

**DEVELOPING GRAMMATICAL COMPETENCE OF SECONDARY LEVEL
STUDENTS THOROUGH GROUP
WORK**

**A Thesis Submitted to the Department
of English Education Sukuna Multiple Campus, Koshiharaincha,
Morang In Partial Fulfillment for the Master Degree of Education in English**

Submitted by

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T. U. Regd. No.: 618 - 94

Exam Roll No.: 2140124 / 2067

Academic Year: 2065/066

Faculty of Education

Tribhuvan University

Kritipur, Kathamandu, Nepal

2017

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T.U. Reg. No. : 618-94

Second Year Examination

Roll No. : 2140124 / 2067

Thesis Proposal

Approval Date: 20 December 2016

Date of Submission: Feb 20th, 2017

: Falgun 9th, 2073

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.

.....

Lokendra Dhakal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr.**Lokendra Dhakal** has completed the research of his M.Ed. thesis entitled **Developing Grammatical Competence of Secondary Level Students thorough Group Work** under my guidance and supervision.

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DEDICATION

Dedicated to my parents and my wife as well as all those who supported me to complete
this research.

ACKNOWLEDGEMENTS

I am very grateful to my thesis guide **Mr. Guru Prasad Adhikari**, Lecturer and Head, Department of English, Sukuna Multiple Campus.

I am really grateful to Mr. Pit Kumar Shrestha , Campus chief and Mr. Prem Prasad Bhattarai and Laxmikumar Shrestha, Assistant Campus chief , Sukuna Multiple Campus. Koshiharaincha, Morang and all lecturers Sukuna Multiple Campus for providing me genuine advice to complete this thesis. Likewise, my special thank goes to all the other members of English Department of Sukuna Multiple Campus Koshiharaincha Morang.

At last, my greatest thanks go to Mrs. Anita Lamsal Dhakal, my wife and my parents for their continuous encouragement and help for making me what I am now. I would also like to thank Mr. Krishana Prasad Dahal Head teacher of Laxmi secondary School Jalthal-2, Jhapa who supported me to prepare this thesis finally I would like to thank Mr. Yogendra Dulal who supported me with computer work from the beginning to the end of this thesis.

Lokendra Dhakal

ABSTRACT

The present study entitled "Developing Grammatical Competence of Secondary Level Students Through Group Work" is an attempt to find out the usefulness of group work in developing grade nine students' grammatical competence. In order to carry out this study, I selected thirty six students of grade nine of Shree Laxmi Secondary School, Jalthal 2 Jhapa using non-random purposive sampling procedure. For the study, I used them as primary sources of data. The primary data were collected from all the thirty six students of grade nine of the school. After selecting the sample population, a pre-test was administered to determine the students' initial proficiency on the selected items. Then twenty one lessons were taught using group work technique. During that period, two progress tests were administered at the interval of seven lessons and finally a post-test was administered. Through the analysis and interpretation of the collected data it was found that group work was really a usefull technique in developing grammatical competence of the students.

This study incorporates five main chapters and other many sub-chapters. The first chapter deals with the general background of the study, objectives and significance the study. Similarly, the second chapter consists of the review of the related literature and theoretical framework of the study. Likewise third chapter deals with the research methodology (sources of data, primary sources of data, secondary sources of data, population of the study and sampling procedure), tools for data collection, process of data collection and limitations of the study. The fourth chapter consists of analysis and interpretation of data, analysis of individual test scores obtained from four tests including pre-test and post-test and analysis and interpretation of item wise correct and incorrect responses on the four tests including pre-test and post-test. In the same way, fifth chapter presents finding, conclusion and recommendations of the study based on the analysis of the collected data. It was found that the average score and the percentage of the post-test were higher than that of the pre-test. Thus, on the basis of this analysis, it can be said that the use of group work technique in developing grammatical competence is very effective. Finally, the last part of the study includes references and appendices.

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CHAPTER: I

INTRODUCTION

The present study is on 'Developing Grammatical Competence of Secondary level Students through Group Work'. Introduction consists of general background, importance of teaching English, meaning of grammar, techniques of teaching grammar, action research, review of related literature, objectives of the study and significance of the study.

1.1 General Background

Language is a very complex phenomenon in human life. So it has been taken as one of the mysteries that have confronted people, a topic on which there has been much speculation and no ultimate conclusion. Simply speaking, language is a means of communication with the help of which we can transmit and share our ideas, thoughts and feelings. Though there are other means of communication viz. olfactory system, gustatory system, tactile system etc. language is the most widely used communication system among humans.

Different scholars have defined language in a various ways .According to Crystal (1996), “There is both a functional side to language-the jobs language does in human society-and there is a formal side-the way language is structured”(as cited in Rai 1999, p.7). In the same way, Sapir (1978, as cited in Balal, 2010, p. 1) defines language as "a purely human and non-instinctive method of communicating ideas, feelings and desires by means of a structured system of voluntarily produced symbols".

Similarly, Richards et al. (1999, p.9) have defined language as, “the system of human communication which consists of the structured arrangement of sounds into large units, e.g. morphemes, words, phrases, sentences and utterances”.

From the above definitions it can be said that language is functional in the sense that it is primarily used as a means of communication and formal in the sense that it consists of the structured arrangement of sounds into the large units.

1.1.1 Importance of Teaching English

English is the language which is spoken all over the world. It is the most popular lingua franca which helps people to share ideas and feelings with each others. There is a great significance of teaching English for a number of reasons in the context of Nepal. Since English has been prescribed in the curricula of primary to university levels, students must study it. Besides this, it is important for the technical development of the county because most of the innovations, books, magazines, research works, knowledge and information are available in English. Moreover, importance of teaching English in our context is also justified by the point that it offers a better chance for the advancement in professional growth.

Skilled manpower is the pre-requisite to develop any country. Doctors, pilots, engineers and so on are considered to be skilled persons and to be such person we need the sound knowledge of English. Anyone who can read English can keep in touch with the world without leaving his / her own home.

A young person starting a career with the knowledge of English holds a key which will open many doors including easier access to a good job. So English can also be viewed as a way to get better job, to improve social status or to solve economic problems.

The discussion above proves the position and importance of English in the world and in Nepal too. In a nutshell, we can say that cultivating knowledge, earning money and prestige and turning the life towards betterment, English language is very important.

1.1.2 Meaning of Grammar

Grammar is one of the aspects of language, the other two being vocabulary and language function. It plays pivotal role in language both in spoken and written form. Grammar is underlying structure of language to be stored subconsciously in the form of linguistic boxes by speakers. According to Lado (1961, p.144) “Grammar governs the central structure of an utterance”. Palmer (1971, p.9) says “Grammar is a device that specifies the infinite set of well formed sentences and assigns to each of them one or more structural description”. For Slobin (1974, p.6)

Grammar is a theory of language. It is a theory which should be able to distinguish grammatical sentence from non-grammatical sentences, relate sentence structure to the meanings and sounds, and it is a theory which should be able to generate grammatically well-formed sentences of language.

In the same way Ur (1998, p.76) opines that grammar gives rules on “how words are combined and changed to form suitable units of meaning within a language”.

Similarly, Harmer (1991, p.1) defines grammar as “The study and practice of the rules by which words change their forms and are combined into sentences”. There are two basic elements in this definition: ‘the rules of grammar’ and ‘the study and practice of the rules’. Likewise, Thornbury (1999, p.1) says, "Grammar is a description of the rules that govern how language's sentences are formed”.

From the above definitions it can be said that grammar is a systematic presentation of rules and principles of language and applying these rules and principles any acceptable structure is formed. In other words, grammar is one of the aspects of language which is concerned with combination and ordering of words into sentences using appropriate rules both in oral and written form of language.

There are two different approaches to the teaching of grammar: deductive approach and inductive approach. The main difference between the two approaches is that whereas the former starts with the presentation of generalized rules and proceeds to specific examples which illustrates those rules, the latter starts with specific examples and proceeds to the generalization of the rules and regularities involved in the examples.

According to Thornbury (1999, p. 29), "A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied"

Similarly, Brown (1994, p. 92) says "Deductive reasoning is a movement from generalization to specific instances: specific subsumed facts are inferred to or deduced from a general principle."

It means, it is an approach where learners are taught rules and given specific information about the language.

After analyzing these definitions, we can simply define the deductive method as a rule governed method. It takes the following steps for presentation.

-) Presentation of rules
-) Description and explanation of rules
-) Providing some examples
-) Explaining underlying rules mostly by using mother tongue
-) Asking students to practise the rules orally or in writing
-) Contributing to the areas of difference between mother tongue and target language.

Thornbury (1999, p. 49) says, "An inductive approach starts with some examples from which a rule is inferred." Similarly, Richards et al. (1985, p. 100) say "In inductive learning learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language."

In the same way, Van els et al. (1984, p. 161-63) define, "The inductive procedure will involve the use of many language samples that are representative of the rules to be learned, and that practice with such samples has an important place in this procedure."

Language teaching method which emphasizes the use of language rather than presentation of information about the language, for example, direct method and communicative method show the principles of inductive method.

This method is also called rule discovery method. A typical inductive method follows the following steps of presentation:

-) Presentation of examples
-) Analysis of examples
-) Rule formation
-) Generalization of rules that grow out of the previous activity
-) Written and oral practice

In brief, the deductive method moves from abstract rules to concrete examples where as inductive method moves from concrete examples to abstract rules. The former proceeds from general to specific and latter proceeds from specific to general.

The term 'grammatical proficiency' is used to mean the explicit awareness of how language works. The expression 'proficiency' is chosen over 'competence' to avoid the confusion caused by the competence/ performance distinction. Taylor (1990, p. 166) says, Proficiency as the ability to make use of competence. Nevertheless the term can thus mean' skills that is associated with performance. It is a dynamic concept, which is assuredly the type of concept we are dealing with in second language distinction. At the same time, the understanding seems to fall in with Canale's distinction between knowledge and skills with regard to communicative competence (Canale 1983, p. 6). In discussing the applications of this model for second language teaching, Canale further distinguishes knowledge and skill-oriented teaching. The type of grammatical competence that we are concerned within the classroom. In other words, it is the skill-oriented competence which is titled as the grammatical proficiency of a native speaker. Yet, a native speaker can say a sentence is acceptable, without being able to revert to basic grammatical or linguistic notions such as subject and object. The competence of a native speaker is that it entails an implicit knowledge of the grammar which does not encompass the explicit awareness that grammatical proficiency suggests. So, we conclude that grammatical proficiency refers to an ability to make judgment about the acceptability, an appropriateness of an utterance with specific reference to grammatical notions

1.1.2.1 Arguments for Teaching Grammar in Language Classroom

There are many arguments for teaching grammar in language class room. Grammatical rules are essential for the mastery of language. A sound knowledge of grammar is essential if pupils are going to use English creatively. The majority of languages have a very complex grammar. Experts say that knowledge of grammar is inevitable for systematic analysis of language form and to develop accuracy.

However, Ur (1998, p. 76) talks about controversial nature of teaching grammar in the following way:

The place of grammar in teaching of foreign language is controversial. Most people agree that knowledge of language means, among other things, knowing its grammar; but this

knowledge may be infinitive and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned. Or is it?

Thornbury (1999, p. 15) gives the following arguments for teaching grammar in language classroom:

i. The Sentence-machine Argument

Grammar has limited rules but they can be used to generate infinite number of sentences. It is a description of the regularities in a language and knowledge of these regularities provides the learner with the means to generate a potentially enormous number of original sentences. So grammar is a kind of ‘sentence making machine’.

ii. The Fine-tuning Argument

The teaching of grammar enables the learners to use correct kind of structures of language. When someone uses ambiguous and wrong sentences they can monitor and correct them.

iii. The Fossilization Argument

This argument shows that when we learn language without any mastery of grammar the language learning rate fossilizes. To put simply, the linguistic competence stops to develop.

iv. The Advance-Organizer argument

This argument states that when we learn formal system of language from the very beginning that helps to notice something progress in the use of language for our later acquisition of language.

v. The Discrete Item Argument

We learn language means we learn different aspects of a language. This argument advocates that there are infinite number of sentences in language but these can be cut into different grammatical items so that there will not be confusion to learn language. The mastery of grammar makes neatness in the use of language.

vi. The Rule-of-law Argument

This argument argues that the kind of institutionalized learning where rules, order and discipline are highly valued. The need of rules, order and discipline are particularly acute in large classes of unruly and unmotivated teenagers. In this sort of situation grammar offers the teacher a structured system that can be taught and tested in methodical steps.

vii. The Learner Expectations Argument

This argument states that grammar is put in language teaching simply because of learners' expectation to learn grammar. We see many learners who wish if they could develop their grammatical competence in a particular language.

The above arguments prove the need of teaching grammar in language classroom for one or the other reasons.

1.1.2.2 Language Teaching Method

Language teaching is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning. It is undertaken according to some rule, which is usually psychological in nature. That is, it considers primarily the abilities, needs, and interests of the learners. Method is employed to achieve certain specific aims of instruction. To make it as a useful instrument, it should be presented with certain amount of efficiency and ease. More so, the teaching methods aims to achieve greater teaching and learning output, thus saving time, efforts and even money on the part of both the teacher and the learner. It directs and guides the teacher and the students in undertaking any class lesson or activity.

To appraise that teaching method is good and effective, the following characteristics would tell if is so:

-) Good method recognizes individual differences;
-) If it provides students' learning;
-) If it facilitates growth and development;

I. The grammar translation (GT) Method

Grammar translation method is the most traditional methods of teaching a language. It was widely practiced in the late 19th and early 20th century. This method emerged without any particular advocates or theory of language. It was originally used to teach the dead languages like Greek and Latin. This method comes under the accuracy model because it focuses on accuracy rather than the fluency in language use.

The principles of GT method are discussed below:

-) Fundamental purpose of learning o foreign language is to be able to read and appreciate the literature written in it.
-) Literary language is superior to spoken language.
-) Translation is the important goal of learning o language.
-) Reading and writing are focused, vocabulary and grammar are emphasized whereas listening and speaking skills are not emphasized.
-) Errors are corrected immediately.
-) Explicit grammar rules are applied deductively in teaching a language.
-) Culture is viewed as consisting of literature and fine arts.
-) Meaning of targets language is made clear by translating it into the student' native language.
-) Translating exercises from and to native language is a useful pedagogical technique.
-) There is dominance of L1 and it is the medium of instruction as well.
-) Accuracy is emphasized rather than fluency.
-) Sentence is the basic unit of teaching and learning the language.
-) Students learn grammatical paradigms and verb conjugations.

II. The Direct Method

Direct method of language teaching came in existence as a reaction to Grammar Translation methods to overcome its severe limitations. Direct method incorporated the techniques designed to address all the areas that GT method didn't. It became very popular during the first quarter of 20th Century. Monolingual procedure (teaching L2 without use of L1), emphasis on sound and pronunciation, direct association of language

with objects, integration of all language skills and thinking in L1 are the theoretical bases of the direct method. The objectives of this method are to attain speech fluency and proficiency in target language and develop the capacity to think in the target language.

The features of direct method are discussed below:

-) Language is primarily a speech and purpose of learning a language is for communication.
-) L1 is excluded in the language learning classroom and translation is avoided.
-) Culture consists of much more than fine arts. It includes the living way, geography and language behaviours of the target language speakers.
-) Pronunciation is emphasized from the beginning and self-correction is also emphasized.
-) Grammar is taught inductively and language use is emphasized.
-) Phonetics is emphasized and speech and listening are primary focused.
-) Explanation and translation have no place in language classroom, instead demonstration technique is applied.
-) Syllabus is based on situation or topic, not only on the language structure.

III. The Audio-Lingual Method

The combination of structuralism of linguistics, contrastive analysis, aural-oral procedures and behaviourist psychology paved the way to the emergence of the audio lingual method in the field of language teaching. It is an oral-based approach drilling students in the use of grammatical sentence patterns. The term 'audiolingual' was coined by professor Nelson Brooks in 1964. Audiolingual method transformed language teaching from an art to a science. It was introduced in the USA as an 'army method' during the World War II. William Moulton (1961) has summarized the five 'slogans of the day' on which the audiolingual method is based on.

1. Language is speech not writing
2. Language is a set of habits
3. Teach language, not about language
4. Language is what its native speakers say not what someone thinks they ought to say.
5. Languages are different.

Audiolingual method adopts the controlled practice of target language involving extensive repetition and positive reinforcement. It assumes language learning as a mechanical process of habit formation.

IV. Communicative Language Teaching

Communicative method of language teaching is based on the notion of communicative competence proposed by Dell Hymes (1972). Other linguists and sociolinguists including Canale and Swain, Widdowson, Firth, Mak Halliday, Gumperz, Labov, Wilkins, VanEk and others further advocated this method of language teaching. This method is based on the communicative approach to language teaching which emerged against the notion of Chomsky's linguistic competence. This method considers fluency as the important dimension of communication and learning as a process of creative construction involving trial and errors.

The principles of communicative Language Teaching

-) Target language is a vehicle for classroom communication, not just the object of study.
-) Active interaction and negotiation of meaning takes place.
-) Learner oriented teaching learning activities are focused.
-) Meaning is paramount, as language is considered as the system for expressing meaning.
-) Pronunciation is de-emphasized and fluency is emphasized rather than accuracy in language use.
-) There is use of real authentic language and real life situation.
-) Everything is done with communicative intent because communicative competence is the desired goal.
-) Language teaching is centered on language functions.
-) All language skills are integrated and taught from the beginning.
-) Judicious use of mother tongue and translation are permitted.
-) Language is viewed as a part of a culture.
-) Linguistic competence is considered as a part of communicative competence.

-) Effective communication through comprehensible input is focused.
-) Student's errors are tolerated as the inevitable bi-products language learning process.
-) There exists no one-to-one correspondence between the language forms and functions.
-) Co-operation among the students is emphasized rather than competition.
-) Speaker has choice of what to say and how to say.
-) Inductive teaching of language forms.

1.1.2.3 Techniques of Teaching Grammar

There are different methods and techniques for teaching different aspects and skills of language. These methods and techniques have been changing in course of time with the change of their underlying principles. As the tradition of language teaching passed through different era, one principle, method or technique is highly used as a great achievement and after some time the same principle, method or technique becomes outdated. Thus, there is no absolute or perfect method or technique of teaching language. It depends upon the nature of course, subject matter, situation, learner etc. Mainly there are two types of techniques for teaching language skills and aspects. They are teacher centered and learner centered techniques. Lecture, explanation, illustration, demonstration etc. are some of the teacher centered techniques whereas role play, simulation, strip story, pair work, group work etc. are some of the examples of learner-centered techniques. The present work is related to group work technique. So group work is discussed in the following section.

1.1.3 Group Work

Group work is a learner-centered technique that can be used in a language class. In a large class the teacher cannot keep contact with each student individually because of time limitation provided for a class period. Therefore, the teacher divides the class into different groups on the basis of student number, their cognitive and linguistic levels, the nature of teaching item etc. Race (2000, VII, as cited in Regmi, 2004, p.5) believes "Group learning is about getting people to work together well in carefully set up learning

environments. Learning from other people is the most instinctive and natural of the learning contexts we experience”.

Group work is learning activity in which students get far more chance to use the target language to communicate with each other. It encourages students to participate actively in the task given to them. For Harmer (1991, p. 245) “Group work is more dynamic than pair work. There are more people to react with and against in a group and therefore there is a greater possibility of discussion”. This technique essentially seems to be suitable in a context where a large number of students sit in a single class. In such a situation, it is almost impossible for a teacher to treat the individual student personally because of time limitation. Therefore, the teacher divides the students into different small groups so that he/she can control and teach such large class effectively.

Regarding the group work as a technique, Celce-Murcia and Hilles (1988, p. 74) write: Pair work or group work activities demand that the teacher prepares all materials in advance and plans pair or group assignments well, so students can perform their tasks efficiently. If group is not well planned, students become confused and demand a great deal of attention simply because they are trying to understand the task. The classroom becomes quite chaotic when ten or more groups are demanding clarification of additional directions for a task. Under such circumstances, it becomes virtually impossible for the class to work or for the teacher to move around the room and check each group’s progress.

Sharma and Phayak (2009, p. 122) write that for a successful group work a teacher has to follow the following strategies:

- a. Plan for each stage of group work.
- b. Carefully explain to your class how the groups have been operated and how students will be graded.
- c. Give students the skills they need to succeed in group.
- d. Create group task that require interdependence
- e. Make the group work relevant.
- f. Create assignments that fit the student’s skills and abilities.

- g. Assign group tasks that allow for a fair division of labor.

1.1.3.1 Types of Group Work

According to the distribution of the information needed to do the activity, group work can be divided into four different types which are discussed below:

a. The Combining Arrangement

This is an ideal arrangement for group work because it ensures interests and participation of students. In this type of group work each learner in a group has a piece of information that the others do not have and learners sit in an equal distance from each other, facing each other so that they can communicate easily.

Completion, providing directions, classifying, distinguishing and ordering are suitable tasks for this group.

b. The Co-operating Arrangement

This type of group work is the most common types of group work. In this type of group work all learners have equal access to the same information and to each other's view of it. All learners in a group should be at the same distance from the material and from each other. Ranking, ordering, choosing, finding, causes or uses etc. are the most suitable activities for the co-operative arrangement group work.

c. The Superior–inferior Arrangement

In this type of group work one or more learners have all the information that the others need in the group to complete their task. Therefore, the persons having information (superior) face to others who do not have information (inferior). Data gathering, completion and providing directions are suitable tasks for this group work.

d. The Individual Arrangement

In individual group work arrangement each learner has the same information but has to perform different part of it. Each learner should have equal access to information. So sitting in a circle is the most convenient. Problem solving and completion exercises are suitable tasks for this type of group work.

The above stated types of group work are utilized for different sorts of goals and activities and require different kinds of sitting arrangements, encouraging the various types of social relationships.

1.1.3.2 Group Formation

To achieve the purpose of group work there should be systematic and careful organization of groups in the class. While forming the group in the class, the following points should be taken into consideration:

a. Size of the Group

The size of the group matters a lot for the success or failure of the activity given to the student. The ideal number of students in a group is two to six. The smaller the group, the more likely each student will be able to contribute to the discussion. The number of students in a group directly depends on the difficulty and complexity of the task where the groups of two or three students are sufficient for simple tasks but groups of four to six are better for more complex tasks. However, groups having more than six or seven students may be unmanageable.

b. Selection

While forming the groups, the students can be selected using the following ways:

- i. **Random Selection:** In this way of selecting students in a group, students may be selected from any corner or benches where all the students get equal chance of selecting in a group.
- ii. **Mixed ability Group selection:** In this type of group selection students of different ability are selected i.e. both weak and strong. This type of group selection is helpful especially for weak students where they get a lot of opportunity to learn from their colleagues. However, attention should be paid that strong student do not dominate the weak students.
- iii. **Same ability Group selection:** In this technique of selection of group member, the students having same ability are put in one group i.e. strong students in one group

and weak students in another. The main drawback of this technique is that strong students' progress in high speed but the weak students go in the slow pace.

- iv. **Socio-gram Group:** In this technique of selecting members of group, the students are left free to choose the group they like to work in. Thus, the students themselves from the group in this technique if they are well familiar with each other.

Among these different techniques of selecting the members of groups, the mixed ability group selection is the best one since weak and backward students get benefit from the bright students.

Regarding group formation, it is equally important to assign a group leader to each group. Rimal (2004, p.17) writes "It is reasonable to have a group leader in each group so that each group may be doing different tasks". He further says that a group leader should be given two responsibilities, viz. to act as a group organizer and to act as a mini-teacher.

1.1.3.3 Advantage and Disadvantage of Group work

Harmer (2008, p.166) gives the following advantages and disadvantages of group work:

- a. It dramatically increases the number of talking opportunities for individual students.
- b. As there are different members in a group, there is a greater chance of different opinions and varied contributions.
- c. It encourages boarder skills of cooperation and negotiation and yet is more private than work in front of the whole class.
- d. It promotes learner autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.
- e. It is more dynamic than pair work.
- f. It is likely to be noisy.
- g. Not all the students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with pairs.
- h. Individual may fall into group roles that become fossilized, so that some are passive whereas others may dominate.

- i. Groups can take longer time to organize than pairs.

1.1.4 Action Research

The term 'Action research' was first coined by Lewin in 1946 to bridge the gap between theoretical and applied researches. Thus action research refers to a research which is carried out to improve the current affairs through the process of identifying and solving problem in a specific context.

Regarding action research various Scholars have given various definitions. According to Cohen and Manion(1985, p. 174),“Action research is a small-scale investigation in the functioning of real world and a close examination of the usefulness of such investigation.” following this definition some kind of intervention is superimposed upon the working situation. Such an intervention is usually in a small scale and in course of research particular attention lays on examining whether and to what extent there are effects of the intervention in the working situation.

Similarly, in the words of Lier (1990, as cited in Luitel, 2000, p. 56), “Action research refers to the process of studying activities through changing them and seeing the effects.” In other words, change is made in the existing work activities and the effects of change in the activities are carefully watched in action research.

Likewise, Nunan (1992, p. 229) defined action research as, “a form of self reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding”. In this definition Nunan focuses on 'self reflective inquiry' which seems to be equivalent to what Cohen and Manion call 'close examination' and Lier as 'seeing the effects'. Moreover Nunan gives emphasis on the aims of action research, which is conducted to solve the problems, improve practice or enhance understanding in any related matter.

From the above definitions, it can be said that action research is done by practitioners involved in the concerned work such as an action research carried out by a teacher in the field of language teaching and learning. It is done by analyzing the results of the teacher's

own actions or reflecting upon them. The aim of such research is to bring about improvement in classroom teaching learning.

1.1.4.1 Steps of Action Research

Action research, by its characteristics, is not a single stage operation, so it requires multiple steps for completion. Regarding the steps of action research different scholars have given different name and number of stages for conducting it. Nunan (1992, p. 19) gives the following steps of action research with reference to classroom language teaching:

i. Initiation

First of all, the teacher is confronted with a problem in course of his or her job. This is a point where the process of action research begins. Now the teacher asks: Why has the problem come and what is its solution?

ii. Preliminary Investigation

In an attempt to get answer of those questions, the teacher spends some times to observe the classroom interaction (if possible) and collects baseline data related to the concerned problems.

iii. Hypothesis

The initial data are reviewed; all the relevant factors possible to play role in the problems are considered, and hypothesis is postulated regarding the causes of the problems.

iv. Intervention

The teacher needs to devise some new strategy by means of which the factor causing the immediate problem can be neutralized. Thereafter, the new strategy is implemented in the same learners with whom there is the real problem.

v. Evaluation

After the intervention period is over, the concerned learners need to be evaluated, and their performance should be observed again.

vi. Dissemination

The findings of the action research are disseminated among colleagues so that all can share the ideas and get benefit from the feedback derived from the research findings. This is done especially in the form of a workshop or a seminar.

vii. Follow-up

Since the work of an action research can “take the form of an ongoing cycle” until the teacher-cum researcher gets the satisfactory conclusion, some of the above mentioned steps can be repeated again e.g. hypothesis, intervention and evaluation. The cycle should be revised particularly if the intervening measure so far tried out does not work to satisfy the hypothesis. In such case, another hypothesis is postulated and alternative intervening measure is devised; or only the intervening measure is altered, keeping the hypothesis the same. Therefore, the remaining steps that follow intervention are followed again.

1.2. Objectives of the Study

The objectives of the study were as follows:

- i. To develop students' proficiency in grammar through group work.
- ii. To suggest some pedagogical implications.

1.3 Significance of the Study

This study will be significant for those who are directly involved in language teaching. This study aims at finding out the usefulness of group work-in teaching grammar mainly in teaching preposition (of purpose, location), conditional sentence (second type) and simple past tense. Now-a-days group work technique has been quite popular and widely used technique in foreign countries such as the USA and many other European countries but this technique is rarely being practiced inside the class room in our country.

Grammar teaching becomes monotonous, if it is taught through teacher-centered techniques. The students feel boring, if no communicative activities are conducted while teaching in the classroom. So group activities become quite helpful to avoid the students' laziness and make teaching learning activities fruitful. So the researcher carried out the present work which will equally be useful from the implementation point of view in case of our country.

The present work is useful for both teachers and students if it is applied inside the class room. Since group work technique does not require more materials rather students participate actively in their learning, the students of both public and private schools will highly be benefited if it is implemented. This study also provides the way of organizing and conducting group activities inside the class room where the focus is on the students.

Finally apart from the teachers and students, text book writers, syllabus designers, methodologists and language planners will also be benefited from the study.

CHAPTER - II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMWORK

2.1 Review of Empirical Literature

A number of research studies have been carried out to find out the usefulness of different methods and techniques for teaching different aspects of grammar under the department of English education, T.U. Kirtipur, some of the researches which are related to the present research have been reviewed as follows.

The present work is concerned with finding out the usefulness of group work in teaching grammar especially in teaching preposition (of location/purpose) conditional sentence (second type) and simple past.

Rimal (2004) carried out a practical study on “The Usefulness of Group work in Writing Skill in English A Case of Grade IX”. The objective of this study was to find out the usefulness of group work in teaching writing skill. For this purpose he carried out an experimental research where he divided the whole class into two groups as control group and experimental group. The researcher concluded that group work was very useful technique in teaching writing.

Pandey (2004) carried out a study on "Usefulness of Language Games in Teaching Grammar". The objective of this study was to find out the usefulness of language games in teaching grammar. For the very purpose, the researcher carried out an experimental research. It was found that using games in teaching grammar was relatively more effective than teaching grammar without using it.

Khadka (2007) has carried a practical study on “Task Based and Form Focused Techniques of Teaching Grammar: A comparative study. The objective of this study was to find out the usefulness of task-based technique of the teaching grammar. For this purpose, he carried out an experimental research and compared between task-based and

form focused techniques of teaching grammar. It was found that the use of task-based technique was very useful and effective in teaching simple past than form focused technique.

Shah (2007) carried out a research on the study of “Usefulness of Matchstick Figures in teaching preposition at Primary Level”. The objective of the study was to find out the usefulness of matchstick figures in teaching prepositions. This was an experimental research. Pre-test and post test were administered to both experimental and controlled group. He found that the students who were taught using matchstick figures progressed significantly better than another group.

Gahiwar (2009) carried out a research to find out “The Usefulness of Using Power Point in Teaching English Tenses”. The main objectives of the study was to find out how effectively power point works in teaching English tenses in terms of time on task and Progress test. It was concluded that the use of power point facilitated students more effectively than the normal presentation.

Balal (2012) did a study entitled “Usefulness of Inductive Method in Teaching English Adjectives and Adverbs”. The objective of this study was to find out the usefulness of inductive method in teaching English adjectives and adverbs. For this purpose, the researcher also carried out an experimental research. From this research, the researcher revealed that inductive method was very useful and meaningful in teaching English adjectives and adverbs.

Besides these, there are other research works done in other areas of grammar at various levels. But so far no research work has been done to investigate the usefulness of group in teaching preposition (of purpose and location) conditional sentence(unreal past) and simple past tense. Hence the present study is different from all the above mentioned studies. Therefore, the researcher attempts to find out the usefulness of group work in teaching grammar mainly preposition (of purpose and location), conditional sentences (second type) and simple past tense.

Scientific paper must be supported by theory. In writing a paper, we have to follow the procedure objectively and scientifically. One of the aspects that support a validity of paper is theoretical framework. The analysis of this study was based on the theory of grammar. In this writer used two main theories proposed by Quirk, et al. (1985), and Swan (1996).

According to Quirk, et al. (1985), and Swan (1996), in the general terms, a preposition expresses a relation between two entities, one being that represented by the prepositional complement of the various types of relation meaning, those of place and time are the most prominent and easy to identify. Other relationships such as instrument and cause may also be recognized, although it is difficult to describe prepositional meanings systematically in terms of such labels. Normally a preposition must be followed by its complement, but there are some circumstances in which this does not happen, either because the complement has to take first position in the clause, or because it is absent. Quirk (1980,143) stated that prepositions followed by a noun phrase or Wh-clause or V-ing clause and has meaning that can be divided into preposition denoting place, time, the cause / purpose spectrum, the means agentive spectrum, accompaniment, support and opposition.

English prepositions can sometimes be little difficult because they do not always conform to what you would use in other languages. There are many prepositions, for example : at (exact location time ability, place, directional verb); for (referring to destination, indicate the period of time); on (indicate some form of contact, applied to a specific day, a temporary condition); and out (indicate some kind of comparison, some times can be found dia front of noun).

Swan (1995) thinks that it is difficult to learn to use prepositions correctly in a foreign language. Most English prepositions have several different functions (for instance, one well-known dictionary lists eighteen main use of at), and these may correspond to several different prepositions in another language. At the same time, different prepositions can

have very similar uses (in the morning, on Monday, at night). Prepositions before particular words and expressions, for examples: at a party, in my opinion, on time. As Hornby (1995) in the dictionary entitled Oxford advance Lwerner's Dictionary of current English also define the preposition as a word of group of words(e.g. in from, to, out of, on behalf of) used noun or pronoun to show e.g. place, position, time, or method.

Neupane (2008) carried out a research on “Usefulness of Total Physical Response (TPR) in Teaching Imperatives”. The objective of this study was to find out the usefulness of 'total physical response' in teaching imperatives. The researcher has carried out an experimental research. For this purpose, the researcher divided the total students into two group viz. controlled and experimental group. The researcher concluded that the experimental group taught using ‘TPR’ showed better results than the controlled group who were taught using traditional method.

Regmi (2004) also carried out a research on “A Study on the Usefulness of Group Work Technique in Teaching English Tenses”. The objective of this study was to find out whether or not group work technique is effective in teaching English Tenses. For this purpose, he carried out an experimental research. He divided the students into two groups’ viz. control and experimental group and taught the experimental group using group work technique. He found that this technique was really useful in teaching tenses. However, the research was limited only to the present tense.

Kushwale (2011) carried out research on “The Usefulness of Discovery Technique in Teaching Article”. The objective of this research was to find out the usefulness of discovery technique in teaching article. For this purpose, the researcher carried out an experimental research. The researcher found that discovery technique was more effective than the traditional way of teaching.

2.2 Implications of the Review for the Study

Literature review is the most important to identify the problem of the study, which can be solved by collecting of data. It also helps to avoid the mistakes which have already been done by earlier one. So researcher can improve the research design and instrumentation, which was not successful at the last time. I could not get the

research done on the same topic. So to fulfill the class room need of group work technique to enhance the competency of grammar of the secondary level students I feat it is necessary.

2.3 Theoretical Framework

As the field of language teaching has always been influenced by various schools of thought, English language teachers should have a thorough knowledge of these schools of thought to have knowledge of these schools of thought to have knowledge and insight on what language is, how it is acquired and how it is learned. These language learning theories were developed as a result of many research studies. They are discussed in the following sections.

According to him children gain a mastery of their native language in a short period of time despite the highly abstract rules of the language. It is only possible due to the presence of an innate capacity of human mind to acquire the language. Chomsky names this capacity LAD (Language Acquisition Device). LAD constitutes all common rules of grammar inherited in the mind of the native speakers of all the languages. Mentalism lays heavy emphasis on LAD, and considers it as a biological prerequisite for learning a language.

This LAD is biologically determined, genetically transferred and innately endowed. So, the state of human mind is not empty at birth. Language is species-specific and there is a minimum role of memorization, repetition and habit formation in language learning. Chomsky states that language is a system of rules and language acquisition is internalization of the grammatical rules system of that language. Language learning is a creative, analytic and generative process involving active thinking, reasoning and intuition on the part of a language learner.

Human children are genetically programmed to talk as they are to walk when they reach a certain stage of development; there is not any determinant role of environment because all normal children acquire language in the same way irrespective of their caste, creed, gender and nationality. This uniformity in language acquisition is possible due to the possession of LAD. The skeleton to learn a language (i.e. LAD) is already present in a

child's mind, and what s/he needs to do is just fill it up with blood and fresh which s/he does after getting exposed to the particular language. Children move from babbling to oneword utterance, then to two-word utterance and finally to the whole structure, not getting affected by the social and cultural background.

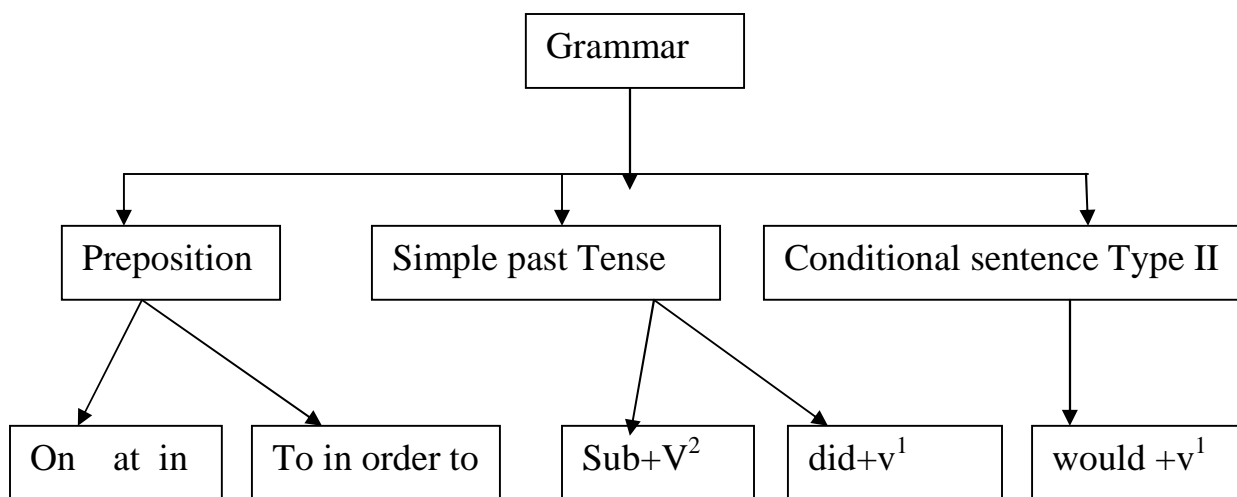
Generative grammar or generativism is a very important concept in linguistics. It refers to the fact that languages are systems with limited sets of linguistic items out of which we can generate endless number of sentences. The term 'Generative Grammar' is given by Noam Chomsky and "Generativism" is a movement or trend which follows the concept of "Generative Grammar". For any given language, if you have a list of grammatical rules that is so complete that you can say, using that list of rules alone, that any given sentence (among the infinity of possible sentences) is grammatical (or not), then you have a generative grammar for that language. In another sense, generative grammar is the attempt to construct such a list of rules.

Chomsky separates "competence" and "performance"; he describes competence as an idealized capacity that is located as a psychological or mental property or function and performance as the production of actual utterances. In short, competence involves "knowing" the language and performance involves "doing" something with the language. The difficulty with this construct is that it is very difficult to assess competence without assessing performance.

Language system are productive in the sense that they allow for the construction and comprehension indefinitely many utterances that have never previously occurred in the experience of any of their users. Chomsky drew attention to this fact in his criticism of the widely held view that children learn their native language by reproducing the utterances of adult speakers. Obviously, if children from a fairly early age, are able to produce novel utterances which a competent speaker of the language will recognize as grammatically well-formed, there must be something other than imitation (of adults) involved. The children must have inferred, learned or acquired the grammatical rules by which the utterances that they produce are judged to be well-formed.

There are significant differences between Chomskyangenerativism and Bloomfieldian structuralism. One of these differences is theirattitudes towards linguistic universals. Bloomfield and his followers emphasized the structural diversity of languages. Generativists, in contrast, are more interested in what languages have in common. In this respect, generativism represents a return to the older tradition of universal grammar which both Saussure and bloomfield condemned as speculative and unscientific.

Saussure gives an impression that the sentences of a language are instances of parole; he and his followers talk of a langue as a system of relations and say little or nothing about the rules that are required to generate sentences. Chomsky, on the other hand, has insisted from the very beginning that the capacity to produce and understand syntactically well-formed sentences is a central part of a speaker’s linguistic competence.



CHAPTER - III

METHODOLOGY

This chapter on methodology briefly describes the methods and procedures that were carried out in this study. The population, sampling procedures, research tools and their preparation, administration and other procedures are described below. Hence, to fulfill the objectives of the study, the following methodology was adopted.

3.1 Sources of Data

The study has been based on both the primary and secondary sources of data.

3.1.1 Primary Sources of Data

The primary sources of the study were the students studying in grade nine of Shree Laxmi Secondary School, Jathal 2 Jhapa. The first hand data were the performance on the test items of prepositions (purpose and location), conditional sentences (second type) and simple past tense.

3.1.2 Secondary Sources of Data

I consult various books, dissertations, journals, reports, articles, research works and other internet sources related to the study as the secondary sources of data for making theoretical backup of the study to facilitate the resolution of the research. Some of them included Larsen-Freeman (1986), Nunan (1989), Thornbury (1999), Kumar (1999), Harmer (2001) , Sharma and Phyak (2009), Bitchner (2010), etc.

3.2 Population of Study

The population of this study were 36 students of grade nine of Shree Laxmi Secondary School, Jathal 2 Jhapa.

3.3 Sampling Procedure

I have selected a public school of Jhapa district adopting judgmental non random sampling procedure. All the students of grade nine were the population of the study.

3.4 Tools for Data Collection

The tools for the collection of data from the primary source were the test items. The test items have been developed from the specific areas of grammar viz. preposition (of location and purpose) conditional sentences (second type) and simple past tense.

Prepositions of purpose are to, in order to, for and so that. These prepositions were used to express purpose. Similarly, prepositions of location has been opposite to, behind, side by side, against, across from, to the left of, to the right of, in front of, between, in. These prepositions were used to locate a particular object, person or thing. These prepositions were selected as they were given in the target text book. The full mark of the test items was fifty. Those test items were:

- Fill in the blanks
- Making dialogue
- Making sentences

3.5 Process of the Data Collection

To collect the primary data, the following procedures are followed:

- a. First of all I visited the selected school and requested the authority for permission to carry out the study.
- b. After getting the permission from the concerned authority, he established the rapport with the subject teacher as well as the subjects and explained the purpose and process of the research.
- c. Appropriate test items which met the target of the study have been developed.
- d. A written pre-test has been administered to determine the proficiency level of the students in the respective aspect of grammar.
- e. Then I taught the selected students for a month using group work technique. Within this period I administered two Progress tests after the interval of seven days class.
- f. I administered a post test and kept record of the result of all tests.
- g. Finally, the whole research has been carried out following the steps of action research given by Nunan (1992, p. 19).

3.6 Limitations of the Study

Because of limited time and resources, the researcher limited the study within a certain area. The following limitations have been considered by the researcher:

- i. The population of the study was limited to the students of class nine of Shree Laxmi Secondary School, Jathal 2 Jhapa. The study was further limited to teaching of prepositions (of purpose and location), conditional sentence (second type) and simple past tense.
- ii. The required data were collected through thirty days of regular teaching in class nine of Shree Laxmi Secondary School, Jathal 2 Jhapa.
- iii. Only group work technique was utilized.
- iv. The data were collected from written test.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out the usefulness of group work technique in developing grammatical competence. For the very purpose, I selected thirty six students of grade nine of Shree Laxmi Secondary School, Jathal 2 Jhapa.

In this chapter, I have tabulated, analyzed, interpreted and compared the data in the following order:

- a. Analysis of individual test scores obtained from four tests including pre-test and post-test.
- b. Analysis and interpretation of item wise correct and incorrect responses on the four tests including pre-test and post-test.

4.1 Analysis and Interpretation of the Data Obtained Through Test Results

This section comprises the comparative analysis of the scores obtained by the students on the pre-test, Progress tests viz. the first Progress test, the second Progress test and post-test in question.

4.1.1 Pre-test and Post test

Before starting the experimental teaching I administered a set of written test items (i.e. pre-test) to determine the students' initial proficiency on the selected items, viz. prepositions of purpose, prepositions of location, conditional sentence (second type) and simple past-tense. After teaching twenty-one lessons through group work technique to develop grammatical competence, I again administered the post-test. The test items of both the tests were same having the same full-marks i.e. fifty. The comparison of the results of the pre-test and the post-test are presented in the following table.

Table No. 1**Individual scores on pre-test and post-test**

| S.N | F.M | Scores on pre-test | Score on post-test | No. of student in Pre-test | No. of students in Post-test | Percentage in pre-test | Percentage in Post-test |
|-------------------------|-----|--------------------|--------------------|----------------------------|------------------------------|------------------------|-------------------------|
| 1. | 50 | 38 | 49 | 1 | 7 | 2.78 | 19.44 |
| 2. | 50 | 33 | 48 | 1 | 4 | 2.78 | 11.11 |
| 3. | 50 | 27 | 47 | 5 | 7 | 13.89 | 19.44 |
| 4. | 50 | 26 | 46 | 2 | 7 | 5.56 | 19.44 |
| 5. | 50 | 25 | 45 | 3 | 3 | 8.33 | 8.33 |
| 6. | 50 | 24 | 44 | 3 | 3 | 8.33 | 8.33 |
| 7. | 50 | 23 | 43 | 3 | 1 | 8.33 | 2.78 |
| 8. | 50 | 22 | 41 | 3 | 2 | 8.33 | 5.56 |
| 9. | 50 | 21 | 35 | 1 | 2 | 2.78 | 5.56 |
| 10. | 50 | 20 | | 4 | | 11.11 | |
| 11. | 50 | 19 | | 4 | | 11.11 | |
| 12. | 50 | 18 | | 4 | | 11.11 | |
| 13. | 50 | 17 | | 2 | | 5.56 | |
| Total | | | | 36 | 36 | 100 | 100 |
| Pre-test Average Score | | | | | | | 22.86 |
| Post-test Average Score | | | | | | | 45.81 |

From the above table, it is clear that the average score of pre-test is 22.86 and of post-test is 45.81. It can be said that 2.78 percent of the students scored 76 percent each which is the highest score on the pre-test whereas 5.56 percent of the students scored 34 percent each which is the lowest mark on pre-test. Similarly, 2.78 percent of the students scored 66 percent each and 13.89 percent of the students scored 54 percent each which are the second and third high marks respectively on the pre-test. Whereas 19.44 percent of the students scored 98 percent each which is the highest score on post-test and 2.78 percent of the students scored 70 percent, which is the lowest score on the post-test. Likewise, 11.11 percent of the students scored 96 percent marks and 19.44 percent of the students scored 94 percent marks which are the second and the third high scores respectively on the post-test. Moreover, only 50 percent of the students are above the average score (22.86) on the pre-test and 50 percent of the students are below the average score whereas

69.44 percent of the students are above the average score (45.81) and only 30.55 percent of the students are below the average score on the post test. Thus, the difference between pre-test average score and post test average score is 22.95.

Thus, the analysis of the above results of the pre-test and post-test proved that group work technique effectively developed grammatical competence of the students.

4.1.1.1 Pre-Test and First Progress Test

After conducting the pre-test I taught the students employing 'group work' technique as the intervention for seven days and conducted the first Progress test to determine the progress of the students on the selected items. This section shows the scores on the pre-test and the first Progress test, which is presented in the following table:

Table No. 2**Individual scores on the pre-test and the first Progress test**

| S.N. | F.M in Pre-test | F.M in First Progress Test | Scores on the Pre test | Scores on the first Progress Test | No. of Students in the Pre test | No. of students in the first Progress test | Percentage in the Pre test | Percentage in the first Progress test |
|-----------------------------------|-----------------|----------------------------|------------------------|-----------------------------------|---------------------------------|--|----------------------------|---------------------------------------|
| 1 | 50 | 25 | 38 | 25 | 1 | 1 | 2.78 | 2.78 |
| 2 | 50 | 25 | 33 | 24 | 1 | 7 | 2.78 | 19.44 |
| 3 | 50 | 25 | 27 | 23 | 5 | 10 | 13.89 | 27.78 |
| 4 | 50 | 25 | 26 | 22 | 2 | 7 | 5.56 | 19.44 |
| 5 | 50 | 25 | 25 | 21 | 3 | 2 | 8.33 | 5.56 |
| 6 | 50 | 25 | 24 | 20 | 3 | 5 | 8.33 | 13.89 |
| 7 | 50 | 25 | 23 | 19 | 3 | 2 | 8.33 | 5.56 |
| 8 | 50 | 25 | 22 | 18 | 3 | 2 | 8.33 | 5.56 |
| 9 | 50 | 25 | 21 | | 1 | | 2.78 | |
| 10 | 50 | 25 | 20 | | 4 | | 11.11 | |
| 11 | 50 | 25 | 19 | | 4 | | 11.11 | |
| 12 | 50 | 25 | 18 | | 4 | | 11.11 | |
| 13 | 50 | 25 | 17 | | 2 | | 5.56 | |
| Total | | | | | 36 | 36 | | |
| Pre-test average score | | | | | | | | 22.86 |
| First Progress Test average score | | | | | | | | 22.02 |

From the above table, it can be said that 2.78 (1) percent of the students scored 76 percent each, which is the highest score on the pre-test whereas 5.56 (2) percent of the students scored 34 percent each, which is the lowest mark on the pre-test. Similarly, 2.78 (1) percent of the students score 66 percent each and 13.89(5) percent of the students scored 54 percent each which are the second and the third high marks respectively on the pre-test whereas, 2.78 (1) percent of the students scored 100 percent each which is the highest mark in the first Progress test whereas 5.56 (2) percent of the students scored 72 percent each which is the lowest mark on the first Progress test. In the same way, 19.44 (7) percent of the students scored 96 percent and 27.78 percent of the students scored 92 percent, which are the second and the third high marks on the first Progress test. Moreover, 50 percent of the students are above the average score (22.86) and 50 percent of the students are below the average marks on the pre-test whereas 69.44 percent of the students scored above the average marks (22.02) and 30.56 percent of the students scored below the average marks on the post-test. All the students scored above 60 percent of the total marks on the first Progress test.

Thus, from the above discussion, it can be said that teaching through group work technique has really increased the students' competence on the selected items.

4.1.1.2 The First Progress Test and the Second Progress Test

After the administration of the first Progress test I taught the students for seven days using the same technique and again administered the second Progress test to determine further progress in the selected items. This section shows the scores on the first Progress test and the second Progress test, which is presented in the following table:

Table No. 3**Individual scores on the first Progress test and the second Progress test**

| S.N. | F.M. | Scores on the First Progress Test | Scores on the Second Progress Test | No. of students in the first Progress Test | No. of Student in the Second Progress Test | Percentage of the first Progress Test | Percentage in the Second Progress Test |
|------------------------------------|------|-----------------------------------|------------------------------------|--|--|---------------------------------------|--|
| 1 | 25 | 25 | 25 | 1 | 2 | 2.78 | 5.56 |
| 2 | 25 | 24 | 24 | 7 | 7 | 19.44 | 19.44 |
| 3 | 25 | 23 | 23 | 10 | 9 | 27.78 | 25.00 |
| 4 | 25 | 22 | 22 | 7 | 5 | 19.44 | 13.89 |
| 5 | 25 | 21 | 21 | 2 | 5 | 5.56 | 13.89 |
| 6 | 25 | 20 | 20 | 5 | 4 | 13.89 | 11.11 |
| 7 | 25 | 19 | 18 | 2 | 4 | 2.56 | 11.11 |
| 8 | 25 | 18 | | 2 | | 2.56 | |
| Total | | | | 36 | 36 | | |
| First Progress test average score | | | | | | | 22.02 |
| Second Progress test average score | | | | | | | 22 |

From the above table it can be said that 2.78 (1) percent of the students scored 100 percent each which is the highest score on the first Progress test whereas 5.56 (2) percent of the students scored 72 percent each which is the lowest score on the first Progress test. Similarly, 19.44(7) percent of the students scored 96 percent each and 27.78 (10) percent of the students scored 92 percent which are the second and third high scores respectively on the first Progress test. Whereas 5.56 (2) percent of the students scored 100 percent each, which is the highest mark on the second Progress test. Likewise 11.11 (4) percent of the students scored 72 percent each which is the lowest score on the second Progress test. In the same way, 19.44 (7) percent of the students scored 96 percent each and 25 (9) percent of the students scored 94 percent each, which are the second and third high scores on the second Progress test. Moreover, 50 (18) percent of the students scored above the average score (22.2) and 50 (18) percent of the students scored below the average score on the first Progress test whereas 63.89 (23) percent of the students scored above the average score (22) and 36.11(13) percent of the students scored below the average score on the second Progress test. Thus, though the result of the first Progress test is not significantly different from the second Progress test, the results of both the test are far better than the result of the pre-test. Therefore, the results have clearly shown that the students have progressed in comparison with the pre-test result.

4.1.1.3 The Second Progress Test and the Post Test

After the administration of the second Progress test, I taught seven more lessons employing the same technique and finally administered the post-test containing the same set of test items as consisted in pre-test to determine the students' progress. This section shows the students' score on the second Progress test and post-test in the following table:

Table No. 4**Individual scores on the second Progress test and post-test**

| S.N. | F.M of Second Progress Test | F.M. of the post test | Scores on the Second Progress Test | Scores on the Post Test | No. of students in the Second Progress test | No. of students on the Post- Test | Percentage in the Second Progress test | Percentage in Post Test |
|------------------------------------|--------------------------------------|-----------------------------------|--|----------------------------------|--|---|--|-------------------------------|
| 1 | 25 | 50 | 25 | 49 | 2 | 7 | 5.56 | 19.44 |
| 2 | 25 | 50 | 24 | 48 | 7 | 4 | 19.44 | 11.11 |
| 3 | 25 | 50 | 23 | 47 | 9 | 7 | 25.00 | 19.44 |
| 4 | 25 | 50 | 22 | 46 | 5 | 7 | 13.89 | 19.44 |
| 5 | 25 | 50 | 21 | 45 | 5 | 3 | 13.89 | 8.33 |
| 6 | 25 | 50 | 20 | 44 | 4 | 3 | 11.11 | 8.33 |
| 7 | 25 | 50 | 18 | 43 | 4 | 1 | 11.11 | 2.78 |
| 8 | 25 | 50 | | 41 | | 2 | | 5.56 |
| 9 | 25 | 50 | | 35 | | 2 | | 5.56 |
| Total | | | | | 36 | 36 | 100 | 100 |
| Second Progress test average score | | | | | | | | 22 |
| Post test average score | | | | | | | | 45.81 |

From the above table, it can be said that 5.56 (2) percent of the students scored 100 percent each which is the highest score on the second Progress test whereas 11.11(4) percent of the students scored 72 percent each, which is the lowest score on the second Progress test. Similarly, 19.44 (7) percent of the students scored 96 percent each and 25 (9) percent of the students scored 94 percent each, which are the second and third high scores on the second Progress test. Whereas, 19.44 (7) percent of the students scored 98 percent which is the highest mark on the post-test whereas 5.56 (2) percent of the students scored 70 percent, which is the lowest score on the post test. Similarly, 11.11 (4)

percent of the students scored 96 percent each and 19.44 (7) percent students scored 94 percent each, which are the second and third high scores on the post test. Moreover, 63.89 (23) percent of the students scored above the average score (22) and 36.11 (13) percent of the students scored below the average score on the second Progress test whereas 69.44(25) percent of the students scored above the average score (45.81) and 30.56 (11) percent of the students scored below the average score on the post-test.

Thus, in comparison to the second Progress test scores, post-test scores show the significant progress in the items taught using group work technique. From all the above comparison, it is clear that group work technique is really a useful technique for developing grammatical competence of the students.

4.2 Item Wise Analysis and Interpretation of the Test Results

4.2.1 Pre-Test

The following table shows the item wise result of pre-test.

Table No. 5

Item Wise correct and incorrect responses on the pre-test

| S.N | Items | Correct Responses | Correct Response in % | Incorrect Responses | Incorrect Responses in % | Total Responses |
|-------|------------------------------------|-------------------|-----------------------|---------------------|--------------------------|-----------------|
| 1. | Preposition of Purpose | 114 | 63.33 | 66 | 36.67 | 180 |
| 2. | Preposition of location | 252 | 46.66 | 288 | 53.33 | 540 |
| 3. | Conditional sentence (second type) | 149 | 41.38 | 211 | 58.61 | 360 |
| 4. | Simple Past tense | 308 | 42.78 | 412 | 57.22 | 720 |
| Total | | 323 (45.72%) | | 976 (54.22%) | | 1800 |

The above table shows that on the first item (Preposition of purpose) out of 180 responses, 114 (63.33%) are correct whereas 66 (36.67%) are incorrect. Similarly, on the second item (preposition of location) out of 540 responses, 252 (46.66%) are correct whereas 288 (53.33%) are incorrect. Likewise, on the third item conditional sentence (second type) out of 360 responses, 149 (41.38%) are correct whereas 211 (58.61%) are incorrect. In the same way, on the fourth item (simple past tense), out of 720 responses, 308 (42.78%) are correct and 412 (57.22%) are incorrect. Regarding the correct responses among four items the first item has the highest percent of correct responses whereas the third item has the lowest percent. Similarly, regarding the incorrect responses, third item has highest percent whereas first item has the lowest percent. On the whole, out of 1800 responses, 823 (45.72%) are correct and 977 (54.22 %) are incorrect. Thus, it can be said that among four grammatical items only on the first item, students scored above 50 percent marks whereas on the rest of the other three items students scored below 50 percent marks. It means the students' over all pre-test score seems poor.

4.2.2 First Progress Test

The following table shows the item wise correct and incorrect responses on the first Progress test.

Table No. 6
Item wise analysis of correct an incorrect responses
on the first Progress test

| S.N | Items | Correct Responses | Correct Response in % | Incorrect Responses | Incorrect Responses in % | Total Responses |
|-------|-------------------------|-------------------|-----------------------|---------------------|--------------------------|-----------------|
| 1. | Preposition of Purpose | 276 | 95.83 | 12 | 4.16 | 288 |
| 2. | Preposition of location | 517 | 84.47 | 95 | 15.52 | 612 |
| Total | | 793(88.11%) | | 107(11.89%) | | 900 |

The above table shows that on the first item, out of 288 responses 276 (95.83%) are correct while 12 (4.16%) are incorrect. Similarly, on the second item out of 612

responses 517 (84.47%) are correct while 95(15.52%) are incorrect. On the whole, out of 900 Responses 793 (88.11%) are correct and 107 (11.89%) are incorrect.

Thus, from the above table it is clear that the result of the first Progress test is far better than that of the pre-test result. It shows that the use of group work technique in teaching the selected items has been useful.

4.2.3 Second Progress Test

The following table shows the item wise correct and incorrect responses on the second Progress test.

Table No. 7
Item wise analysis of correct and incorrect responses on the second Progress test

| S.N | Items | Correct Responses | Correct Response in % | Incorrect Responses | Incorrect Responses in % | Total Responses |
|-------|----------------------|-------------------|-----------------------|---------------------|--------------------------|-----------------|
| 1. | Conditional Sentence | 318 | 88.33 | 42 | 11.67 | 360 |
| 2. | Simple Past Tense | 473 | 87.59 | 67 | 12.41 | 540 |
| Total | | 791 (87.88%) | | 109 (12.12%) | | 900 |

The above table shows that on the first item out of 360 responses, 318 (88.33%) are correct where as 42 (11.67%) are incorrect. Similarly, on the second item out of 540 responses 473 (87.57%) are correct whereas 67 (12.41%) responses are incorrect. On the whole out of 900 responses 791 (87.88%) responses are correct while 109 (12.12%) responses are incorrect.

Thus, from the above table it is clear that students' result on the second Progress test is as good as first Progress test. It means the result is far better than the pre-tests result.

4.2.4 Post-Test

The following table shows the item wise correct and incorrect responses on the post-test.

Table No. 8

Item wise analysis of correct and incorrect responses on the post-test

| S.N | Items | Correct Responses | Correct Response in % | Incorrect Responses | Incorrect Responses in % | Total Responses |
|-------|-------------------------|-------------------|-----------------------|---------------------|--------------------------|-----------------|
| 1. | Preposition of Purpose | 180 | 100 | 0 | 0 | 180 |
| 2. | Preposition of location | 511 | 94.62 | 29 | 5.38 | 540 |
| 3. | Conditional sentence | 309 | 85.83 | 51 | 14.16 | 360 |
| 4. | Simple Past tense | 645 | 89.58 | 75 | 10.42 | 720 |
| Total | | 1645 (91.39%) | | 155 (8.61%) | | 1800 |

The above table shows that on the first item out of 180 responses all i.e. 100 percent responses are correct. Similarly, on the second item out of 540 responses, 511 (94.62 %) are correct whereas 29 (5.37 %) are incorrect. Likewise, on the third item out of 360 responses, 309 (85.83 %) are correct while 51 (14.16 %) are incorrect. In the same way, on the fourth item out of 720 responses, 645 (89.58 %) are correct whereas 75 (10.42 %) are incorrect. Regarding the correct responses among four items, the first item has the highest percent of the correct responses whereas the third item has the lowest percent of the correct responses. Again, regarding the incorrect responses among four items, the third item has the highest percent whereas the first item has the lowest percent of incorrect responses. On the whole, out of 1800 responses 1645 (91.39 %) are correct whereas 155 (8.61 %) are incorrect.

Thus, from the above analysis it is clear that the result of the post-test is far better than that of other three tests viz. the pre-test, the first Progress test and the second Progress test. Therefore, it shows that group work technique has a useful role in developing grammatical competence of the students.

CHAPTER - V

FINDINGS CONCLUSIN AND RECOMMENDATIONS

The present research has made an effort to find out the usefulness of group work technique in developing grammatical competence. For the very purpose, I selected a public school of Jhapa district called Shree Laxmi Secondary School, where I taught twenty one classes using group work technique to the students of grade nine. During that period I taught four grammatical items viz. preposition of purpose, preposition of location, conditional sentence (second type) and simple past tense. Before starting teaching to the students, the pre-test was administered. After the pre-test, other two Progress tests viz. the first Progress and second Progress test were administered. Then the post-test was administered. The scores of every test were analyzed and compared with each other. The findings of the study have been listed below:

5.1 Findings

The following findings have been drawn on the basis of the analysis and interpretation of the data.

- a. After analysis and comparison of the pre-test and the post-test result, it was found that the average score and the percentage of the post-test were higher than that of the pre-test. Thus, on the basis of this analysis, it can be said that the use of group work technique in developing grammatical competence is very effective.
- b. After analysis and comparison of pre-test and the first Progress test, it was found that the students scored better marks on the first Progress test than that of pre-test. Therefore, it shows that in developing students' grammatical competence, group work technique has a great role.
- c. After analysis and interpretation of the first and the second Progress test, it was found that the average score and the percentage of these two tests were higher than that of pre-test. It also strengthens that group work is really a useful means from developing grammatical competence of the students.
- d. In analyzing the result of second Progress test and the post-test, it was found that students' score and percentage on the post test were higher than that of the second

Progress test. It also proves the usefulness of group work technique in teaching grammatical items.

- e. In analyzing the items wise correct and incorrect responses, it was found that on the first item (preposition of purpose), 36.67% responses were correct on the pre test whereas 100 % response were correct on the post-test. The correct response percent was increased by 36.67% on the post-test. This fact shows the usefulness of group work technique.
- f. Similarly, on the second item (preposition of location), 46.66% responses were correct and 53.33% responses were incorrect on the pre-test whereas 94.62% responses were correct and 5.38% responses were incorrect on the post-test. The correct response percent was increased by 47.96% on the post-test. This increased correct response percent on the post-test proves the usefulness of group work technique.
- g. Like wise, on the third item (conditional sentence), 41.38% responses were correct and 58.61% were incorrect on the pre-test whereas 85.83% responses were correct and 14.16% were incorrect on the post-test. The correct response percent was increased by 44.44% on the post-test. This increased percent of the correct responses indicates the usefulness of group work technique.
- h. Finally, on the fourth item (simple past tense) 42.78% responses were correct and 57.22% responses were incorrect on the pre-test whereas 89.58% responses were correct and 10.42% responses were incorrect on the post-test. The correct response percent was increased by 46.8% on the post-test. Thus, this increased correct response percent also proves the usefulness of group work technique in teaching the selected items.

5.2 Recommendations

On the basis of the above findings, the following recommendations have been suggested for pedagogical implications.

- a. In comparison to the pre-test result with the post-test result, students were found to have gradually increased their performance on the post-test than that of pre-test.

- b. In comparison to the pre-test result with the first Progress test, students increased their performance on the first Progress test than on the pre-test. Therefore, group work technique played great role for developing their grammatical competence. .
- c. Similarly, students significantly developed their grammatical competence on the second Progress test than on the pre-test after teaching through group work. Therefore, this technique should be used as far as possible while teaching grammar.
- d. Likewise, in comparing the result of the second Progress test with that of post-test, it was found that students scored better marks on the post-test. This fact indicates that students should be taught using group work.
- e. In the same way, on the first item (prepositions of purpose) the total correct response percentage on the post-test was found more than on the pre-test. Thus, group work developed the students' grammatical competence.
- f. On the second item (prepositions of location) the students' total correct response percentage on the post-test was more than that of on the pre-test. Therefore, group work has a great role in the increased correct response percentage.
- g. On the third item (conditional sentence) the students' total correct response percentage on the post-test was higher than that of on the pre-test. Therefore, group work should be used while teaching grammar in case of large classroom.
- h. On the fourth item (simple past tense) the students' total correct response percentage on the post-test was higher than that of on the pre-test. Thus, this technique should be applied in the classroom while teaching grammatical items.

Moreover, from the above facts, the following practical suggestions are listed to the teachers to deal with the likely problems in the classroom.

- i. Every student should be given equal chance to be a group leader so that he/she develops the habit of bearing responsibility to complete any task with the help of friends.
- ii. Group work technique requires much time. So, it is suggested that teachers should be very careful about time management.

- iii. Regarding Group Formation, it is suggested that students who are familiar or close to each other should be grouped together at first and gradually mixed with other so that can share their ideas freely.
- iv. Teachers should also pay due attention to the nature of the item to be taught and form the size of the group.

The present study is limited to thirty six students of grade nine of Shree Laxmi secondary school of Jalthal 2 Japa. Only four grammatical items were taught using group work technique. Thus, it cannot be claimed that the findings of the study are applicable to all the school of the country. Therefore it is suggested that further research should be carried out with different number of the students and schools applying the same technique to generalize the findings.

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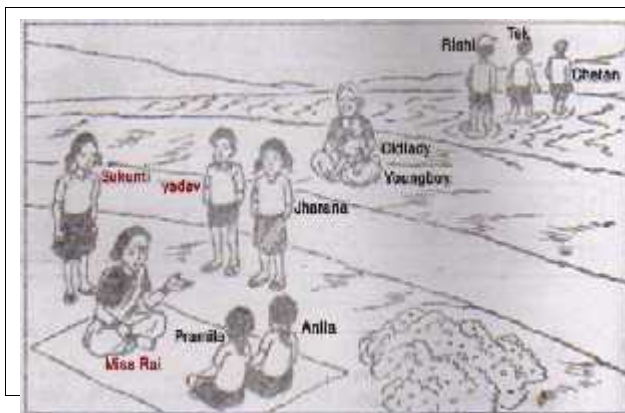
Appendix: I

Test Items for Pre-Test and Post-Test

1. Fill in the blanks with the correct alternatives given in the bracket. 1×15=15

1. Tek went to market buy some fruit.(for, meant, in order to, at)
2. be a doctor, Priya took a medical course. (in order to, for, at)
3. A frying pan is cooking food. (In, for, to)
4. Seema invited her friends celebrate her birthday.(for, on, to)
5. This is taking photos. (to, in order to, for)
6. The book is the table. (at, on, in)
7. Ram is standing Gita and Sita. (in, on, between)
8. The teacher put the bags the cupboard. (At, in, between)
9. The blackboard is of the class. (in front, in the middle, at the back)
10. Suresh is laying of the wall. (to the right, to the left, against)
11. John a pen yesterday. (buy, bought, buying)
12. Sonu did not her friends in her wedding last month. (invite, invited, inviting)
13. I class eight last year. (pass, passed, past)
14. We to Pokhara for picnic last years. (go, went, gone)
15. Girija Pd. Koirala in 2066.(die,died,dying)

2. Look at the picture below and fill in the blanks with the prepositions given in the box. 1×10=10



opposite to, behind,
to the left, to the right
side by side, against
across from, in front of
between, in

1. Miss Rai and her student are in a park near their school. Miss Rai is sitting..... the twins.

2. Anil and Pramila are sitting on a mat
3. Sukuni is standing Anil.
4. Yadav and Jharana are standing..... the path..... Miss Rai and the girls.
5. An old lady and a young boy are also sitting..... the path from miss Rai.
6. The old lady is..... the young boy.
7. The young boy is leaning.....the old lady.
8. Rishi,Tek and Chetan are..... the water.
9. Chetan is..... Tek and Tek isRishi and Chetan.

3. Prepare a dialogue with the clause given below: 1×5=5

e.g. Nabin forget/wifes birthday:yes

A: Did Nabin forget his wife's birth day?

B:Yes, he did. He shouldn't have forgotten it.

- i. Devika speak/politely boss: No
- ii. Yograj remember/do homework: No
- iii. Rabi and rama late/Meeting: Yes
- iv. Khadga finish/report: No
- v. Suman beat/sister badly: Yes

4. Make sentences similar to the examples using the clues given

below: 1×10=10

e.g. sell/motorbike/old

Wouldn't it better, if you sold your motorbike because it's so old?

- a. Buy/radio/news
- b. Give up smoking/cancer
- c. Lend/house/money
- d. Buy/dictionary/English
- e. Leave/school/not good teaching
- f. See/doctor/very sick
- g. Visit/cinema/ feel boring
- h. Take/tuition class/weak in English
- i. Loose/weight/too fat

j. Go/home/feel nostalgia

5. **Make sentences from the given clues below:**

2×5=10

e.g. plane from Jomsom /lost way/ crashed.

A: what happened to the plane that flew from Jomsom?

B: The plane that flew from Jomsom lost its way and crashed in jungle.

i. Heavy rain/landslide/10die in Chitwan.

ii. Tennis/unexpected victory of Nepal over India.

iii. School bus to picnic/fell into the river/10 killed/20 wounded.

iv. Nepal/participate in Asian games/won Bronze medal.

v. A child/kidnapped in the school/kill near by the jungle.

Appendix II
The First Progress Test

F.M: 25

P.M.: 10

Name:

Roll. No.....

1. Tick () The Best Answer with correct alternatives given in the brackets. 1x25

- a.keep his body fit and healthy, Saroj started to take up karate
a) to b) for c) In order to
- b. He made his passportgo to the USA.
a) To b) so that c) for
- c. This machine is.....stiching clothes.
a) to b) for c) in order to
- d. I wrote down her addressI could write her in case I wanted.
a) To b) so that c) for
- e. I am going to Pokharaa holiday
a) To b) so that c) for
- f. I hurriedI would not be late
a) so that b) in order to c) for
- g. We shouted.....warn everybody of the danger
a) in order to b) for c) to
- h.donate the homeless we organized a variety show.
a) In order to b) for c) to
- i. His bullet whistled past between my ear I shot rightthe eyes.
a) between in b) in front of c) to
- j. The road was very busy so I could not meet Ram, who was standingthe road.
a) across from b) opposite to c) behind
- k. The porter was leaning..... a tree when I saw him.
a) opposite to b) against c) to the right of
- l. When you leave the home, do not forget to lock the door..... you.
a) behind b) opposite to c) across from

- m. There are three students on the first bench, they are sitting
- a) side by side b) between c) behind
- n. There is fifty rupees..... my pocket.
- a) against b) in c) between)
- o. The teacher asked Mohan to come.....the class and gives a short speech.
- a) in b) opposite to c) in front of
- p. Sabina, Bandana and Suja are walking together. Bandana is between Sabina and Suja, Sabina is.....of bandana
- a) to the left b) in front c) opposite
- q. Bibek spent two hours swimming.....the pool.
- a) In front b) in c) behind
- r. There is a street between Pooja's house and Poonam's house. It means Poonam's house isPooja's.
- a) behind, b) to the left c) opposite
- s. Put the piano there with its back.....the wall
- a) between b) in c) against
- t. Nepal liesIndia and China
- a) in b) in front c) between
- u. I keep a photograph of my family.....me on my desk.
- a) in front of b) in c) opposite to
- v. Bride and groom are sitting.....
- a) against b) to the right of c) side by side
- w. The teacher put the bag.....the cap board
- a) between a) to the left of a) in
- x. They are holding the meetinga room.
- a) opposite b) in b) against
- y. my friend I went to his hous.
- a) In order to b) for c) to

Test Items for the Second Progress Test

Subject: Our English

F.M.: 25

Time: 45 min.

P.M. : 8

1. Write advices similar to the example for the situations given. 10
- e. g. Rita has an important examination tomorrow morning but she wants to go to cinema.
If I were you, I'd prepare for it.
- a. Bishnu has got a bad cold but she doesn't want to see a doctor.
b. Mira isn't very good at badminton but she wants to play it.
c. Hari wants to learn French but there is not institute in his locality where he could study it.
d. Lata wants to go to India but she hasn't got enough money.
e. Prem is 10 kg over weight but he's very fond of eating.
f. Maya wants to go to her sister's wedding but there is strike for the week.
g. Seema has bought a new cell-phone but she doesn't know how to operate it.
h. We invited them for the party last week but they didn't come.
i. Goma has given her friend Rs. 1000 but she doesn't return it.
j. My brother has so many friends but they are not good.
2. Fill in the blanks with the correct form of the verbs. 5
- i. She _____ to bring her bag yesterday.
a. forget b. forgot c. forgotten
- ii. We _____ the match last week.
a. won b. wined c. win
- iii. Kumar didn't _____ them in the party last month.
a. invite b. invited c. inviting
- iv. Mamata _____ a tiger in jungle when she was going to Letang.
a. see b. seed c. saw
- v. They _____ to Kathmandu three weeks ago.
a. fly b. flown c. flew
3. Make sentences using the clues below in simple past tense. 10
- i. He/a house /make/last year.

- ii. Adit /three years /Kathmandu/go/ago
- iii. Laxmi /pass/ did /not/ her exam.
- iv. Did/you/the holiday/enjoy ?
- v. She/not/go/home/to
- vi. Poonam/her/homework/do/did/not.
- vii. You/did/watch/that/film ?
- viii. He/did/go/to/party ?
- ix. She/married/get/did/last/month?
- x. He/did/his/exam/well/do.

Appendix III
Lesson Plan No. 1

School:

Subject: Our English

Date:

Class:

Time: 45 min.

Teaching item: Grammar (preposition of purpose)

1. Specific Objectives:

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

- i. Make sensible and correct sentences using the correct prepositions of purpose ('to', 'in order to').

2. Teaching Materials:

Usual classroom materials.

3. Teaching Learning Activities:

Warming up

- the teacher warms up the students by telling some sentences using classroom situation as:
We use chalk to write on the blackboard.
In order to keep the room clean, we wash it regularly, etc.

Presentation:

- the teacher writes 5 sentences using 'to' and 5 sentences using 'in order to'.
- then, the students are asked to read the written sentences and make idea that where we use 'to' and where we use 'in order to'.
- after this the teacher concludes that 'to' is used any where except in the beginning and 'in order to' is used only in the beginning but both the prepositions are used to express the purpose.

Practice:

- the teacher divides the class into six group and gives each group a set of words, like pen, knife, duster, frying pan, etc.
- then, they are asked to discuss in group and write any five sentences using either 'to' or 'in order to' correctly.
- then, after they finished writing, they are asked to tell their sentences in the class.

- if any student tells the incorrect sentence, the other students try to correct him/her.
- then finally, the teacher concludes the class by telling them where these prepositions are used.

4. Evaluation:

1. Make sensible purposes using the clues given below:.

- a. a tooth brush b. a pen c. a knife d. a broom.

5. Homework:

Do exercise no. 7, page no. 91.

Lesson Plan No. 6

School:

Date:

Unit:

Time: 45 min.

Teaching time: Grammar (preposition of location)

Subject: Our English

Class:

1. Specific objectives;

On completion of this lesson the students will be able to use the prepositions: 'to the left of' and 'to the right of' correctly.

2. Teaching Materials:

- i. Usual classroom Materials
- ii. Pictures.

3. Teaching Learning Activities:

Warming up:

- the teacher warms up the students by asking them some question from the previous lesson as:
 Why is a frying pan used for?
 Why does Mohan help Susma ? etc.

Presentation:

- the teacher uses the class room situation to introduce the prepositions as
 The blackboard is to the right of the door.
 The toilet is to the left of the office room.

The table is to the left of window. etc.

Practice:

- the teacher divides the class into two groups and calls one student from each group and stands between them.
- then he asks the rest of the students where who is.

e.g.

T. Where is sudesna?

Ss: She to the left of the teacher.

T. Where is adit?

Ss. Adit is to the right of the teacher.

- In this way the teacher also calls three students and goes on asking them.

4. Evaluation

The teacher shows a picture and asks:

- a. Where is Mrs. Rai?
- b. Where is Tek?
- c. Where is Junu?
- d. Where is Laxmi?

5. Homework

Do exercise no. 7, page no.107.

Lesson Plan No. 9

School: School,

Date:

Unit:

Time: 45 min.

Teaching tiem: Grammar (preposition of location)

Subject: Our English

1. Specific Objectives:

On completion of this lesson the students will be able to use the prepositions viz. 'behind', 'in' and 'in front of' correctly to locate any object or person.

2. Teaching Materials:

- i. Usual classroom materials.
- ii. Picture

3. Teaching Learning Activities:

Revision:

- the teacher begins the class by revising the from the previous class, as.

T: Where is Anju?

Ss:

T: Where is the black board?

Ss:

Presentation:

- the teacher presents the selected items using the classroom situation and introduces them as

Puspa is behind Tika.

The book is in the bag.

Aman is in front of Anil.

The blackboard is in front of the class. etc.

Practice:

- then the teacher divides the class into 5 different groups and they are asked to discuss the prepositions and practice using these prepositions in groups.
- then they are asked to write what they said or disused
- after this the teacher asks them to exchange their answers with the members of other groups and correct if they find any mistake.

4. Evaluation:

1. Look at the picture and answer the following question.
 - a. Where is the old lady?
 - b. Where is the Geometry Box?
 - c. Where is the blackboard?
 - d. Where is Heen and Susma?

5. Homework

Locate any five items of your drawing room using the prepositions; 'behind' in and in front of'.

Model Lesson Plan No. 17

Subject: Our English

Date:

Unit : 15

Time:

Teaching item: Conditional sentences (Second type)

1. Specific Objectives

On completion of the lesson students will be able to distinguish main clause from if clause in the second type of conditional sentences.

2. Teaching Materials

- i. Flannel board
- ii. A chart with a list of conditional sentences.

3. Teaching Learning Activities

Warming up

The teacher warms up the students by cracking a short joke relating to the present lesson.
(Two men are talking in a restaurant.)

Kuber : What are you doing now a days ?

Mahesh : Umm ... I am reading a novel but I have a problem.

Kuber : Oh, What's your problem ? Tell me if I can help you.

Mahesh : Listen ! The matter is that the house next to my house has a dog. The dog barks for the whole night in the garden but the owner of that dog sleeps for the whole night without any disturbances. But as the night grows I cannot concentrate on my reading because of the barking of the dog.

Kaber : No problem. I have a solution.

Mahesh : Solution !What is it ? Please tell me fast.

Kuber : If I had such a problem, I would bring that dog in my house and tie it in my garden. Then, the owner will listen how irritating the barking of the dog becomes.
(ha ... ha ... ha ...)

Presentation:

- The teacher displays a chart having a list of second type's conditional sentences.
- Then, he asks the students to read those sentences loudly
- The teacher asks them which part of the sentences are main clauses and if clauses.

- The teacher helps them if necessary.

Practice

- The teacher divides the class into six groups with a group leader each.
- Then, he asks each student of all groups to write one sentence of second type conditional in a piece of paper.
- Then, the group leaders will collect the sentences from the members of the respective groups.
- After this, the teacher asks each group leader to exchange the sentences with the partner groups. (Group A exchanges with B, C with D and E with F).
- After exchanging the sentences, again the group leaders distribute the sentences to their respective members and they discuss and find out which part of the sentence is main and if clause.
- If the sentences are incorrect, the student will correct it and later he will tell where the mistake is.
- Then the group leader of each group tells their answers to the whole class and if there is any mistake, the students of any group can correct it.

4. Evaluation

Find out the main clause and if clause in the given sentences:

- a. If I had money, I would buy things.
- b. If she called me, I would go there.
- c. We would help her if she requested us.
- d. Rohan would pass his exam if he read a lot.

5. Homework

Make a list of ten second types of conditional sentences and also show which part is main clause and if clause.

Model Lesson Plan No. 19

Subject: Our English

Date:

Unit : 17

Time:

Teaching item: simple past tense

1. Objective

On completion of this lesson the students will be able to make sentences in simple past tense using the given verbs.

2. Materials

- i. Flannel board
- ii. A short story on a chart.

3. Teaching learning Activities

Warming up

- The teacher warms up the students by asking some questions from the previous lesson.
e.g. which from of the verb is used in main clause of second types of conditional sentences?

Presentation

- The teacher displays the chart having a short story with the help of flannel board
- Then, the teacher ask the students to read the story in a normal voice.
- He ask them whether they have understood the story or not.
- If not, the teacher tells the gist of the story.
- The teacher also focuses on the tense (verbs) used in the story.

Practice

- The teacher divides the class into six different groups with a group leader each.
- Then, he distributes a story on a piece of paper to each group.
- Then, the students are asked to read the story and find out the form of the verbs used in the story.
- They are also asked to discuss on the structure in which the verbs are used.
- They are also asked to find out the root form of the verbs used in the story.
- The students are asked to write the sentences in simple past tense using the verbs they have discussed on.(student try to make their own sentences)

- Finally, the group leaders of each read out the sentences they have made in the group to the whole class, while rest of the class listen carefully and correct the sentences, if necessary.

4. Evaluation

Make sentences in simple past tense using the verbs given below:

- a. go
- b. call
- c. play
- d. eat

5. Homework

Write a short story that you have heard