CHAPTER – ONE

INTRODUCTION

This is a study entitled "A Study of Classroom Interaction at Higher Secondary Level". It includes general background, a brief history of ELT methods, classroom interaction, aspects classroom interaction, levels of interaction, interactive activities in the class etc.

1.1 General Background

Language is learnt for the purpose of communication, and as an international language, English has a great communicating function. In Nepal English is taught as a compulsory subject from grade one to bachelor level. Thus, the foundation of English is made in primary level. Various studies show that English has been considered as difficult subject in Nepal, and students' achievement in English is very poor. There are a number of factors for it such as school facilities, teacher training, students' home environment and nature of English curriculum and so on. One of them might be the nature of classroom interaction (CI) because of its great impact on either facilitating or inhabiting students' language acquisition.

Language is a voluntary vocal system of human communication. It is the effective means of communication only for human beings through which information and ideas are exchanged among human being. Language expresses something about linguistic codes, which can be modified and produced freely according to human needs whereas animals have not their particular system apart from the limited activities. Therefore, language is viewed to be a unique asset of human beings. It can also be defined as a symbol system based on pure or arbitrary conventions of the speaker infinitely extendable and modifiable according to the changing needs and conditions. Similarly it is a system of arbitrary vocal symbols used in human communication. In general, it can be defined as the principal system of communication used by particular group of

human beings within the particular linguistic community of which they are members".

In order to communicate, interaction is a medium through which learners acquire a second language interaction, is best for language development and its skills namely listening, speaking, reading and writing. Classroom interaction describes the form and the content of behavior of social interaction. In particular it is the relationship between learners and teachers and the learners themselves. A wide range of methods have been adopted to investigate the amount and the type of interaction. Thus, classroom interaction is a very important factor that determines the achievement of students in language which will determine their further learning.

1.1.1 Statement of the Problem

This is a study entitled "A Study of Classroom Interaction at Higher Secondary Level" was carried out to find out some of the basic features of classroom interaction. The main objective of the study was to find out the existing situation of classroom interaction at higher secondary level in terms of English language teaching, error corrections and providing constructive feedback. The main problem of English language teaching in Nepal is lack of sufficient classroom interaction/communication that persists in between the teacher and students of higher secondary level. The problem was selected to provide some fruitful an effective pedagogical implications in the field of ELT.

1.1.2 Rationale of the Study

The main problem of English language teaching in Nepal is lack of sufficient classroom interaction/communication that lies in between the teacher and students of higher secondary level. In the language classroom, interactions are more important because language is at once the subject of study as well as the medium for learning. When the students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry out

tasks and activities, they are not only learning about the language but also putting the language that they are learning to use. In situations where the target language is seldom used outside the classroom and the students' exposure to the target language is therefore mainly in the classroom, the kind of input and interaction that is made available is particularly important.

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

1.1.3 Objectives of the Study

This study has the following objectives:

    i)   To find out the existing situation of classroom interaction in higher secondary English classes.
    ii)   To suggest some pedagogical implications.

1.1.4 Research Questions

    a) What is the existing situation of classroom interaction at higher secondary level?
    b) What are the levels of interaction?
    c) Why are the aspects of classroom interaction so important?

1.1.5 Significance of the Study

In language, speech is a basic and preliminary skill, which leads to the development of other language skills i.e. listening, reading and writing, speech develops through interaction and teacher student interaction is very important for students. In this regard, there is no exposure of English for the most of the students in Nepal. The classroom interaction is an important factor that determines the achievement of students in language, which will determine their further learning. My study will be useful to the novice teachers who have just begun their teaching career. This study will equally be beneficial to the in-service teachers also as it is concerned with the classroom interaction. Similarly, this study will be useful to curriculum designers, textbook writers and policy makers.

1.1.6 Delimitations of the Study

The study has the following delimitations:

 i) There were only ten higher secondary level English teachers for the study.
 ii) The area of study was limited to Kathmandu district only.
 iii) Only forty classes (four classes per teacher) were observed for the study.

1.1.7 Operational Definitions of Key Terms

Classroom: A place where teaching learning takes place.

Interaction: Exchanging of thoughts, ideas, and feelings between two people.

Input: Amount of in formations or extra linguistic data that are available to the learners.

Discovery Technique: The techniques where students are given examples of language and told to find out how they work to discover the grammar rules.

Project Work: An activity which centers around the completion of task and usually requires an extended amount of independent work by and individual element or by a group of students.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Literature

There are few researches related to classroom interaction in the department of English education. However, this area is one of the widely researched areas in the field of classroom interaction in different parts of the world. Some of them are given below:

Phyak (2006) carried out a research on 'How does a teacher interact with students in English classroom?' The major objective of his study was to find out the discourse strategies used by teachers to interact with their students in the classroom about discourse strategies, his sole focus was on politeness and indirect speech acts. He selected a government-aided school out of Kathmandu valley using purposive sampling method. He reached the conclusion that there was one way interaction in the classroom. The classroom language used by both the teacher 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 the teacher's and students' side.

Rawal (2006) conducted a research to find out the "Role of Input and Interaction in Learning the English Language". It was concluded that the modified input and interaction are more effective than the textbook input and interaction in learning the language functions of English in the context of Nepal.

Similarly, 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 on 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.

Likewise, 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.

In the same way, Dahal (2010) carried out research on the title "Exploring Adjacency Pairs in Classroom Interaction". His objective was to compare the frequency of teacher's initiation and students' initiation in the classroom interaction. His findings were that in most of the classroom, the first pair parts were initiated by the teacher. Similarly, his findings proved that the classroom interaction was dominated by teachers as most of the conversations were initiated by the teachers and students were asked to succeed them.

Bhattarai (2010) carried out research entitled, "Teaching Poetry through Interaction". His objective was to find out the effectiveness of interaction technique in teaching poetry. For the completion of his research he used both primary and secondary sources of data. The main tools of data collection of his study were questionnaire. His findings were that teaching poetry through interaction is more effective than the conventional way of teaching poetry.

2.2 Implications of the Review for the Study

Although, there are some researches on classroom interaction, no research has been done on classroom interaction in higher secondary level in English classroom. It is significant here to mention that classroom interaction is a very important aspect of language teaching because of the fact that language is

primarily manifested through spoken form. Therefore, it is very necessary to have research to conduct classroom interaction in English classes.

2.3 Theoretical Framework

Classroom interaction generally means the talks between teacher and students or between/among students. Brown and Rodgers (2005, p. 26) opine that learners and teacher meet in the classes in schools, multimedia labs, distance learning situations, one-to-one tutoring, on the job training, computer-based instruction and so on. In the classroom, a 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, then 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. The class reacts to the teachers' 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 on apparent reaction. In the classroom we see the action and reaction between the teacher and the students.

2.3.1   A Brief History of ELT Methods

There are a number of methods of English language teaching developed around the globe in different times. Among them some are outdated and some are still in use. There have been lots of changes in English language teaching.

Richards and Rodgers (2009, p. 3) mention that changes in language teaching methods throughout the history have reflected recognition of changes in the kind of proficiency rather than reading comprehension as the goal of language study. In the 18th century, modern language replaced the old languages like Latin and Greek. In the beginning, English was taught using the same procedures that were used for teaching Latin. Teaching of grammar rules, list of vocabulary and sentences for translations were practiced. Speaking the

foreign language was not the goal and oral practice was limited to students reading aloud the sentences they have translated. This approach to language teaching was known as grammar translation which was widely used for English language teaching.

In Nepal, before the implementation of New Education System Plan (NESP) in 1971 A.D., the Grammar Translation (GT) method was used in teaching English. NESP was a revolution in the education system of Nepal. It emphasizes only on writing and vocabulary. It does not teach a language but about a language to the students. It has been criticized that this method lays little or no emphasis on the speaking skill of the second language. As a result, final decades of the 19th century, GT method was blamed as old and lifeless method of language teaching. Thus, as in the other countries, teachers in Nepal also started teaching English through 'Direct method'. This method emphasizes oral communication, use of target language and development of ability to think in the target language (Richards and Rodgers, 2009). Similarly, 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, 2009, p. 13) talk about the four components of communicative competence:

I) Grammatical competence, II) Sociolinguistic competence, III) Discourse competence and IV) Strategic competence. Bachman (1990) used the term communicative competence for communicative language ability. According to him communicative competence includes organizational competence and pragmatic competence. Organizational competence includes grammatical and textual competence whereas pragmatic competence includes illocutionary and sociolinguistic competence.

Communicative language teaching (CLT) took place in 1970 as a reaction to all the preceding methods that could not focus on real communication. Linguists began to look at language not as interlocking sets of grammatical, lexical and phonological rules but as a tool for expressing meaning. It also led to the development of differentiated courses that reflected the different communicative needs of the learners. This need based approach also reinforced another trend that was emerging at the time of learner centred education (Nunan, 1998). Hymes (1984 as cited in Larsen-Freeman 2000) says that CLT method gives emphasis on the rule of use without which the rules of grammar would be useless. He enlists four components: the first is whether or not something is formally possible. The second is whether or not something is feasible. The third is whether or not something is appropriate and the fourth is whether or something is actually done.

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

a) develop the communicative competence in the language learners and,
b) communicate fluently and accurately with other speakers of English (CDC, 2007).

The above mentioned objectives cannot be achieved unless there is interaction between teacher and students and among the students in the classroom. Classroom interaction provides students with opportunity to use the target language accurately, fluently and in coherent manner. As my study is related to classroom interaction, I will discuss more about the classroom interaction in the following section.

2.3.2 Classroom Interaction

Classroom can be defined as a place where two or more than two people sit together for the purpose of teaching and learning. The person who teaches is

called a teacher and those who opt to get something learn from him are the learners. The teacher has certain perceptions about his or her role in the classroom (Tsui 1995, p. 1). Similarly, Gaies (1980) describes the classroom as the 'crucible' in which elements interact. Here, elements refer to teacher and students where both of them have own particular needs and expectation that they hope to see satisfied, (as cited in Tsui, 1995).

On the other hand, interaction refers to the actions between the two people or more than two. According to Ellis (1985), interaction consists of discourse jointly constructed by the learners and their interlocutors (p. 127). In the same way, Brown (2001) says "interaction is a collaborative exchange of thoughts, feelings or ideas between the two or more people resulting in reciprocal effect on each other". Rivers (1987) says "interaction can be two ways or four ways, but never one way (p. 9)".

In addition to this, Tsui (2001) defines interaction as "the relationship between input and output with no assumption of a linear cause and effect relationship between the two (as cited in Carter and Nunan p. 121)".

Good interactive teaching and learning include the following characteristics.

) A task or lesson which offers a challenge and gives pupils something to think about.
) A possible learning which fosters confidence and respect enabling learners to give and accept constructive criticism and see errors as stepping stones to success.
) Teaching which addresses a variety of learning styles has high expectation and allows thinking time.
) Leadership and vision which anticipate the needs of teachers and pupils.

The classroom may be relatively inefficient environment for the methodological mastery of a language system just as it is limited in providing opportunities for real world communication in a new language. Classroom has

its own potential and its own meta communicative purpose. It can be a particular social context for the intensification of the cultural experience of the learning. We need to examine how language development can be promoted in the classroom in foreign language setting where outside exposure to the target language may be minimal. The teachers should try to provide as much exposure as possible between teachers and students and between/among students (Vanlier, 1988 as cited in Dahal 2010, p. 7).

This view suggests that the participants in a L_2 classroom are concerned with language learning i.e. many of the things they do are therefore done with the aim of learning in mind. This makes us clear that to learn the language there must be interaction in which students get opportunities to ask and answer question.

Rivers (1987, pp. 10-13) gives the following activities in an interactive classroom;

) There will be first of all, much listening to authentic materials; authentic materials include teacher talk when the teacher is fluent in the language.

) Students listen from the beginning and speak in reacting to pictures and objects, in role plays, through acting out and in discussion.

) Students are involved in joint task: purposeful activity where they work together.

) Students watch films, video tapes etc. of native speakers interacting.

) Pronunciation may be improved interactively not only through conversation but also in reading texts and preparing dialogues.

) Cross-cultural interaction is important in language use in the real world.

) Interaction does not preclude the learning of the grammatical system of the language.

) Testing too should be interactive and proficiency oriented, rather than sterile taxonomic process.

） We must not forget interacting with the community that speaks the language.

Similarly, (Harmer 2007, p. 51) suggests the three elements for successful language learning: engage (E), study (S) and activate (A). All three ESA elements need to be present in most lessons or teaching sequences. Whatever the main focus of the lesson is, students always need to be engaged in practice, study and activities should be designed to get students using language as freely and communicatively as they can.

So, in the language classroom, interactions are more important because language is at once the subject of study as well as the medium of learning. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carryout tasks and activities, they are not only learning about the language but also putting the language that they are learning to use. In such situations where the target language is seldom used outside the classroom and students' exposure to the target language is therefore mainly in the classroom. The kind of input and interaction that is made available is particularly important.

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

2.3.2.1 Aspects of Classroom Interaction

Aspect of classroom interaction gives outline or relevance to language learning where the dominant pattern of interaction is that of teacher question, student response and teacher feedback, which is commonly found in all classrooms and is typical of classroom exchange. As we can see, teacher talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important component of classroom interaction. Tsui (1995) discusses the following aspects of classroom interaction.

a) Teacher Questions

Teacher plays a significant role in teaching. The learners depend upon the extent to which they communicate and interact with the teacher. Educational studies on classroom language have examined the cognitive demand of teacher questions and their effects on students' learning. Studies on ESL classroom however have focused on the effect of teacher questions on learners' production of the target language and on the types of learner response. The modification of question to make them comprehensible to students and to elicit response is another important area of classroom interaction Tsui, (1995). The teacher introduces the topic and directs a question at the whole class. He/she modifies the question when no response is forthcoming. After the students have answered the modified question as a group, the teacher then puts the previous questions again to the students. Brown and Rodgers (2005, p. 26) opine that learners and teacher meet in the classes in schools, multimedia labs, distance learning situation, one to one tutoring, on the job training, computer-based instruction and so on. In many English as foreign language (EFL) classroom situations, as evidenced in research by Mohatar (1998) the pattern T-S-T (Teacher-Student-Teacher) occurs when the teacher asks a question, a student answers and the teacher provides feedback.

b) Teacher Feedback and Error Treatment

Teacher's feedback on responses given by students is another element in classroom interaction. Students need to know whether they have understood the teacher and have provided the appropriate answer. They are likely to be frustrated if the teacher does not provide feedback (Tsui, 1995).

In language classroom, what the teacher considers as appropriate contributions and errors are very important, not only in terms of getting students to produce the target language and to engage in meaningful communication, but also in terms of their understanding of how the language works.

c) Teacher Explanation

Explanation simply refers to generating as much information as possible. There are various ways of defining it. Some define it very generally as providing information or communicating content, others make a distinction between explanations or procedures and explanation of contents, vocabularies and grammatical rules. Inappropriate explanation or over explanations hinder rather help students to comprehend (Tsui, 1995, p. 16). How the teacher deals with explanation is very important.

d) Modified Input and Interaction

Input simply refers to extra linguistic data/information that are available to learners. Many researches show that in order to make teacher's speech more comprehensible to learners, they tend to modify their speech by speaking more slowly. Using exaggerated intonation, giving prominence to key words, using simpler syntax and more basic set of vocabulary. According to Tsui (1995), on examining conversations among the interlocutors, it was found that typically these conversations contain many modification devices, such as comprehension checks, request for repetition, clarification request and confirmation checks.

This results in modification not only of the input but also the structure of interaction.

e) Turn-Allocation and Turn Taking Behaviours

Speaking is a purposeful human activity as there is exchanging of ideas, feelings, thoughts and emotions. Similarly, speaking (speech) becomes meaningful when listening is counterpart. Without listening or speaking two people together makes unclear and blur. When the teacher speaks the students listen and vice-versa. To allocate turns to all students in something that all the teachers strive to achieve and which they often believe they have achieved. Alright (1980) found that in fact some shy students take 'private turns' by giving answers or making comments that are for themselves instead of for the rest of the class (as cited in Tsui, 1995). The teacher should wish to make these private turns public. It is also an important to consider cultural factors when looking at the turn-taking beahviour of the students. Seliger (1977) suggested two types of language learners: High Input Generators (HIGs) and Low Input Generators (LIGs). The former participates actively in conversations and consequently, generates plenty of input from other people and the later, by contrast, participates minimally and hence deprive themselves of obtaining input from other people (as cited in Tsui 1995). He (ibid) concludes that HIGs are more successful language learners than LIGs.

f) Student Talk

Some students are so curious in language learning. They often take part in questioning, interacting and answering. Whereas others do not like speaking, even if they speak, they have a greater hesitation and shyness. For this, cultural factors, anxiety, motivation, gender etc. may be the factors that affect students' participation in the class. Sometimes, they are inactive because they are weak in English and cannot express themselves in English (Tsui, 1995). An effective way to alleviate these factors is to remove the performative and evaluative

nature of speaking in the class. This can be achieved by group work, where the students interact with their peers in a collaborative manner. In terms of language learning, group work provides students with the opportunities to engage in genuine communication, where they produce coherent discourse rather than isolated sentences hence helping them to acquire discourse competence rather than linguistic competence.

2.3.2.2 Levels of Interaction

Interaction is a collaborative process in which there is exchange of thoughts, feelings, emotions or experiences between two or more than two people on certain topic. In this regard, interactive teaching and learning involves the interaction between the teachers and the students and interaction among themselves. In general, there are two levels of classroom interaction namely:

a) Student-Teacher Interaction

Teaching is successful and meaningful when there is interaction between students and teachers. This is why, student's communicative ability becomes stronger and also they avoid their hesitation. More importantly, this is the students' participation more actively in the classroom. When they are well motivated in the subject matter, they will ask for additional information.

b) Interaction among the Students

Students develop their communicative ability through interaction among themselves in the classroom. Interaction helps them to achieve educational outcomes, recall the information and apply knowledge to new and novel situations. Their learning is meaningful when the students embark in interaction among them. Language is primarily speech as it should be spoken according to situations and role relations. Interaction helps them to grow their interactive ability in foreign language fluently. They also become co-operative when they interact in each other. Thus, interaction among the students helps to

play the role of foundation for the development of independent, self-directed and permanent learning.

2.3.2.3 Interactive Activities in the Class

Interactive activities are those types of activities which are organized in language classroom. Regarding this, interactive teaching involves the interaction between the teacher and students and interaction among the students, students-teacher interaction is often a two way process where the teacher encourages the students to participate more actively in class. Students remain more active to learn. When students are well motivated in the subject matter, they will ask for additional information. They will volunteer to take part in activities. Their attentiveness and willingness to learn will in turn motivate the teacher to teach.

There are various kinds of interaction activities practiced in language classroom which enhance and make teaching learning activities livelier. These sorts of activities always soothe the proficiency of teachers and learners. For such activities both the parties (teacher and learners) must pay attention equally and participate actively. Some of the activities are given below:

a) Pair work

According to Cross (1992), "Pair work is one of the important learner centred techniques which is often used in a communicative classroom. It is a management task for developing communicative ability" (p. 43). Pair work makes students engage in interaction to each other. During pair work teacher has two roles as a monitor and a resource person.

In pair work, students can practice language together, study a text, research language and take part in information gap activities. They can write dialogues, predict the content of reading texts and compare notes on what they have listened. It increases the amount of speaking time and allows students two work and interact independently.

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b) Group work

The teacher divides the whole class into small groups to work together in group work. It is learning activity which involves a small group of learners working together. The group may work on a single task or on a different part of large task. Tasks for group members are often selected by the members of the group but a limited number of options are provided by the teacher.

c) Role Play

It can be used with the large classes. It is a way of bringing situations from real life in the classroom. When we do role play, we ask students to imagine. They may imagine a role and situation. In it, students improvise. According, to Brown (2001), "role play minimally involves (a) giving role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish". Brown suggested that role play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective (p. 183). Role play is simple and brief technique to organize in the classroom. It is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom. It encourages students to talk and communicate ideas with friends. A variety of language functions structures, games etc. can be practiced in the classroom through role play. It also makes the classroom funny and interesting.

d) Discovery Technique

Discovery technique is the technique where students are given examples of language and told to find out how they work to discover the grammar rules rather than be told them (Harmer 2007, p. 29). Discovery technique aims to give students a chance to take charge earlier. The idea is simple: give students a listening or reading text or some examples of English sentences and then, ask them to discover how the language works. The activities which fall under discovery technique make students active and thoughtful and invite them to use

their reasoning processes/cognitive powers. According to Richards et al. (1996), discovery technique is based on the following principles:

- Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
- Teachers use a teaching style which supports the process of discovery and inquiry.
- Textbooks are not the sole source of learning.
- Conclusions are considered tentative not the final.
- Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

Discovery technique is of great help to teach vocabulary and grammar materials which allow students to activate their previous knowledge and to share what they know.

e) Project Work

According to Richards et al. (1996), "the project work is an activity which centers around the completion of a task and usually requires an extended amount of independent work either by an individual element or by a group of students. Much of this work takes place outside classroom" (p. 295).

Similarly, focusing on the importance of project work Ur (1996) says; "project work fosters; learners' responsibility and independence, improves motivation and contribute to a feeling of co-operative and warmth in the class" (p. 232).

Project work has been introduced during 1970s as a part of communicative language teaching. It integrates all the language skills involving a number of activities that require all language skills. We can say that project work provides one solution to the problem of autonomy of making the learners responsible for their own learning. It emphasizes on group centred experience and it is co-

operative and interactive rather than competitive. This technique encourages imagination, creativity, collaboration, research and study skills.

There are different stages of project work given by different scholars. Whatever the opinions on the stages of project work are, the students generally go through the following four stages:

i)   Setting Goals

At this stage students in collaboration with their friends and teacher determine the goal of project work. The goal depends upon the nature of the project work. If the project is longer, the goal should be long term and if it is short the goals should be short term.

ii)   Planning

The students plan with the help of their teacher and friends to conduct the project. It involves selecting population, areas, discussion on the contents and scope of the project, duration, materials needed and developing tools and so on.

iii)   Collecting Information

At this stage, students go to the field to collect information related to their project. For this, they take interview, read the related literature, listen to others, observe the activity, classroom discussion, and display the information collected.

iv)   Reporting

This is the final stage in which the students present their findings or conclusions of the project. They can do it organizing a seminar/workshop or in the classroom. The teacher or other students provide feedback with constructive comments of their presentation.

Project work normally involves a lot of resources – time, people and materials. The learners practice a range of skins and language system. In the classroom,

project work may provide many opportunities to meet a variety of learning aims but it requires strong classroom management skills.

f) Teacher Talk

This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the students. Ellis (1994), defines teacher talk as "the language that the teacher addresses to the L2 learners with its own specific, formal and interactional properties" (p. 146). Ellis (ibid) further summarizes that the "teacher talk occurs in one to many interaction; where the learners may vary in their levels of proficiency and where there is likely to be only limited feedback from the few students".

It is only the role form rather than written form which is investigated under teacher talk. It is the language used by a teacher inside a classroom rather than elsewhere. Teacher talk has its own special features such as the restriction of the physical setting, special participants as well as the goal of teaching. Therefore, teacher talk in English classroom is regarded as one special variety of the English language. It is especially used in class when teachers are conducting instructions, cultivating their ability and managing classroom activities.

The dominance of teacher talk is not an uncommon phenomenon in classroom interaction and a number of studies have been devoted to investigating its characteristics and effects on students' interaction patterns, or the characteristics that make teacher talk effective. In classroom, we find les-student centred activities and more teacher talk that leads to authentic teacher-student and student-student interaction. Beside these, 'initiation response' interaction pattern with only very little teacher feedback is also a problematic situation for language learning. Pupils' length of response is inhibited by teacher dominated interaction with few extended exchanges as a result the pupils rarely initiate interaction with the teacher.

Most of the researchers have shown that the most common classroom exchange has three 'turns': (i) teacher asks, (ii) learner answers (iii) teacher evaluates the answer. The sequence is repeated thousands of times a day in classroom all over the world. It is what passes for teaching and learning. So, the language teachers play very important role during the process of language learning, should manage to push the students to produce the target language, give more opportunities and much more time to the students to practice. Besides they offer adequate input.

2.4 Conceptual Framework
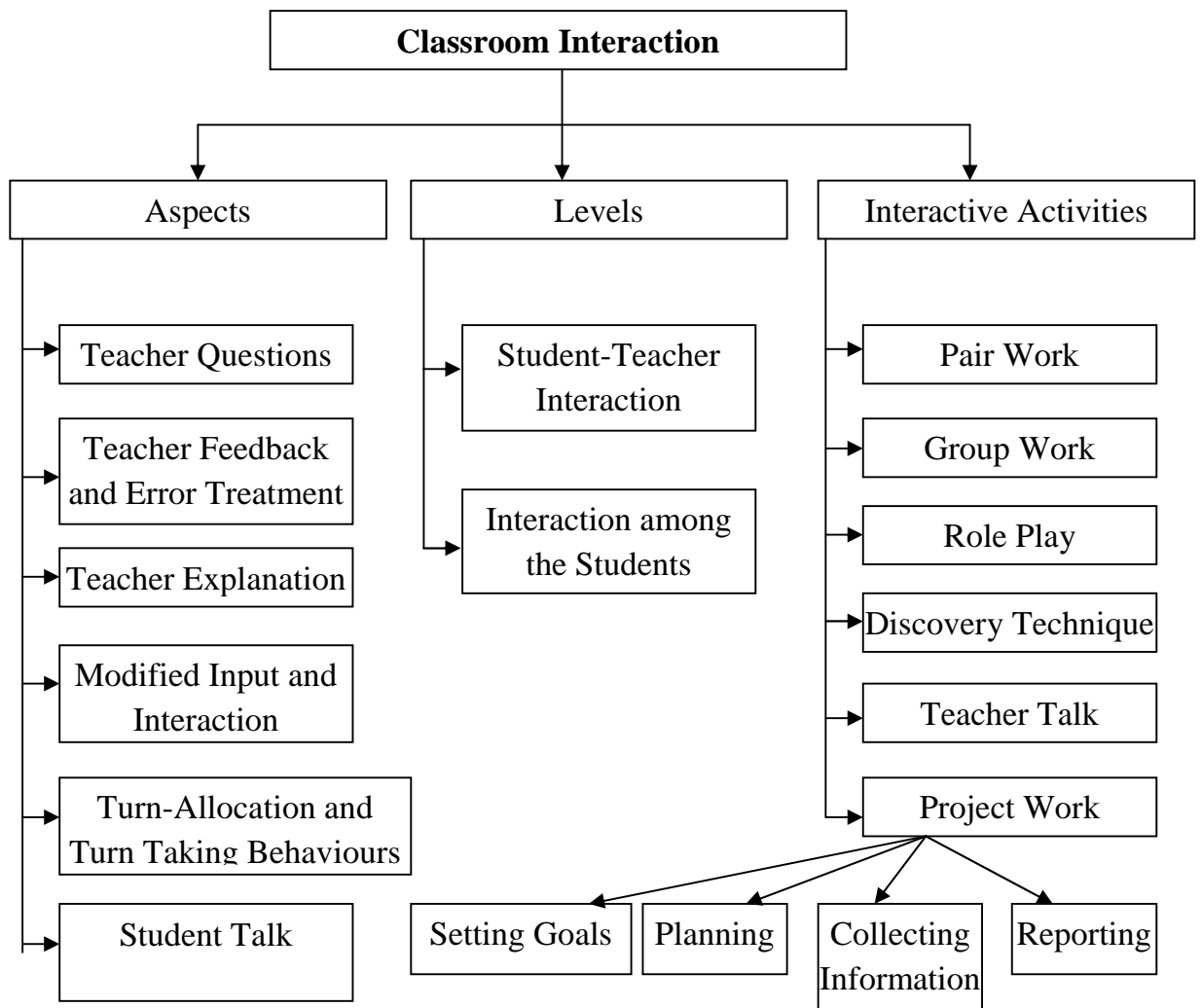
CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological procedures for data collection during the field study. I adopted the survey research as a research design. regarding the methodology, sources of data, population and sample of the study, sampling procedure, tools of data collection, analysis and interpretation procedure has been dealt.

3.1 Design of the Study

Research design here refers to the model that any researchers apply or follow in course his/her research work. According to Kumar (2009, p. 84), "A research design is a plan for, structure and strategy and investigation so conceived as to obtain answer to the research questions or problems." I would like to discuss the survey research that I used in my research work.

Survey research design is a design that is most commonly used in educational researches. It is equally important to social inquiry, politics and developmental studies and most significantly for education and linguistic aspects. It has an equal importance to large scale investigation like census to a small scale study. According to Cohen and Manion (1985, as cited in Nunan, 1992 p. 140), "Surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher." They further state that "The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and /or events at a single point in time." In this sense, survey research is different from other types of researches as experimental and quasi-experimental research in terms of population of the study, nature of collecting data. There is a single time data collection in survey research and conducted in natural setting. Similarly, it differs from case study in terms of

large size of samples while case studies are oriented to the more intensive and longitudinal study of small population.

In case of educational survey research, Cohen et al. (2010, p. 207) states, it often makes use of test results, self-completion questionnaires and attitude scales. Surveys are useful to gather factual information both-present and past. According to Cohen et al. (2010, p. 208), "Survey can be both descriptive and analytical. Descriptive surveys simply describe data on variables of interest, where analytical surveys operates with hypothesized predicators or explanatory variables that are tested for their influence on dependent variables." The attraction of survey research lies in its appeal to generalizability or universality.

The basic purpose of survey research is to find out the actual beahviours, attitudes and opinions of the people on certain issues, events, situations or phenomena. It also aims to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to education and generalize its findings on the basis of representative sample of specified target population. In survey research data are gathered from relatively large numbers of population using certain sampling procedure where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Some of the characteristics of survey research stated by Cohen et al. (2010, p. 206), are as follows:

a) it collects data on a one-shot basis and hence is economical and efficient
b) represents a wide target population
c) generates numerical data
d) gathers standardized information
e) captures data from multiple choice, closed questions, test sources or observation schedules.

Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalizable findings. It is assumed to be the best research in educational and public operations, professional behaviours and attitudes and so on.

3.2 Population of the Study

The population of the study comprised ten higher secondary level English teachers and students from different higher secondary schools of Kathmandu district.

3.3 Sampling Procedure

Ten higher secondary schools and ten English teachers (one teacher from each school) teaching at higher secondary level in Kathmandu district were purposively selected for the study. Similarly, 40 classes were observed.

3.4 Tools for Data Collection

The main tools for data collection were the classroom observation checklists and diary notes (see Appendix 1).

3.5 Process of Data Collection

In order to collect data for the research, I visited different higher secondary schools. I selected ten higher secondary level English teachers from ten higher secondary schools and explained the purpose of my visit. After getting the permission from school authority, I observed the four classes of each of the ten English teachers on the pre-decided days and fixed up the checklist and took some notes. Finally, I thanked all of them for their co-operation.

3.6 Data Analysis and Interpretation Procedure

Qualitative data will be analyzed in a narrative way with description. Quantitative data will be analyzed and interpreted with the help of simple statistical computation like, mean, median ratio and so on. Then they will be presented and displayed in various tabular and graphic forms.

CHAPTER – FOUR

RESULTS AND DISCUSSIONS

4.1 Results and Discussions

The result and discussion of data collected from the classroom observation and diary notes of classroom interaction have been presented in this chapter. This study primarily aims at finding out various types of classroom interaction practiced in higher secondary classes. This chapter is devoted to the result and discussion of collected data from primary sources. The information is tabulated and discussed after direct classroom observation.

Tabulation of information and then its discussion is followed by result and discussion using statistical tools like pie-charts, tables, bar-diagram and percentage. All this statistical tools have made this result and discussion comprehensive.

4.1.1 Discussion of Activities and Situations Found from the Classroom Observation

In my observed forty classes, the activities were mostly driven by the teachers. The conversations made in the class were initiated by the teachers. They encouraged the students to ask questions. Most of the teachers used translation technique to explain new items except few teachers who encouraged their students to explore meanings with varieties of ways such as, collecting information, making use in context, using gestures, postures and so on. Most of the interactions were noteworthy and interesting.

In this study focus has been given on the amount of questions that the teachers asked and the way of asking those questions. In most of the classes, the teacher asked questions mainly related to the lesson because students examination is so near. The teachers simplified and modified their answer or ideas in

comprehensive way. They repeated again and again unless the students understood the ideas. Regarding the conversation taken place in the classroom is given below:

4.1.1.1 Questions Asked by the Teachers and Students in the Class

Classroom interaction is determined by the questions that the teachers ask. The comprehensiveness of question is also determined by the way how s/he presents the questions to the students. In my observation, a teacher entered in the Laboratory H.S. School, Kirtipur by saying 'good morning class' and the students replied with the same utterance. He informed the students that they are going to read a poem 'On the Vanity of Earthly Greatness' and he ordered them to be quiet and look at the lines of the first stanza. He read the first stanza and then following question-answer was held:

T: What things are happening in the first verse?
S_1: (quiet)
T: Can you guess (same question)?
S_2: The tusks that clashed in mighty brawls of mastodons are ………………

The question that the teacher asked was from the book and some students answered his question by looking at the abstract of the poem.

The following table shows the frequency and percentage of the questions asked by the teachers and students.

Table No. 1

Questions Asked by the Teachers and Students in the Class

Questions by	Frequency (F)	Percentage (%)
The teacher	25	63
The students	17	43

The table shows that out of 40 classes observed, in 25 classes the teacher asked questions to the students and in only 15 classes, the teacher did not ask any questions. This proved that in 63 percent classes' teachers asked questions to the students and in 32 percent of the classes, they did not ask any questions to the students.

On the other hand, out of 40 classes, only in 17 classes the students generally asked questions and in 23 classes, they did not do so. This proved that in 43 percent of classes the students asked questions but in 57 percent of classes the students did not ask any questions in the classes.

This scenario showed that both the teacher and the students were equally participated in the interaction. There was not any domination by the teacher over students and students did not ask the questions in all class.

4.1.1.2 Relevancy of the Questions to the Lesson

No doubt, questions should be related to the lesson but open conversation is also a crucial factor to increase the learners' competency over social interaction. Most of the teachers, within my direct observation, were confined with the texts and exercises given. None of the tasks was creative. The following question answer that was found in a classroom illustrates the ideas:

T: What do you think is the reason some people have recurring dream?
 S_1: What is recurring dream sir?
T: Recurring dream is one which happens frequently.
S_1: I think, they are strange about people and place.
T: No, no, Nirmala can you say?
S_2: Some people have recurring dream because the dream is mysterious.
T: This is not enough (then, he wrote the correct answer).

In this sequence of conversation we can see the teachers' dominance that he did not praise or encourage the students to give more answers. He did not throw the

questions in mass where the students interacted to each other and made a conclusion. Though the lesson was reading comprehension, he could correlate it with interaction. The following table shows the relevancy of the questions:

Table No. 2

Relevancy of Questions to the Lesson

Questions by	Frequency	Relevant	Percentage (%)	Irrelevant	Percentage (%)
The teachers	25	23	92	2	8
The students	7	4	57.14	3	42.86

The above table represents that all the questions asked by the teachers were not relevant to the lesson. Out of 25 questions asked to the students only 23 questions were relevant and other two questions were irrelevant. Similarly, students asked 3 irrelevant questions out of 7 questions.

4.1.1.3 Number of Groupwork and Pairwork Conducted in the Class

Under this heading I only present the number of groupworks or pair works conducted in the class. The qualities and examples are mentioned in the next headings. So, the following tables gives the number of groupworks conducted in the classes that were observed.

Table No. 3

Number of Group work and Pair work Conducted in the Class

Frequency of Group/Pair work	Percentage (%)
10	25

The record suggests that out of 40 classes observed, only in 10 classes were out of reach in group/pair work.

This shows that only in 25 percent of classes, the group works were carried out where as in 75 percent of classes, they were out of reach in group work.

I also found that most of the group work ever done was not carried out according to the norms of group work as well because some students were not engaged in the work and some students did not get chance to participate in such collaborative task which developed the learner's interaction.

4.1.1.4 Quality of Group work

Group work or pair work is a collaborative task where the students are engaged to interact in doing tasks. Number of group works had been carried out in the class. The following pair work had been done.

Situation
(post office-behind/bus park-to left)
S_1: Excuse me, could you tell me where the post office is?
S_2: Its right behind you.
S_1: Oh: thank you.
S_2: Not at all.

The above conversation was based on the example given under direction. All the conversations conducted were formulaic but not situational. All the students used the same structure. All the activities were conducted only within the situation given in the exercise book. The teacher could correlate the task in the context. Some of the group works were good that were purposeful and students were active in doing task. I saw them practicing in and outside the class. The following table shows the qualities of group works or pair works.

<div align="center">

Table No. 4

Quality of Group Work

</div>

| No. of Group	Qualities					
	Excellent		**Good**		**Bad**	
	Frequency	**Percentage**	**Frequency**	**Percentage**	**Frequency**	**Percentage**
38	7	18.42	22	57.89	9	23.68

The above table shows that most of the students showed good results in group or pair work. It is to say that 57.89 percent of the students were good in group work. Only 18.42 percent of them were excellent and 23.68 percent of them were not good in group work. The performance of the excellent students was very much purposeful. The result of good students was acceptable and performance of third group was not purposeful and students were more passive in doing task. The reason I would like to mention here is that the teacher in the class did not take care of all the students and their expressions of the some students showed that their capacity level was below than the average. Another important thing was, the teachers were not able to divide the students into similar groups that helped to co-operate and interacted among the students who had low level of proficiency.

4.1.1.5 Classroom Environment

Classroom environment plays a crucial role in classroom interaction. Placement of desks, benches is one of the factors that create accessibility of group works or pair works. Windows, ventilations are other factors which create good air condition and make the students as well as the teachers fresh and energetic. Classroom environment also comprises communication with the teacher and among the students. Noise outside or inside the class create disturbance in two-way interaction. So, I observed all these conditions in the classes. The following interpretation below the diagram shows the classroom environment of higher secondary schools that were observed:

Figure No. 1

Classroom Environment
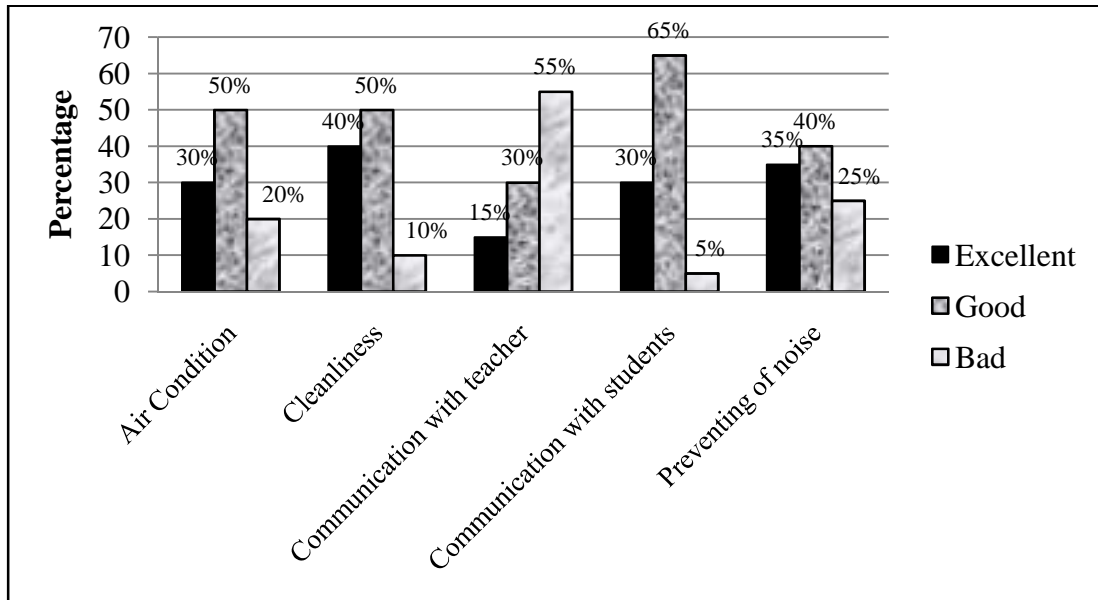
Regarding the air condition of the classes, 30% of higher secondary schools were facilitative to study. The classes were equipped with suitable windows, doors and ventilations. Among them 50 percent classes were somehow facilitating to study on the basis of air condition. 20 percent of them were not decorated with suitable windows and ventilation. In the classes which were good, the placement of windows were not appropriate and no ventilation at all. In those classes, which were called not good, had no sufficient windows and the rooms had no sufficient lights, therefore, no facilitating to discussion and establishing teacher-student eye contact.

Regarding the cleanliness of the classes, 40 percent of the classes were very much clean. The placement of the desks and benches was appropriate so that group work or pair work was easily carried out. Among them 50 percent of the classes were somehow clean and the placement of desks and benches was tolerable. The teacher felt somehow difficult to manage group work. And 10 percent of the classes were so dirty which were full of dust and papers. The

desks and benches were not placed properly. As a result there was no learning environment in the classes.

Communication with the teacher was somehow satisfactory in 30 percent of classes. Only 15 percent of the students were engaged in communicating with their teacher, fluently, accurately and purposefully. But 55 percent of the students were just passive listeners and even if they talked to their teacher, their communication would be corrected by the teacher.

Another important classroom environment is communication with the students. So far as I found in the classes or outside the classes, only 30 percent teachers used to talk with their students collaboratively as well as satisfactorily that created well decorated classroom interaction. Among them, 65 percent were average. They used very limited expressions inside the classroom but did not use English language outside the class. They encouraged their students only within the lesson or texts. Other 5 percent teachers never used situational English inside the classroom. They always translated the text into Nepali. They never made typical conversation with the students.

Preventing noise was another factor in my observation checklist. While observing the class, it was found that 35 percent classes were excellently controlled. Their good presentation, motivation, friendly behavior and encouragement in practice made the classes peaceful. The students were only engaged in subject matter. Out of the classes observed, 40 percent of the classes were somehow peaceful. Most of the students were involved in practice; a few of them who were sitting in back benches were whispering themselves. They made some mechanical conversations inside the class but those conversations were not open or natural interaction. 25 percent of the classes were so noisy that the teacher could not control and they also did not pay attention to the teacher. They did not take care of the students if they were engaged in practice.

4.1.1.6 Teacher's Activities in the Classes

I observed the activities that had been taken place in the classroom. Teachers' activities directly influence the students' input and interaction. Lecturing was one of them; sometimes, they used this technique to summarize a story or poem. Some of them lectured in the beginning of the class and some of them lectured at the end. Some of them lectured the whole story in Nepali also. They took some information from the students' side. However, this technique did not facilitate the interaction.

Other techniques were discussion with students, demonstration and asking questions. Most of them kept in contact with students in discussing with them. But most of the time they used the Nepali language for medium of instruction. Demonstration technique was another technique that most of the teachers (90%) used. They performed well with new teaching items. Asking question is the most important technique in developing classroom interaction. All the teachers asked questions to their students for the purpose of evaluation. They used questions as an evaluation tools. But most of them did not know that the variety of questions facilitated their classroom interaction. The following diagram shows the amount of teachers' activities in the class:

Figure No. 2

**Teachers' Activities in the Class**
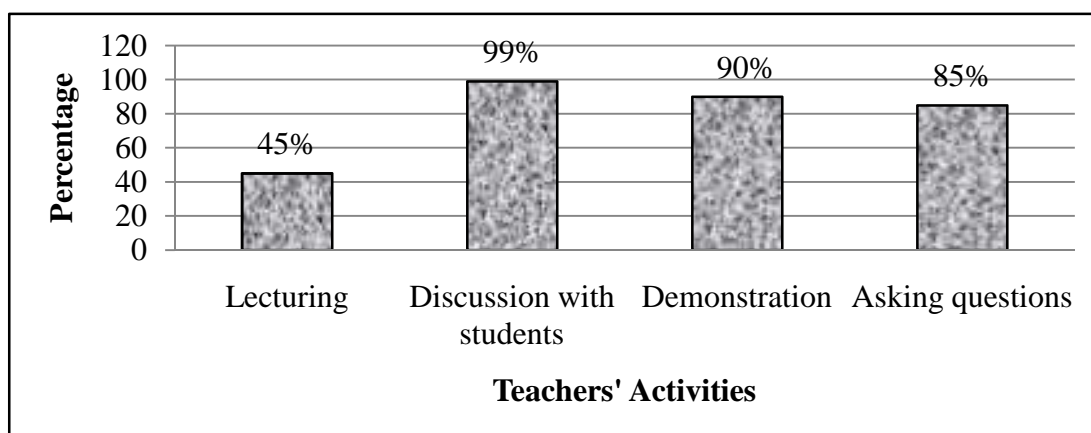
The above diagram shows that out of 40 classes observed, 45 percent teachers' classes were observed, 45 percent teachers used lecture techniques in a class. 99 percent of teachers discussed with their students. 90 percent of them used demonstration technique and 85 percent of them engaged in asking questions to their students. It is clear that 99 percent teacher uses discussion technique in the class which is very useful in classroom interaction. Asking question is another important aspect of interaction in the class. Most of the teachers asked questions to their students but their way of asking questions was not satisfactory because they asked very straight not in modified way.

4.1.1.7 Students' Activities in the Class

Teacher is responsible to drive the students' activities in the class. Students' activities depend on the tasks given by the teachers. I observed the students' activities in the class. Activities in my observation included four language skills and questions asked by the students. Most of the time, the students were passive learners. Sometimes they also engaged in teachers' tasks. In the reading comprehension lesson, they were reading, in pair work or group work; they were speaking and listening to the teacher's voice. The activities were satisfactory but the teacher gave more focus on encouraging students the following diagram shows the students' activities in the class.

Figure No. 3

Students' Activities in the Class
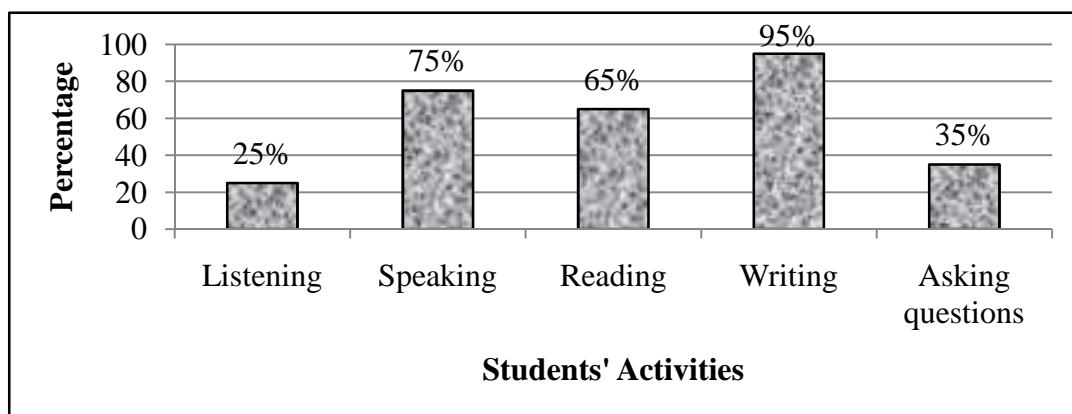
The above diagram asserts that most of the students were engaged in writing activities i.e. 95 percent of classes, students were involved in writing. Only 25 percent took part in listening. 35 percent were in asking questions to the teacher and 75 percent were involving in speaking. It seems high interaction between the teacher and the students. Reading is also interactive task in which students were engaged in interacting with the text but only in 65 percent of students were involved in reading activities. Similarly, only 35 percent of classes, students were asking questions to the teachers.

To conclude, students were highly interested in writing. This shows that they prepare notes of the teacher's explanation and guidelines for the solutions.

4.1.1.8 Teacher's Behaviours and Activities in Class

In this creation, I observed teachers' behaviours to their students such as, friendliness, sympathetic, recognition and encouragement, presentation, use of teaching materials, evaluation of students in the class and practice in the class.

a) Friendliness

Teachers' friendly behavior makes the students extrovert. As I observed, most of the teachers in the class were young and energetic. Some of them were old aged. The young were friendly than the old aged. Their friendly behavior made the classes funny and more interactive. For example:

T: It is New Year isn't it?

S_s: Yes sir.

T: What are you planning to do with your friend in this new year?

S_s: Nothing sir.

T: Shall we go for a picnic together?

S_s: Of course sir.

S_1: Where to go, when sir?

S_2: Can we go to Nagarkot sir?

S$_3$: How about going to Kakani sir?

S$_4$: We should go soon sir

T: We will go after your (11 class's) final examination is over ok?

Ss: OK sir.

This conversation was very interesting. All the students were willing to say something. The class was the first of this year. So, the teacher proposed a picnic with the students and they were happy to see his friendly behaviour.

But in some cases, the old aged teachers were more authoritative and wanted to make the class strict. In those classes, the students were more passive. The following chart shows the friendliness of the teachers.

Figure No. 4

Friendliness
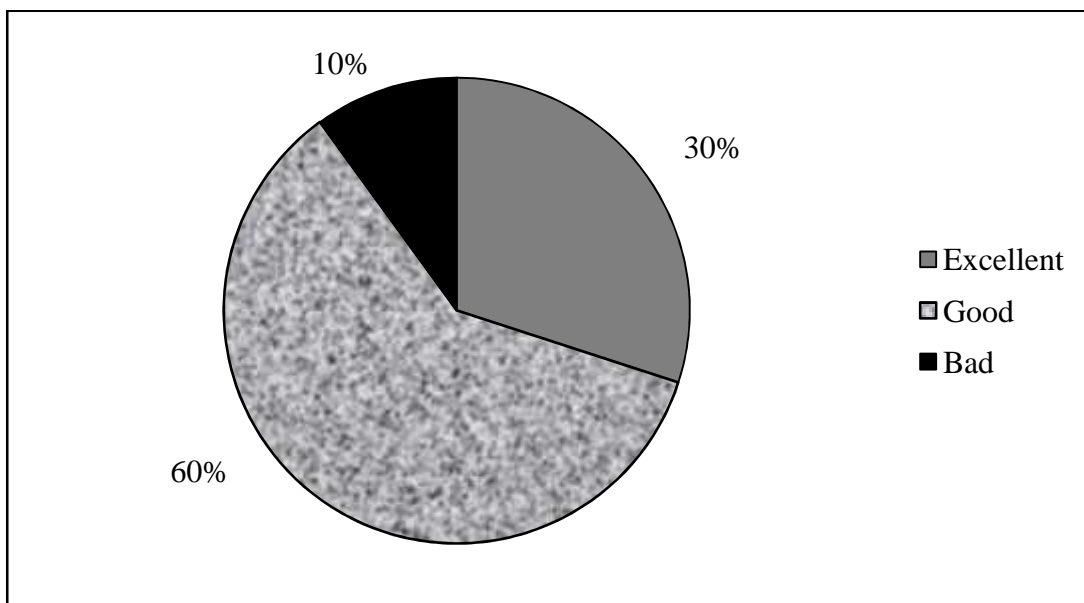
The figure states that 60 percent teachers maintained good friendship with their students. 30 percent maintained excellent behavior of friendshipness that created conductive and open environment in learning. And 10 percent of them expressed bad behaviour to their students. They were more authoritative so that the learning environment was not so facilitating and closed in nature.

b) Sympathetic

To give some energy to the weak student/learner is sympathized in the context of classroom teaching. Dominance of the weak discourages in the interaction. Let us have a look at an example that happened in the class:

T: Rama, did you fail?

Rama: (Silence)

T: Ok, no matter. Which subject do you feel more difficult?

R: English, Sir.

T: Well, don't be sad. Come to my home in every morning for an hour. I will make you perfect, ok.

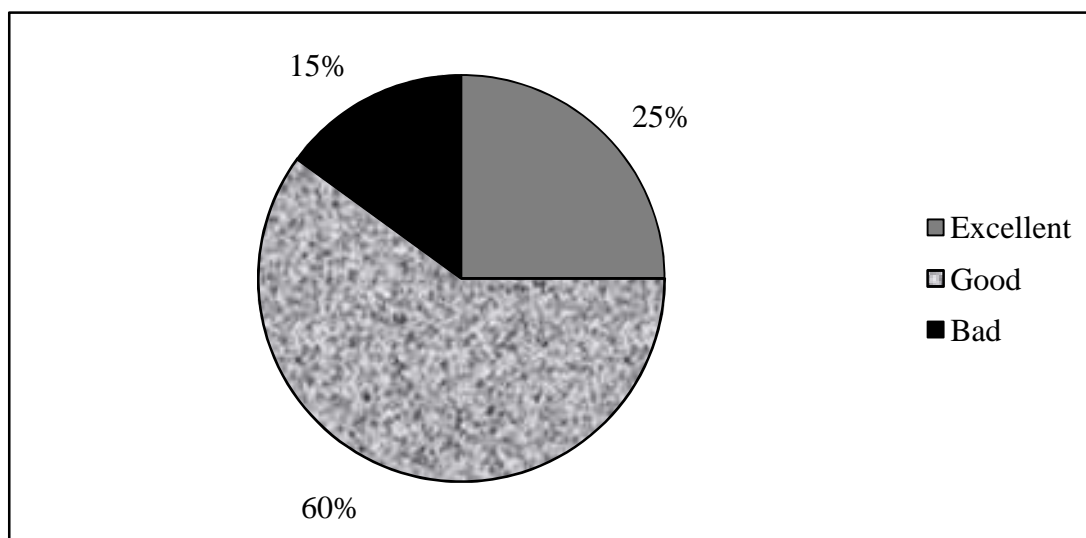R: Ok sir, how about the tuition fees?

T: Don't pay. It doesn't matter.

R: Thank you sir.

Most of the teachers were sympathetic. Some of them were a bit less sympathetic so that they discouraged the students. The following chart shows how much teachers were sympathetic:

Figure No. 5

Sympathetic

This pie-chart shows that shows that 60 percent teachers were good sympathetic to their students. 25 percent of them performed their sympatheticness excellently to their students that created open environment in interaction. But 15 percent of them were not sympathetic at all that created hopelessness in the students.

c) Recognition and Encouragement

Interaction also depends on the teacher's appreciation and encouragement to the students. The following sequence was made in one class:

(After reading text)

T: Is unchopping a tree possible?
S_1: Unchopping a tree is possible because ……… (Silence)
T: Can we stop the deforestation?
S_1: (Silence)
T: (Same question asked to S_2)

This question answer activity was made after reading an essay 'Unchopping a Tree'. This kind of questioning discourages the students to participate in activities. In the first question, the student was trying to give answer but after a short pause, the teacher jumped over a second question and asked to another student. Finally, he wrote the answer on the board. Some of the teachers (10%) encouraged their students satisfactorily. The following figure illustrates the encouragement.

Figure No. 6

Recognition and Encouragement
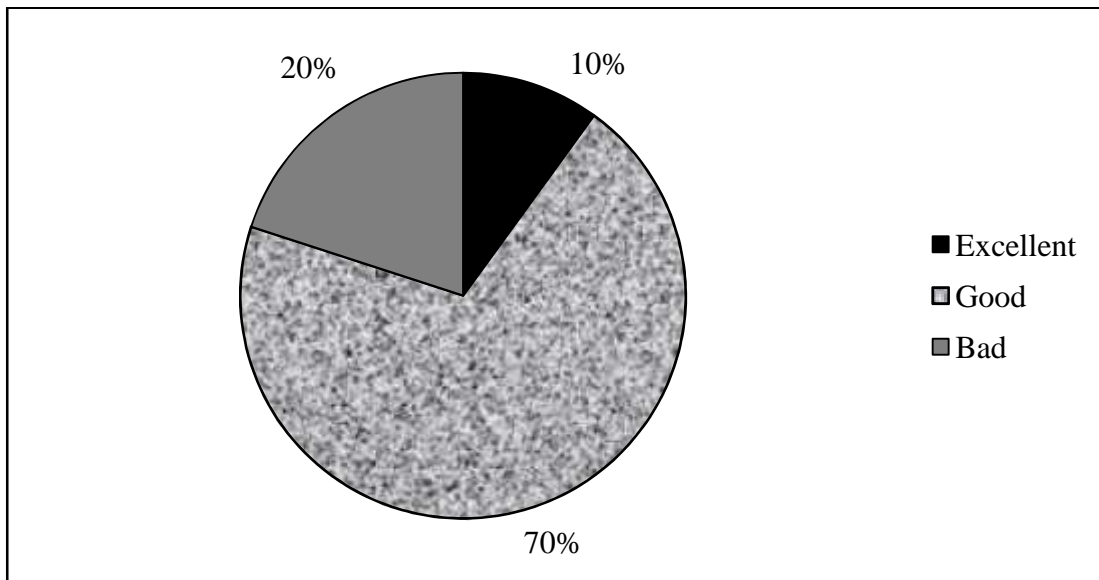
The above figure asserts that 70 percent of the teachers created recognition and encouragement partially. They somehow encouraged the learners in interactive situations. 10 percent of them encouraged their pupils excellently that could easily involve the students towards learning. But 20 percent of them did not encourage their students to learning.

d) Presentation

Presentation affects classroom interaction. The following sequence was found in a class:

T: (pointing to a picture) what is he doing?

S_1: (silence)

T: He ………….

S_1: He is (silence)

T: ………….listening……….

S_1: He is listening to radio.

T: He is listening to radio.

T: Then, what are they doing?

S$_1$: They are (silence)

T: Dancing

S$_1$: They are dancing.

T: What is he doing?

S$_1$: He is reading.

T: Good.

This sequence was taken from class – XI Meaning into Words (Unit 10). This type of systematic presentation made the class interactive. Most of the teachers (60%) presented exercises satisfactorily. But they were mainly based on the text. The following figure illustrated the presentation clearly:

Figure No. 7

Presentation
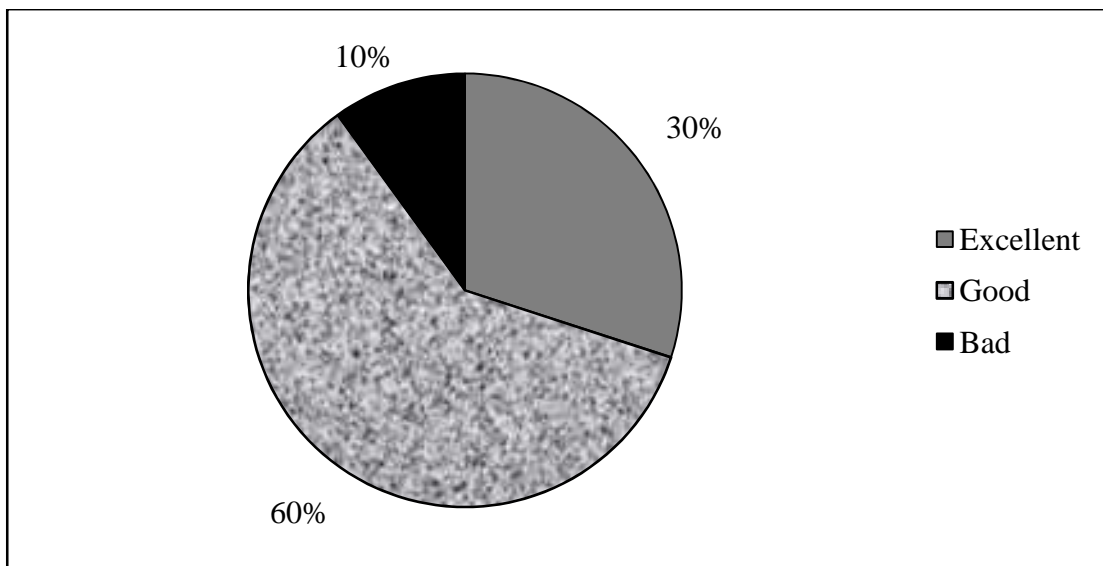
This above picture suggests that 60 percent of teachers presented their lesson well. 30 percent of them were excellent that made the students clear about the ideas and 10 percent were openly engaged in discussion in the class. Some of the teachers were a little bit weak in presentation so that none of the students was clear about the lesson and not participated in classroom activities.

e) Use of Teaching Materials

We can make the students interact with the materials. In my observation, some of the teachers did not use any materials. One of the teachers brought a material (poster) where people were dancing. The lesson was about 'The Past and The Present'. He used this material properly in the first stage and made the class interactive. So, the students were concentrating on the picture and did not care about rest of his activities. The following figure shows how much the teachers used the materials and how they used.

Figure No. 8

Use of Teaching Materials
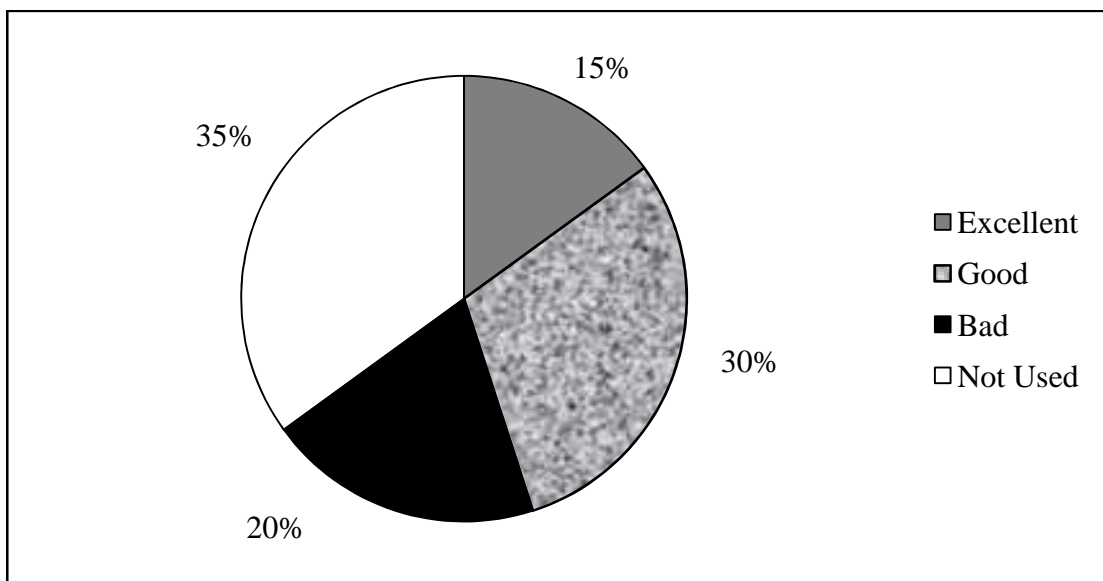
The above picture shows that 15 percent of the teachers used teaching materials in proper way that was conductive and facilitative in learning. 30 percent of them used teaching materials in little bit less conductive way, materials were good. 20 percent teachers could not use the materials in constructive way and their materials other than daily used materials were not nice looking and also were not in proper size. Those classes were not so interesting and interactive as well. Other 30 percent teachers did not use any materials rather than textbook.

f) Evaluation of Students in the Class

Interaction depends on how teachers evaluate their students. Some teachers evaluate orally, some evaluate in written form. In my observation, it was found that some of the teachers did not evaluate their students. Some of them evaluated but not in proper/interactive way and some of them evaluated satisfactorily. The following example was noteworthy here to mention:

(After reading a text)

T: Is unchopping a tree possible?

S_1: Unchopping a tree is possible because, ……………..(silence)
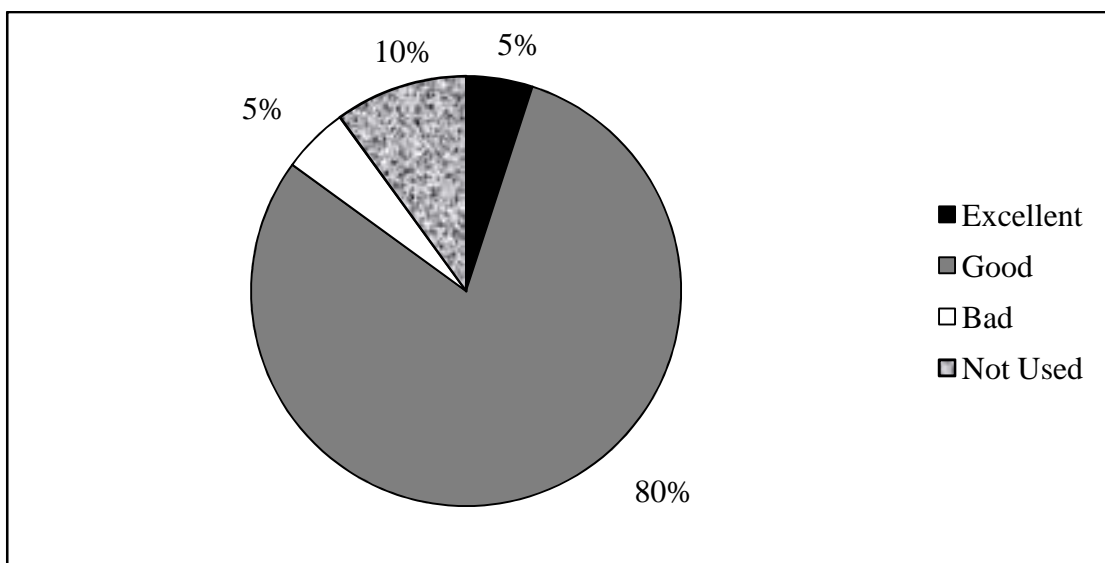
T: Can we stop the deforestation?

S_1: (Silence)

T: (Same question asked to S_2)

In the first question, the student was trying but after some pause the teacher asked the second question again instead of giving clues to the first. So the student was hopeless. The following figure gives quality of evaluation as a whole:

Figure No. 9

Evaluation of Students in the Class

43

According to this figure, most of the teachers evaluated their students in an acceptable way, i.e. 80 percent teachers evaluated good. The evaluation was somehow objective oriented. 5 percent of teachers evaluated the students in a very proper way and their achievement was excellently evaluated. According to the purpose of learning, 5 percent of the teachers were unable to measure the achievement in the norms of lesson. That is to say, there was no proper way of evaluation. Out of 40 classes, 4 classes were ended without any evaluation of the students.

g) Practice in the Class

Practice is another good interactive activity in the class. Most of the students were practiced with formulaic utterances. The activities were not open and contextual in nature. For example;
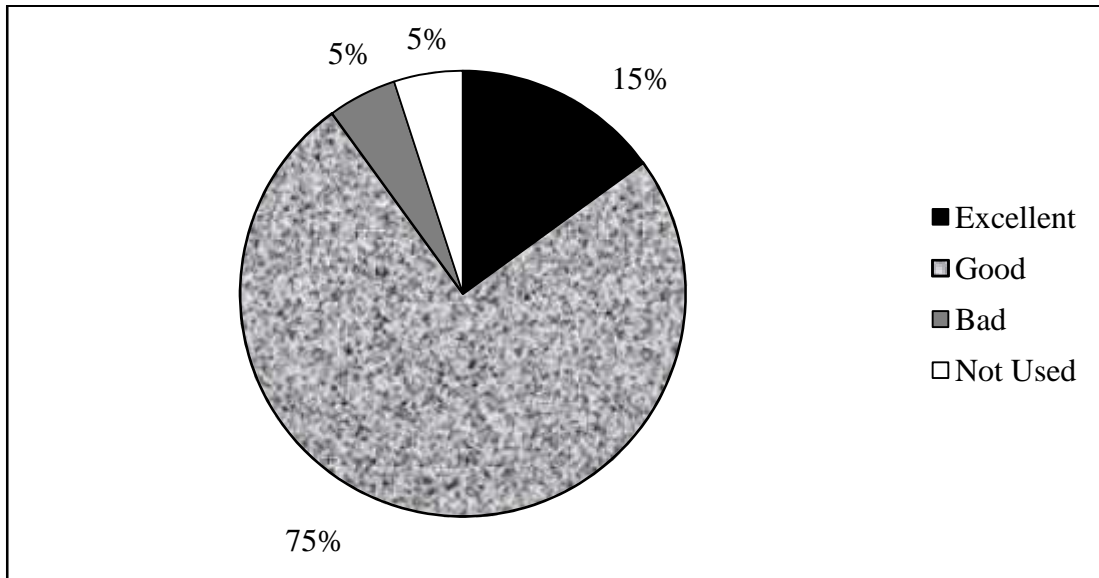
S_1: I like shopping.
S_2: So do I.
S_1: I like fishing.
S_2: So do I.

I saw this kind of practice in pair work also. Such type of formulaic or closed practice loses the creativity of the students. Most of the classes were engaged in such type of practice. The following figure gives qualities of practice in the class.

Figure No. 10

Practice in the Class

In this picture, it is clear that 75 percent teachers made their students engaged in practice in an acceptable way. The classes were somehow interactive as well. 15 percent of them made their students engage in practice in very good manner. The classes were so much interactive and purposeful according to the lesson. In 5 percent classes, the students were not performing their task in a true manner. The teachers did care about students' practice if they were practicing well or not. It was also found that some of the teachers did not give any chance to their students to involve in practice.

The preceding tables, charts and my diary notes while I was in direct observation in those classes suggest that the students were taught some mechanical utterances and they were exercising these utterances time and again in the classroom interaction. Most of the students interacted in free and fair manner. Even if they made open conversation, they would initiate by the teachers. The teachers as well as the students were not accustomed to some limited set of conversation. The communicative language teaching approach had been utilized and exercised a lot in the truest sense of the word.

4.2 Results

On the basis of discussion of data, the results of the study have been summarized below:

a) Student's interaction with their teachers was somehow satisfactory in 30 percent of classes. Only 15 percent of the students were engaged in communication with their teacher fluently, accurately and purposefully. But 55 percent of the students were just passive listeners and even if they talked to their teachers their communication would be corrected by the teacher.

b) Teacher's interaction with their students inside the class or outside the class only 30 percent teachers used to talk with their students collaboratively as well as satisfactorily. 65 percent of the teachers were average. They used very limited expressions inside the class but did not use English language outside class. They encouraged their students within the lesson or texts. Other 5 percent teachers never used situational English inside the class. They always translated the text into Nepali. They never made typical conversations with their students.

c) Out of forty classes, in 25 classes, the teachers asked questions to their students and in only 15 classes the teachers did not ask any questions to their students. This proved that in 63 percent of classes, teachers asked questions to the students and in 32 percent of the classes, they did not ask any questions to the students.

d) On the other hand, out of forty classes, only in 17 classes the students generally asked questions and in 23 classes, they did not do so. This proved that in 43 percent of classes, the students asked questions but in 57 percent of the class, the students did not ask any questions.

e) Out of 25 questions were asked to the students only 23 questions were relevant and other two questions were irrelevant. Similarly, students asked 3 irrelevant questions out of seven questions.

f) A few teachers (15%) used teaching materials proper way and 30 percent used satisfactorily. Likewise, 20 percent teachers used teaching materials not properly but 35 percent teachers did not use any materials.

CHAPTER – FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Summary

This thesis entitled "A Study of Classroom Interaction at Higher Secondary Level" was carried out to find out some of the basic features of classroom interaction. The main objective of the study was to find out the existing situation of classroom interaction at higher secondary level English classes.

This study consists of five chapters: The first chapter is introductory in nature. It introduces classroom interaction in general. It also includes, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related literature, implications of review of the study and theoretical and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study, design of the study, population and sample, sampling procedures, data collection tools, data collection procedures and data analysis and interpretation procedures. After that, the fourth chapter deals with results and discussions/interpretation and the last chapter deals with summary, conclusions, implications in policy level, practice level and further research followed by references and appendices.

a) Most of the teachers asked questions to all the students in a group as well as individually except a few teachers who did not ask any questions rather started lecturing.

b) Evaluation of the students in the class was an acceptable i.e. 80 percent teachers evaluated good. 5 percent of teachers evaluated the students in a very proper way i.e. excellent and 5 percent of teachers were unable to

measure the achievement in the norms of lesson. 10 percent of classes were ended without any evaluation of the students.

c) It was found that 75 percent teachers made their students engage in practice in an acceptable way. 15 percent of them made their students engage in practice in very good manner. Similarly, 10 percent teachers did not care about students' practice as well as they did not give any chance to their students to involve in practice.

d) A few teachers (15%) used teaching materials in proper way that was conductive and facilitative in learning. 30 percent of them used teaching materials in little bit less conductive way, materials were good. 20 percent teachers could not use the materials in proper way and they were also not nice looking. Other 35 percent teachers did not use any materials.

e) Regarding presentation, most of the teachers, (60%) presented their lesson well. 30 percent were excellent and made their students clear about the ideas. Similarly, a few (10%) teachers were a little bit weak in presentation.

f) To talk about sympatheticness, 60 percent teachers were good sympathetic to their students. 25 percent of them were excellent sympathetic to their students. Similarly, 15 percent of them were antipathetic to their students.

g) Almost in all the schools (80%), classroom environment was good and facilitative to learning but 20 percent of them were not decorated with suitable windows and ventilations. Since environment of class plays a crucial role to enhance learning.

h) Talking of the quality of group work, 57.89 percent of the students were good in carrying out group work. Only 18.42 percent of them were excellent in carrying out the group work. Similarly, 23.68 percent of them were not good in conducting the group work.

i) Regarding teacher's activities in the class, 45 percent teachers used lecture techniques in the class. 99 percent of them discussed with their students, 90 percent of them used demonstration technique and 85 percent of them engaged in asking questions. From this scenario, it is clear that 99 percent teachers use discussion technique in the class which is very useful in classroom interaction.

5.2 Conclusions

a) As Rivers (1987) says, "interaction can be two way or four way, but never one way" (p. 9). It means, to foster language learning, there should be sufficient interaction between the teacher and the learners in question.

b) Use of teaching materials in the classroom should be appropriate and visible because they make the class funny and lively.

c) Feedback plays important role in language teaching and learning. Students' achievement should be measured positively which encourages the learners to participate in activities.

d) Meaningful learning occurs, when students are allowed to confront real problems, make choices and find solutions.

e) Errors are the positive signs of learning. No learning takes place without committing errors in true sense that is why the teachers should entrust them to correct those errors.

f) Teachers should focus on group work or pair work technique while teaching English language because, these techniques make the students, independent and self-directed.

g) The keys to learning a foreign language effectively are the clear-cut plans of teacher for the lessons and the extensive practice on the items learnt through a variety of amusing activities on learners' and the teachers' side. There should be plenty of oral practice for speaking is the real language.

h) Classroom environment determines the rate of learning. It means peaceful environment should be created as far as possible and noisy environment should be terminated. Similarly, suitable windows, cleanliness, ventilations and air condition in the class are also not less important factors to learn the language, which the teachers should take into account.

i) Evaluation of the students in the class should be frequent and appropriate. Teaching without evaluation and writing without reading lead from dusky to dark.

j) Question-answer method is important way of CI.

There are many other responsible factors affecting the CI in English classes. Although the teachers should bear the first responsibility for it, he or she is not only the target. Other factors equally affect it, such as, home environment economic condition of the parents, prior achievement of students in English, physical facilities of the schools, lack of feedback to teachers etc. For the better CI, the teacher should be well equipped through refresher training. Teachers should encourage the students to speak English whenever and wherever it is possible. They should use participatory methods in the class. GT method should be discouraged. Teachers should be studious; they should find new and effective ways of interaction, and apply them in the class.

5.3 Implications

Students should be encouraged to embark in interaction, discussion or in over all use of language since language is primarily speech.

5.3.1 Policy Level

Policy makers and curriculum designers should analyze the needs and interests of the learners. A textbook writer also should write the books or prepare the materials as per the learners' linguistic, social, psychological and economical

condition. Initiation of the strategy/policy determines the nature of the course for that communicative or interactive activities should be focused while designing the curriculum. New method of teaching is CLT which focuses on language use and therefore it is the matter of classroom interaction.

5.3.2 Practice Level

Question answer method is important way of CI. There are many factors affecting the CI in English classes. Although the teachers should bear the first responsibility for it, he or she is not only the target. Other factors equally affect it such as home environment, economic condition of the parents, prior achievement of students in English, physical facilities of the school, lack of feedback to teachers etc. For the better CI, the teacher should be well equipped through refresher training. Teachers should encourage students to speak English whenever and wherever it is possible. They should use participatory methods in the class. Teachers should be studious; they should find new and effective ways of interaction, and apply them in the class. They should use teachers guide for effective Classroom Interaction.

5.3.3 Further Research

English language teaching is really painsticking task because it is not the dead stone, as it is ever changing entities. New trends of teaching with new vocabularies and structures are not peripherals. Language is primarily speech and focus should be laid on spoken or communication i.e. communication between the teachers and the students which is also a part of classroom interaction. The subsequent or followers can consult the following research work to carry out research on classroom interaction or interaction in general. Because, it would be the yardstick for their research work.

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Classroom Observation Checklists

Name of H.S. School: Date:

Name of English Teacher: Period:

Class:

Topic:

Criteria for Class Observation

Criterion -1

Question by

	Time of Questioning				Questions Relevant to Lesson	Question Irrelevant to Lesson
	0-10 minutes	11-20 minutes	21-30 minutes	31-40 minutes		
The teacher in the class						
The students in the class						

Criterion -2

Group Work in the class

		Topic of Group Work
No. of Groups		
No. of Group Members		

Criterion – 3

Quality of Group Work

Evaluation

Group Work	Time	Excellent	Good	Bad
Group -1				
Group -2				
Group -3				
Group -4				
Group -5				

Indicators

Excellent – very active and very much purposeful

Good – satisfactory (most students active and purposeful)

Bad – very few students active and not purposeful

Criterion -4

Teacher's Activities in the Class

Time	Lecturing	Discussion with students	Demonstration	Asking questions
0-10 minutes				
11-20 minutes				
21-30 minutes				
31-40 minutes				

Criterion -5

Students' Activities in the Class

Time	Listening	Speaking	Reading	Writing	Asking questions
0-10 minutes					
11-20 minutes					
21-30 minutes					
31-40 minutes					

Criterion -6

Teacher's Activities

Evaluation

	Excellent	**Good**	**Bad**
Friendliness			
Sympathetic			
Encouragement			
Presentation			
Use of materials			
Evaluation of students in the class			
Practice in the class			

Indicators

Excellent: very much conductive to learning environment and students'
encouragement (open in nature)

Good: some facilitation and encouragement in learning (partial in nature)

Bad: not so facilitating and encouraging (closed in nature)

Criterion -7

Classroom Environment

	Excellent	Good	Bad
Air condition			
Cleanliness			
Communication with the teacher			
Communication with students			
Preventing of noise			

Indicators

Excellent – very much facilitating to study

Good – somehow facilitating to study

Bad – not facilitating to study at all

Appendix II

Name of Higher Secondary Schools/Colleges Selected

S.N.	Name of H.S. Schools/Colleges	Type of H.S Schools/College
1.	Laboratory H.S. School, Kirtipur	Private
2.	Paropakar Adarsha H.S. School, Bhimsensthan	Public
3.	Neel Barahi H.S. School, Tankeshwor	Public
4.	Padma Kanya H.S. School, Dillibazar	Public
5.	Bhim H.S. School, Nagdhunga	Public
6.	Ganesh H.S. School, Budhanilkantha	Public
7.	Everest International College, Soalteemode	Private
8.	Brilliant Multiple College, Chabel	Private
9.	Grammar Public H.S. School, Koteshwor	Private
10.	Premier College, New Baneshwor	Private

Appendix III

Name of English Teachers Selected for My Research Work

S.N.	Name of the Teachers	Name of H.S. Schools/Colleges
1.	Sakindra Limbu	Laboratory H.S. School, Kirtipur
2.	Bhaviswor Ghimire	Paropakar Adarsha H.S. School, Bhimsensthan
3.	Hari Narayan Shrestha	Neel Barahi H.S. School, Tankeshwor
4.	Sita Devi Pokhrel	Padma Kanya H.S. School, Dillibazar
5.	Ramchandra Pokhrel	Bhim H.S. School, Nagdhunga
6.	Pradip K. Shrestha	Ganesh H.S. School, Budhanilkantha
7.	Kishor Kafle	Everest International College, Soalteemode
8.	Rajendra Pokhrel	Brilliant Multiple College, Chabel
9.	Reshav Thapa	Grammar Public H.S. School, Koteshwor
10.	Santosh Gauatam	Premier College, New Baneshwor

<p align="center">**Appendix -IV**</p>

<p align="center">**Classroom Observation Checklists**</p>

Name of H.S. School: Brillinat Multiple College, Chabel   Date: 2070/01/13

Name of English Teacher: Rajendra Pokhrel   Period: 2nd

Class: 11

Topic: The Gardner (a story)

Criteria for Class Observation

<p align="center">**Criterion -1**</p>

<p align="center">**Questions by**</p>

	Time of Questioning				Questions Relevant to Lesson	Question Irrelevant to Lesson
	0-10 minutes	**11-20** minutes	**21-30** minutes	**31-40** minutes		
The teacher in the class	Previous lesson for 5 minutes	Lecture	Lecture	Interaction	✓	
The students in the class						

<p align="center">**Criterion -2**</p>

<p align="center">**Group Work in the class**</p>

		Topic of Group Work
No. of Groups	5 to 6	
No. of Group Members	6 to 8	

<div align="center">

Criterion – 3

Quality of Group Work

Evaluation

</div>

Group Work	Time	Excellent	Good	Bad
Group -1	7-10		✓	
Group -2				
Group -3				
Group -4				
Group -5				

Indicators

Excellent – very active and very much purposeful

Good – satisfactory (most students active and purposeful)

Bad – very few students active and not purposeful

<div align="center">

Criterion -4

Teacher's Activities in the Class

</div>

Time	Lecturing	Discussion with students	Demonstration	Asking questions
0-10 minutes	15	15	3	8-15
11-20 minutes				
21-30 minutes				
31-40 minutes				

<div align="center">

Criterion -5

Students' Activities in the Class

</div>

Time	Listening	Speaking	Reading	Writing	Asking questions
0-10 minutes					
11-20 minutes		✓			
21-30 minutes		✓		✓	
31-40 minutes					✓

Criterion -6

Teacher's Activities

Evaluation

	Excellent	**Good**	**Bad**
Friendliness		✓	
Sympathetic			
Encouragement		✓	
Presentation		✓	
Use of materials			
Evaluation of students in the class		✓	
Practice in the class		✓	

Indicators

Excellent: very much conductive to learning environment and students'

      encouragement (open in nature)

Good: some facilitation and encouragement in learning (partial in nature)

Bad: not so facilitating and encouraging (closed in nature)

Criterion -7

Classroom Environment

	Excellent	Good	Bad
Air condition		✓	
Cleanliness		✓	
Communication with the teacher		✓	
Communication with students		✓	
Preventing of noise		✓	

Indicators

Excellent – very much facilitating to study

Good – somehow facilitating to study

Bad – not facilitating to study at all