

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the means of communication. It is common to all and only human beings. It is the most unique gift that sets them apart from the rest of living beings. 'It is a means by which we can perform several things-communications, thinking, group solidarity, inter-linguistic conflict nation building, control, creation and so on' (Yadav, 2004 p1). We can not think of any social, academic and artistic activities going on without language. Human beings express their personality, emotion, and feeling through language. According to Sapir (1921 as cited in Yadav, 2004 p. 1) 'languages is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols'. These definitions suggest that language is species-specific to human beings. Only normal human beings can communicate with each-other by using language.

Different languages from different language families are spoken in the world, some as native languages some as second languages and some as foreign languages. English is often considered as the most widely used language in the world. It is basically used as a 'lingua franca' and therefore has a dominant position in the world. The people having different native languages or different mother tongues communicate in English. They use the English language as a common language to communicate and interact with each other in international communication. It is spoken in almost all the corners of the world. The

English language has dominant prestige in Nepal because of its important place in international communication. Nepal is a member of international organizations like the UNO, SAARC etc. It has established diplomatic relations with more than 110 countries of the world. So, a Nepalese must know English to deal with the foreigners. Likely many Nepalese students go to study in different universities in the world, where the means of instruction is English. Furthermore, Nepal is a tourist destination. In this context, we need English to communicate with tourists too. It is believed that a fluent speaker of the English language can survive in any part of the world. According to French (1963 p.83) "a young person starting a career with knowledge of English holds a key which will open main doors including easier access to a good job." So, English can also be viewed as a way to getting a good job or to improve social standard or solve economic problems.

The English language seems to have entered into Nepal with the establishment of 'Gorkha Bharti Kendra' in the time of Bhimsen Thapa. But teaching of the English language in Nepal started with the establishment of 'Durbar School' by Jung Bahadur Rana in 1854 A.D. Jung Bahadur Rana has brought two English men: Mr. Ross and Mr. Canning to run Durbar School. In the beginning, this school was only meant only for the Rana children although it was the first English school established in Nepal. The general pupils got permission to study in this school after many years of its establishment. Teaching and learning English became common and easier only after the establishment of democracy in 1951 A.D. Nowadays, English is taught from class one to bachelor level as a compulsory subject. Likewise the private English schools are teaching English from pre-primary level as a medium of instruction and subject. Because of this growing use and value of the

English language all the subjects except Nepali are being taught in English medium in private English schools in Nepal.

1.1.1 A Brief History of ELT Methods

As discussed above, English is the world's most widely taught and studied foreign language. There are various methods of ELT developed around the globe in different times. Among them some are outdated and some are still in use. There have been lots of changes in English language teaching. Richards and Rodgers (2001) mention that changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such a move towards oral proficiency rather than reading comprehension as the goal of language study: they have also reflected changes in theories of the nature of language and language learning. In the 18th century, the modern languages replaced the old languages like Latin and Greek. In the beginning, English was taught using the same procedures that were used for teaching Latin. Teaching of grammar rules, lists of vocabulary and sentences for translations were practised. Speaking the foreign language was not the goal and oral practice was limited to students' reading aloud the sentences they have translated. This approach to language teaching was known as grammar translation method which was widely used for the English language teaching till 1940s.

In Nepal, before the implementation of New Education System Plan (NESP) in 1971 A.D., the Grammar –Translation (GT) method was used in teaching English. NESP was a revolution in the education system of Nepal. Package-programme was introduced and implemented for teachers training. Trainings were given about new methods in teaching English and other subjects to the teachers. As this method gives emphasis on

grammar and translation, the students do not suppose to learn the actual means of language that is speech. Moreover, it emphasizes only on writing and vocabulary. It does not teach a language but about a language to the students. So, nowadays, it is proved that the students do not learn the English language effectively through this method. As it has been criticized that this GT method lays little or no emphasis on the speaking skill of the second language or listening to second language speech. As a result, in the final decades of the 19th century, the GT method was attacked as cold and lifeless method to language teaching. Thus, as in the other countries, the teachers in Nepal also started teaching English through 'Direct method'. Teachers began attempting to teach a foreign language in a way that was more similar to the first language acquisition. Thus, the direct method started with the emphasis on oral communication, use of the target language and development of the ability to think in the target language. Audio-lingual Method (ALM) began in America during the World War-II. It was theoretically based on the structural linguistics and behavioural psychology. Drills and pattern practice of structure in the form of dialogue were the core features of this method.

Nowadays communicative Approach to teaching language is, being practiced in ELT. Canale and Swain (1980 as cited in Richards and Rodgers, 2001) talk about the four components of communicative competence: i) grammatical competence. ii) Sociolinguistic competence iii) discourse competence and iv) strategic competence. Bachman used the term communicative competence for communicative language ability. According to him communicative competence includes organizational competence and pragmatic competence. Organizational competence includes grammatical and textual competence where as pragmatic competence includes illocutionary and sociolinguistic competence.

Sthapit (2000) provides more comprehensive accounts of the components of communicative competence. According to him communicative competence incorporates extended linguistic competence, extra-linguistic competence and pragmatic competence. Communicative language teaching (CLT) took place in 1970s as the reaction to all the preceding methods that could not focus on real communication. Linguists began to look at language not as interlocking sets of grammatical, lexical and phonological rules but as a tool for expressing meaning. This reconceptualization had a profound effect on language teaching methodology. In the earliest version of CLT, meaning was emphasized over form, fluency over accuracy. It also led to the development of differentiated courses that reflected the different communicative needs of learners. This need based approach also reinforced another trend that was emerging at the time that of learner –centered education (Nunan, 1988). Hymes (1984 as cited in Larsen-Freeman, 2000) says that CLT method gives emphasis on the rule of use without which the rules of grammar would be useless. He lists four components. The first is whether or not something is formally possible. The second is whether or not something is feasible. The third is whether or not something is appropriate and the fourth is whether or not something is actually done.

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

- (a) develop an understanding and competence in spoken English and
 - (b) communicate fluently and accurately with other speakers of English
- (CDC, 1995)

These above mentioned objectives cannot be met unless there is the interaction between teacher and students and among the students in the classroom. Classroom interaction -provides the students with an opportunity to use the target language. The more the teachers can create environment for the interaction the more the learners learn language. In this regard, this study helps to find out whether or not the teachers and students interact in the classroom to develop the communicative competence. Brown and Rodgers (2002) say 'The ways in which teachers and learners interact in the classroom have become a major concern in the attempt to make educational research more accessible and practical.' This study is related to deal with the adjacency pairs used in the classroom interaction. Adjacency pairs are the utterances produced by two successive speakers such that the second utterance is identified as related to the first as an expected follow up (Richards and Schmidt, 1996). If the teacher can encourage the students to involve in the classroom interaction, the students will be able to learn the language effectively. I have discussed more about classroom interaction and adjacency pairs in the following section.

1.1.2 Classroom Interaction

Classroom interaction generally means the talks between teacher and students or between/among students. Brown and Rodgers (2005) opine that learners and teachers meet in the classes in schools, multimedia labs, distance learning situation, one to one tutoring, on the job training, computer-based instruction and so on. In the classroom teacher plays different roles. Regarding teachers' role in the classroom there are different roles discussed by different scholars. If we take a teacher as the one transmitting a message, than he or she can be seen as trying to communicate with the whole class, a group of students, or an individual

students at different points of the lesson (Thomas, 1996). He further argues that the teacher follows his plan of action and acts, according to plan, upon the class. He gets them to repeat, makes them do exercises, and organizes them for a game. The class reacts to the teacher's action in different ways. They repeat something well, something badly, they give some answers correctly, and make mistakes with others; they follow the teacher's instructions with some activities, and fail to do demonstrating no apparent reaction. In the classroom we see the action and reaction between the teachers the students.

The classroom may be a relatively inefficient environment for the methodical mastery of a language system just as it is limited in providing opportunities for real world communication in a new language. Classroom has its own potential and its own Meta communicative purpose. It can be a particular social context for the intensification of the cultural experience of the learning. We need to examine how language development can be promoted also in the classroom in foreign language setting where outside exposure to the target language may be minimal. The teachers should try to provide as much exposure as possible between teacher and students and between/among students. (1985b, p. 157 as cited in Van Lier, 1988)

This view suggests that the participants in an L2 classroom are concerned with language learning i.e. many of the things they do are therefore done with the aim of learning in mind. However, actual instances of learning may not be observable, but many of the actions and strategies (Van Lier, 1988). This makes us clear that to learn the language there must be interaction in which the students get opportunities to ask and answer

question. If there is an interaction, the students do the learning for themselves, but the teacher can often have a major effect on whether any given student closes to go on speaking in the language, class. In many English as foreign language (EFL) classroom situations, as evidenced in research by Mohtar (1998) the pattern T-S-T is predominant. The T-S-T (Teacher-Student-Teacher) pattern occurs when a teacher asks a question, a student answers, and the teacher provides feedback. The teacher then asks another question and the same pattern is repeated.

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

1.1.3 Adjacency Pairs

As mentioned earlier adjacency pairs are utterances produced by two successive speakers such that the second utterance is identified as related to the first as an expected follow up. The two forms a pair, the first utterance constitute a first pair part and the next utterance constituting a second pair part. Richards and Schmidt, (1996) and Coulthard (1977) describe adjacency pairs as the basic structural unit in conversation. Some examples of the adjacency pairs are as follows:

- (a) Greeting-Greeting A: Hello
 B: Hi
- (b) Summons – Answer - A: Jimmy!
 B: Coming mother.
- (c) Question – Answer - A: Is that what you mean ?
 B: yes.
- (d) Farewell –Farewell A: Ok, see you
 B: So long

According to Schegloff and Sacks (1973), the basic rule of adjacency pair operation is that when a speaker produces a recognizable first pair part, that speaker should stop talking and the conversational partner should produce a recognizable second pair part. When a speaker fails to provide the proper second pair part, this is often noticed and commented on as in the following example (Sacks, 1972):

- Woman : Hi
- Boy : Hi
- Woman : Hi Annie
- Mother : Annie don't you hear someone say hello
 to you ?
- Woman : Ok, that's okey, she smiled hello.
- Mother : You know you're supposed to greet someone,
 don't you?
- Annie : Hello (Hangs head)

The examples given so far are tightly constructed, with strong limitations on what counts as a proper second pair part. For other adjacency pairs there is much more freedom for conversation lists responding to first pair parts, with several options available as second pair parts (Richards and Schmidt 1996 p129). They provide the following examples:

- (a) Compliment A: That's nice shirt
- Acceptance B: Thanks
 - Agreement B: It is quite nice, isn't it?
 - Rejection - B: Well, I think it makes me look old.
- (b) Offer A: Like a lift?
- Accept B: You saved my life.
 - Reject B: Thanks, but I'm waiting for my friend.

The above given examples in (a) and (b) indicate that the second pair is free to choose any option. The structures of sentences and the opinions of the successive speakers can be many more. The successive pair is not limited in a real life conversation. The choice is also determined by culture. For example, the question of whom one can greet and when may vary across cultures. In the United States, complete strangers may greet each – other (or not) when passing on the street. This is often shocking to visitors from some countries for example, Japan, where such greetings would be considered presumptuous and highly offensive. Holmes and Brown (1976) have argued that students at least need to learn the resources available in the target language to say what they want to say.

1.1.4 Adjacency Pairs in the Classroom Interaction

The central problem of conversational analysis in the classroom interaction is the discovery of connections between utterances and interaction. We may begin to uncover the coherence of conversation by identifying sequencing rules which apply to utterances as interactional acts. One way in which meanings are communicated and interpreted in conversation is through the use of what has been called adjacency pairs (Richards and Schmidt, 1996).

The teachers and students make pairs of utterances of the conversations in classroom interaction. The students can not learn language and communicate in the target language if they are passive listeners in the classroom. As the students can not learn language without speaking it, the teacher should encourage the students to speak the target language. Mostly the teacher initiates the talk and students follow it, like, the teacher asks questions and students answer. Sometimes the students also initiate the conversation, e.g. they ask questions and the teacher answers. The students themselves also practise a dialogue as instructed by the teacher.

For language learning and teaching there are several areas of difficulties with the combination adjacency pairs. First is the fact that a particular utterance may be intended as one of several first-pair parts of adjacency pair. For example, 'Hello' may be a greeting or summons or an answer to summons as when answering the telephone. A general question may be an information question or request for action (e.g. Could you do that for me?) or criticisms (e.g. Why did you do that?). In language teaching, we tend to treat all questions particularly yes/no questions as if they belong to a single adjacency pairs namely 'request for information –answer'

(Richards, 1977 as cited in Richard and Schmidt, 1996 p.130). Thus, we teach students to reply to 'yes/no' questions with 'yes' or 'no' plus 'repetition' of the verb or auxiliary used in the question. For example,

A: Are these apples fresh?

B: Yes, They are.

The examples given above are the limited set of conversation. The students are not provided with the sufficient options for the second pair parts. Similar to this, what is consistently lacking in language courses is the opportunity to practise other adjacency pairs, such as request grant:

A: Are these apples fresh?

B: I just bought them, help yourself.

Many students are capable of short stilted replies such as 'yes I can' or 'No I can't' which while grammatically correct may be conversationally inappropriate as second part constituents of adjacency pairs. This normally happens in the case of non-native speakers. Sacks (1972a) points out the non – native speakers only answer so the questioners have right to talk again after the second pair part with the structure Q-A-Q-AQ-A (Question-Answer-Question-Answer-Question- Answer) exchanges. Instead of simply answering questions, non native speakers can learn to answer a question, give some extra information and ask other questions as in the example given below:

A: Are you a student?

B: Yes, I've come to study commerce. Are you a student?

Students can also practise raising a question by giving a vague answer and then changing the topic for example,

A: Are you feeling homesick?

B: I' m not sure. Many things are very different here. Have you even lived in another country?

So far we have discussed about the adjacency pairs they can be categorized as closed sets and open-ended. Adjacency pairs such as greeting -greeting are closed sets which are more formulaic and easily learned. There are some open-ended pairs such as,

- | | | |
|------------|----|--|
| Complaint | A | : You ate the cake I left in the fridge |
| -Apology | B | : Sorry! |
| -Denial | B | NO, I didn't, it must have been Susan |
| -Excuse | B: | You shouldn't have left it there |
| -Justify | B: | I was hungry. It was just a small piece anyway |
| -Challenge | B: | so what? |

These are the examples of some adjacency pairs. Some of the most difficult problems for non –native speakers arise because realizations of these pairs are subject to ‘ritual constraints’, which have to do with how each individual ought to handle himself with respect to each of the others, so that he does not discredit his own tacit claim to good character or the tacit claim of the others that they are persons of social worth whose various forms of territoriality are to be respected (Goffman 1976, p. 266).

As mentioned earlier the students in Nepal practice and use closed sets of adjacency pairs like Greeting – Greeting, Question-Answer. Likely in most of the cases the teachers initiate and the students succeed as the second pair parts. When the students practise some conversations at that

time also the teachers create situations and give hints/ clues to the students. The researcher has observed the classes and has explored the types of structures used (e.g. formulaic/ closed sets or open-ended). He has also noted who initiated the dialogues and how the feedback was given .The teacher may talk for a long time and the students remain silent, or the students may not succeed to follow the dialogue of the teachers .Sometimes the teachers may ignore the first-pair parts created by the students. The researcher has noted these things as well. However, the main concern of the researcher has been to explore the types of adjacency pairs (open-ended or closed sets) and the initiator of the interaction in the classroom.

1.2 Review of the Related Literature

There are a few researches in the area of conversation analysis in the Department of English Education. However, this area is one of the widely researched areas in the field of discourse analysis in different parts of the world. Some of the major studies have been reviewed below:

Gallagher and Aschner (1963) analyzed the classroom interaction focusing on the relation of productive thought processes in pupils to verbal interaction in the classroom. The category system developed is for sequences of cognitive processes and includes five categories, for memory, routine and convergent, divergent and evaluative thinking. The data analyzed consists of tape-recordings and accompanying notes by trained observers on the general atmosphere, and the general behaviour of the teacher including his use of praise, humors, disciplinary measures, teaching correspondence in pattering between the thought processes of teachers & pupils, suggesting that the quality of thinking is largely dependent on the way in which the teacher structures the class room

situation. Finally they draw conclusion that pupils' verbal interaction in the classroom was determined by their own nature, the relationship with their teachers, teaching process and the content of the lesson.

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

Greenleaf and Freedman (1997) conducted a study on linking classroom discourse and classroom content: "Following the trail of intellectual work in a writing lesson" in University of California. The main aim of the study was to suggest an approach to analyzing classroom talk that stands to account for the intellectual work of the classroom that shows what stands to be learned. The focus was on an eleven – minute teacher – led whole –class activity that contains Initiation –Response –Evaluation (I-R-E) exchange but that does not function to test students' knowledge. The analysis system extends the theoretical construct of preference organization from conversational analysis to the study of a whole – class, teaching learning interaction in a ninth- grade English classroom, during which an expert teacher helped his students prepare to write a character sketch. Their analysis revealed the underlying intellectual structure of the interaction, including the teachers' pedagogical goals, the cognitive skills required for successful students participation in the activity, and the strategies students apply to the task.

Mohtar and Yusoff (1998) carried out a study on 'Sustaining student engagement in classroom discourse' in the University of Malaya. They

mainly focused on the interaction between teachers and students. They also examined some possible reasons for the lack of students' participation in the classroom. They also discussed the possible strategies for engaging students in the classroom discourse. In their study, they suggested a number of factors which favor the sustainability of classroom discourse. The researcher tried to identify possible reasons for the lack of students' interaction in the classroom. They mainly focused their attention on the following four areas: student characteristics; teacher characteristics; the teaching process; and lesson content. They drew a conclusion that the classroom lesson could provide a communicative context if the teachers' and students build on each others communicative behaviour as they work towards fulfilling the curricular objectives.

Sah (2003) carried out a research on 'Analytical study of the classroom discourse' with an aim to classify the different types of acts, moves, and exchanges. Also an attempt has been made to describe the function and structure of each type of moves and exchanges. He found out that classroom discourse is often dominated by the teachers.

Phyak (2006) carried out a study on 'How does a teacher interact with students in a English classroom? He selected a government-aided school out of Katmandu valley using purposive sampling method. The major objective of his study was to find out the discourse strategies used by teachers to interact with their students in the classroom. Out of discourse strategies, his sole focus was on politeness and indirect speech acts. He reached a conclusion that there was one –way interaction in the classroom. The classroom language used by both teachers and students was not polite. He found that it was not due to the power relationship but due to culture and lack of exposure. Students were found to use impolite language. His study revealed that one of the real problems in teaching of

English in the context of Nepal was the lack of classroom interaction strategies from both teachers' and students' side.

Neupane (2006) carried out a research on classroom discourse. He compared the classroom discourse of grade VIII of private and government schools. He found out that the classroom discourse was generally dominated by the teachers in both types of schools but the domination was a bit flexible in the public schools in comparison to the private ones. However, the teacher-student relationship was closer in the private schools than in the public ones.

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

This study is different from above mentioned researches. It is specific as it is concerned only with the adjacency pairs in the classroom interaction. The very objectives of this study are to find out the initiator and the types of adjacency pairs in class room interaction.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To compare the frequency of teachers initiation and students initiation in the classroom interaction.

- ii) To explore the types of adjacency pairs being used in the classroom interaction.
- iii) To suggest some pedagogic implications.

1.4 Significance of the Study

Language is primarily used to exchange ideas; desires etc. and this research is about how the classroom communication / interaction is done in the classroom. The researches on classroom communication are a very few in the department of English language education. The English language curriculum has adopted communicative language teaching approach with new zeal through out the nation. The approach of language teaching has placed the classroom in the centre of attention. It has been thought that the students can develop communicative competence through classroom interaction. This study has tried to explore the effectiveness of teachers' and students' role in the classroom interaction. Likewise, this study has also revealed whether the ELT classes in Nepal are teacher-centred and student-centred. The effectiveness of learning depends on the initiation and the types of adjacency pairs in the classroom interaction. So, it will be helpful for the prospective researchers, teachers, trainers, curriculum and syllabus designers and textbook writers.

This research will find out the structure or types of the 'Adjacency pairs (open ended or closed sets) and the initiator of the interaction in the classroom. So, it gives the vivid picture about what really happens in the classroom. I hope that this research will have pedagogic and communicative value.

1.5. Definition of Specific Terms

The specific terms used in this thesis have been defined as follows:

- i. **Classroom communication:** It is the conversation between the teacher and the students while teaching and learning inside the classroom.
- ii. **Closed class or formulaic:** When the successors succeed the first pair part with easily learned utterance or short stilted replies such as '*yes I can*', '*no, I can't*', '*yes sir*', '*thank you*', they are termed as closed class or formulaic. The expected short answers of the successors also belong to this class.
- iii. **Communicative language teaching:** It is a modern method of teaching a second language emerged in 1970 which aims at developing communicative competence in the learners.
- iv. **First pair part:** It is defined as the first utterance of the adjacency pairs. The conversation initiates when one of the pairs makes some utterances.
- v. **Open-ended:** When the successors succeed the conversation with some unexpected utterance, this is defined as open-ended pair such as complaint-apology/ denial / excuse/ justify/challenge etc.
- vi. **Second pair part:** The successive utterance which is identified as related to the first pair part as an expected follow up in the adjacency pairs is termed as second pair part.

CHAPTER TWO

METHODOLOGY

This study incorporated the following methodology to achieve the intended objectives.

2.1 Sources of Data

The researcher utilized both primary and secondary sources to collect the required data for this study.

2.1.1 Primary Source

The primary data for this study were collected from observation of thirty English classes of Grade IX and X of five schools from Dhanusha district. The researcher marked the teachers' and students' utterances with a tally on the prepared check-list. He also made one recording from each school.

2.1.2 Secondary Sources

The researcher studied books, theses, articles and journals related to the research. Some of them are Richards and Rodgers (1988), Van Lier (1988), Richards and Schmidt (1996), Ur (1996), Thomas (1996), Brown and Rodgers (2002), Bhattarai (2005), Sah (2003), Neupane (2007), and Dahal (2007).

2.2 Sampling Procedure

The researcher selected Shree Sarbajanik Higher Secondary School (SSHSS), New Horizon English Boarding School (NHEBS), Vinayak English Boarding Higher Secondary school (VEBHSS), Global Academy (GA) and Shree Ram Higher Secondary School (SRHSS) from Dhanusha district using judgmental sampling procedure to carry out this research. He observed six classes of each school.

2.3 Tools for Data Collection

The major tool used for the collection of data was the observation check-list. The researcher also used tape recorder to record the classroom interaction (see Appendix).

2.4 Process of Data Collection

After selecting the schools, I established a rapport with the head teachers and subject teachers of the concerned schools. Three English classes of Grade IX and three classes of Grade X of each school were observed and recorded after taking permission from the head teachers and the subject teachers of the respective classes. The recorded materials were later transcribed and analyzed.

2.5 Limitations of the Study

This study had the following limitations:

- I. The study covers only the English classes of Grade IX and X of five schools from Dhanusha District.
- II. Only three classes of each grade from each school were observed.
- III. Only the initiation of the first pair parts and the types of second pair parts of the adjacency pairs were included (not turn taking, move, repairs etc)
- IV. This study was based only on verbal acts in the classroom. This did not include the other non-verbal acts like eye contact, facial appearance hand movements, teacher student distance etc. The researcher is, however, aware of the importance of such factors in a classroom interaction analysis.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

The analysis and interpretation of data collected from the classroom observation and recordings of the classroom interaction have been presented in this chapter. I have made separate column to mark the initiator of the pair and marked if the teacher or students have initiated the first- pair part. In the next column, I have marked the types of the second pair parts of the adjacency pairs. He has marked whether the second pair part is formulaic (closed class) or open ended. The transcriptions of the recorded classes have also been rigorously studied while interpreting and analyzing the data. The major strategies used for the analysis and interpretation of data have been given below.

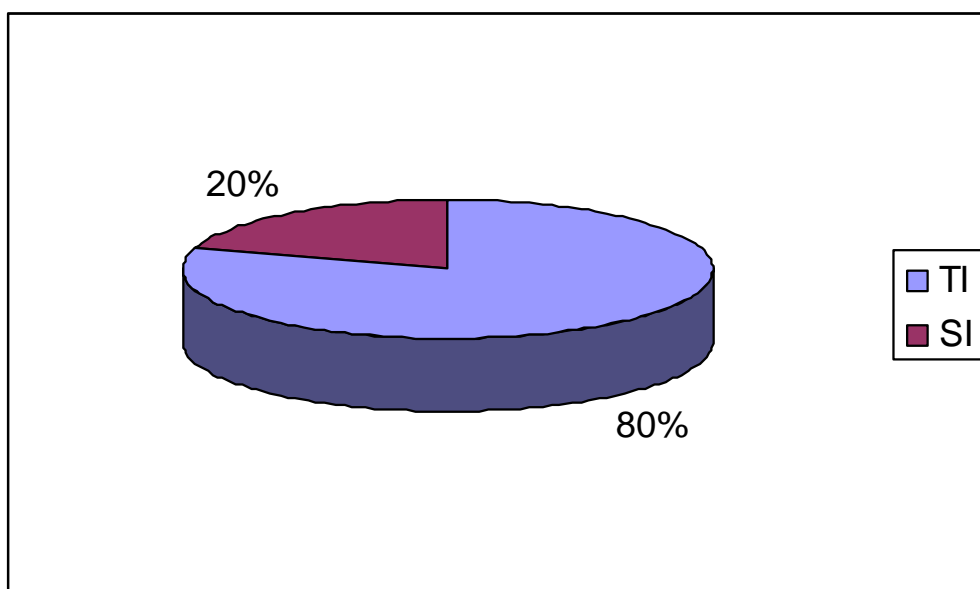
- I. I have presented the average amount of teachers' initiation and students' initiation of five schools in one pie-chart and the types of second pair parts in another pie-chart.
- II. The collected data of each school have been first presented in a pie chart showing the amount of teachers' and students' initiation of the adjacency pairs in the class. A brief general back ground of each class has been given preceding each figure
- III. In the next, the data have been presented in a table showing the amount of the types of second pair parts (closed sets or open ended) of each school.

3.1. Overall Comparison between Teachers' Initiation and Students' Initiation in Classroom Interaction

The researcher has calculated the amount of teachers' and students' initiations of the adjacency pairs in the classroom interaction of all the five schools. The following pie-chart presents the average amount of the initiation of adjacency pairs in the classroom interaction.

Figure No. 1

Average Amount of Teachers' Initiation and Students' Initiation



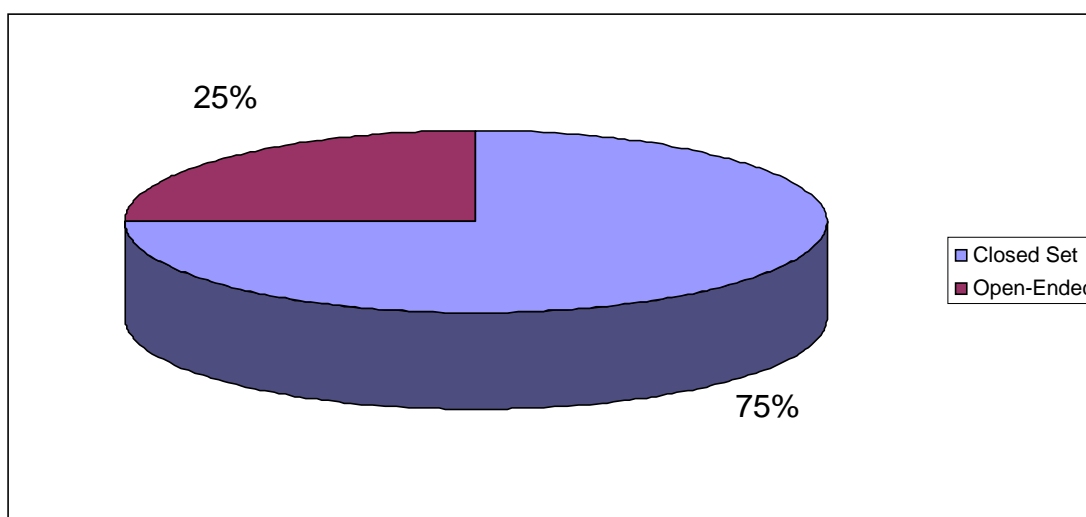
The above figure shows that, in average, the teachers initiated (80%) of the adjacency pairs in the classroom whereas the students initiated only (20%). It shows that the conversations of the classroom were dominantly initiated by the teacher.

3.1.1 Overall Analysis and Interpretation of the Types of Adjacency Pairs of Classroom Interaction

The researcher has calculated the amount of the closed set and open ended second pair parts of the observed five schools and presented the average amount of the types of second pair parts. The average amount of the second pair parts have been presented in the following pie-chart:

Figure No. 2

Overall Types of Adjacency Pairs in the Classroom Interaction



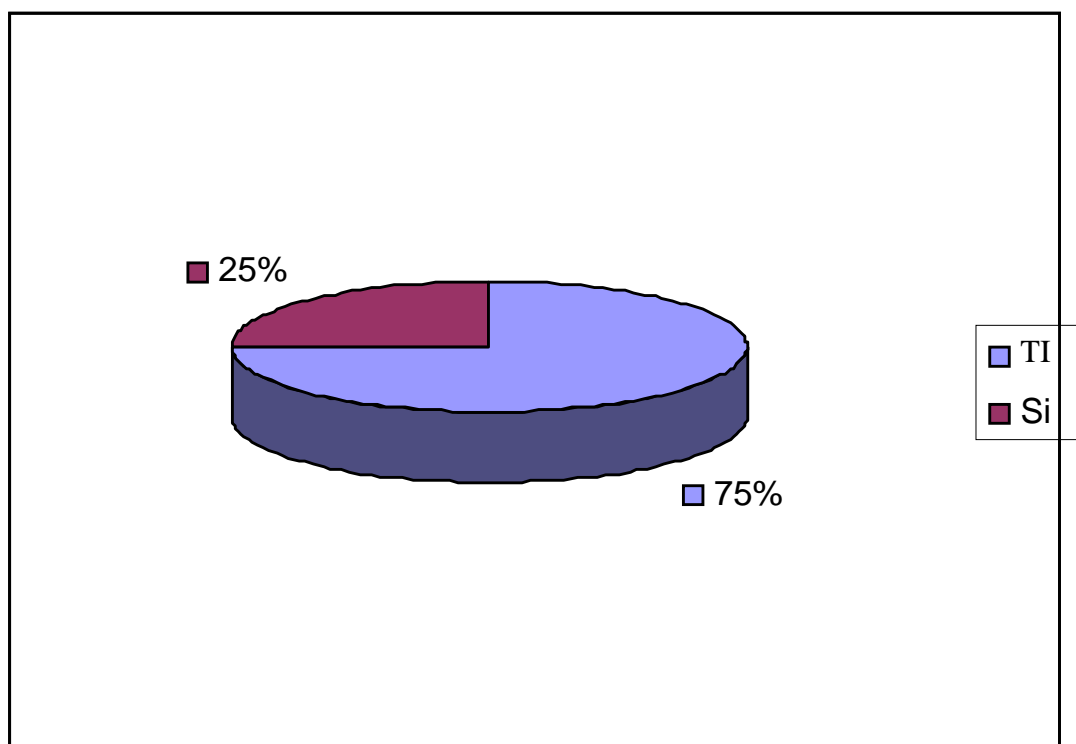
The above figure shows that in the classroom interaction the students and teachers mostly used closed set of adjacency pairs. Seventy five percent (75 %) of the second pair parts of the adjacency pairs were of closed set and only (25%) were of open ended.

3.2 Teachers' Initiation and Students' Initiation of SSHSS

The researcher entered the class with the subject teacher. The students were surprised first. When the researcher explained the purpose of the observation, they were satisfied. He continually observed the same classes for three days. The activities of the students and teaching learning process turned to be natural till the third day. The researcher noted important facts of the observed five classes. He audio-recorded the interaction of the Grade X of the third day class and marked the tallies on the prepared tally sheet on the same day. The following pie chart shows the detailed analysis and interpretation of the initiation of the classroom interaction of the observed classes.

Figure No. 3

Teachers' Initiation and Students' Initiation



The pie chart indicates that out of total adjacency pairs in the classroom interaction, the teacher initiated (75%) of the first pair parts and students initiated only (25%).

3.2.1 Teachers' Initiation and Students' Initiation of NHEBS

When the researcher entered the class, he noticed that the classroom was bigger than the number of students. There were sixteen students. The researcher explained the purpose of his research and observed the classes continually for three days. He audio-recorded the class of the third day of Grade X. He marked tallies on the check-list on the same day.

The following pie chart shows the detailed analysis and interpretation of the initiation of the interaction of the observed class.

Figure No. 4

Teachers' Initiation and Students' Initiation of NHEBS

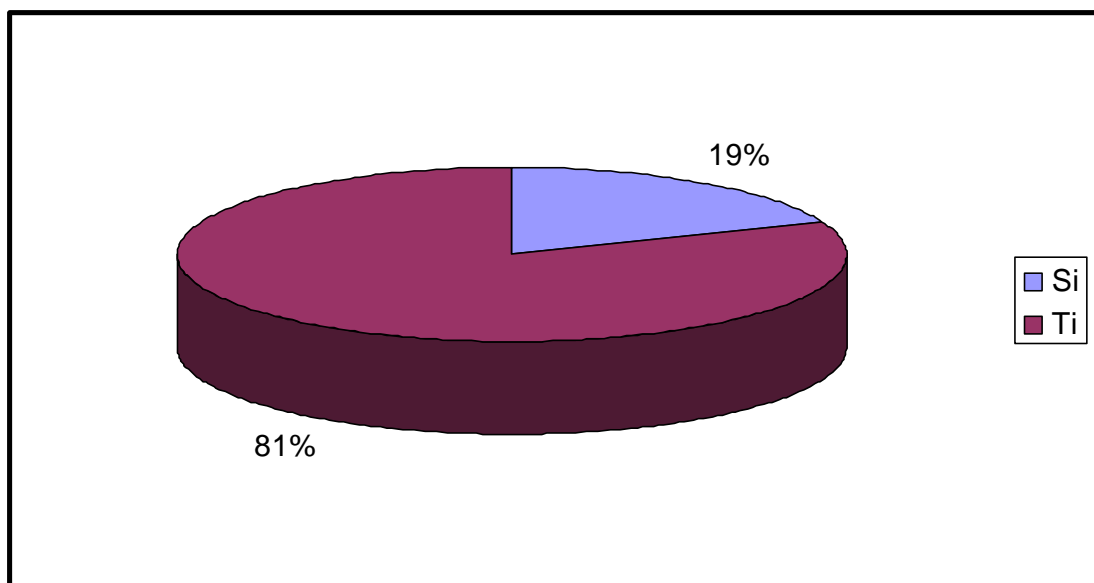


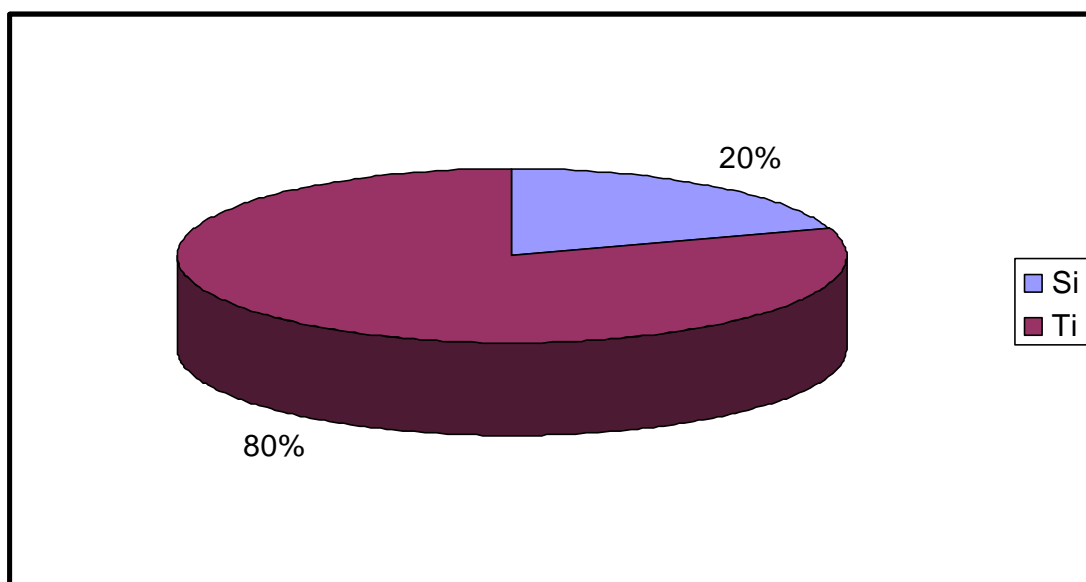
Figure No.4 shows that out of total adjacency pairs in the classroom interaction the teacher initiated (81%) of the first pair parts whereas the students initiated only (19%).

3.2.2 Teachers' Initiation and Students' Initiation of VEBHSS

The researcher explained the purpose of the observation to the teacher and the students. He observed the interaction of class nine and ten for three days. He recorded the classroom interaction of class nine on the last day and marked on the tally sheet.

Figure No. 5

Teacher's Initiation and Students' Initiation of VEBHSS



This figure shows that the teacher initiated (80%) of the first pair parts of adjacency pairs and students initiated only (20%) of the first pair parts of classroom interaction.

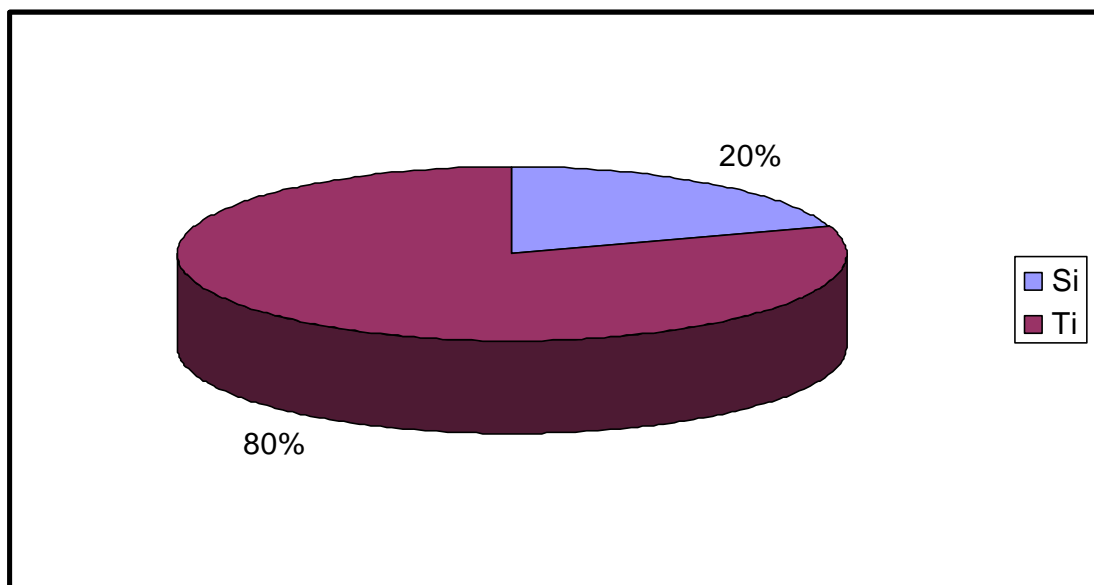
3.2.3 Teachers' Initiation and Students' Initiation of GA

The researcher explained the purpose of the observation to the teacher and the students. The classrooms were not so spacious but big enough for the students as the number of students in grade nine and ten was small (eight in Grade X and sixteen in Grade IX). The researcher audio-

recorded and computed the tally marks of the third day class of grade nine. The teacher discussed writing and grammar exercises of the book. The following pie chart presents the analysis and interpretation of the classroom interaction.

Figure No. 6

Teachers' Initiation and Students' Initiation of GA



This figure indicates that (80%) of the classroom interaction was initiated by the teacher and (20%) by the students. It shows that the students are only succeeding the teachers in classroom interaction. The researcher also observed that the students are only greeting and asking limited number of questions to the teachers. In the classroom, some of the adjacency pairs were unrecognizable. The teacher was asking the questions and encouraging the students to answer them.

3.2.4 Teachers' Initiation and Students' Initiation of SRHSS

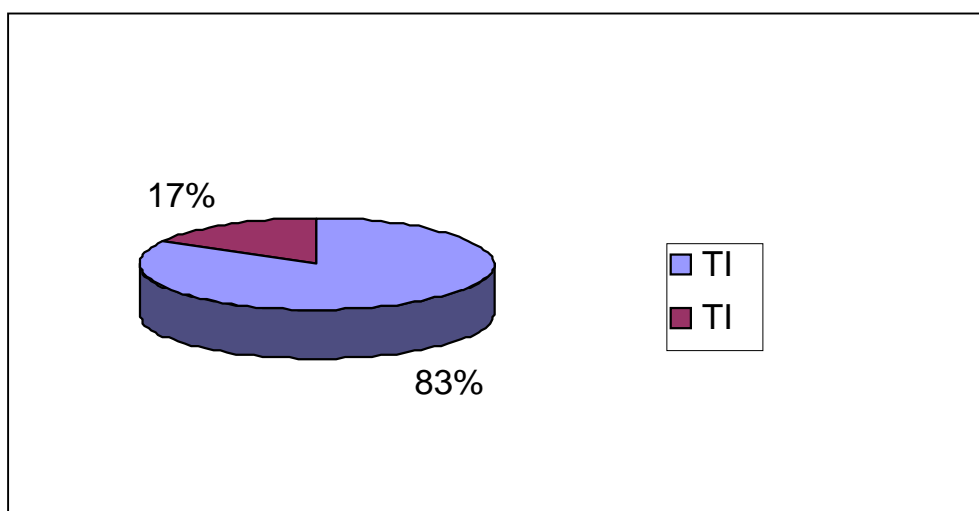
There were 56 students in the class. The back benchers were whispering and talking. The teacher had commanding voice but the noise from neighboring classes disturbed the class. The teacher seemed to be using

English utterances as he was aware that the class was being observed. Only limited number of students were answering the questions. The English- Nepali and Nepali –Nepali pairs were also used.

Like in other schools, here also the researcher observed the English class of grade nine and ten continuously for three days. He audio-recorded the third day's class of grade ten and marked the tallies of that very class on the prepared check-list. The analysis and interpretation of the classroom interaction of this school has been presented below:

Figure No. 7

Teacher's Initiation and Students' Initiation of SRHSS



The pie chart shows that the teacher initiated 83% of the first pair part of classroom adjacency pairs and the student initiated only (17%) in the classroom interaction. The teacher spent much time in explanation and lecturing. The teacher read the poem and explained the meaning. He asked questions time and again which the students answered. Some unanswered questions were answered by the teacher. It shows that the classroom was fully controlled and dominated by the teacher.

3.3 Types of Adjacency pairs in the Classroom Interaction of SSHSS

Table No. 1

Types of Second Pair Parts SSHSS

	No of utterances	Percentage
Closed set(formulaic)	13	65%
Open ended	7	35%
Marked utterances	20	100%

The table shows that mostly closed set or formulaic second pair part is used in the adjacency pair of the classroom interaction. The open ended second pair part is very low. It shows that the interaction in the classroom does not look real. The researcher has also observed that the teacher spends more time in lecturing and writing rather than in interaction. Some pair are English as well as Nepali. The teacher initiates in English and the students succeed in Nepali.

3.3.1 Types of Adjacency pairs in the Classroom Interaction of NHEBS

Table No. 2

Types of Second Pair Parts of NHEBS

	No of utterances	Percentage
Closed set (formulaic)	22	84.62%
Open ended	4	15.38%
Marked utterances	26	100%

The table no. 2 shows that mostly closed set or formulaic second pair part is used in the classroom. The first pair part of the pair is rarely succeeded by open ended class of the adjacency pairs. The classroom interaction looks strict one. Less than 16% of the pairs are open ended whereas the closed set utterances cross 84%. The classroom interaction is strictly controlled.

3.3.2 Types of Adjacency Pairs of Classroom Observation of VEBHSS

To show the types of the second pair parts of the adjacency pair, the researcher has presented the following table.

Table No. 3

Types of Second Pair Parts of VEBHSS

	No of utterances	Percentage
Closed set (formulaic)	14	73.68%
Open ended	5	26.32%
Marked utterances	19	100%

The above table shows that most of the second pair parts of the adjacency pairs in the classroom interaction are of closed set or formulaic. More than 76% of the successive second pair parts are of closed set or formulaic. It means the second pair parts of the adjacency pairs are as expected by the initiator of the pairs. Only about 27% of the succession is open ended. It shows that the successive pairs are strict and controlled in the classroom interaction.

3.3.3 Types of Adjacency Pair of Classroom Observation of GA

The following table presents the types of the second pair parts of the adjacency pairs in the classroom interaction. The researcher observed that most of the second pair parts were made by the students, hence teacher initiating and students succeeding

Table No. 4

Types of Adjacency Pair of GA

	No of utterances	Percentage
Closed set(formulaic)	10	71.42%
Open ended	4	28.58%
Marked utterances	14	100%

The above table reveals that classroom interaction is strict and controlled. The amount of the pairs in the classroom interaction is only (28.58%) i.e. less than one third. Both the students and teachers find it safer to use closed set of utterances to succeed the initiated first pair parts. The students give expected answer to the teacher's questions. Formulaic successive pairs like 'Yes sir', 'No sir', 'Ok sir' 'Thank you', 'Yes I did' are used in the interaction. The students seemed to be waiting to answer the teacher's question. The students succeeded the teacher's questions with something like ready made answer. The teacher spent more time in explaining and lecturing.

3.3.4 Types of Adjacency Pairs in the Classroom Interaction of SRHSS

The types of the successive second pair parts of the initiated first pair parts are presented in the following table:

Table No. 5

Types of Adjacency Pair of SRHSS

	No of utterances	Percentage
Closed set (formulaic)	20	80%
Open ended	5	20%
Marked utterances	25	100%

The above table shows that as in other schools, the closed set of utterances were mostly uttered by the successors in the adjacency pairs of the class room interaction. The table shows that out of 25 marked utterances the open ended utterances were only 5. The successors made short utterances. Most of the utterances were something like ready made- ‘yes sir’, ‘thank you’, ‘no sir’, ‘ok’ etc. Mostly the second pair parts were uttered by the students. In other words, the teacher initiated the first pair parts and students succeeded making second pair parts. The students initiated the first pair parts of adjacency pair only for greeting and asking a few questions. The second pair parts, succeeded by the teachers also mostly belonged to closed class.

The preceding charts and tables show that the students are taught some formulaic sentences or utterances and they are exercising these utterances time and again in the classroom interaction. In the name of discipline, the teachers are dominating the class. The students interact in strict and controlled situations. From the audio-recorded transcription, computed tally sheet and the observation of the classes, the researcher came to the conclusion that adjacency pairs in the class room interaction are fully controlled. The students as well the teachers are accustomed to some formulaic and limited set of conversation. The communicative language teaching method has not been yet utilized and exercised in true sense though the curriculum has been said to have been designed with this objective.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter has been divided into two parts namely findings and recommendations. The findings of the study are derived after analyzing and interpreting the data and these findings have been listed out in different two subheadings. On the basis of findings some recommendations are presented.

4.1. Findings

The major findings of this research are as follows:

4.1.1 Initiation of the First Pair Parts

- i) Mostly the first pair parts of the adjacency pairs were initiated by the teacher. The students generally succeeded the initiated first pair parts by the teacher. Eighty percent of the first-pair parts of the adjacency pairs were initiated by the teacher whereas only twenty percent interactions were initiated by the students.
- ii) The classroom interaction was strict and controlled. The classroom interaction was dominated by the teachers as most of the conversations were initiated by the teachers and students were asked to succeed them.
- iii) In the classroom interaction of SSHSS, the teacher initiated seventy five percent of the first-pair parts and the students initiated only twenty five percent.

- iv) In the classroom interaction of NHEBS, the teacher initiated eighty-one percent of the first-pair parts and the students initiated only nineteen percentage.
- v) In the classroom interaction of VEBHSS, the teacher initiated eighty percent of the first-pair parts and the students initiated only twenty percentage.
- vi) In the classroom interaction of GA, the teacher initiated eighty percentage of the first-pair part and the students initiated only twenty percent.
- vii) In the classroom interaction of SRHSS, the teacher initiated eighty-three percent of the first-pair parts and the students initiated only seventeen percent.
- viii) The study also confirmed that the classroom conversation consisted solely of Q-A-Q-A-Q-A(Question- Answer-Question-Answer-Question- Answer) exchanges with one party (mostly teacher) initiating questions and another party answering the questions as pointed out by Coulthard (1977).
- ix) The students were not found initiating the conversation in the classroom except asking a few short questions related to the text.

4.1.2 Types of Adjacency Pairs

- i. Seventy-five percentage of the second pair parts were of closed class or formulaic and twenty five percentage were open – ended. Easily learned formulaic second pair parts were exercised in the classroom interaction.

- ii. Most of successive second pair parts of the classroom interaction were formulaic or of closed class. Mostly the second pair parts of the adjacency pairs were made by the students.
- iii. In the classroom interaction of SSHSS, sixty-five percentage of the utterances of the second pair parts were of closed class or formulaic and thirty- five percent were of open-ended.
- iv. In the classroom interaction of NHEBS, eighty-five percent of the utterances of the second pair parts were of closed class or formulaic and fifteen percent were of open-ended.
- v. In the classroom interaction of VEBHSS, seventy-four percent of the utterances of the second pair parts were of closed class or formulaic and twenty-six percent were of open-ended.
- vi. In the classroom interaction of GA, seventy-one percent of the utterances of the second pair parts were of closed class or formulaic and twenty-nine percent were of open-ended.
- vii. In the classroom interaction of SRHSS, eighty percent of the utterances of the second pair parts were of closed class or formulaic and twenty percent were of open-ended. Students were found responding to teacher's questions in incomplete sentences.

Moreover the students seem to be more active in the class of grammar and other exercises rather than reading and writing. Most of the classroom time was spent on lecturing and explanation rather than interaction. Likely some of the English-Nepali and Nepali-Nepali pairs

were observed. The students would succeed the teacher's conversations with Nepali pair and sometimes both the teachers and the students were conversing in the Nepali on the English class.

4.2. Recommendations

Classroom interaction is important to make teaching learning activities effective. Various researches on classroom languages suggest that classroom interaction is the major point which shapes the route of language learning. Without effective classroom interaction, effective language learning is not possible which the focus of the communicative approach is. The more the students interact in the classroom the better they learn language. To develop the communicative skills in the students, the teacher should create real like situation in the classroom interaction. On the basis of the above findings, I have made the following recommendations to teach the English language in a communicative way which promotes students' initiations in the classroom interaction.

- i) The classroom should not be strict and controlled. The teacher should encourage the students to participate voluntarily in classroom interaction.
- ii) The teacher should create an appropriate environment for the students to initiate the conversation. The students should not be made passive successors of the teachers' talks.
- iii) The classroom interaction should not only be Q-A-Q-A (Question-Answer-Question-Answer) exchanges where the teachers' question and students respond to them.

- iv) The adjacency pairs in the classroom interaction should not be controlled. Not only the teachers but also students should be encouraged to initiate the first-pair parts of the adjacency pairs.
- v) The students' should be taught to use the open-ended second-pair parts. Only formulaic and easily learned second-pair parts are not enough for effective interaction. The students fail to converse with the native students if they are only taught and practised closed set of adjacency pairs. We must understand that the classroom situation is a genuine social environment which allows the meaningful situational use of the language.
- vi) In the name of discipline, the students should not be restricted to talk and interact in the classroom. The language teacher should be friendly and helpful but not a dictator.
- vii) Instead of controlled drill and mere question-answer the teachers should involve the students in pair work, group work, role play and other language games. Shy and hesitating students should be encouraged to interact in the classroom.