-
et you ?
Sagun = At kantipur hospital linkune ·
Puja = All right bye · ⑤

Essay
My school

My school name is Ma·Vi madhapur · It is situate
d in Rollakuri VDC · My school is very beautiful
My school is large · It is laceted in police post·
There are Eight building in my school · There are
6 six toilets in my school · There are two pion and
7 Sir an u madam in my school · My school
Playground is large·· My school principle name is
khemeRai Buddha tholi · My school voice principle
name is Ganesh Khadka · My school acountat nam
e is Ganga Bista · It is establishe 2035 ·
My school Every thing is neet and clean · I am
proud of my school ·

⑤

$$E \cdot N \cdot D$$

(10) Answer the following quesation

(A) (1) According to Buddha what is the main causes of all suffering
⇒ The main causes of Suffering is desire.

(2) What are the eight fold path preached by Buddha ?
⇒ The eight fold path are - right views, right intent, right speech, right conduct, right revuelihood, right effort, right mindfulness and right meditation.

(3.) When and where was siddharth Gautam born ?
⇒ Siddharth Gautam was born in Lumbini about 2555 years ago

(B.) Write 'T' for true or 'F' for false statement :

(1) Siddharth had very complecated life in the palace. [F]
(2) Buddha preached "The Four Nobel Truths". [T]
(3) Buddha was born in India. [F]
(4) After much wandering and searching Gautam became buddha. [T]

Sign _____

77

(2) Fill in the blanks :-

(a) I have kept an cue in my house . (a, an, the)
(b) My sister lives in kathmandu with my Father .
(c) The Sun rises in the east .
(d) Hari did not write homework .
(e) This is the place where I was born .

⑤

(3)

dialouge

Shopkeeper :- Welcome Sir . What can I do for you Sir?
Customer :- Thank you . I have needed Jeans -
Shopkeeper :- We have a lot of Jeans . Which one do you
Customer : black one .   4 like
Shopkeeper : Oh! Its too short . Here you are .
Shopkeep Customer :- Oh! Its too short .
Shopkeeper : What's your size ?
Customer : Thirty two
Shopkeeper :- Take this another one . ⑤
Customer : How much is this ?
Shopkeeper :- R.s 1200

Essay

Cow

Cow is a domastic animal. It is also national aniom 1. Cow is a very good, better animal. We are wo rwshiped Thar Festival in Godess Laxmi. Cow is very important animal for human life. It is a very beautiful animal. It is a middle animal. It has four legs. It has two eyes and only one nose. It has two horn. It has one tail. It is drinking water. It's I like Green Grase eaten. It has four legs. I likes Cow. Cow are found in differnt colour

6