

CHAPTER ONE

INTRODUCTION

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. Different studies show that English has been considered as a difficult subject in Nepal, and students' achievement in English is poor. There are numerous 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 inhibiting students' language acquisition. Hence this section introduces classroom interaction and explains about interactive activities occurred in the language classroom.

1.1 General Background

In language, speech is a basic and primary skill which leads to the development of other language skills viz. listening, reading and writing. Speech develops through interaction so it is inevitable for effective communication. Hence it is the interaction through which learners acquire a second language. Second language is well organized through formal learning in the classroom. Classroom interaction facilitates second language acquisition. Ultimately, classroom interaction describes the form and the content of behavior or social interaction. In particular, it is the relationship between learners and teacher and 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. The detail introduction of CI will further be discussed in the following sub-headings.

1.1.1 A Brief History of ELT Methods

There are various methods of ELT developed around the globe in different times. Among them some are out dated 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 history have reflected recognition of changes in the kind of 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 language replaced the old languages like Latin and Greek. Before the nineteenth century many formal language learners were scholars who studied rules of grammar and consulted list of foreign words in dictionaries (though, of course, countless migrants and traders picked up new languages in other ways, too (Harmer 2007, p. 63). 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 19th century.

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 old and lifeless method to language teaching. 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 (Richards and Rodgers, 2007). Audio-lingual-method (ALM) began in America during the World War II. It was theoretically based on the

structural linguistics and behavioral psychology. Drills and Pattern practice of structure in the form of dialogue were the core features of this method.

Nowadays communicative approach to teaching languages 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 where as pragmatic competence includes illocutionary and sociolinguistic competence.

Communicative language teaching (CLT) took place in later half of the 19th century as the reactions to all the preceding methods that could not focus on real communication. In the 1970s David Wilkins looked at what notions language expressed and what communicative functions people performed with language (Harmer, 2007). Linguists' concern was 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, 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 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 some thing is appropriate and the fourth is whether or not 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 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, 2007)

The above mentioned objectives can not be met unless there is interaction between teacher and students and among the students in the classroom. Classroom interaction provides students with an opportunity to use the target language. The more the teacher creates environment for the interaction the more the learners learn the 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. Another important method, under communicative approach is cooperative language learning, which aims to foster cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities (Richards and Rodgers 2009, p. 195).

As my study is related to classroom interaction, I have discussed it in the following section.

1.1.2 Classroom Interaction

The classroom can be defined as a place where more than two people sit together for the purpose of learning, with one having the role of teacher. 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. These elements are the teacher and the students where both of the elements have their own particular needs and expectations that they hope to see satisfied, (as cited in Tsui, 1995). These elements constantly interact with each other, and it is the chemistry among these elements that determines the progress of the lesson, the kind of learning opportunities that are made available and finally the learning that takes place (ibid).

On the other hand, interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of two way effects is essential in the concept of interaction, as apposed to a one way. According to Ellis (1985), interaction consists of discourse jointly constructed by the learners and their interlocutors (p. 127). In the same way, Brown 2001, p. 165) says "Interaction is a collaborative exchange of thoughts, feelings or ideas between two or more people resulting in reciprocal effect on each other. Rivers (1987, p.4) defines interaction as:

Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages. This is interaction.

Interaction involves not just expression of one's own ideas but comprehension of those of other. One listens to others; one responds (directly or indirectly) others listen and respond.

In addition to this, Tsui (2001) defines interaction as the interrelationship 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). Interactive teaching emphasizes learning language by the collective effort of the learners rather than being a spoon-fed by the teacher. Putting it in another way learners learn very little

just by listening to the class lectures and more by involving in a conversation. When they get engaged in a piece of discourse, their creation will foster. Therefore, teaching learning activities should be conducted in an interactive way. Learning through interaction among the learners, is likely to be more effective in the sense that learners can develop their communicative competence and self confidence. On the other hand, the teacher should share a wide range of knowledge making the learners ready from the inner soul. The teacher should encourage the students to learn further working on their own weakness and insufficiencies.

Learners can best learn language by exchanging knowledge and experience either in a group or in pair. Interactive learning ensures the learners' interest and participation where all of them have equal chances to share their varied opinions without being instructed what they have to do by the teacher. Brown (2001, p. 177) argues that groupwork is a generic term conversing a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language.

Brown (2001, p. 48) suggests "Interaction lies at the heart of communication." So, learners should participate in discourse for the development of spoken skill and critical thinking since they do not get enough practice just by talking to the instructor, and very little by listening to the instructor. Each and every learner possesses a unique way of handling the situation. So, to flourish their ability, the teacher can encourage them, educate them, and build their confidence by creating relaxed atmosphere in what they are doing. On the other hand, teacher directed and dominated classrooms cannot by their nature, be interactive and this is what every language teacher has to bear it in his/her mind." Interaction can be two way or four-way, but never one-way" (Rivers, 1987, p.9).

Good interactive teaching- learning includes the following characteristics:

- A task or lesson which offers a challenge and gives pupils something to think about.
 - A positive 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, vision, which anticipates the needs of teachers and pupils.
 - Appropriate resources in the right place.
- (<http://www.mape.org.uk/activities/disclose/resources/menu.htm>:1 April 2011)

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 situation, 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.

The classroom may be a 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 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. (Van Lier, 1988 as cited in Dahal 2010, p. 7).

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. 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 students closes to go on speaking in the language class. In many English as foreign language (EFL) classroom situations, as evidenced in research by Mohatar (1998) the pattern T-S-T is predominant. The T-S-T (Teacher-Student-Teacher) pattern occurs when the teacher asks a question, a student answers, and the teacher provides feedback. The teacher then asks another question and the same pattern is repeated.

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 material includes teacher talk when the teacher is fluent in the language.

- Students from the beginning listen and speak in reacting to pictures and objects, in role plays, through acting out and in discussion.
- Students are involved in joint tasks: purposeful activity where they work together.
- Students watch films and videotapes 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 a 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, 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 for learning. When 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 endless succession of meaningless drills and abstract explanations. If the students are involving in the interaction in the classroom, we mean that they are learning. In the class, most of the time, the teacher initiates the talk and students succeed it making a pair. The teachers initiate a talk by asking questions or encouraging students to answer or giving lecture or commanding. The classroom interaction seems as greeting-acceptance, question-answer, and command-obey and so on. The more the students are involved in the communication/interaction the more they learn.

1.1.2.1 Aspects of Classroom Interaction

Aspects of classroom interaction gives outline of 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 classroom and is typical of classroom exchanges. 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

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 question again to the students.

b. Teacher feed back and error treatment

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

In language classroom, what the teacher considers as appropriate contributions and errors is 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

There are different ways of defining explanation. Some define it very generally as providing information on content; others make a distinction between explanation of procedures and explanation of concepts, vocabulary and grammatical rules. Inappropriate explanation or over-explanation hinder rather than help students to comprehend (Tsui, 1995, p.16). How teacher deal with explanation is very important. The other important strategies that the teachers use while teaching vocabulary give examples, gestures, and anecdotes and so on.

d. Modified input and interaction

Many researcher found that, in order to make teachers' speech 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 a more basic set of vocabulary. On examining conversations among interlocutors, it was found that typically these conversations contain many modification devices such as comprehension checks, requests for repetition and clarification and

confirmation checks (Tsui, 1995). This results in the modification not only of the input but also of the structure of interaction.

e. Turn-allocation and turn-taking behaviours

Whether students are actively involved in classroom interaction is largely determined by the turn-allocation behaviours of the teacher and turn-taking behaviour of the students. To allocate turns to all students is something that all teachers strive to achieve and which they often believe they have achieved. Allwright (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 important to consider cultural factor-when looking at the turn-taking behaviour of the students. Seliger (1977) suggests two types of language learners: high-input generators (HIGS) and low-input generators (LIGS). The former participate actively in conversations and consequently generate plenty of input from other people and the later, by contrast, participate minimally and hence deprive themselves of obtaining input from other people (as cited in Tsui, 1995). He (ibid) further concluded that HIGS are more successful language learners than LIGS.

f. Students talk

In the discussion so far we have to emphasize the importance of students' involvement in classroom learning. An important form of involvement is students' participation in classroom interaction. Cultural factors, anxiety, gender etc may be the factors that affect students' participation in the class. Sometimes, students are inactive because they are weak in English and can not express themselves in English. But some students are inactive simply because they are shy or afraid of making mistakes (Tsui, 1995). An effective way to alleviate these factors is to remove the performative and evaluative nature of speaking in class. This can be achieved by groupwork, where students interact with their peers in a collaborative

manner. In terms of language learning, groupwork provides students with the opportunity 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. The interactive learning activities that we can adopt in classroom are later be introduced in this chapter.

1.1.2.2 Interactive Activities in the Class

Interaction is a collaborative exchange of thoughts and ideas between two or more people in a certain issue. Regarding this, interactive teaching involves the interaction between the teacher and the 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.

Interaction among the students enhances their communicative performance. The students involving themselves in interaction helps them to achieve better educational outcomes, recall the information and apply knowledge to new and novel situations. Interaction among the students develops communicative competence, co-operative learning skills and motivate for learning. Thus, the interactions among the students help to play the foundation of the development of independent, self-directed and long learning skills.

There are various kinds of interactive 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 these activates are as follows:

a. Pairwork

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

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

b. Groupwork

The teacher divides the whole class into small groups to work together in groupwork. 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 a 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 participates most 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. It makes classroom interactive. A variety of language function, structures, games etc. can be practiced in the classroom through role play. It also makes the classroom funny and interesting.

d. Discovery technique

Discovery technique is the technique where students are given examples of language and told to find out how they work to discover the grammar rules rather than be told them (Harmer 1987, p.29). Discovery technique aims to give students a chance to take charge earlier. The idea is simple: give students a listening or reading text or some examples of English sentences and then ask them to discover how the language works. The activities which fall under discovery technique make students active and thoughtful and invite them to use their reasoning processes/ cognitive powers. According to Richards 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 sources of learning.
- Conclusions are considered tentative and not final.
- Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

Discovery techniques is of great help to teach vocabulary and grammar materials which allow students to activate their previous knowledge and to share what they know. They also provoke a kind of interaction with words and structure which helps them to make them livelier.

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 student 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 cooperative and warmth in the class" (p.232).

Project work has been introduced during 1970s as a part of communicative language teaching. It integrates all language skills involving a number of activities that require all language skills. We can say that project work provides one solution to the problem of autonomy of making the learners responsible for their own learning it emphasizes on group centered experience and it is co-operative and interactive rather than competitive. This technique encourages imagination, creativity, collaboration, research and study skills.

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

- i. Setting goals:** At this stage students in collaboration with their friends and teacher, determine the goals of project work. The goals depend upon the nature of the project work. If the project is longer the goals 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, the 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, discuss and display the information collected.
- iv. **Reporting:** This is the final stage in which 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 on their presentation.

Project work normally involves a lot of resources-time, people and materials. The learners practice a range of skills and language systems. In the classroom, project work may provide many opportunities to meet a variety of learning aims but it requires strong classroom management skills.

Likewise, other activities such as acting form a script, communication games, discussion, dramatization, simulation, rhymes, puzzles, riddles and many other teacher/student initiated creative activities can be collaboratively used as interactive activities for the promotion of language learning.

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 (1996, p.146) defines teacher talk as the language that the teacher addresses to the L2 learners, with its own specific, formal and interactional properties. 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 classrooms is regarded as one special variety of the English language. It is especially used in class when teachers are conducting instructions, cultivating their ability and managing classroom activities.

The dominance of teacher talk is not an uncommon phenomenon in classroom interaction and a number of studies have been devoted to investigating its characteristics and effects on students' interaction patterns, or the characteristics that make teacher talk effective. In classroom, we find less student-centered activities and more teacher talk that leads to authentic teacher student and student-student interactions. Besides these, 'Initiation-Response-Initiation-Response' interaction pattern, with only very little teacher feedback is also a problematic situation for language learning. Pupils' length of responses 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. This sequence is repeated thousands of times a day in classroom all over the world. It is what passes for teaching and learning. So the language teachers playing very important role during the process of language learning, should manage to push the students to produce the target language, give more opportunities and much more time to the students to practice besides they offer adequate input.

1.2 Review of Related Literature

There are a 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 as follows:

Phyak (2006) carried out a research on 'How does a teacher interact with students in English classroom?' He selected a government-aided school out of Kathmandu 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 problem in teaching of English in the context of Nepal was the lack of classroom interaction strategies from both teachers' 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 study was intended to compare the frequency of teachers initiation and students initiation in the classroom interaction. His finding was 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" He tried 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 finding was that teaching poetry through interaction is more effective than the conventional way of teaching poetry.

Although, there are some researchers on interaction, no research has been done on classroom interaction at secondary level English classroom. It is significant here to mention that classroom interaction is very important aspect of language teaching because of the fact that language is primarily manifested through spoken form. In the same way classroom interaction is a very important factor that determines that achievement of students in language, which will determine their further learning. Therefore it is very necessary to have a research to probe classroom interaction in English classes. Thus, this study is different from the rest of the studies carried out in the department till present date and the researcher hopes that this research will be fresh research in the department.

1.3 Objectives of the Study

The study was carried out with the following objectives:

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

1.4 Significance of the Study

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

CHAPTER TWO

METHODOLOGY

The following procedures were adopted to fulfill the above mentioned objectives.

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The primary sources of data for my study were the English language teachers and students of ten government aided secondary schools from Sankhuwa-sava district.

2.1.2 Secondary Sources of Data

The secondary sources of data were the various related books like Ellis (1985), Rivers (1987), Tsui (1995), Nunan (1998), Larsen-Freeman (2000), Brown (2001), Brown and Rodgers (2005), Rodgers (2009), and journals, websites, theses etc. from where data were taken to facilitate the study.

2.2 Population of the Study

The population of the study comprised of ten secondary level English teachers and students from different government -aided secondary school of Sankhuwa-sava district.

2.3 Sampling Procedure

Ten secondary schools and ten English teachers (one teacher from each school) teaching at secondary level of Sankhuwa-sava district were purposively selected for the study. Similarly, 300 students of selected schools were selected for the study.

2.4 Tools for Data Collection

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

2.5 Process of Data Collection

In order to collect data for the research, the researcher visited different secondary schools. He selected ten secondary level English teachers from ten secondary schools and explained the purpose of his visit. After getting the permission from school authority, he observed the two classes of each of the ten English teachers on the pre-decided days and filled up the checklist and took some notes in his diary. Finally, he thanked all of them for their co-operation.

2.6 Limitations of the Study

The study has the following limitations

- i. There were ten secondary level English teachers for the study.
- ii. Only twenty classes (two classes per teacher) were observed for the study.
- iii. The area of study was limited to Sankhuwa-sava district only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The analysis and interpretation 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 secondary classes. This chapter is devoted to the analysis and interpretation of collected data from primary sources. The information is tabulated and analyzed after direct classroom observation.

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

3.1 Analysis of Activities and Situations Found from the Classroom Observation

In my observation, out of 20 classes, the activities were mostly driven by the teachers. The conversations made in the class were initiated by the teachers. They did not encourage the students to ask questions. Most of the teachers used translation technique to explain new items instead of exploring meanings with varieties of ways such as, collecting information from the students, making use in context, using gestures, postures and so on. None of the typical interactions were noteworthy and interesting.

In this study I am focusing mostly on the amount of questions that the teachers ask and the way of asking those questions. In most of the classes the teacher asked questions mainly related to the lesson on which students were feeling bore because the questions asked were from the book. The teacher did not simplify and modify in comprehensive way but they repeated again and again same question and the

students were hopeless to give the answers. I will present the conversations that were found during my classroom observation in the following headings.

3.1.1 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 the class by saying ‘good morning class’ and the students replied with the same utterance. He informed the students that they were going to read a poem ‘weathers’ and he ordered them to be quiet and look at the lines instead of describing the pictures and collecting the ideas. He read the lines and translated in Nepali. Then the following question- answer was held:

T: What things are happening in the first verse?

S₁: (quiet)

T: (same question)

S₂: Little brown nightingale bills his best, citizens dream of south and west,

The question that the teacher asked was from the book and the answer the students replied was memorized from the lines of the poem. Finally, the teacher wrote the answer of all questions given in the exercise and informed the students to copy and memorize the answers in their home.

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	19	95
The students	4	20

The table shows that out of 20 classes observed, in 19 classes the teacher asked questions to the students and in only one class the teacher did not ask any questions. This proved that in 95 percent classes teachers asked questions to the students and in 5 percent of the classes they did not ask any questions to the students.

On the other hand, out of 20 classes, only in 4 classes the students generally asked questions and in 16 classes, they did not do so. This proved that in 20 percent of classes the students asked questions but in 80 percent of classes the students did not ask any questions in the classes.

This situation created problem in classroom interaction and most of the classes were dominated by the teacher and the students were either hesitating or encouraged to ask questions by the teacher.

3.1.1 Relevancy of 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 within the text and exercises given. None of the tasks was creative. The following question answer that was found in a classroom illustrates the ideas:

T: What are the main features of Parsa Wildlife Reserve?

S₁: What is features, sir?

T: Features mean characteristics, elements, aspects etc.

S₁: It is established in 1984 with an area of 499 sq. km.

T: No no, Ramesh can you say?

S₂: We can see elephant, wild dog and many birds.

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

question in mass where the students interact to each other and make a conclusion. Instead the students were being hopeless because of standing in front of the teacher. 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	19	19	100	-	-
The students	4	4	100	-	-

The table asserts that all of the questions asked by the teachers and students were relevant to the lesson and none of the questions were asked outside the lesson excluding greeting and farewell of the class.

3.1.2 Number of Groupwork or Pairwork Conducted in the Class

Under this heading I only mention the number of groupworks or pairworks conducted in the classes. The qualities and examples are mentioned in the next headings. So, the following table gives the number of groupworks conducted in the classes that were observed:

Table No. 3
Number of Groupwork or Pairwork Conducted in the Class

Frequency of Group/Pairwork	Percentage (%)
7	35

The record suggests that out of 20 classes only in 7 classes the groupwork or pairwork were conducted and rest of the classes were out of reach in group/ pairwork.

This shows that only in 35 percent of classes the groupworks were carried out whereas in 65 percent they were out of reach in groupwork.

I also found that most of the groupwork ever done were not carried out according to the norms of groupwork as well because some students were not engaged in the work and some students did not get a chance to participate in such collaborative task which develops the learners' autonomy and interaction.

3.1.4 Quality of Groupwork

Groupwork or pairwork is a collaborative task where the students are engaged to interact in doing tasks. Number of groupworks and pairworks had been carried out in the classes. The following pairwork had been done:

Situation

(Post office- behind/ bus park- to left)

S₁: Excuse me, could you tell me where the post office is?

S₂: Its right behind you.

S₁: Oh thank you.

S₂: Not at all.

The above conversation was based on the example given under requesting. 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 was unable to correlate the task in context. Some of the groupworks were good that were purposeful and the students were active in doing task. Some of them practiced outside the class while I was leaving the class. The following table shows the qualities of groupworks or pairworks:

Table No. 4
Quality of Groupwork

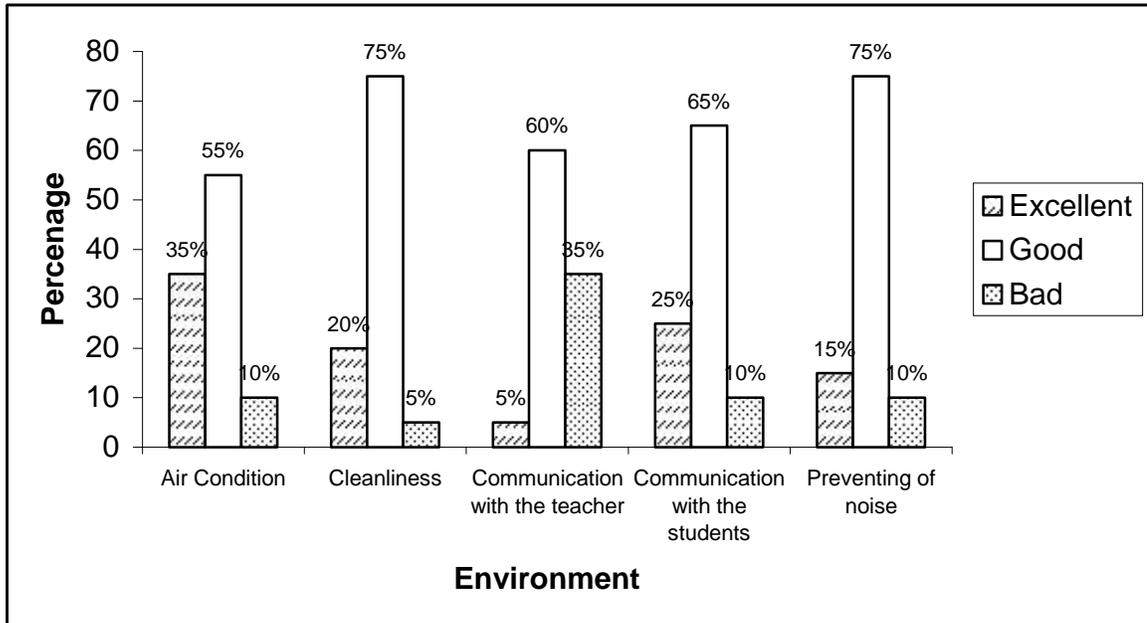
No. of group	Qualities					
	Excellent		Good		Bad	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
32	5	15.62	20	62.5	7	21.8

The table suggests that most of the students made good results in group/pairwork. It is to say that 62.5 percent of the students were good in groupwork. Only 15.62 percent of them were excellent and 21.87 percent of them were not good in groupwork. The performance of excellent students was very much purposeful. The result of good students was acceptable and performance of third groups was not purposeful and the students were more passive in doing task. The reason I would like to mention here is that the teacher in the class did not care of all the students and some students were not suitable in the secondary level. Another important thing was the teachers were not able to divide the students into similar groups that help to co-operate and interact among the students who have different level of proficiency.

3.1.3 Classroom Environment

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

Figure No. 1
Classroom Environment



In this very picture the air condition of the classes were facilitative to study in 35 percent of schools. The classes were equipped with suitable windows, doors and ventilations. Among them 55 percent classes were some how facilitating to study on the basis of air condition. Ten 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 light, therefore not facilitating to discussion and establishing teacher - student eye contact.

In talking about the cleanliness of the classes, 20 percent of the classes were very much clean. The placement of the desks and benches was appropriate so that groupwork or pairwork was easily carried out. Among them 75 percent of the classes were somehow clean and the placement of desks and benches was tolerable. The teacher felt somehow difficulty to manage groupworks. And 5 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 60 percent of classes. Only 5 percent of the students were engaged in communicating with their teacher fluently, accurately and purposefully. But 35 percent of the students were just passive listeners and even if they talked to their teacher, their communication would be neither appropriate nor they 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 25 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 text. Other 10 percent teachers never used pure English language inside the classroom. They always translated the text into Nepali. They never made typical conversation with the students.

Preventing noise was another factor in my observation checklist. While observing the class, it was found that 15 percent classes were excellently controlled. Their good presentation, motivation, friendly behaviour and engagement in practice made the classes peaceful. The students were only engaged in subject matter. Out of the classes observed, 75 percent of 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. 10 percent of the classes were so noisy that the teacher could not control and they

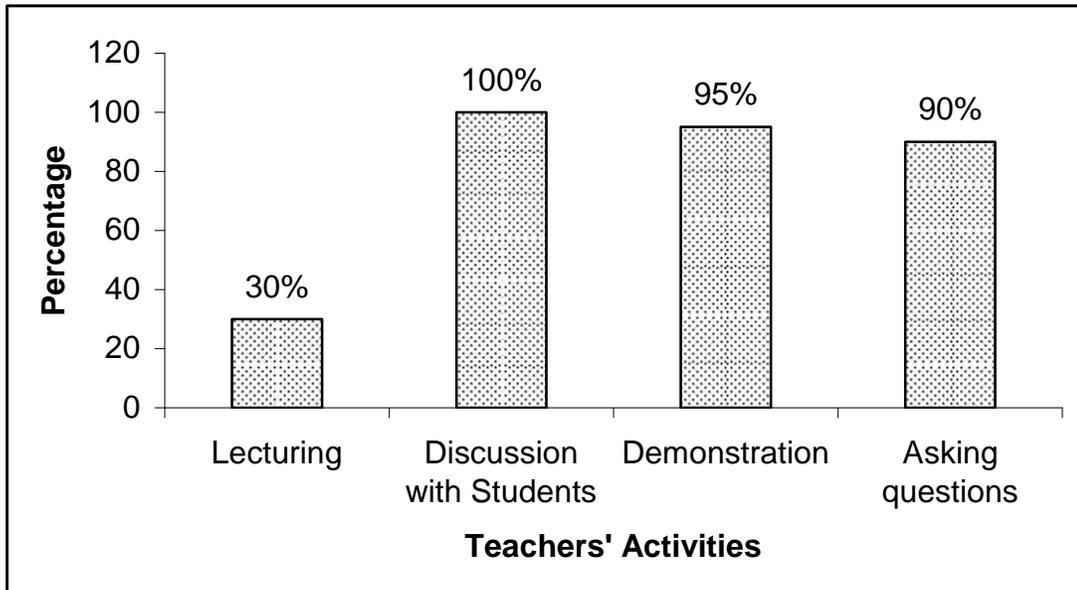
also did not pay attention to the noise. They did not take care of the students if they were engaging in practice.

3.1.4 Teachers' Activities in the Class

I observed the activities that had been done in the classroom. Teachers' activities directly influence the students' input and interaction. Lecturing was one of them; sometimes they used this technique to summarize a story or poem. Some of them lectured in the beginning of the class and some of them lectured at the end. They did go on themselves but did not know if the students understood. Some of them lectured the whole story in Nepali also. They did not take any message from the students' side. So this technique did not facilitate the interaction.

Other techniques were discussion with students, demonstration and asking questions. Most of the teachers 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 (95%) used. They performed well with the new items. Asking questions 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 facilitates classroom interaction. The following diagram shows the amount of teachers' activities in the class:

Figure No. 2
Teachers' Activities in the Class



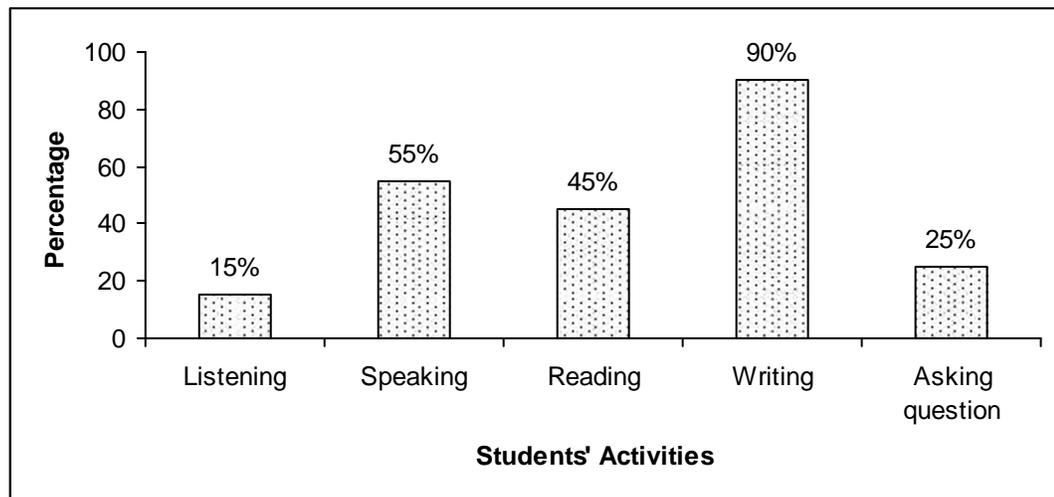
The diagram shows that out of 20 classes observed, 30 percent teachers used lecture techniques for sometimes in a class. Cent percent of the teachers discussed with their students, 95 percent of them used demonstration technique and 90 percent of them engaged in asking questions to their students. It is clear that cent percent teacher uses discussion technique in the class which is very useful in classroom interaction. Asking questions 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 straightly not in modified way.

3.1.5 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 classes. Activities in my observation included four language skills and questions asked by the students. Most of the time, the students were passive

listeners. Sometimes they also engaged in teacher's tasks. But I did not see the evaluation of written tasks. In the reading comprehension lesson they were reading, in pairwork and groupwork they were speaking and in listening exercises they were listening to the teacher's voice or sometimes cassette player. The activities were satisfactory but the teacher gave less focus on encouraging students to ask questions. Writing activity was emphasized i.e. most of the time students were engaged in copying. The following diagram shows the students' activities in the class observed:

Figure No. 3
Students' Activities in the Class



This bar diagram asserts that most of the students were engaged in writing activities i.e. in 90 percent of classes, students were involved in writing, only 15 percent were took part in listening, 25 percent were in asking questions to the teacher and 55 percent were involving in speaking. It seems lacking in interaction. Reading is also interactive task in which students are engaged in interacting with the text but only in 45 percent of classes were involved in reading activities. Another is that of only 25 percent classes' students were asking questions to the teachers.

3.1.8 Teachers' Behaviours and Activities in Class

In this criterion the researcher 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.

3.1.8.1 Friendliness

Teachers' friendly behaviour 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 behaviour 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.

S₁: Where to go, when sir?

S₂: Can we go Sava Khola?

S₃: How about fishing and swimming, sir?

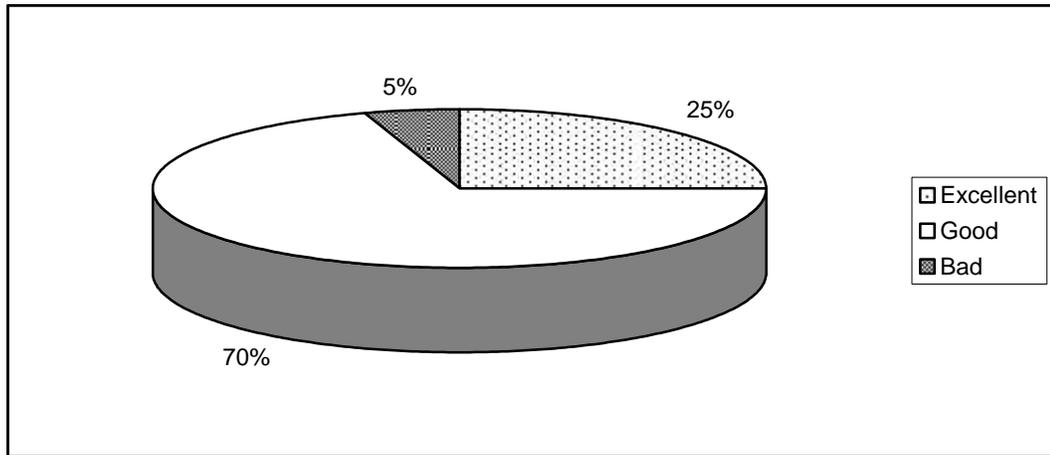
S₄: We should go soon sir. It is getting late.

.....

This conversation was very interesting. All 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 suggests that 70 percent teachers behaved good friendship to their students, 25 percent behaved excellent behaviour of friendshipness that created conducive and open environment in learning. And 5 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.

3.1.8.2 Sympathetic

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

T: Urmila, did you fail?

Urmila: (silence)

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

U: English, sir.

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

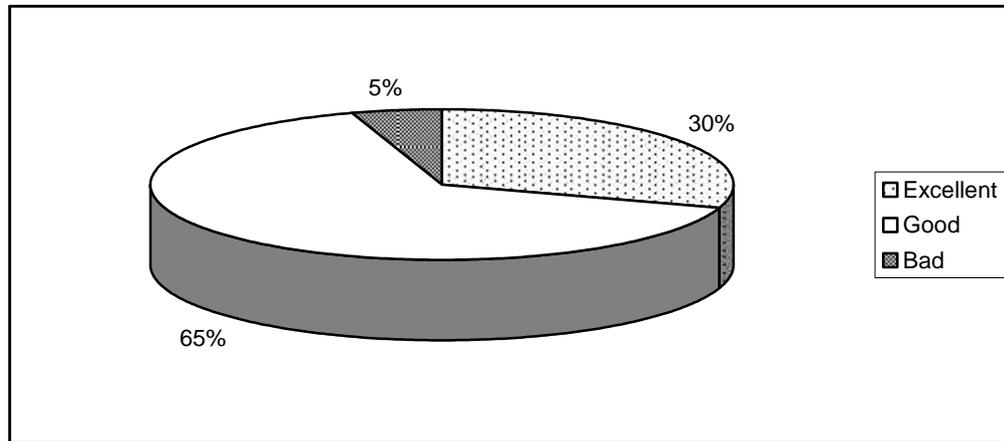
U: Ok sir, money?

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

U: Thank you sir.

After that the girl smiled and took part in classroom activities. Most of the teachers were sympathetic. Some of them were a bit less sympathetic so that discouraged the students. The following chart shows how much teachers were sympathetic:

Figure No. 5
Sympathetic



This pie-chart shows that 62 percent teachers were good sympathetic to their students. Thirty percent of them performed their sympathetic ness excellently to their students that created open environment in interaction. But 5 percent of them were not sympathetic at all that created hopelessness in students.

3.1.8.3 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 a text)

T: What happens if the mind is full of fear?

S₁: If the mind is full of fear (silence)

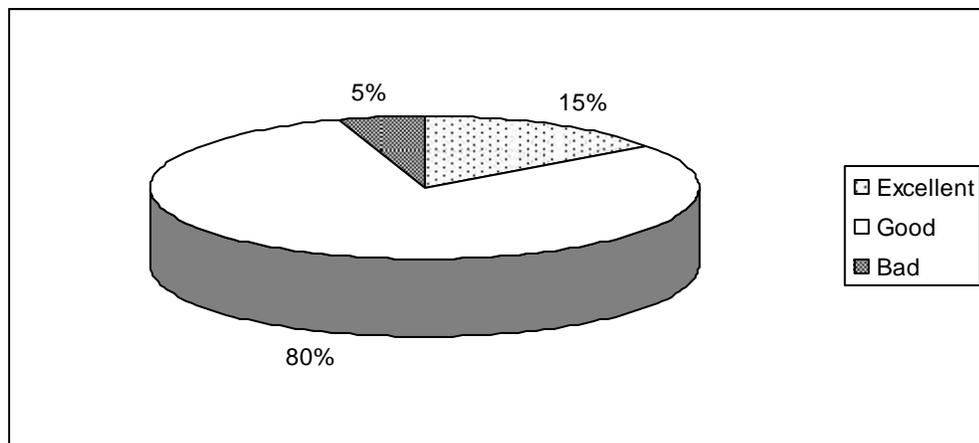
T: In what situation is knowledge not free?

S₁: (silence)

T: (same question asked to S₂)

This question answer activity was made after reading a poem ‘where the mind is without fear’. This kind of questioning discourages the students to participate in activities. In 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 (15%) encouraged their students satisfactorily. The following figure illustrates the encouragement:

Figure No. 6
Recognition and Encouragement



The above figure asserts that 80 percent of the teachers created recognition and encouragement partially. That somehow encouraged the learners in interactive situations. Fifteen percent of them encouraged their pupils excellently that could easily involve the students towards learning. But 5 percent of them did not encourage their students to learning.

3.1.8.4 Presentation

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

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

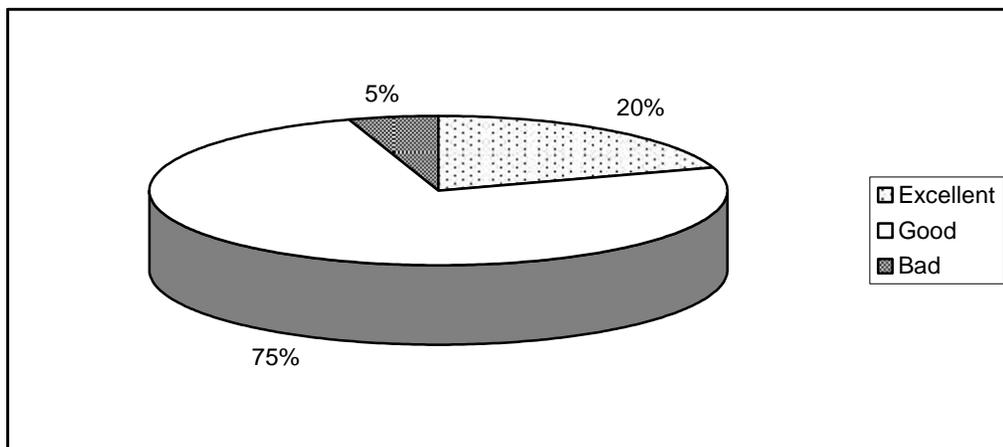
S₁: (silence)

T: He

S₁: He is (silence)
T: listening.....
S₁: He is listening radio.
T: He is listening to radio.
T: Then, whet is she doing?
S₁: She is (silence)
T: Bathing
S₁: She is bathing.
T: What is he doing?
S₁: He is swimming.
T: Good.

This sequence was taken place in class- 9 in remote areas' school. This type of systematic presentation made the class interactive. Most of the teachers (75%) presented exercises satisfactorily. But they were mainly based on the text. The following figure illustrates the presentations clearly:

Figure No. 7
Presentation



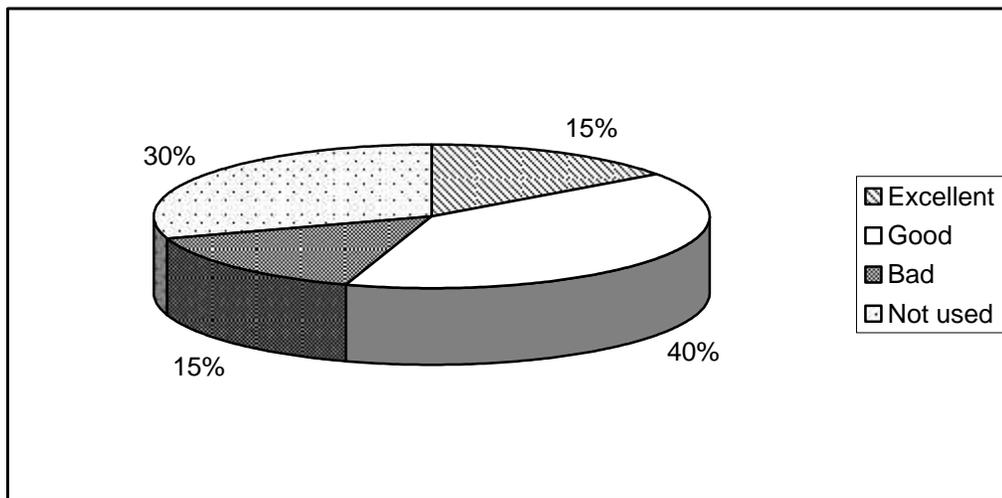
The above figure suggests that 75 percent of teachers presented their lesson well. Twenty percent were excellent that made the students clear about the ideas and were openly engaged in discussion in the class. Some of the teachers were a little

bit weak in presentation so that none of the students was clear about the lesson and not participated in classroom activities.

3.1.8.5 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 wearing a typical cultural dress. The lesson was about culture. He used this material properly in the first stage and made the class interactive but he did not remove this while not using. So the students were concentrating on the picture and did not care about his rest of his activities. The following figure shows how much teacher used the materials and how they used:

Figure No. 8
Use of Teaching Materials



The above picture shows that 15 percent of the teacher used teaching materials in proper way that was conducive and facilitative in learning. Forty percent of them used teaching materials in little bit less conducive way, materials were good. Fifteen percent teachers could not use the materials in constructive way and their materials other than daily used materials were not nice looking and in proper size. Those classes were not so interesting and interactive as well. Other 30 percent teacher didn't use any materials rather than text book.

3.1.8.6 Evaluation of Students in the Class

Interaction depends on how teachers evaluate their students. Some teachers evaluate orally, some evaluates 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: What happens if the mind is full of fear?

S₁: If the mind is full of fear (silence)

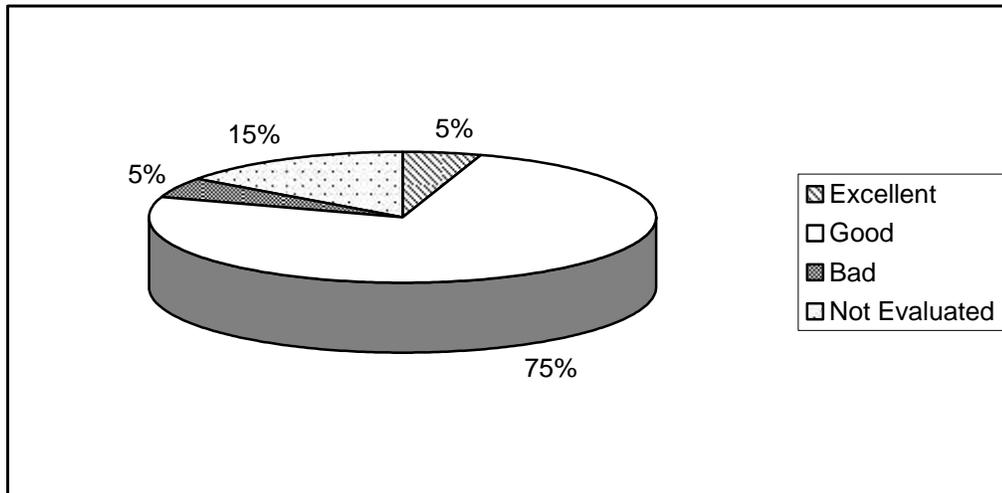
T: In what situation is knowledge not free?

S₁: (silence)

T: (same question asked to S₂)

This type of evaluation was false. 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 hole:

Figure No. 9
Evaluation of Students in the Class



According to this figure most of the teacher evaluated their students in an acceptable way, i.e. 75 percent teachers evaluated good. The evaluation was

somehow objective oriented. Five percent of teachers evaluated the students in a very proper way and their achievement was excellently evaluated according to the purpose of learning. Five percent of the teachers were unable to measure the achievement in the norms of lesson. That is to say that there was no proper way of evaluation. Out of 20 classes, 15 classes were ended without any evaluation of the students.

3.1.8.7 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;

S₁: I like shopping.

S₂: So do I.

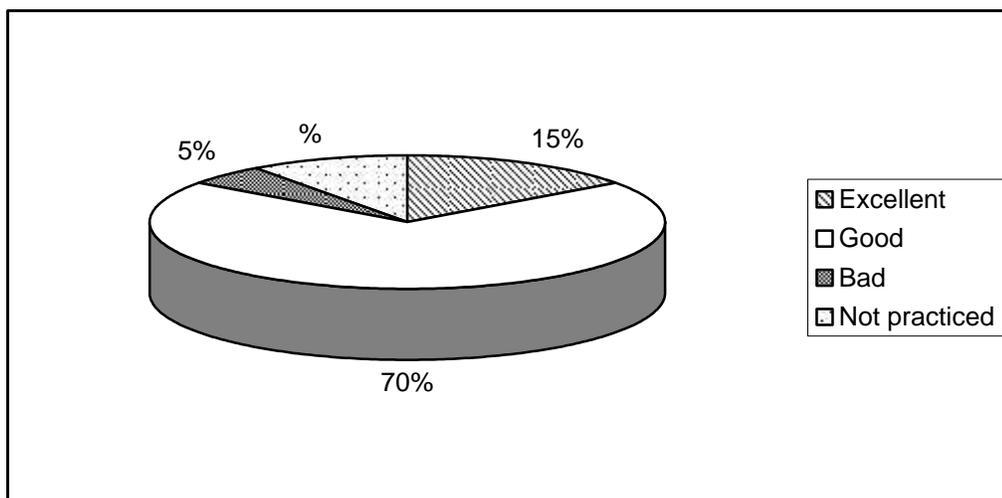
S₁: I like fishing.

S₂: So do I.

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

Figure No. 10

Practice in the Class



In this picture, it is clear that 70 percent teachers made their students engage in practice in an acceptable way. The classes were somehow interactive as well. Fifteen 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 true a manner. The teachers did not care about students' practice if they were practicing well or not. It was also found that some of the teacher did not give any chance to their students to involve in practice.

The preceding tables, charts and my diary notes while at direct observation in those classes suggest that the students are taught some mechanical 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. Most of the students interacted in strict and controlled situation. Even if they made open conversation they would initiate by the teachers. The teachers as well as the students were accustomed to some limited set of conversation. The communicative language teaching approaches has not been utilized yet and exercised in true sense though the curriculum has been said to have been designed with this objectives.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of data, the findings of the study have been summarized as follows:

- a. Most of the teachers asked questions to all the students individually, there were no questions to the group. They asked these questions in a similar way, there was no variety or modification in the questioning. So, it was apparently mechanical. The question-answer based on rote learning or confined only to lesson is not an interaction in a true sense. It seemed that the question answer in the class was just examining how much they have learnt.
- b. Most of the students did not even participate well in the teacher's questioning because their questions were not open to the class but targeted to an individual. The students did not ask their own questions to the teacher. Among the classes observed, one student used his own words with his teacher. Even this was not to clarify what they did not understand. It was about the teacher's question that he could not grasp.
- c. The students asked questions if they did not understand and they did not dare ask questions to their teachers when he was angry sometimes because of noisy environment. In my observation both the teachers and students did not know what the productive questions are. The questions the teacher asked the students did not encourage them to participate in activities. The questions were only formulaic and the creativity was ignored. The teacher did not relate them to the real life situations.
- d. In most of the classes the teachers could not select useful activities as such they could not involve the students in a variety of activities. Their presentations were inadequate; examples were insufficient, teaching

materials were lacking. Therefore, students did not understand well, and therefore, their motivation to learn was low. This kind of situation in the class was not facilitative to teacher-student interaction.

- e. In the classes, I found that the teachers involved many students in pairworks. In one class, 5 pairworks had been done and in another it was four groupworks. The tasks were just for limited number but not for all. In any way they did it, however it was from rote learning. There was no creativity involved. They did it for the sake of work only. The teachers' task was limited only to task setting. They did not make students involve in others' work actively. They did not think that the correction during and after the activity was necessary. They did not make students work in life-like situation.
- f. In teaching vocabularies, the teacher wrote meanings of words in Nepali on the backboard and made the students memorize them. The words were not used in sentences, they were taught in isolation through translation in Nepali, and not in real-life situation.
- g. It was found that about 90 percent of the teachers involved their students in teaching learning activities through asking questions and giving some tasks to do in the class. Such practices were rather limited. There were no purposeful activities to motivate the students; students were not evaluated in natural way. Some activities were found to be rather evaluated.
- h. The classrooms were congested and crowded in the school. The sitting arrangement was not conducive to CI. Schools lack teaching materials and other supplementary materials. Some of the schools did not have TG of Grade 9 and 10. Teacher said that they never have it. Some teachers were old fashioned and they did not have up date knowledge and they did not get refresher training. They were just B.Ed in English.

4.2 Recommendations

On the basis of the findings, the following recommendations have been made:

- a. To foster language learning, students must have a good opportunity to speak the target language with their teacher as much as time allows. The leading questions should be asked to the students which could be fruitful for two-way interaction. Individualized questions make the students hopeless to take part in interactions.
- b. The questions that are open to the class would be beneficial in group communication. Modification of difficult questions encourages the students to comprehend the idea and to get a new idea. Students should be encouraged to take part in turn taking behaviour.
- c. The modeling plays a great role in teaching learning process. Students imitate teachers. They are willing to do things that their teachers encourage them to do. Looking what others do can be a guide for future actions, and they can learn by observing others. The teachers' activities guide students' activities largely. Teachers should know the ways of better interaction with students and they should encourage students in it with friendly behaviours.
- d. Sufficient use of teaching materials together with supplementary materials is required from the teacher's side researching with new materials rather than confined within the text.
- e. The keys to learning a foreign language effectively are the clear-cut plans of teachers for the lesson and the extensive practice on the items learned through a variety of amusing activities on pupil's and teachers' sides. There should be plenty of oral practice, for speaking is the real language. All the activities that have been doing by the students should be equally observed and special care is required for the poor ones.
- f. Teachers could have made his students practice pronunciation and sentences orally after him, they could have made students make their own

sentences, practice with him and with the friends, they could have done different kinds of actions while teaching vocabularies and sentences, and they could have precise drills. Since English is taught through Nepali the students have no contact to the target language. Teachers should correlate those learning activities in life-like situation.

- g. Feed back plays important role in language teaching and learning. Students' achievement should be measured positively which encourage the learners to participate in activities. The teachers ought to allow students to speak and accumulate the ideas even for the students about the content to be taught. The classes need to be joyful and democratic rather than passive and authoritative.
- h. Classroom environment plays vital role in active participation. So, concerned authority should pay attention to the physical facilities of the school. Concerned authority I mean district Education officer, head master, respective subject teachers and guardians of the students, and physical facilities refers to formation of school building, classrooms, teaching materials, supplementary materials etc.

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 feed back 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. GT method should be discouraged. 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.

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APPENDIX -1

Classroom Observation Checklist

Name of the School:

Date:

Name of The Teacher:

Period:

Class:

Topic:

Criteria for Class observation

Criterion- 1

Questions by

	Time of questioning				Question relevant to the lesson	Question irrelevant to the lesson
	0-10 min	11-20 min	21-30 min	31-40 min		
1. The teacher in the class						
2. the students in the class						

Criterion -2

Group work in the class

		Topic of group work (task)
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 activities in the class

Teacher activities

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

Others activities:

Criterion -5

Student activities in the class

Students' activities

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

Others:

Criterion -6

Teacher's activities

Evaluation

Activities	Excellent	Good	Bad
Friendliness			
Sympathetic			
Recognition or encouragement			
Presentation			
Use of teaching materials			
Evaluation of students in the class			
Practice in the class			

Indicators

Excellent - very much conducive to learning environment and students' encouragement (open in nature)

Good- Some facilitation and encouragement in learning (partial in nature)

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

Criterion -7

Classroom environment

	Excellent	Good	Bad
Air condition			
Cleanliness			
Communication with the teacher			
Communication with the 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 the School Selected

S.N	Name of the Schools	Type of Schools
1.	Shree Janajyoti Higher Secondary School, Dhupoo	Public
2.	Shree Himalaya Higher Secondary School, Khandbari	Public
3.	Shree Saraswati Secondary School, Pakhribas	Public
4.	Shree Himalaya Higher Secondary School, Pathibhara	Public
5.	Shree Mahendrodaya Higher Secondary School, Manebhanjyan	Public
6.	Shree Dharma Devi Secondary School, Devitar	Public
7.	Shree Saraswati Secondary School, Khandbari	Public
8.	Shree Tribeni Higher Secondary School, Barhabise	Public
9.	Shree Shimheswari Secondary School, Num	Public
10.	Shree Adarsa Secondary School, Khandbari	Public

APPENDIX III

Name of Teachers Selected for my Research Work

S.N.	Name of the Teachers	Name of the Schools
1.	Mani Kumar Rai	Shree Janajyoti Higher Secondary School, Dhupoo
2.	Dola Nath Nepal	Shree Himalaya Higher Secondary School, Khandbari
3.	Prasanta Bhattarai	Shree Saraswati Secondary School, Pakhribas
4.	Ganesh Rai	Shree Himalaya Higher Secondary School, Pathibhara
5.	Nabin Ketra	Shree Mahendrodaya Higher Secondary School, Manebhanjyan
6.	Himalaya Guragain	Shree Dharma Devi Secondary School, Devitar
7.	Deepak Khanal	Shree Saraswati Secondary School, Khandbari
8.	Govinda Bahrakoti	Shree Tribeni Higher Secondary School, Barhabise
9.	Purna Bahadur Rai	Shree Shimheswari Secondary School, Num
10.	Duba Nath Dulal	Shree Adarsa Secondary School, Khandbari