

**STRATEGIES USED IN TEACHING THE ENGLISH
LANGUAGE FUNCTIONS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

**Submitted by
Begaam K.C.**

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Begam K.C.** has worked and completed this thesis entitled "**Strategies Used In Teaching The English Language Functions in Janabadi Model and Government-Aided Schools**" under my guidance and supervision.

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DECLARATION

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

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DEDICATION

Dedicated To

My parents

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ABSTRACT

The present study "Strategies used in Teaching English Language Functions in Janabadi model and Government Aided Schools" aimed at finding out the strategies used in teaching language functions in the primary level of Janabadi Model schools in comparison to government-aided schools. The comparison has been made in three respects viz, indirectly related aspects, sample of lesson presentation and actual strategies or techniques used. By the use of non- random sampling procedure the researcher has selected six schools form three different districts of equal geographical distance. Altogether English teachers of six schools classes were observed. The researcher collected data by distributing questionnaire and observing the classes of the English teachers while they were teaching language functions. All the language functions come under socializing function of language. In order to collect data the researcher himself went to the field, obtained consent from related body, established rapport with the teachers and collected data staying fifteen days in three different districts. This study shows that while teaching language functions in janabadi Model schools strategies viz labour participation, questioning, drill, demonstration, audio-video, inductive, co-operative, and, TPR were used most part of the instructional time. The comparison showed that in many of the strategies, sample of lesson presentation and indirectly related aspects the position of JS teachers and JS was found comparatively better than the position of GS teachers and GS.

This study is divided into four main chapters. The first chapter deals with general introduction of the study. It also consists of review of the related literature, objectives of the study and significance of study. Chapter two deals with methodology, i.e. how the research was carried out. The study is based on both primary and secondary sources of data. Population of the study, sample population, sampling procedure, tools for data collection and limitations of the study have also been included. Chapter three deals with an analysis and interpretation of the collected data which were analyzed separating them into three sub-headings viz. teaching strategies used in Janabadi model, sample of lesson presentation and indirectly related aspects. The data have been interpreted by comparing the JS teachers' position to GS teachers' position and

have been tabulated. Final chapter includes summary findings and recommendations. On the basis of the analyzed data findings have been listed and, in turn, on the basis of these finding some recommendations have been made.

CHAPTER ONE: INTRODUCTION

- 1 General Background
- 1.1 Introduction to Janabadi Education and School
 - 1.1.1 Introduction to Janabadi Curriculum
 - 1.1.2 Status of the English Language in Janabadi Model Education
 - 1.1.3 Teaching Strategy
 - 1.1.4 Child-Centred Approach of Language Teaching
 - 1.1.5 Teaching Strategies in Janabadi Education
 - 1.1.6 Language Function
 - 1.1.7 Significance of Communicative Functions in Language Learning
- 1.2 Review of the Related Literature
- 1.3 Objectives of the Study
- 1.4 Significance of the Study

CHAPTER TWO: METHODOLOGY

- 2.1 Sources of Data
 - 2.1.1 Primary Sources
 - 2.1.2 Secondary Sources
- 2.2 Sampling Procedure
- 2.3 The sample size of the study has been presented below:
- 2.4 Tools for Data Collection
- 2.5 Procedure of Data Collection
- 2.6 Limitations of the Study

CHAPTER THREE: ANALYSIS AND INTERPRETATION

- 3.1 Analysis and Interpretation of Data Collected From Checklist
 - 3.1.1 Teaching strategies used in Janabadi Model Schools
 - 3.1.2 Holistic Comparison of Strategies and Techniques
 - 3.1.3 Detailed Comparison of Activities and Techniques Used
- 3.2 Holistic Comparison of Sample of Lesson Presentation
 - 3.2.1 Detail Comparison of Sample of Lesson Presentation

3.3 Holistic Comparison of Indirectly Related Aspects

CHAPTER FOUR: SUMMARY, FINDINGS AND RECOMMENDATION

4.1 Summary

4.2 Findings

4.2.1 Findings from Checklists

4.2.2 Questionnaire

4.3 Recommendations

REFERENCES

APPENDIX

LIST OF ABBREVIATIONS

ANTU	:	All Nepal Teacher Union
C	:	Co-operative
CBA	:	Central Base Area
CPN	:	Communist Party Nepal
D	:	Demonstration
Dr	:	Drill
G	:	Group Work
GS	:	Government Aided School
I	:	Inductive
JS	:	Janabadi Model School
LPT	:	Labour Participating Teaching
PLA	:	People Liberation Army
Q	:	Questioning
RPED	:	Regional Peoples Education Division
TPR	:	Total Physical Response

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is 'species-specific' and 'species-uniform' possession of man. It is God's special gift to mankind without which human civilization would not be possible to exist. It is present everywhere in our thoughts and dreams, prayers and meditations, relations and communications. Besides, being a means of communication and storehouse of knowledge, it is an instrument of thinking as well as source of delight. Without language a man would have remained only like a dumb animal. It is an ability to communicate through words that makes us different from animals. Language is very complex human phenomenon. All attempts to define it have proved inadequate.

Although the need of learning foreign languages is as old as human history itself, the origin of modern language education has its roots in the study and teaching of Latin. Five hundred years ago, Latin was the dominant language of education, commerce, religion and government in much of the western world. However, by the end of the 16th century French, Italian and English displaced Latin as the language of spoken and written communication. The study of Latin diminished from the study of a living language to be used in the real world to a subject in the school curriculum. At the moment, status of Latin (at the stage of reaching to the highest prestige) of five thousand years age has been gained by English. Now, English is one of the most dominant international languages in the universe. It is one of the six official languages of the United Nations and means of international communication. Now a days, it has a dominant role in almost all the areas of life i.e. trade, science, foreign affair, information technology and consecutively, in education system all over the world.

Realizing the importance of English in Nepal formally it was introduced in school curriculum with the foundation of Darbar High School in 1954. At present, it is taught as a compulsory subject right from Grade one to Bachelor level and the medium of all further education. Despite the various political movements came over the education

system, no movement has underestimated the significance of the English language. Similarly, no matter how many kinds of schools were / are opened all have given important status to the English language in their education system.

1.1.1 Introduction to Jainabad Education and School

When, the Communist Party Nepal (Maoist) announced people's war with the aim of overthrowing centralized feudal system and establishing new public management, violence and mobile nature of insurgency began simultaneously in the year student's of rural areas like of Rolpa, Rukum, Salyan, Jajarkot, Jumla, Kalikot and Achham and other districts were compelled to drop their study (here school level) because of war. Children of ordinary people, Maoist leaders and suppressed ones who were outside the head quarters could not continue their education. Thus, children of that time and areas were heavily affected psychologically and physically.

At that juncture, despite the great challenges, Maoists as they were and they are taking education as fundamental rights thought it was their responsibility to manage education for those deprived of such opportunities and other psychologically affected by the violence and insurgency since they were practicing parallel governance in these areas. It was a conducive environment (theoretically) for them to practice Janabadi Education which was restricted in slogan beforehand on the one hand and on the other hand (practically) there was no certainty about their life and death and abduction of general people. Towards helping children to get education they materialized their dream into reality in different corner of Nepal by introducing their own education system. Before their formal practice, literacy campaigns were conducted by different sister organizations adapting the strategy of learning from the people and teaching it to the people. Janabadi education is not a wholesale rewriting of history but rather omitting parts of history especially those dealing with monarchy, stressing on scientific and vocational education so that students receive practical knowledge to enable them to make a living (http://www.raonline.ch/pages/story/np/maowar_olbsd.htm/).

Formally, with the development of curriculum of Grades one to three of all subjects and social sciences for four to ten Graders, they established some model schools in 2003 but Janabadi Schools had already been started from 2000.

At the moment, there are three types of schools namely childcare centre (for students of three to five years), Janabadi School and Janabadi Model School conducted by central base area Bheri-Karnali, Seti-Mahakali and Magarat. Al together there are sixty three schools centered in those areas which were heavily affected by the war. Janabadi Schools were established because of lack of schools in proper geographical distance, as the student of class one had to walk three hours to reach a school on the one hand and on the other hand there was lack of safety. In these areas, some kinds of adjustment have been made in the curriculum of government-aided schools and conducted by Maoists with their own management (here administrative). Similarly, Janabadi Model Schools have been established to educate a greater number of helpless children who have lost their parents in war, children of Peoples Liberation Army and other vulnerable children. Maoists have developed such schools as model to expose how a government can make education fundamental, free and compulsory. Here the management of such schools has been shouldered by the Maoists.

1.1.2 Introduction to Janabadi Curriculum

Etymologically, curriculum is defined as a 'run way to reach a goal'. In the past, it was assumed as an enclosed subject matter to be taught but in course of passing time, it has shifted it out from the restricted boundary and broadened itself with teaching learning activities of both teachers and students. Now, it has been realized as the backbone of education system. It has been defined variously by different scholars. Among them, Crow and Crow(1976)define curriculum as "the curriculum includes all the learner's experience, in or outside school that are included in a programs which has been devised to help him developmentally, emotionally, socially, spiritually and morally" (as cited in Sharma 2006, p. 7) .

In 2003, under the leadership of CPN (Maoists) western command curriculum draft committee was formed and named Regional People's Education Division (present central base area). It had conducted different seminars, discussions, interactions and home visit programs in order to collect the ideas about what kind of curriculum had to be formed, and contents to be taught. According to the ideas and recommendations made by various stakeholders, they had prepared curriculum for Grades one, two and three. Presently the curriculums have been prepared for Grades one to six. Various trainings, seminars, interactions, and supervision programs were also organized for effective implementations of curriculum. To materialize the curriculum, it has the textbooks of all subjects, teacher's guide and other reference materials. Under the curriculum of primary level (one to five) the subjects like language education, mathematics, science, health and environment and art are included. Language education includes English and Nepali. Similarly, military science has also been included in the curriculum of Grade one to three. In comparison to governmental practice, they have changed the weight age of the subjects. They have given the weight age of twenty four to thirty four from grades one to five. Among the various subjects language education has got more weight age i.e. eight.

In the curriculum, they have also included or emphasized Maoists philosophy and people's war. Similarly, students are expected to recognize the portrait of Max, Mao,

CPN leader Prachanda, flags of communist party, people's councils and fraternal people's organization, name of parties and have to learn about the proletarian class struggle and its leadership and martyrs. At this changing context, they have been working on how to mobilize these schools and schools conducted by the Nepal government.

1.1.3 Objectives of Primary Level Janabadi Education

General objectives of primary education are to liberate the children from blind religions and supernatural belief, uplift self-confidence as well as physically thinking habits, make them laborious, honest and self-dependent (Adopted from guide of public power conduction).

Points have to be focused:

- i. develop the habit of searching.
- ii. Develop conscious discipline in order to respect labour.
- iii. Inspire to words Janabadi art, culture and beauty.
- iv. Develop an ability to exchange ideas using both written and spoken medium.
- v. develop leadership and helpful feeling activating them towards Janabadi values and belief.
- vi. Develop the appropriate habit to Janabadi values and traditions.
- vii. Develop social scientific word view towards Janabadi unity, nation and nationalism (CBA, 2003, p. 1).

1.1.4 Status of the English Language in Janabadi Model Education

The English language is accepted as the most dominant language of the world. It is used as a lingua franca for international communication. If we observe in the field of media we will find that over fifty percent of the world newspaper, scientific and technical periodicals and journals and more than sixty percent of the radio stations use English as a medium of communication. Without any doubt, it has been a passport to travel the whole world and store house of knowledge. We can not taste the fruit of rapid development and technology, industrial development, international relationship and tremendous progress made in different fields of human knowledge in absence of the English language.

Realizing the importance of English in Janabadi education, it has been put under language education rather than a subject like in government-aided school. The surface study of their curriculum reveals the fact that they have not overloaded the course like in government-aided schools but one can find that they are aware of maintaining the balance between the students' psychological and physical development. In government-aided school curriculum one can easily find the wide gap between the objectives prescribed and accomplishment made by the students in rural areas. But Janabadi English curriculum seems more realistic rather than being over ambitious. They have given special attention to language functions simultaneously with grammar. In case of writing, they have included those items which students have to come across in their real life. They have tried to balance all language skills both in teaching and evaluation.

1.1.5 Teaching Strategy

Teaching strategy is a pattern of teaching acts that serves to attain certain outcomes and to guard against others. An instructional strategy is purposefully conceived and determined plan of action. Other terms frequently found to have been used to clarify the meaning of strategy are a long term plan, activities, ways, techniques or methods or approaches, plan of actions, operations, course of actions and group of activities in

which the students are taken into actions and the means by which they will explore the dramatic focus. They are implemented towards the achievement of selected measurable objectives. They describe the actions to be taken into by the association in order to achieve each objective (<http://www.cmu.edu/facstaff/part-time/strategy.htm/>).

Strategy is a cover term which includes various methods and techniques that language teachers use in order to lead their subjects to achieve the prescribed goal. Institutions of higher learning across are responding to political, economic, social and technological pressure to be more responsive to student needs and more concerned with how well students are prepared to assume future associated role. Faculties are already feeling the pressure of lecturing less and make learning environment more interactive, to integrate technology into the learning experience and to use collaborative learning strategies when appropriate. Some of the more prominent strategies are outlined below:

a. Lecture

For many years the lecture method was the most widely used in instructional strategy in the classroom. Nearly 80% of all US college classroom in the late 1975 reported using some form of the lecture method to teach students (Cashin, 1990.p 7). Although the usefulness of other teaching strategies is being widely examined today, the lecture still remain an important way of communicating information used in conjunction with active learning and teaching strategies. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non -threatening to students. The disadvantage is that lecturing minimizes feedback from students.

b. Case methods

Providing an opportunity for students to apply what they learn in the classroom to real life experiences has proved to be effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion on the issues and problems related to application. It can highlight

fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

c. Discussions

There are a variety of ways to stimulate discussion. Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of students. Instructor should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up class on time, ready to learn.

d. Active learning

Active learning is learning environment that allows students to talk, listen, read, write and reflect as they approach course content through problem solving exercises, informal small groups to apply what they are learning. Many studies show that learning enhanced when students become actively involved in the learning process. Instructional strategies then engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives.

e. Co-operative learning

Co-operative learning is a systematic pedagogical strategy that encourages small group of students work together for the achievement of a common goal. Collaborative learning is often used as a synonym for co-operative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stress the importance of faculty and study involvement in the learning process.

f. Integrating technology

Today, educators realize that computer literacy is an important part of student education. Integrating technology into a curriculum, when appropriate is providing to be valuable for enhancing and extending the learning experience for faculty and students. Many faculties have found electronic mail to be a useful way to promote student- student or faculty/student communication between class meetings.

g. Distance learning

Distance learning is not a new concept. We have all experienced learning outside of a structure classroom setting through television, correspondence course etc. Distance learning or distance education as a teaching pedagogy, however, an important topic of discussion. It is defined as any form of teaching and learning in which the teacher and learners are not in the same place at the same time. Distance learning technologies take many forms such as computer simulations, interactive collaboration/ discussion and the creation of virtual learning environment connecting regions or nations. Components of distance learning such as email, list servers and interactive software have also been useful additions to the educational setting.

1.1.6 Child-Centred Approach of Language Teaching

Child centred education has been emphasized following the aims of primary education in Nepal. The quality of classroom learning experiences needs to develop further away from treating the students in classes as homogeneous unit and away from rote learning. The focus of teaching learning methodology should be on student centered active learning with awareness of teacher to help each students at all times through using wide range of formal and informal techniques. Other terms synonymously used for child centred teaching are student centred, child focus, and joyful learning. Some of the principles of child centred approach of learning are as follows:

- a All children are equal and should be treated with love and respects.
- b Put children first, by responding to their needs and building on their knowledge.
- c Children are unique individuals with different needs abilities and interest
- d Children come to school already knowing many things.
- e Children learn at different rates, they have their own pace.
- f Children are various and inquisitive.
- g Children learn best through concrete hands on experiences.
- h The learning environment should stimulate children's development.
- i Different children learn in different ways and a variety of strategies are necessary to cater for the needs and interest of individual children in interesting ways.

1.1.7 Teaching Strategies in Janabadi Education

According to Central Base Area (CBA), whatever a way the teacher adopts to make his students able to obtain the determined objectives in the curriculum is called teaching methodology. As Maoists suggest, it should be based on the actual synthesis of concrete analysis of concrete situation. According to them, to be able to develop knowledge, skill and attitude through the teaching strategy is understood as the implementation of objective teaching method. Similarly, they have suggested the strategy suggested by Max "take from the people and give it to the people" which is

also called public direction method. Some of the methods included in their syllabus as mentioned in CBA (2003) are as follows,

- i. Discussion method
- ii. Labour participation teaching method
- iii. Demonstration
- iv. Problem solving
- v. Field trip
- vi. Lecture method
- vii. Audio-video method
- viii. Experimental method
- ix. Observation method
- x. Group work
- xi. Question answer
- xii. Story telling

1.1.8 Language Functions

The English language curriculums of both government-aided and Janabadi Model schools have made a provision of learning certain language functions. The language functions and communicative functions are used synonymously. The communicative function can be defined as the role/function of any sentence/sentence fragment in a communication, e.g. question, statement, command, apology, request. The communicative function of a sentence (or a fragment) reflects what the speaker wants to do with the utterance, how s/he wants the hearer to respond. It can be worked out partly from its form (though there is no one to one correspondence between sentence form and communicative function) and partly from intonation (in speech) or from the context of the sentence. Communicative functions have also been described as giving or demanding information or goods and services by means of language.

Halliday (1973, p. 22) defines "...if language has evolved in the service of certain functions that may in the broad sense be called social functions... this is one aspect of the relationship between language and its use which immediately springs to mind."

Similarly, Crystal (2003, p. 192) defines language function as "the role language plays in the context of society or the individual is also referred to by term 'function' (social function)."

Despite having uniformity in defining communicative function, there is no common ground in the classification of language functions. Different scholars like Halliday, Jakobson, Van Ek, Malinowski, Austin, Searle, Wilkins and so on have classified from their individual perspectives. Among them the following classifications have special significance in teaching.

Wilkins (1970) taxonomies of language functions provide more detailed description of language function in comparison to previous definitions and classification. He gives following eight types of language functions.

- a) Modality: It includes expressing degree of certainty, necessity, conviction, willingness, obligation, etc.
- b) Moral discipline and evaluation: It covers expressing judgment, approval, and disapproval, etc.
- c) Sausion: It incorporates persuasion, recommendation, prediction, etc.
- d) Argument: It is concerned with relating to the exchange of information and views, agreement, disagreement, etc.
- e) Rational inquiry and exposition: It includes rational organization of thought and speech.
- f) Personal emotion: This function consists of expressing inner emotional feeling (positive or negative)
- g) Emotional relations: It is concerned with greeting, flattery, hospitality, etc
- h) Interpersonal relations: It covers politeness and status, degree of formality and informality, etc.

Likewise Van EK (1975) provides the following six communicative functions;

- a) Imparting the factual information (identifying, reporting, correcting, asking, etc.

- b) Expressing and finding out intellectual attitudes (expressing and inquiring about agreement and disagreement accepting or declining, an offer or invitation, etc)
- c) Expressing and finding out emotional attitudes (pleasure or displeasures, surprise, hope, intention, etc.
- d) Expressing and finding out moral attitudes (apologizing, expressing approval and disapproval, etc.
- e) Getting things done (suasion) (suggestion, advising, warning, ordering, etc.)
- f) Socializing (greeting and leaving people, attracting attention, proposing a toast, etc)

Among the language functions classified above socializing and getting things done (suasion) are common in the syllabus of Janabadi model and government-aided schools, which are greeting introducing welcoming ordering requesting suggesting and offering. Here, these are the area of teaching and observing while collecting data.

1.1.9 Significance of Communicative Functions in Language Learning

The ultimate aim of language teaching is to make students able to use language in communication. Students need to develop speaking, listening, reading and writing skills to use language in communication. Knowing English therefore must mean knowing how to communicate in English. This involves not only producing language correctly but also using language for particular purposes. For example, being able to advise in English, make predictions, and describe people. If learners are able not only to produce and understand structure of language but also use it to express the ideas and feelings, they are said to be communicatively competent. Obviously, students do not need to learn functions since they are universal to all language, but they do need to learn how to express these functions in English. Recognizing the importance of functions, the emphasis should be on making students aware of why they are practicing particular structure to use language in social context.

Hymes (1972, p.281) opines that a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:

- a) Whether (and to what degree) something is formally possible.
- b) Whether (and to what degree) something is feasible in virtue of the means of implementation available.
- c) Whether (and to what degree) something is appropriate in related to the context in which it is used and evaluated.
- d) Whether (and to what degree) something is in fact done actually performed and what its doing entails.

This makes us clear that communicative language teaching means little more than integration of functional and grammatical teaching. Standing on the same ground Little wood (1981, p.1) states, " one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of Language." To sum up, functional aspects of language is one of the guiding/ leading factors for the direction of language teaching as well as for the development of recent approaches and methods in the sphere of language teaching and learning.

1.2 Review of the Related Literature

Many researches have been carried out in the area of language functions and different techniques used to teach them being specific over the effectiveness of these techniques against others. Some of such research studies reviewed by the researcher are as follows:

Sharma (2003) has conducted a practical study with the objective of finding out the effectiveness of role play technique in teaching communicative functions. His study showed that the role play technique had relatively better impact in teaching the functions on the whole. Similarly, Bhandari (2005) has carried out a research entitled "The Effectiveness of Work Techniques in Teaching Communicative Functions of English" in order to compare the effectiveness of the two techniques pair work and group work in teaching communicative functions. This study had concluded that the pair work technique was found relatively more effective than group work technique. Likewise, Pokhrel (2007) has conducted a research on "The Effectiveness of Interaction Techniques in Teaching Communicative Functions" in order to find out their effectiveness in comparison to non-interactive techniques. He concluded that these techniques have very important role to play in teaching and learning of communicative functions. In the similar vein, Pokhrel (2000) has conducted a research entitled "Teaching Communicative Functions Inductively and Deductively: A Practical Study" in order to find out their effectiveness. The study had showed that the inductive method was more effective than the deductive method for teaching the communicative functions of English.

These theses were experimental researches. Which were restricted in making comparison of two techniques? So, they could not present the finding resulted from various techniques and methods. This shows that experimental research is not sufficient enough if one wants to explore the whole teaching strategy in a comparative framework. Regime (2004) conducted a research over "A Study on the Effectiveness of Group Work Technique in Teaching English Tenses" to find out the effectiveness of group work technique in teaching English tenses. The finding showed that the group work technique proved to be relatively more effective in teaching English tense

than usual way of teaching. On the other hand, there are some theses conducted over the strategy of teaching and learning. Some of the reviewed theses by the researcher were: Pant (2007) and Lamsal (2006). Despite the resemblance over the term strategy they are distinct with this present study due to the fact that they dealt with other areas of language not in the language functions.

On the whole, the present study has broken the restriction posed by experimental research as in the theses reviewed with an aim to compare a whole strategy (techniques and methods) used in two types of schools to teach language functions. The distinctive feature of this study was, it dealt with the new practices made by CPN (Maoists) which was claimed as an example of alternative practice as how education can be fundamental, free and compulsory. Similarly, this study was quite different from others, in the sense that majority of the comparative studies conducted before were compared between rural and urban areas but the proposed study was concerned with finding out strategies used in two different types of schools both in rural areas.

1.3 Objectives of the Study

The proposed study had the following objectives:

- i. To find out the teaching strategies used in Janabadi Model School to teach language functions.
- ii. To compare these strategies with that of Government-aided schools.
- iii. To list some pedagogical implications.

1.4 Significance of the Study

The study will be significant for those prospective researchers who want to carry out researches in relation to Janabadi School. S/he will get door open, this being the first study in connection with Janabadi Education. So this study provides valuable information about Janabadi School. The finding of the study will be useful for the teachers who have to use teaching strategies for teaching language functions.

Similarly, curriculum and textbook writers will also find it valuable since it provides valuable information about strategies used in teaching language functions. It will also be beneficial for all those who are directly or indirectly involved and interested to know more about teaching strategies used in Janabadi Model Schools in comparison to governmental-aided schools in comparative framework.

CHAPTER TWO

METHODOLOGY

For the fulfillment of objectives of the study the researcher adopted the following methodological strategies:

2.1 Sources of Data

Both primary and secondary sources were used for the purpose of data collection.

2.1.1 Primary Sources

The primary sources of data for this research were the primary English teachers of Rukum, Rolpa and Salyan districts (Both Janabadi model and government-aided schools).

2.1.2 Secondary Sources

The Secondary Sources for this research were related books in the field of teaching strategies, language functions such as Harmer (2001) , Richards and Rodgers (2005) , Davies (1990), Randall and Throton (2001), Halliday (1973), Brown (1994a) , Jones (1981),and Doff (1997) and many others. Similarly, curriculum, textbooks, journals, magazines and articles that were written in relation to Janabadi Education. Finally, various theses carried out in the Department of English Education, T.U. and many other types of researches and websites were used as secondary sources.

2.2 Sampling Procedure

The researcher selected six schools of three districts viz Rolpa, Rukum, and Salyan, two from each district and the English teachers of these schools (primary school) by using non- random sampling procedure. Due to the restriction in the number of schools having only three Janabadi model schools, all three schools were selected and for the selection of government-aided school non- random sampling was used keeping in reaches the accessibility in rural area.

2.3 The Sample Size of the Study has been presented below:

Region	District	Schools Primary	Teachers	Observed class
Mountain	Rolpa	2	2	12x2=24
Mountain	Rukum	2	2	12 x 2=24
Mountain	Salyan	2	2	12 x 2=24
Total	3	6	6	72

2.4 Tools for Data Collection

The researcher used two research tools out of which classroom observation was the major one which was supplemented by questionnaires. The tools for data collection have been described as follows:

i. Observation checklist

The researcher observed the classes of selected teachers by using a checklist i.e. developed on the basis of the modal of the peer observation form of faculty of Education T.U. There were three formats used within the same checklist. First part deals with indirectly related aspects which can indirectly affect in effective teaching and learning. On the other hand, second part consists of sample of lesson presentation which includes the whole classroom activities from beginning to the closing of the lesson. Similarly, the third part includes specific techniques or strategies used by the teachers in order to make their teaching effective. The first and second parts were judged using the criteria like excellent, good, average and poor whereas the third part was judged using the criteria like frequently, sometime and seldom. I took notes focusing on the teachers behavior related to instruction. In addition to the completion of checklist, notice was made to gestures, body language and motions.

ii) Questionnaire

The questionnaire included nine questions. The questions were designed to elicit information about the teaching of the various language functions, vocabulary and structure. The open ended questions were used to make teachers elaborate the

technique and clarify the process of instruction. The questionnaire was provided to the teachers whose classes were observed.

2.5 Procedure of Data Collection

I followed the following steps to collect data:

- i. Visited the field and obtained consent from the school administration.
- ii. Contacted English teachers of both types of schools and established rapport with them.
- iii. Observed the classes of those selected teachers by using prepared check lists.
- iv. Observed classes of each teaching Grades 4 and 5.
- v. Provided the questionnaire to the teachers whose classes he had observed to fill up.
- vi. Collected the questionnaires from the teachers.
- vii. Collected some lesson plans from the teacher observed.
- viii. Spent all day at school site for one week starting from at 9 am to 1 p.m.
- ix. Even, observed at night in model schools since common classes were conducted regularly for two hours after having dinner.
- x. Each day a minimum two classes were observed.
- xi. Simple camera was used to take photos of teachers delivering lessons and school site setting.

2.6 Limitations of the Study

The study had the following limitations:

- i. The study covered only six schools out of which three were government aided and others were Janabadi Models.
- ii. The study was limited to class four and five.
- iii. It was restricted to the strategies used in teaching language functions.
- iv. The study was limited to three districts viz Rolpa, Rukum, and Salyan.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter presents analysis and interpretation of data which the researcher collected from six primary schools of three districts i.e. Rolpa, Rukum and Salyan.

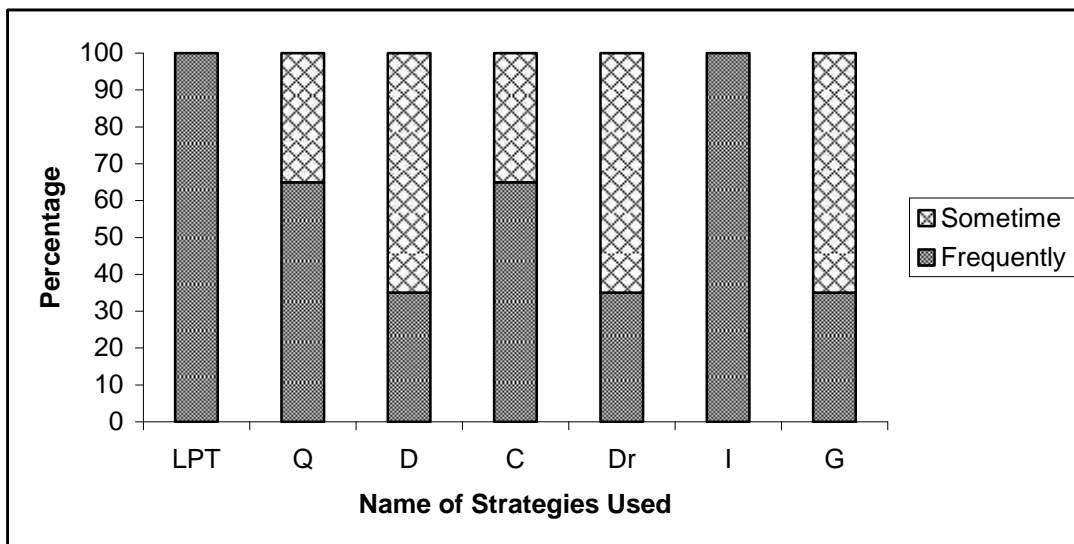
3.1 Analysis and Interpretation of Data Collected From Checklist

In order to analyze the collected data from the checklist, the researcher used statistical tool of percentage. In course of collecting data two types of scale were used. The actual strategies or techniques used have been compared on the basis of their frequency of occurrence while teaching like frequently, sometimes and seldom whereas in order to make comparison over sample of lesson presentation and indirectly related aspects the research used a scale like excellent, good, mediocre and poor (mediocre used in checklist has been replaced by average in analysis) which have been mathematically represented as 3, 2, 1, 02 respectively. I had categorized the teachers presentation into excellent if the teacher had entered the class with prepared lesson plan. Self-confidence in the content to be taught, clarity and fluency in expression, engaged students into the classroom actively, facilitated his presentation with teaching materials and motivated his students appropriately. Similarly, good if other things being equal if he lacked prepared lesson and related teaching materials. Likewise, average other things being equal to good if he lacked lesson plan, teaching materials and self-confidentiality and poor if he lacked even clarity in his expression and motivating power including the things included under average.

Collected data was compared both holistically and in detailed version. In order to bring clarity and uniformly in the presentation Table (a) and Table (b) have been presented which stand for the position of Janabadi Model Schools and of government-aided schools respectively. Both analysis and interpretation and finding have been presented in consonance with the objectives taken.

3.1.1 Teaching strategies used in Janabadi Model Schools

There are many strategies of teaching languages functions. Here, strategy has been used synonymously with techniques or methods or activities. Some have had their heydays and have fallen into relative obscurity; others are widely used now; still others have a small following, but contribute insights that may be observed into the generally accepted mix. After having checklist of class observation of JS English teacher, I found for the major part of the instructional time the following strategies were used. This does not mean that other strategies were not used but these were the ones which were heavily used by the teachers. Other slightly used strategies were captured under holistic and detailed comparison.



3.1.2 Holistic Comparison of Strategies and Techniques

This is the holistic comparison made between the performance of the English teachers (JS and GS) of two schools over the strategies or techniques they had used in course of teaching language functions. This is the analysis of techniques or strategies used which was derived on the basis of classroom observation captured in appendix I.

Table No. 1**Holistic Comparison of Strategies and Techniques**

Name of the Strategy Used	Frequency		Sometime		Seldom	
	JS	GS	JS	GS	JS	GS
Audio-video	0%	0%	35%	0%	65%	100%
Co-operative	65%	0%	35%	65%	0%	35%
Deductive	0%	35%	100%	65%	0%	0%
Demonstration	35%	0%	65%	100%	0%	0%
Drill	35%	100%	65%	0%	0%	0%
Experimental	0%	0%	0%	65%	100%	35%
Games	0%	0%	100%	100%	0%	0%
Group-work	35%	0%	65%	100%	0%	0%
Inductive	100%	100%	0%	0%	0%	0%
Inquiry and discovery	0%	0%	0%	0%	100%	100%
Labour-participate	100%	0%	0%	0%	0%	100%
Lecture	65%	65%	35%	35%	0%	0%
Non-verbal communication	0%	0%	35%	65%	65%	35%
Pair-work	0%	0%	100%	65%	0%	35%
Question-answer	65%	35%	35%	65%	0%	0%
Role play and simulation	0%	0%	100%	65%	0%	35%
TPR	0%	0%	65%	35%	35%	65%

This being holistic comparison, I have compared the teacher's performance in general. Among the strategies listed above the teachers of Janabadi School (JS) were found to have frequently used labour participating teaching, inductive, questioning co-operative learning, demonstration, drill, and group work whereas the strategies like experimental and discovery were not found to have used. Other remaining strategies were used sometimes. On the other hand, frequently used strategies on the part of GS teachers were drill, inductive, deductive, lecturer, and question and answer. Similarly, strategies like audio-video, inquiry and discovery and labour participation were not used.

3.1.3 Detailed Comparison of Activities and Techniques Used

a. Audio-Video

Table No. 1.1

Table no 1 (a)	Table no 1 (b)
Frequently: 0%	Frequently: 0%
Sometime: 35%	Sometime: 0%
Seldom: 65%	Seldom: 100%

Here audio video strategy refers to the use of some devices which make appeal to more than one sense. For example use of television, computer, and Powerpoint in language teaching and learning. Table no 1 (a) shows that the use of audio-video technique found better than table no (b). It showed that, audio-video technique was proportionally used more in the class of JS teachers than in GS. As shown in the above table 1 (a) use of audio-video technique in Janabadi model school was 35% sometime and 65% seldom whereas in GS was 100% seldom.

b. Co-operative learning

Table No. 1.2

Table no 2 (a)	Table no 2 (b)
Frequently: 65%	Frequently: 0%
Sometime: 35%	Sometime: 65%
Seldom: 0%	Seldom: 35%

Co-operative learning is a systematic pedagogical strategy that encourages small group of students work together for the achievement of common goal. The use of co-operative strategy in the class of JS teacher was found better. As shown in table no 2 (a and b) co-operative learning strategy used by the English teacher of JS was 65% frequently and 35% sometime whereas by the English teacher of GS was 65% sometime and 35% seldom. It was the result of the fact that in Janabadi Model they focus on learning from work. Students have to work two hours co-operatively each day, which was not only the physical task but also psychological or mental work.

c. Deductive

Table No. 1.3

Table no 3 (a)	Table no 3 (b)
Frequently: 0%	Frequently: 35%
Sometime: 100%	Sometime: 65%
Seldom: 0%	Seldom: 0%

Here, deductive strategy refers to rule providing phenomenon from the very beginning of the presentation. Table no 3 (a) shows that deductive strategy was comparatively less used by JS English teacher then GS English teachers. As shown in the table no. 3(a) deductive strategy was used 100% sometime by JS English teacher whereas by the teacher of GS used 35% frequently, 65% sometime and 0% seldom.

d. Demonstration

Table No. 1.4

Frequently: 35%	Frequently: 0%
Seldom: 0%	Seldom: 0%
Sometime: 65%	Sometime: 100%
Table no 4 (a)	Table no 4 (b)

Comparison between table no 4 (a) and (b) shows that demonstration strategy has been used frequently by the English teachers of JS than the English teachers of GS. I found here, that majority of the English teacher of JS were the member of political party or CPN Maoists. So, a politically active person could easily demonstrate or act which was found comparatively difficult for GS English Teachers.

e. Drill

Table No. 1.5

Table no 5 (a)	Table no 5 (b)
Frequently: 35%	Frequently: 100%
Sometime: 65%	Sometime: 0%
Seldom: 0%	Seldom: 0%

Tables no 5 (a) and (b) have shown that drill strategy was found to have been used frequently by the English teachers of GS. As the table 5 (b) shows, they used drill

100% frequently but in the case of Janabadi English teachers they used 35% frequently and 65% sometime. This is the contradiction I found between the statement of CPN Maoist which was mentioned in their curriculum and the actual practice made in the classroom. Though they used drills comparatively less frequently than GS teachers, it was against their curriculum.

f. Experimental

Table No. 1.6

Table no 6(a)	Table no 6 (b)
Frequently: 0%	Frequently: 0%
Sometime: 0%	Sometime: 65%
Seldom: 100%	Seldom: 35%

Comparison between tables no 6(a) and (b) have shown that experimental strategy was found frequent in the practice of GS English teacher than of JS English teacher. As the table shows, teacher in GS used 65% sometime and 35% seldom but teacher of Janabadi model never used. I found that non-user groups were not sure about the position of experimental strategy as one of the student centred technique.

g. Games

Table No. 1.7

Table no 7 (a)	Table no 7 (b)
Frequently: 0%	Frequently: 0%
Sometime: 100%	Sometime: 100%
Seldom: 0%	Seldom: 0%

This comparison shows same result in the use of games while teaching language functions. When, I observed the classes of both types of teachers, I found that they were using simple games like guessing, simon say, predicting game, look and say, read and say, etc. These activities or games were not only used for the practice of the taught materials but also for the sake of motivation and inspiration. As the table has shown both types of English teachers used 100% sometime.

h. Group work

Table No. 1.8

Table no 8 (a)	Table no 8 (b)
Frequently: 35%	Frequently: 0%
Sometime: 65%	Sometime: 100%
Seldom: 0%	Seldom: 0%

Group work falls between whole class grouping and pair work. It promotes learners autonomy by allowing students to make their own decision in the group without being told what to do by the teacher. Moreover, it encourages broader skills of co-operation and negotiation than pair work. This group work technique / strategy as tables 8 (a) and (b) have shown, was found more frequent in Janabadi teacher's practice than of the teacher of GS. As the table shows, it has been used 35% frequently and 65% sometime in JS whereas 100% sometimes in GS. I found that despite practicing this strategy, students were not independent all the time since they could not possess the entire requirement for successful group work.

i Inductive

Table No. 1.9

Table no 9 (a)	Table no 9 (b)
Frequently: 100%	Frequently: 100%
Sometime: 0%	Sometime: 0%
Seldom: 0%	Seldom: 0%

Inductive strategy refers to examples providing phenomenon from the very beginning and deriving the rules by analyzing the examples given. When I observed the classes of both types of teachers specifically in course of teaching language functions, they were found to have used this strategy regularly. As the table shows, I found its equal application. Furthermore, I found that both schools teachers of both types of school were not aware of the rule generalizations; it could be because of the nature of the topic they were dealing with made them unable to do so.

j Inquiry and discovery

Table No. 1.10

Table no 10 (a)	Table no 10 (b)
Frequently: 0%	Frequently: 0%
Sometime: 0%	Sometime: 0%
Seldom: 100%	Seldom: 100%

These two strategies 'inquiry' and 'discovery' were kept in the checklist made by the researcher expecting slight use of it. But when I went to the real field both teachers of the both types of school's had not implemented these strategies. As the tables 10 (a) and (b) show these strategies were seldom used by the teachers of both types of schools.

k Labour participation teaching

Table No. 1.11

Table no 11 (a)	Table no 11 (b)
Frequently: 100%	Frequently: 0%
Sometime: 0%	Sometime: 0%
Seldom: 0%	Seldom: 100%

It is a new strategy in teaching where the teacher participates in the work the students are being involved in simultaneously she/he teaches them the idea they have to learn in the classroom teaching and learning or he involves students in the practice over the item taught .When I went to collect data specifically in Janabadi model school, I found that teachers not only of English but of all subjects according to their routine were involving the students in activity or work but it was not the case in government-aided schools since students could not be kept at the school unlike in JS. So as the tables 11 (a) and (b) have shown that this strategy has been used 100% frequently in JS whereas 100% seldom in GS.

l. Lecture

Table No. 1.12

Table no 12 (a)	Table no 12 (b)
Frequently: 65%	Frequently: 65%
Sometime: 35%	Sometime: 35%
Seldom: 0%	Seldom: 0%

Lecture an ever green strategy in the field of language teaching despite its disadvantages. As table no 12 shows, it has been found to have been used equally 65% frequently and 35% sometime by the English teachers of both types schools. It is paradoxical in the statement and the real practice of Janabadi Education curriculum. They have promised not to use this traditional outdated method in their curriculum but were using in the real field.

m. Non-verbal communication

Table No. 1.13

Table no 13 (a)	Table no 13 (b)
Frequently: 0%	Frequently: 0%
Sometime: 35%	Sometime: 65%
Seldom: 65%	Seldom: 35%

It is a strategy which is similar to demonstration where information is disseminated in non-verbal form. It includes performing actions, using gestures and facial expressions silently (without uttering any noise). Tables no 13 (a) and (b) have shown that it was less frequently used in Janabadi model school than in GS. This table clearly shows that JS English teachers used it 35% sometime and 65% seldom but the GS teachers have used 65% sometime and 35% seldom.

n. Pair - work

Table No. 1.14

Table no 14 (a)	Table no 14 (b)
Frequently: 0%	Frequently: 0%
Sometime: 100%	Sometime: 65%
Seldom: 0%	Seldom: 35%

As the table no 14 shows, pair work strategy was found more frequent in the class of JS English teachers than of GS. It was used 100% sometime by JS teachers whereas 65% sometime and 35% seldom by GS teachers.

o. Question answer

Table No. 1.15

Table no 15 (a)	Table no 15 (b)
Frequently: 65%	Frequently: 35%
Sometime: 35%	Sometime: 65%
Seldom: 0%	Seldom: 0%

Questioning is another strategy used in a lesson at all levels. The most frequent use of questioning was to lead the students to discover patterns, put items into categories and find labels for the categories. It is used for the purpose of developing thinking processes for concept formation. My research work found this strategy was frequently

used by JS teachers than of GSs. As the table 15 (a) shows JS teachers used 65% frequently and 35% sometime whereas table no 15 (b) shows GS teacher used 35% frequently and 65% sometime.

p. Role play and simulation

Table No. 1.16

Table no 16 (a)	Table no 16 (b)
Frequently: 0%	Frequently: 0%
Sometime: 100%	Sometime: 65%
Seldom: 0%	Seldom: 35%

Role play and simulation are both communicative and learner-centered strategies having some common properties. They are distinct themselves in the nature of environment. Simulation with representation of real life events created in the language class. Here, participations are supposed to feel that they are involved in performing a task/role in the context similar to real - life situation. But, in role play situation is brought from the real life into the classroom. Their use in the classroom made by teachers showed that, these strategies were more frequent in the presentation of JS English teachers than that of GS teachers which was revealed by the tables no 16 (a) and (b). It shows role play and simulation were used 100% sometime by JS teachers than GS teachers who used 65% sometime and 35% seldom.

q. TPR (Total Physical Response)

Table No. 1.17

Table no 17 (a)	Table no 17 (b)
Frequently: 0%	Frequently: 0%
Sometime: 65%	Sometime: 35%
Seldom: 35%	Seldom: 65%

TPR is one teaching strategy by which it is expected to lower the affective filter and organize physical actions in the classroom. My research work found that it was comparatively more frequent in JS teachers' classrooms than those of GS teachers as shown in the table no 17 (a) and (b). One of the reasons behind this practice was the

result of military science (a subject taught from grade one) where students were accustomed to obey the command or order physically.

3.2 Holistic Comparison of Sample of Lesson Presentation

i. Warming Up Activities

The teachers' performance is not only judged on the basis of how s/he presents the subject matter but also from how s/he motivates his/her students towards the subject matter to be taught and towards himself/herself. Success of teaching highly depends on those activities which are conducted for inoperative purposes. It includes, objective specification, telling jokes and story to bring humor inside, relating present lesson to the previous one and other ways of motivation.

Table No. 2
Warming Up Activities

	Excellent		Good		Average		Poor	
	JS	GS	JS	GS	JS	GS	JS	GS
Student Motivation to the Subject matter	0%	0%	100%	0%	0%	100%	0%	0%
Student motivation to the teacher	0%	0%	65%	0%	35%	100%	0%	0%
Objective specification	0%	0%	33%	35%	33%	0%	33%	65%
Related to previous lesson	0%	0%	100%	100%	0%	0%	0%	0

Among the aspects used for warming up activities JS teachers were better in students motivation towards the subject matter and students motivations towards the teacher than the GS teachers. But teachers of both of the schools were found equal in relating present lesson with the previous one. On the other hand, GS teachers were found slightly better in the specification of the objectives than JS teachers.

ii. Presentation

It is an actual phase of teaching lesson where the teacher uses his/her ways and means in order to make his presentation effective and meaningful. It includes various

gestures, demonstrations, use of appropriate teaching materials and appropriate illustrations to support his/her presentation. Fulfillment of objectives highly depends on the teacher' presentation.

Table No. 3

Presentation

	Excellent		Good		Average		Poor	
	JS	GS	JS	GS	JS	GS	JS	GS
Was the presentation interesting ?	0%	0%	35%	0%	65%	100%	0%	0%
Relevant to the students level and interest	0%	0%	35%	35%	65%	65%	0%	0%
Language function presented in dialogue form	0%	0%	35%	35%	65%	65%	0%	0%
Language function presented in the classroom context	0%	0%	35%	35%	65%	65%	0%	0%
Common over subject matter	0%	0%	33%	0%	33%	100%	33	0%
was presentation logical and psychological	0%	0%	65%	0%	35%	100%	0%	0%
Use of teaching materials	0%	0%	65%	35%	35%	65%	0%	0%
Appropriate illustrations	0%	0%	35%	65%	65%	35%	0%	0%

Out of eight aspects included under presentation teachers of JS have been found better in interesting presentation, command over subject matter, psychological and logical presentation and use of teaching materials, whereas in appropriate illustration they have been found poor in comparison. But in other aspects like relevant to the students level and interest, language, age, function presentation in dialogue form and language functions presentation in the classroom context they have been found equal.

iii. Practice techniques

Another significant stage in a lesson is 'practice' where students and teachers interact over the taught items. It is responsible to make the learned matter long lasting on the part of the students.

Table No. 4
Practice techniques

	Excellent			Good		Average		Poor
	JS	GS	JS	GS	JS	GS	JS	GS
Students Question on Practice	0%	0%	0%	0%	35%	65%	65%	35%
Relation of Presentation and Practice	0%	0%	100%	05%	0%	35%	0%	0%
Attention to Linguistic Form	0%	0%	0%	35%	100%	65%	0%	0%
Mechanical Transformation Exercise	0%	0%	0%	65%	100%	35%	0%	0%
Recognition and Identification Activities	0%	0%	33%	0%	33%	35%	33%	65%
Information Transfer Activities	0%	0%	6%	35%	100%	65%	0%	0%
Meaningful Drill	0%	0%	65%	35%	35%	65%	0%	0%
Students Participation on Practice	0%	0%	65%	35%	35%	65%	0%	0%

Among the aspects kept under practice stage JS teachers were found better over relation of presentation and practice, reorganization and identification activities, meaningful language drill and students participation on practice whereas GS teachers were found better in other remaining aspects like students question on practice, attention to linguistic form, mechanical transformation exercise and information transfer activities.

iv. Communicative Activities

Table No. 5
Communicative Activities

	Excellent		Good		Average		Poor	
	JS	GS	JS	GS	JS	GS	JS	GS
Information exchange	0%	0%	35%	0%	65%	100%	0%	0%
Free interview	0%	0%	35%	0%	65%	65%	0%	35%
Opinion gap task	0%	0%	0%	65%	0%	35%	100%	0%

Role play/Simulation	0%	0%	0%	0%	100%	35%	0%	65%
Real life activity	0%	0%	65%	35%	35%	65%	0%	0%

Under this stage five aspects were included, among them JS students were found better in informational exchange, free interview, role play/ simulation and real life activity than GS students, on the there hand in opinion gap task JS students were better.

v. Evaluation

All teaching and learning activities are guided by certain destination. It is an evaluation stage which determines the accomplishments and un-accomplishments of the objectives.

Table No. 6
Evaluation

	Excellent		Good		Average		Poor	
	JS	GS	JS	GS	JS	GS	JS	GS
Feedback given by teachers	0%	0%	35%	65%	65%	35%	0%	0%
Was evaluation techniques good ?	0%	0%	100%	35%	0%	65%	0%	0%

Among the three aspects included under evaluation, JS teachers were better in evaluation technique, on the other hand they were poor in providing feed back which was reverse in the case of GS teachers.

3.2.1 Detail Comparison of Sample of Lesson Presentation

As it has been mentioned under the tools of data collection, there were three major concepts included within checklist, out of which this deals with the analysis of checklist second which has included the overall presentation of teaching items. This included pre-communicative stage, controlled communicative stage and free communicative stage with evaluation. The position of teachers of both types of schools has been analyzed including it within 29 sub-points.

3.2.1.1 Pre-communicative Activities

i. Warming up activities

a. Students motivation to the subject- matter

Table No. 2.1

Table No. 1(a)	Table No. 1(b)
Good: 100%	Good: 0%
Average: 0%	Average: 100%
Poor: 0%	Poor: 0%

Table 1 (a) shows that the student's motivation in the subject matter was found better than table 1 (b). It showed that, in the class of JS teacher's students have better motivation in subject - matter than GS teachers. As shown in the above table 1 student

motivation was 100% good in the case of JS teachers whereas it was 100 % average in GS teacher.

b. Students motivation to the teacher

Table No.2.2

Table No. 2 (a)	Table No. 2 (b)
Good : 65%	Good :0%
Average : 35%	Average : 100%
Poor :0%	Poor :0%

Motivation refers to the internal drive that leads one to take certain course of action. Thus, without motivation one cannot get success in any action. This is one of the important factors for effective teaching and learning too. The success of teachers lies over the extent to which he/she can motivate to their students. Table No. 2 (a) shows that the students' motivation to the teacher was found better than table no. 2 (b). As shown in the above table, students' motivation was 65 % good and 35 % average in the case of students whereas 100% average for GS students. The reason behind their better motivation was the result of better demonstration and style of teaching.

c. Objective Specification

Table No. 2.3

Table No. 3 (a)	Table No. 3 (b)
Good: 33%	Good: 35%
Average: 33%	Average: 0%
Poor: 33%	Poor: 65%

Objectives are the guiding factors which lead one to a certain direction. In the field of language teaching and learning, objective specification is the final target to be met. As all other remaining activities are based on it, which are conceived as epitome of whole process. The analysis of its position in the classes conducted by the teaching of JS and GS schools as shown in tables no. 3 (a) and (b). Objective specification from the side of JS teachers was 33% good, 33% average and 33 % poor whereas in the case of GS teachers it was 35 % good and 35 % poor.

d. Related to Previous Lesson

Table No. 2.4

Table 4 (a)	Table No. 4(b)
Good: 100%	Good 100%
Average: 0%	Average: 0%
Poor: 0%	Poor: 0%

The content can be learned simultaneously which compels us to restrict and to follow certain chronological order in course of proceeding. It is the aspect where content gets certain order either horizontal or vertical. Its application in course of teaching into two types of schools has been presented on the above table. It shows that the lessons were properly knitted by both types of schools (JS and GS) teachers which were 100 % good.

ii. Presentation

a. Was the presentation interesting?

Table No. 3.1

Table No. 5 (a)	Table No. 5 (b)
Good : 35%	Good : 0%
Average 65%	Average 100%
Poor : 0%	Poor : 0%

Above tables 5(a) and 5(b) have shown that the presentation was 35 % good and 65 % averages in the case of JS teacher whereas 100 % average in the case of GS teachers. Though both JS and GS teachers wanted to do interesting presentation, JS teachers have different techniques to create interesting environment in the classroom (specialiy by the use of demonstration) whereas GS teacher could not reach at the point of JS teachers. One main problem what I found in GS teachers was that they only exposed the content to the students which lead them to fell monotonous but the JS teachers as their routine suggested had to provide interval regularly after two classes and include extra activities corresponding to the lesson.

b. Relevant to Students' level and Interest

Table No. 3.2

Table No. 6 (a)	Table No. 6 (b)
Good: 35%	Good 35%
Average 65%	Average 65%
Poor : 0%	Poor : 0%

It is widely accepted fact that teaching should be done as the level and interest of students because they are the main components in teaching. If one goes beyond the level and interest of the students, they may loose their interest in the study. Similarly, if one cannot meet their level and interest their progressive wings will be cut off. So, it is important to maintain the level and interest. With the help of this research I found that both types of teachers (JS and GS) were equally aware of meeting the students' level and interest in their lesson. As shown in the table No. 6 (a) and 6 (b) both school teachers were 35 % good and 65 % average in their presentation.

c. Language Functions Presented in dialogue form

Table No. 3.3

Table No. 7(a)	Table No. 7 (b)
Good : 35%	Good : 35%
Average : 65%	Average : 0%
Poor : 0%	Poor : 65%

Among the various ways of presenting language functions, presentation in the dialogue form is regarded as a significant way where interlocutors share their ideas with the application of specific language functions. The position of teacher's presentation as shown in the Tables no. 7 (a) and 7 (b) it is seen that the teachers of JS were 35 % good and 65 % average whereas GS teachers' position was 35 % good and 65 % poor. It has proved that language functions were better presented in dialogue forms by JS teachers than GS teachers.

d. Language Function presented in Classroom Context

Table No. 3.4

Table No. 8 (a)	Table No. 8 (b)
Good: 35%	Good: 35%
Average : 65%	Average : 65%
Poor : 0%	Poor : 0%

It is another way of presenting language functions where classroom is simulated as the real context. This way of presentation as tables No. 8 (a) and 8 (b) have shown that both teachers (JS and GS) were found equally applying contextual presentation, which was 35 % good and 65 % average in both cases.

e. Command over Subject Matter

Table No. 3.5

Table No. 9 (a)	Table No. 9 (b)
Good : 33%	Good :0%
Average : 33%	Average : 100%
Poor : 33%	Poor : 0%

How can a teacher teach without having command over the subject matter to be taught? It is the most important and indispensable requirement in teaching. Teacher remains professionally unqualified if he has not good command over the content. In my research, I found JS teacher's status as 33 % good, 33 % average and 33 % poor in the subject matter whereas 100 % average in the case of GS teachers. Comparatively both JS and GS teachers were found similar in this point but little weakness of JS teachers was seen. It was 33 % poor which was zero in the case of GS teachers despite the lack of certain percent over the criteria good.

f. Was presentation logical and Psychological?

Table No. 3.6

Table No. 10 (a)	Table No. 10 (b)
Good : 65%	Good : 0%
Average : 35%	Average : 100%
Poor :0%	Poor : 0%

It is believed that if teachers teach lesson orderly i.e. called logical and if they teach as students' desire, level and psychology i.e. called psychological. Logical and psychological presentation is the backbone for Successful presentation. In my research I found that the status of JS teacher was 65 % good and 35 % average whereas the status of GS teacher was 100 % average as shown in the above tables. It has shown that JS teacher had better status than GS teachers on logical and psychological presentation. Similarly, I found that JS teachers were more aware with the psychological level of the students.

g. Use of teaching materials

Table No. 3.7

Table No. 10 (a)	Table o. 10 (b)
Good : 65%	Good : 35%
Average : 35%	Average : 65%
Poor : 0%	Poor : 0%

This tables no. 10 (a) and (b) have shown that in the use of teaching materials JS teacher were comparatively better than those of GS since it was 65% average on the part of JS teacher whereas it was 35% good and 65% average on the part of GS teacher.

h. Were illustrations appropriate?

Table No. 3.8

Table No. 11 (a)	Table o. 11 (b)
Good: 35%	Good: 65%
Average: 65%	Average: 35%
Poor: 0%	Poor: 0%

Illustration refers to the provision of additional examples in order to support certain statements. For the clarification of certain difficulties it functions as additional evidence. With the help of this research I found that in the provision of appropriate illustrations GS teachers were better in comparison to JS teachers. As shown in the Tables no. 12 (a) and 12 (b) the position of GS teacher was 65 % good and 35 % average whereas it was 35 % good and 65 % average on the part of JS teacher.

i. Presentation Technique

Table No. 3.9

Table No. 13 (a)	Table No. 13 (b)
Inductive: 75%	Inductive: 50%
Deductive: 25%	Deductive : 40%

As the tables no.13 (a) and (b) have shown under the presentation technique only two techniques were used. Despite having slight differences both of schools teachers were found using inductive techniques more frequently than deductive one. But inductive and deductive techniques were used 75 % and 15 % respectively by the teacher of JS whereas they were used 60% and 40 % respectively by the teacher of GS school. In the real experience of classroom observation I found that both types of teachers were aware of presenting the example first but were not aware in the generalization of rules.

3.2.1.2 Controlled Communicative Activities

i. Practice

a. Student Questions on Practices

Table No. 4.1

Table No. 14 (a)	Table No. 14 (b)
Good :0%	Good : 0%
Average : 35%	Average : 65%
Poor : 65%	Poor : 35%

Students' activation is primary in the classroom Today is the day of student centred teaching. But the teacher supermacy was still existed in the classroom GS teachers were found a bit more flexible than the JS feachers for this point as given in tables 14 (a) and (b) students question on practices was 65 % average and 35 % poor on the part of GS whereas it 35 % average and 65 % poor on the part of JS.

b. Relation of Presentation and Practices

Table No. 4.2

Table No. 15 (a)	Table No. 15 (b)
Good : 100%	Good : 65%
Average : 0%	Average : 35%
Poor : %	Poor : 0%

Presentation without practice remains lamb with out support. So, presentation and practice must go in parallel way. As given in tables 15 (a) and 15 (b) the correspondence between presentation and practice was 100 % good in JS teachers whereas it was 65 % good and 35 % average for GS teachers. Comparatively JS teachers were found more balance in presentation and practices than GS teachers.

c. Attention to Linguistic Form

Table No. 4.3

Table No. 16 (a)	Table No. 16 (b)
Good :0%	Good : 35%
Average : 100%	Average : 65%
Poor : 0%	Poor : 0%

Simply linguistic form refers to the skeleton on which body gets stood. Similar to the language, there are restricted numbers of structures with the help of which infinite number of sentences can be generated. Thus important of linguistic form can not in underestimated in course of dealing with language function. In my research study I found that GS teachers were giving better attention than by the JS teacher as shown in the tables no. 16 above the attention to linguistic form given by GS teachers was 35 % good and 65 % average whereas it was 100 % average in the case of JS teachers.

d. Mechanical Transformation exercise

Table No. 4.4

Table No. 17 (a)	Table No. 17 (b)
Good : 0%	Good : 65%
Average : 100%	Average : 35%
Poor : 0%	Poor : 0%

It is one type of drill where the students are encouraged to transfer the given ideas mechanically without getting its meaning. In course of language learning, language learners have to be accustomed to repeat certain structures which are better resulted by the help of mechanical transformation exercise. Its use as I found in my research was 100 % average in the case of JS teachers whereas it was 65 % good and 35% average in the case of GS teacher.

e. Recognition and identification activities

Table No. 4.5

Table No. 18 (a)	Table No. 18 (b)
Good : 33%	Good : 0%
Average : 33%	Average : 35%
Poor : 33%	Poor : 65%

This activity falls between mechanical transformation and free compositions. Here students even not fully getting independency but are indirectly directed. In the present research recognition/identification activities were found more frequent in JS teacher's class rather than GS teachers class. As the tables no. 18 (a) and (b) have shown that the use of these activities was 33 % good 33 % average and 33 % poor in JS teachers class whereas it was 35 % average and 65 % poor in GS teachers.

f. Information transfer activities

Table No. 4.6

Table No. 19 (a)	Table No. 19 (b)
Good : 0%	Good : 35%
Average : 100%	Average : 65%
Poor : 0%	Poor : 0%

If refers to the transformation of information presented either in picture or table in to prose form and vise versa. It is regarded as one of the creative exercise. The position of this exercise in GS teacher's class was found better than in the class of JS teacher. As shown in the tables no. 19 (a) and (b) the position of GS was 35 % good, and 65 % average whereas it was 100 % average in the case of Js teacher.

g. Meaningful Language Drill

Table No. 4.7

Table No. 20 (a)	Table No. 20 (b)
Good : 65%	Good : 35%
Average : 35%	Average : 65%
Poor : 0%	Poor : 0%

It is one type of drill where with/without the help of clue given the students response the correct versions by the use of their knowledge accumulated. In some previous aspects related to drill, GS schools position was better than JS school but for the current one (Meaningful language drill) reversely the position of JS teachers found better than GS teachers. As shown in the tables no. 20 (a) and 20 (b) the use of meaningful language drill was 65 % good and 35 % average by JS teachers whereas it was 35 % good and 65 % average in the case of GS teachers.

h. Student Participation on Practices

Table No. 4.8

Table No. 21 (a)	Table No. 21 (b)
Good : 65%	Good : 35%
Average : 35%	Average : 65%
Poor : 0%	Poor : 0%

As given in the tables no. 21 (a) and (b) students participation on practices was 65 % good and 35 % average in the case of JS students whereas it was 35 % good and 65 % average in the case of GS students. It has shown that student's participation in practice was found better in the case of JS than GS. One important aspect it has been found here is that it depends on the behaviors of teachers. If he/she emphasizes on practice there will be student's participation. Thus, the teacher has a great role to create such environment in the classroom.

g. Practice technique

Table No. 4.9

Table No. 22 (a)	Table No. 22 (b)
Drill : 30%	Drill : 50%
Question answer : 35%	Question answer : 30%
Role play : 20%	Role Play : 10%
Peer work : 15%	Peer work: 10%

Tables no. 22 (a) and (b) have shown that drill, question answer, role pay and peer work were the common techniques used in the practice of language functions by both types of teachers. But the distinct lies to what extent they gave the priority to each technique. As mentioned in the above table comparatively question answer, role play, and peer work got much priority in the case of JS teacher whereas drill got more in the case of GS teacher. To put in mathematical form 35 % question answer, 20 % role play, 15 % peer work was used by JS teacher whereas it was 30 % question answer 10 % role play and 10 % peer work on the part of JS teacher. On the other hand 50 % drill was used by GS teacher whereas it was 30 % in the case of JS.

3.2.1.3 Communicative Activities

a. Information exchange

Table No. 5.1

Table No. 23 (a)	Table No. 23 (b)
Good : 35%	Good : 0%
Average : 65%	Average : 100%
Poor : 0%	Poor : 0%

It refers to an ability where students have to be able to share information creatively. Since it does not resemble with the different types of drill. In my research work I found that the information exchange activity was 35 % good and 65 % average in JS class whereas its use in GS was 100 % average. It showed that information exchange activities were more frequent in JS classes than GS classes.

b. Free Interview

Table No. 5.2

Table No. 24 (a)	Table No. 24 (b)
Good : 35%	Good : 0%
Average : 65%	Average : 65%
Poor :0%	Poor : 35%

It refers to a sort of interview in which interviewee has to response the questions of interviewer with his sport decision. But this activity has not been used in that sense since the students of primary level can not engage him/her in that manner. Here the researcher mean the interview conducted over the topic taught which takes the shape of just simple question answer exchange. The position of free interview (in general sense) in the case of JS was 35 % average and 65 % poor whereas it was 65 % average and 35 % poor in the case of GS. It showed that the position of JS was better than the position of GS.

c. Opinion Gap task

Table No. 5.3

Table No. 25 (a)	Table no. 25 (b)
Good : 0%	Good : 0%
Average :0%	Average : 65%
Poor : 100%	Poor : 35%

Opinion gap task demands students ability to express his/her ideas over certain matter. It tries to derive originality outside. Similar to the free interview activities, it has been used in general sense. The analysis of collected data revealed out that the position of GS was better in comparison to JS. As the tables no. 25 (a) and (b) have shown its use in GS was 65 % average and 35 % poor whereas 100 % poor in the case of JS.

d. Role Play/Simulation

Table No. 5.4

Table No. 26 (a)	Table No. 26 (b)
Good : 0%	Good : 0%
Average : 100%	Average : 35%
Poor :0%	Poor : 65%

Both role play and simulation are student centered activity having certain similarities and differences. They mainly differ in the creation of environment whereas they are similar in the provision of role provided. These activities are more demanding on the part of teacher as well as students. So, the status of these activities was found poor in both types of schools (No. position was found over the criteria good as well). Again in comparison the position of JS teachers was found slightly better than GS teachers. As it has been mentioned in Tables no. 26 (a) and (b) role play and simulation were used 100 % average in JS teachers classes whereas 35 % average and 65 % poor on the part of GS teachers.

e. Real Life activity

Table No. 5.5

Table no. 27 (a)	Table No. 27 (b)
Good : 65%	Good : 35%
Average : 35%	Average : 65%
Poor :0%	Poor : 0%

Whenever the students try to apply whatever they have learnt in their day to day activities we talk about real life activities. Here this activity has been restricted in course of learning language function like greeting requesting, welcoming and so on. So, I found the students were practicing the learnt materials while participating in different external activities comparatively students of JS have found to have applied it since they used to be together with all their classmates unlike in the case of GS students who get them together only six hours at school not beyond that. So, as the Tables no. 27 (a) and (b) have shown real life activities were used 65 % good and 35

% average in the case of JS teachers whereas they were 35 % good and 65 % average on the part of GS teachers.

3.2.1.4 Evaluation

a. Feedback given by Teachers

Table No. 6.1

Table No. 28 (a)	Table No. 28 (b)
Good : 35%	Good : 0%
Average : 65%	Average : 65%
Poor : 0%	Poor : 35%

The provision of feedback to the learner is an essential part in all stages of learning. Feedback can be provided in two ways correcting by the teachers and giving chances to correct the students themselves. In this aspect as shown in tables 28 (a) and (b) have shown that feedback given by JS teachers was 35 % good and 65 % average whereas it was 65 % average and 35 % poor by GS teachers. Comparatively JS teachers were found better in the use of immediate feedback than JS teachers.

c. Was evaluation Technique Good ?

Table No. 6.2

Table No. 29 (a)	Table No. 29 (b)
Good : 100%	Good : 35
Average : 0%	Average : 65%
Poor : 0%	Poor : 0%

Evaluation is one of the inevitable aspect in course of teaching and learning. It helps to identify, the position of students as well as success / un success of teachers. The position of evaluation in JS schools was found comparatively better than GS. As shown in the tables no. 29 (a) and (b) effectiveness of evaluation techniques was 100 % good in JS whereas it was 35 % good and 65 % average in GS.

3.3 Holistic Comparison of Indirectly Related Aspects

Table No. 7

S.N.	Name of Aspects	Excellent		Good		Average		Poor		Remarks
		J.S	G.S.	J.S	G.S.	J.S	G.S.	J.S	G.S.	
i.	Classroom Situation									
	Attendance	0%	0%	65%	33%	35%	33%	0%	33%	
	Discipline	35%	0%	65%	35%	0%	65%	0%	0%	
	Classroom size	0%	0%	0%	0%	100%	35%	0%	65%	
	Arrangement	0%	0%	65%	0%	0%	65%	35%	35%	
	Furniture	0%	0%	35%	0%	65%	65%	0%	35%	
ii.	Teacher									
	Attitude to the students	0%	0%	100%	100%	0%	0%	0%	0%	
	Self-confidence	0%	0%	65%	35%	35%	65%	0%	0%	
	Language	0%	0%	0%	35%	100%	65%	0%	0%	
	Teachers voice and fluency	0%	0%	0%	0%	65%	35%	35%	65%	
	Personality	0%	0%	100%	65%	0%	35%	0%	0%	
iii.	Students									
	Motivated	0%	0%	100%	0%	0%	100%	0%	0%	
	Answer teacher's question	0%	0%	65%	35%	35%	65%	0%	0%	
	participate in the action	0%	0%	0%	0%	100%	35%	0%	65%	
	Ask question relevantly	0%	0%	0%	0%	35%	0%	15%	100%	

iv.	Instructional materials									
	Size and clarity	0%	0%	33%	0%	33%	65%	33%	35%	
	Appropriateness to teaching	0%	0%	35%	0%	65%	100%	0%	0%	
	Proper use	0%	0%	0%	0%	100%	65%	0%	35%	
	Use of chalkboard	0%	0%	65%	65%	35%	35%	0%	0%	

i. Classroom Situation

This aspect has been measured on the basis of five sub-criteria which have been indicated with the use of 'a', 'b', 'c', 'd', and 'e' (attendance, discipline, classroom size, arrangement and furniture) respectively. Analysis of these aspects as in Table No 7 (i) showed that the position of JS schools was 65 % good and 35 % average in 'a', 35 % excellent and 65 % good in 'b', 100 % average in 'c', 65 % good and 35 % poor in 'd' and 35% and good 65% average in 'e' whereas, the position of GS schools was 33 % in each good, average and poor in 'a', 35 % good and 65 % average in 'b', 35 % average and 65 % poor in 'c', 35 % average and 65 % poor in 'd' and 65% average and 35% poor in 'e'.

b. Position of teacher

This aspect has been measured on the basis of five headings which have been indicated by 'a', 'b', 'c', 'd' and 'e' respectively for attitude to the students, self confidence, language teachers voice and fluency and personality. Analysis of these aspects as in Table No 7 (ii) showed that the position of JS teachers was 100 % good in 'a' 65 % good and 35 % average in 'b' 100 % average in 'c' 65 % average and 35 % poor in 'd' and 100 % good in 'e' whereas the position of GS teachers was 100 % good in 'a' 35 % good and 65 % average in 'b' 35 % average and 65 % poor in 'c' 35% average and 65% poor in 'd' and 65 % good and 35 % average in 'e'. Thus, teachers' attitude towards the students was equal and language proficiency of JS teachers was poor in comparison to GS teachers but in other 3 aspects 'b','d', 'e', JS teachers were better than GS teachers.

c. Status of students

As done in earlier two aspects named classroom situation and teachers position it has been evaluated being based on four subheadings indicated by 'a', 'b', 'c' and 'd' (motivated; answer teacher question, participate in the activities and ask question relevantly) respectively. As the Table No 7 (iii) showed the position of JS students was 100 % good in 'a', 65 % good and 35 % average in 'b' 100 % average in 'c' and 35 % average and 65 % poor in 'd' whereas the position of GS students was 100 % average in 'a', 35 % good and 65 % average in 'b', 35 % average and 65 % poor in 'c' and 100 % poor in 'd'. This leads the researcher to conclude that over the position of students, the students of JS were found better than GS.

d. In structural materials

Similar to the cases above, it has been evaluated on the basis of four criteria as indicated by the use of 'a', 'b', 'c' and 'd' size and clarity, appropriates to teaching, proper use and use of chalkboard respectively. As Table No 7 (iv) had shown the position of JS teachers was 33 % good, average, and poor in each in 'a', 35 % good and 65 % average in 'b', 100 % average in 'c' 65 % good and 35 % average in 'd' whereas 65 % average and 35 % poor in 'a', 100 % average in 'b' 65% average and 85% poor in 'c' good and 35 % average in 'd'. This leads the researcher to conclude that except having equal position in (d) both types of teachers in all remaining aspect like 'a', 'b', 'c' position of JS teachers was better than GS teachers.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The purpose of the study was to find out the teaching strategies used in teaching language functions in two different types of schools, JS and GS highlighting their similarities and dissimilarities. After the analysis of the collected data from observation and questionnaire, I found that labor participation teaching, co-operative learning, audio-video, total physical response (TPR), questioning and group work were highly used by the JS teachers. Among them questioning, group work and TPR were slightly used by GS teachers. Comparison of overall presentation of two types of teacher revealed out that in majority of the aspects of warning up presentation, practice and evaluation JS teachers were found better and in limited aspects they were equal and in some aspects GS teachers' position was found better.

4.1 Findings

The researcher presented findings from the checklist and questionnaire separately.

4.1.1 Findings from the Information Obtained from Checklists

4.1.1.1 Strategies used in JS

The teachers of JS were found to have been entered into the classroom without prepared lesson plan but started lesson with warming up activities which were followed by the presentation practice and evaluation. On the way of going some teachers were found with some teaching materials in order to bring clarity in their presentation. Specifically, their position has been captured on the following points:

- i. Labor participation teaching, questioning, demonstration, co-operative learning, drill, inductive technique and group work were found highly frequent while teaching language function ranging from 100 percent frequent to 35 percent in JS.
- ii. Audio video, deductive, games, lecture, non-verbal communication, pair work, role play, simulation and TPR strategies were some time used by them.
- iii. Experimental, inquiry and discovery strategies were not found used while teaching language functions.

4.1.1.2 Similarities and Differences in the Strategies Used

- i. The position of both JS and GS English teachers was found exactly similar in the use of games, inductive and lecture. Similarly, both types of teachers did not use inquiry and discovery activities.
- ii. The techniques i.e. drill, inductive, lecture and question and answer were found frequently used in both types of teacher presentation.
- iii. Audio video, co-operative, group work, labor participation, question and answer, were frequently used by JS teachers whereas deductive technique was found more frequent in GS teachers' presentation.
- iv. Position of JS teachers in the use of TPR, role play and simulation, pair work and non verbal communication was found better whereas position of GS teachers was found better in the use of deductive, drill and experimental strategies.
- v. Students were found highly motivated towards both teachers and subject matter in JS than those of GS teacher's presentation.
- vi. Even in the specification of the objectives JS teachers were found better than those of GS teachers.
- vii. In relating present lesson to the previous one both schools' teachers were found equally aware having 100% good position.
- viii. Interesting, logical and psychological presentation was found better done by JS teachers than of GS.
- ix. JS teachers were found to have better command over subject matter than GS teachers similar the case with use of teaching materials.
- x. Equal position was found in the relevance of presentation with the students' need and interest and in the contextualization of presentation.
- xi. In the provision of appropriate illustrations GS teachers were found comparatively better than JS teachers.
- xii. Student participation and their question on practice were found more frequent in JS than those of GS students.
- xiii. Presentation and practice were found paralleled developed by JS teachers than those of GS teachers.

- xiv. In meaningful language drill, and recognition and identification activities JS students were better than GS students whereas in mechanical transformational exercise and information transfer activities GS students were found better.
- xv. Attention to linguistic form was found better given by GS teachers than of JS teachers.
- xvi. In communicative activities viz information exchange, free interview, role play/simulation and real life activity JS students were found better than GS students whereas in opinion gap task GS students were found better than JS.
- xvii. Students' achievement over objectives was better on the part of JS similar the case with feedback given by teachers.
- xviii. Even in the evaluation technique used JS teachers were comparatively better than GS teacher.

4.1.2 Findings from Questionnaire

As it has mentioned under the tools of data collection it was not a major tool but additional one. As the appendix II shows the questionnaire was prepared around nine questions with two aims. The main aim behind its preparation was to evaluate to what extent there was consonance in theoretical and practical aspect of the teachers of both types of schools. The other additional aim was to check their theoretical position taking it into comparative framework.

Questionnaire was analyzed on the basis of the answer of informants. Generally the answer of GS and JS English teachers were compared. The questionnaire itself was not very demanding on the part of the teachers since it was prepared for the English teachers of primary level. The comparison of the answer sheets written by the teachers revealed out that despite having slight differences on theoretical level, I could not find such striking differences between their theoretical knowledge. Collectively, the teachers of JS were found a bit more forward than the teachers of JS. But one common finding was that both school's teachers were not theoretically sound i.e. they were theoretically too weak.

4.2 Recommendations

Teaching being a challenging task requires both ability to integrate science and art. Similarly as the child centered teaching being the demand of day, it requires higher level of knowledge and skills than the traditional teacher dominated teaching and learning. This study has come up with the following recommendations in the primary level of both schools in bringing out improvement in teaching learning.

a. Bring Variety in Teaching

Both of the schools' teachers were found restricted within certain strategies specially, inductive and drill. From which students were found feeling bored. So they should be taught by using different techniques in different time. (Here, special attention has to be given by GS teacher since students of JS were slightly motivated by labour participation teaching).

b. Contextualize their Presentation

Though equal position was found in the contextualization of their (both JS and GS teachers) presentation Good (35%) and average (65%) but it shows that they should bring improvement in it since effective presentation greatly lies on this aspect.

c. Motivate Students Appropriately

Motivation being key factor for effective teaching and learning, the teacher should know the value of it. Specially, the GS teachers should motivate students appropriately towards their presentation.

d. Develop them theoretically

- i. There was not found such striking differences in the theoretical level of both school's teachers when I tested through questionnaire. Despite their practice in real classroom they were not aware of the theoretical ground on which these techniques or strategies were standing. So, in order to bring better improvement they should be sound enough theoretically.
- ii. The teacher should be more laborious in order to develop them theoretically which will require the study of various books and reference materials.

e. Envisage Child Centered Strategies

It is essential to envisage child centered strategies in both primary schools classroom (GS and JS) which will require:

- i. Creating conducive classroom environment such as appropriate class size, manageable teachers , work load, display, availability of require materials, setting, arrangement learning corner, appropriate furniture
- ii. Preparing teachers to implement child centered strategies by identifying skills and resources required for child centered education

f. Provide Focused Training

Teachers need to be prepared to achieve objectives for this:

i. Identifying minimal skills required for the successful implementation of set objectives and practice of skills during training by using training as model

g. Rethink Minimal Qualification for Entry in the Teaching Profession

i Rethink what level of qualification and initial/ pre service training will be required for entry into teaching profession such as BEd with training in primary level course (Especially for the teacher of JS since even the person who have no qualification for that level were found teaching in these schools)

ii Set timeline for gradual introduction of minimum qualification requirement by analyzing the availability of required human resources.

h. Understand psychological level, need and interest of the students:

i. Specially, teacher of GS were not much aware of the fact that students come with something in their mind. They were found teaching for the fulfilment of their duty rather than to make students able over taught item.

ii. They should know child had already something in their mind, every child is unique to another child and treat accordingly. (But the teacher of JS schools were aware of the psychological level as they were found aware towards equality and equity which could be managed among the students since majority of the students were hurt by the war.)

i. Enter into the class with preparation

In course of class observation I found that teacher were not clear about the teaching item to be taught (especially in Janabadi Model and government-aided school of Rolpa, despite the claim made by Maoist, that their teachers go to the class with lesson plan). They should enter the classroom with full preparation which can be facilitated by the preparation of lesson plan.

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NAME OF THE TEACHERS

Janabadhi Models:

- I Pradeep Pun
- II Khem Raj K.C
- III. Karna Bahadur K.C.

Government Aided Schools:

- IV Dal Bahadur Dangi
- V Gokul Buda Magar
- VI. Bhim Bahadur Oli

NAME OF THE SCHOOLS

Janabadhi Models:

1. Shree Martyr Memorial School Thawing, Rolpa
2. Shree Martyr Bashu Memorial School Kyansi, Rukum
3. Shree Martyr Bharat Memorial School Shirpa, Salyan

Government Aided Schools:

1. Shree Sarada Lower Secondary School, Thabang Rolpa
2. Shree Saraswati Primary School, Simakholi Salyan
3. Shree Primary School, Morabang, Kyansi, Rukum