

CHAPTER ONE

INTRODUCTION

This study "Students' Perception on the Use of Pair work Technique" is a survey research which deals with the students' viewpoint towards the use of pair work technique in English language classroom. This section consists of the general background, statement of problem, rationale of the study, objective of the study, research questions, significance of the study, delimitation of the study and operational definitions of key terms which have been discussed below:

1.1 General Background

Language is species specific and species uniform possession of human beings. It is the most advanced and powerful means of human communication. The vast knowledge in different fields of human activity is accumulated and stored by the use of language. It is the universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language such as transmitting human civilization, literature, political and diplomatic activities and human achievements.

According to Huebner (1990, p. 5):

Language is essentially speech, and speech is the most used skill by people rather than the three other skills. People who know a language are referred to as 'speaker of that language', as if speaking including all other kinds of knowing and many, if not most, foreign language learners are primary interested in learning to speak.

Likewise, Revel, (1997, p. 16) says:

Techniques of classroom management are very important to involve many students participant in learning process of English. Many

classroom managements can be used in teaching speaking, such as using group work, class work, pair work, games, role play and audio visual aids, but in this research the writer focuses on techniques of using pair work in the classroom.

Beside this, English, being an international language has inevitably been important in Nepal. The main aim of English language teaching in Nepal is to enable the learners to interact with others fluently and correctly. English Language Teaching (ELT) has crossed many developments to reach this day. To give a comprehensible picture of theoretical foundation of language teaching and learning is a challenging task in language pedagogy i.e. it is a tough task to bridge gaps between theory and practice. For Brown (1994, p.54)," there are not instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique. Every teacher is unique. And every learner –teacher relationship is unique .

English is well known as a global or international Lingua Franca (LF).It is a language used by the speakers of different languages so that they can achieve their communication goal. People with different mother tongues use a lingua franca as a contact language for them. The contribution of English to globalization is often appreciated. The world is taken as a global village and the English language is taken as global language. Undoubtedly, English is the means of communication globally and is also the major world language. English language is taught and learnt as a foreign language in all schools of Nepal starting from Grade one up to Bachelor level. English is also, of course, a mother tongue for many people in the world. So, English has occupied highest position in the local context as well as in the global context. In this context Cook (1998, pp.206-212) says:

English has been regarded by some as a way of promoting military, cultural or economic hegemony. Nor it is necessarily welcome to those who have been obliged to study it, some of whom see learning English as an unpleasant but sadly necessary occupation.

As Crystal (2003, p.191) warns, in 500 years, English is only language left to be learnt, "it will have been the greatest intellectual disaster that the planet has ever known". Similarly, Graddol (2006, p.107) says " more than 40 percent of the global population would ever become functional users of English".

Likewise, English is learnt in many contexts and conditions of the world. The school and university programme have included English as a subject for the academic sessions of the schools and universities. In many cases, English is emphasized in such a way that students need to be sufficiently competent. Similarly, English serves today as a lingua franca in many parts of the world; for some speakers it is a native language; for others a second language and for others a foreign language. The world has been using English as a vehicle to transmit its developments, changes, inventions and many other things. So, English has become one of the most important world languages.

1.2 Statement of the Problem

In Nepal, due to the lack of sufficient knowledge and appropriate use of techniques there is not much use of pair work because till now traditional methods of teaching are in practice. So, students do not get chance to interact with each other while working in pair. Still there is the influence of teacher-centered techniques such as lecture, illustration and explanation in teaching process. Different investigations were done to make classes learner - centered. Unfortunately, the concerned institution or people do not follow learner – centered techniques in actual teaching. Hence, teachers are not using

simulation, dramatization, discovery, individual work, group work and pair work techniques while teaching.

So, in order to overcome such problems it is very essential to give attention towards the pair work technique and provide knowledge to the students about its value in language learning and teaching.

1.3 Rationale of the Study

To overcome the problems regarding pair work technique other alternative techniques in teaching should be used to teach and learn. Likewise, the teachers and students should be given knowledge about the benefits of using pair work in the EFL classroom. Similarly, the traditional way of teaching should be minimized and learner- centered technique like pair work should be focused. It would be better if teachers are not only lecturing but also interacting with their students. It is difficult for students to be active in the classroom. So, to build the atmosphere, teacher can create some activities which can be done in pair. These types of activities provide students a media to exchange their thoughts and establish good communication between or among the students. So, more attention should be given to learner - centered rather teacher- centered techniques.

1.4 Objectives of the Study

The objectives of the study were as follows:

- i. To identify the perceptions of the students towards pair activities in EFL classroom.
- ii. To list some pedagogical implications on the basis of findings.

1.5 Research Questions

Based on the above mentioned objectives. Following are the research questions which are given below:

- a. What is the perception of students towards the use of pair work activities in learning English?
- b. How effective is the pair work activities in improving students' performance?
- c. Pairwork is taken as an effective technique to teach at secondary level. Why ?
- d. How can pairwork activities facilitate on developing students' skills ?

1.6 Significance of the Study

Since this study was conducted to find out students' perception on the use of pair work technique, it will provide information about organizing and conducting the pair work technique in English classroom. Therefore, this study is expected to be significant to all those who are directly and indirectly involved in language teaching learning activity in general and more particularly to the teachers, students, syllabus designers, educationist, textbook writers, materials producers, guardians, supervisors, as well as other interested readers.

1.7 Delimitations of the Study

No study is without limitations because all the people, places and areas in a field cannot be included in a small scale research like this. This research also has some limitations which are as follows:

- i. The research work was limited to the perception of students on pair work technique.
- ii. The study was limited to the forty students from five different secondary level schools.
- iii. Questionnaire was the only tool for data collection.
- iv. Simple random sampling procedure was used to select the population.
- v. The research area of this study was limited to five different schools of Kathmandu Valley.

1.8 Operational Definitions of Key Terms

The key terms used here in the topic entitled "Students' Perception on the use of pair work technique" are:

Perception, Pair work and Technique which are defined separately below:

Perception: The word perception is derived from Latin word 'perceptio' which means observation. Literally, it means deeper or natural understanding of something or the way of understanding or interpreting something. According to Hochberg (1994, p.660) 'it refers to both to the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished'. On the basis of this, we can say that perception refers to understanding and interpreting something.

Pair work: Pair work is a classroom activity in which the whole class is divided into pairs. It is really a type of group work, using 'groups' of two. The pair work helps to improve listening and speaking skills by requiring students to exchange information with each other. Defining pair work technique, Harmer (2007,p.65) says: Pair work can be for brain storming, pre-reading/listening prediction activities and for checking and comparing answers, so quite clearly there are lots of different types of pair work. From this what can we say that pair work is most important technique to the students in order to learn more from their friends.

Technique: Technique is defined as the classroom procedures/ activities that we implement to carry out certain task effectively. Technique is implementational which actually takes place in a classroom. Likewise, technique must be consistent with method and harmony with approach as well.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Theoretical Study Related Literature

2.1.1 Communicative Language Teaching

An approach, according to Anthony (1963), is a set of assumptions dealing with the nature of language, learning and teaching (as cited in Richards and Rodgers, 2007, p.19). Many approaches came and went like behaviouristic approach, lexical approach, Natural approach etc. But, communicative approach has become the most popular approach in the present day which is discussed below:

Communicative Language Teaching (CLT) was first proposed in the 1970s. Since its inception in the 1970s, CLT has served as a major source of influence on language teaching practice around the world. Many of the issues raised by a communicative teaching methodology are still relevant today, though teachers who are relatively new to the profession may not be familiar with them. CLT is an established approach to second or foreign language teaching that possesses a wide range of variation in application across the various contexts of the world. According to Harmer (2007, p. 69), a major strand of CLT centers on the essential belief that if students are involved in meaning-focused communicative activities, then language learning will take care of itself. Similarly, the primary concern of CLT is thus with spoken functions as much as with written grammatical and textual functions. The notion of when and how is of primary importance in CLT. It is believed that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for the development of L2 knowledge and skill. Activities in CLT involve students in real or realistic communication, where the successful achievement of the communicative task is as important as the accuracy of language use. Both fluency and accuracy are the goals of CLT, giving more focus on fluency.

Ellis (2003, p. 340) characterizes CLT as:

CLT aims to develop the ability to use language in real communication that may involve to general purposes: the interactional function where language is used to establish and maintain contact and the transactional function, where language is used to exchange information. CLT, is then directed at enabling learners to function interactionally and transactionally in the target language.

In this way, as an approach to language teaching, CLT views the nature of language teaching as functional and communicative, and the nature of learning as directed by the theory of communicative competence. In other words, communicative competence is central to CLT. Since, the goal of language teaching is to develop grammatically correct and situationally appropriate communicative competence in learners. Thus, CLT is based on the theory of language as communication. Likewise, it assumes that language is a system for the expression of meaning and its primary function is for interaction and communication. The structure of language reflects its functional and communicative uses. Activities that involve communication promote learning and the language that is meaningful to learners supports the learning process. In addition, CLT derives from a multidisciplinary perspective that includes linguistics, psychology, philosophy, sociology, and educational research. The focus has been in the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners' participation in communicative events. CLT is the understanding of language learning as both an educational and a political issue.

According to Littlewood (1981, p.92), there are various features regarding CLT which are given below:

- i. Language teaching is based on language as communication.

- ii. Communicative competence is the goals of language teaching and learning.
- iii. Meaning is paramount.
- iv. Language learning is learning to communicate.
- v. Both fluency and accuracy are the goals.
- vi. Students should be encouraged to work at the discourse or supra-sentential level.
- vii. Students should be always encouraged to use target language and they should be trained to use communication strategies if they face any problems in target language communication.
- vii. Language is acquired being involved in communication, may be by using communication strategies, learning strategies etc.
- ix. Errors are treated as general outcomes of learning. They can be maintained and managed through communication and interaction.

Likewise, Brown (1994, p.96) presents the following four characteristics of CLT:

- i. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical competence.
- ii. Language teaching techniques are designed to engage learners in the authentic and functional use of language.
- iii. Fluency and accuracy are seen as complementary abilities of learners.
- iv. Learners ultimately have to use the target language both productively and receptively in unrehearsed context.

Similarly, Berns (1994, p.104) provides a useful summary of eight principles of CLT:

- i. Language teaching is based on a view of language as communication.
- ii. Diversity is recognized and accepted as part of language development and use in second language learners and users.
- iii. A learner's competence is considered in relative, not in absolute terms.

- iv. More than one variety of a language is recognized as a viable model for learning and teaching.
- v. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
- vi. No single methodology or fixed set of techniques is prescribed.
- vii. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
- viii. Learners are engaged in doing things with language that is, they use language for a variety of purposes in all phases of learning.

Thus, CLT is guided by the SLA theory which focuses on social interactions and functional features of language. Basically, CLT receives insights from socio-cognitive theories, functional perspectives socio-cultural theories and interaction theories. The games, activities, tasks and exercises which are planned and used in the communicative classrooms are primarily based on the assumption of these SLA theories. Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching.

1.1.2 Techniques to ELT

In the history of ELT, there are different approaches, methods and techniques which deal with the issues of language teaching by referring to general principles and theories concerning how languages are learnt, how knowledge of language is represented and organized, or how language itself is structured.

Defining approach, method and techniques, Anthony (1963) says:

An approach is the level at which assumption and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented; technique is the level at which classroom procedures are described (as cited in Richards and Rodgers, 2007, p.19).

This definition suggests that an approach is concerned with general principles of learning. It also deals with linguistic theory and language learning process. Method, on the other hand, is concerned with how theories of language learning are put into practice.

Technique refers to the classroom procedures /activities that we implement to carry out certain task effectively. Technique is implementational which actually takes place in a classroom. Likewise, technique must be consistent with method and harmony with approach as well.

Although there are various techniques being practiced in the field of language teaching, broadly there are two types:

Teacher centered technique

It is the technique where the teacher plays the dominant role. While using these techniques, a teacher is found to be authoritative in the classroom. Teacher centered techniques are more product oriented rather than process. Learners are less active whereas teacher is more active in the classroom. There are various teacher centered techniques such as demonstration, lecture, illustration which are discussed below:

- i. Demonstration : A demonstration is "any planned performance by a teacher of an occupational skill, scientific principle or experiment". A demonstration method is based used in teaching learners how to perform manipulative operations. It is verbal explanation using models.
- ii. Lecture : Lecture method is a teaching method which the teacher orally to a group of class. It is the practice of having the teacher, or lecturer, at the front of the classroom talking to students. It is one way communication where the teacher plays active role since the students are passive listener.
- iii. Illustration : Illustration is the use of examples to make ideas more concrete and to make generalizations more specific and detailed.

Likewise, learner centered techniques are the techniques where learner plays the dominant role. Learner centered techniques mainly focuses on the psychology of the learners. They are more process oriented rather than product. There are various learner centered techniques such as:

- i. Group work : It is one of the patterns of classroom interaction. Students work in small groups. The students are active in group work whereas teacher is only receptive.
- ii. Dramatization : Dramatization can be defined as a method to develop skills through the performance of activities in situations that stimulate real life.
- iii. Task : Task is a goal-oriented activity with a clear purpose. In the field of language pedagogy, the task is defined as an activity which require learners to use language with the emphasis on meaning.
- iv. Project work : Project work is an important means for allowing L2 learners to process the L2 features by employing cognitive as well as communicative strategies. It focuses on content learning rather than on

specific language targets. Project work culminates in an end product (for examples an oral presentation, a poster session, a bulletin-board display, a report or a stage performance) that can be shared with others giving the project a real purpose.

- v. **Role Play** : Role play refers to the changing of one's behaviour to assume a role. It is also an important technique for preparing for difficult conversations and situations. Similarly, role play is the act of imitating the character and behaviour of someone.
- vi. **Questioning** : Questioning is one of the techniques of second language teaching that fully characterizes the classroom interaction. The teachers as well as the students may use 'questioning' strategy in order to elicit further L2 information. Similarly, the questioning technique gets learners to be active in their learning.

Learner-centered techniques keep the roles of learners at the centre of teaching and learning activities. They emphasize learner autonomy in learning the target language features. Learner- centered techniques tend to view language learning as a process of acquiring skills rather than a body language. In this regard, Nunan (2003, p.21) says:

The relative inflexibility of centralized curricula and a change in educational thinking which paid more attention to the learner and led the school based curriculum development movement. The newly developed curricula were more focused on catering the needs of the learners and the learner-centered movements in ESL/EFL ultimately led birth of learner-centered teaching techniques.

The learner -centered techniques include: pair work, group work, role play, task, performance, project work, drama etc. These techniques encourage the

learners to be engaged in certain types of work and they learn by experiencing, hypothesizing or by being involved rather than by being told.

However, pair work technique is the focus of the study which is discussed in the following sections.

2.1.3 Pair work: A Student- Centered Technique

As teachers play dominant role in teacher-centered techniques, students play dominant role in student-centered techniques. Student-centered techniques mainly focus on the individual characteristics of the learners. They are more process oriented than product. Learner- centered techniques also focuses on the psychology of the learners. Learning by doing is the major principle of learner centered techniques. There are various learner centered techniques. Some examples are pair work, group work, individual work, drama, simulation, discovery techniques and so on. Among different learner- centered techniques, pair work is the focus of the study which is described in detail below:

Pair work is an important component of the communicative approach, and is also a form of collaborative learning. Moon (2000, p.53) defines pair work as a strategy "to organize students in ways that will maximize opportunities for learning". Pair work means that students collaborate with their pairs to accomplish tasks and reach its aim. Lightbown and Spada (1999, p.56) states:

In an interactive environment, children are able to advance to a higher level of knowledge and performance than they would be capable of independently. Working in pairs could to promote meaningful interaction between the learners and as a result that will increase that will increase their interest.

The view echoed by Lightbown and Spada (ibid) states that positive attitudes and motivation are related to success in second language learning. Hence, pair work is an effective strategy that leads to success in language learning because it helps to increase students' interest in terms of the oral tasks.

Pair work is a valuable method to implement in EFL classrooms, and it has many advantages. According to Moon (2000, p.54) the advantage of pair work is that it gives learners more opportunities to use the language. It is valuable in providing more opportunities for children to get more language exposure. Hence, students in pairs get a chance to interact frequently with the language and to express their ideas. Nunan (2003, p.55) states that "pair work activities can be used to increase the amount of time that learners get to speak in the target language during lessons".

Likewise, Pair work is a classroom activity in which the whole class is divided into pairs. It is really a type of group work, using 'groups' of two. The pair work helps to improve listening and speaking skills by requiring students to exchange information with each other. In pair work, students have a chance to work with and learn from their peers; struggling students can learn more from capable peers. In this context, Byrne (1989, p.31) says:

Unless you have a very small class, you will never be able to give your students enough oral practice through whole class work. If you divide your students into pairs for just five minutes, each student will get more talking time during those five minutes than during the rest of the lesson.

Thus, pair work is a learning activity which involves a pair of learners working together. The pair may work on a single task or on a different task. Similarly, pair work is a type of classroom interaction when students are working with another student which helps to discuss something, to check answers, to do a communicative activity etc.

Pair work is also a form of cooperative learning. It aims to cater for individual differences, develop students, knowledge, generic skills e.g. communication skills, collaborative skills, critical thinking skills and attitudes.

Defining pair work technique, Harmer (2007,p.65) says: "Pair work can be for brain storming, pre-reading/listening prediction activities and for checking and comparing answers, so quite clearly there are lots of different types of pair work".

In addition, Harmer (2001,p.206) states "Pair work allows students to use language and also encourages student co- cooperation which is important for the atmosphere of the class and for the motivation it gives to learning with other".

In the same book Harmer (2001, p. 207) defines "Pair work as a way of increasing student participation and language use. It can be used for enormous number of activities whether speaking, writing or reading".

Jones (2002, p.7) suggests several types of activities for working in pairs, e.g. ice-breaker/warm-up activities. He uses warm up activities for fun and to "break the ice" and for students to get know more about one another. In role-plays and simulations students play simple roles or act out situations they could find themselves in, such as ordering meal at a restaurant. Information-gap activities are activities where students have to perform a task together. In discussion/speaking activities the emphasis is on students speaking together. They often exchange views or opinions and express agreement and disagreement. These are often referred to as 'opinion gap 'activities. Cards and board games involve the use of cards or a board in some form or other. They are often game oriented. In problem-solving activities the students have to solve problems of various kinds such as jigsaw-reading problems and so on.

In pair work, teacher as a controller or a manager is the most important person. His/her role plays important place in the classroom like

-) Planning the activity
-) Organizing it
-) Starting the activity
-) Managing the activity
-) Timing the conclusion
-) Monitoring the activity

In this regard, Cross (1991, p.54) says:

The teacher is the manager of the activity and must plan it, start it, organize it, monitor it, time it and conclude it. During pair work activities the teacher stays mainly at the front of the class, perhaps making a rapid check on a pair or to see that all is well.

The above quotation suggests that, in pair work the teachers should motivate the students directly in the right track of discussion. The teachers should remain active being sensitive to the atmosphere and pace of the pairs. They should also note down persistent errors for remedial teaching. Moreover, according to Cross (ibid), the teachers are active in marking, remaining sensitive to the atmosphere and pace of the pairs and noting persistent errors for remedial teaching.

However, pair work is a good way to manage large classes with mixed ability and it can improve motivation and students' use of English. The teacher does not give up control during pair work but controls whole class differently. The teacher has no loss of authority and, if, managed carefully and monitored, this additional way of learning can help the students. Pair work gives students more time to practice. In a large class, the teacher cannot keep contact with each student individually, monitor and give feedback because of time limitation provided for a class period. For example, in a class of 50 students they have no sufficient time to communicate one by one with the teachers. To overcome this

problem one of the best technique is pair work in which the students work in pair. The main aim of this technique is to equip the students to interact with others at ease and conversing reasonably fluently. So, pair work needs careful planning to keep all the students involved in the lesson and allow them to work with each other.

Having the students to work in pair encourages discussion among the students. Speaking in front of the whole class can be scary and combined with the tension of speaking to the teacher; the situation can be downright terrifying to students. Breaking them into pair not only builds social skills useful in the professional environment, but it is also one of the most important ways to make a positive difference in learning.

And, of course, pair work used correctly can really maximize student "talk time" and facilitate communicative techniques in the classroom.

Bertrand (2006, p.89) says, mixing students of different ability levels can be useful and it might be helpful to explain this concept to the students. For low students, it gives them time to listen to their classmates and learn new vocabulary, pronunciation, and perhaps even gain motivation to work harder. Stronger students can play the role of the teacher, which will be of great benefit. As the proverb says, "*The best way to learn is to teach.*" Although lecture continues to be the most widely used method in the classroom, countless studies indicate that students retain the most by teaching others, practicing by doing and discussing in pairs.

It is also useful to remember that students should have a genuine need or a reason to speak together. Simply telling them to work in pairs does not make it a valid or useful technique. Creating a need to talk together either because they are sharing ideas and information or because they have different pieces of information or different opinions will make pair work far more meaningful.

Likewise, pair work is a situation which enables two learners to work independently and interactively without teacher involvement. In the same way, Phipps (1999, p.1) says that "pair work is a convenient short term for any form of pupil-pupil interaction without the intervention of the teacher".

Working in pairs provides students with an opportunity to "think aloud" about what they know, and a process for acquiring and reflecting on information. For many students, pair work is a comfortable starting point to practice the skills they will need to participate in larger groups.

McDonough and Shaw (1993, p.227) says that "pair work requires rather little organization on part of the teacher and at the least in part, and can be activated in most classroom by simply having learner work with the person sitting next to them".

In conclusion, pair work is one of the important technique from which the students can get many benefits because it helps to develop the performance and gives more opportunities to speak English in class. Likewise, pair work increases ability and desire to learn. Students can develop their professional development and confidence and many more.

2.1.4 Advantages and Disadvantages of Using Pair Work

Pair work is a technique which helps the learners learn in an interactive way. In pair work, learners perform a task through small-pair interaction. Learners become more responsible in performing a task in a pair. Their language ability also increases during pair work, since they talk more to their friends. According to (Harmer, 2007, p.165) there are many advantages of pair work which can be mentioned as follows:

-) It dramatically increases the amount of speaking time in the class.
-) It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.

-) It allows teachers time to work with one or two pairs while the other students continue working.
-) It is relatively quick and easy to organize.
-) Learners become more active and develop their oral fluency.
-) It increases feeling of co-operation in the students.
-) Shy and backward students can learn better.
-) The use of pair work improves learning outcomes.

From the above mentioned advantages what can we say is pair work is very suitable in the context of Nepal. It can be perfectly used in teaching all language skills and encourages students to be more involved and to concentrate on the task.

Beside advantages there are also some disadvantages of using pair work according to (Harmer, *ibid*) in the classroom which are given below:

-) Pair work is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class.
-) Students in pair can often veer away from point of an exercise, talking about something else completely, often in their first language. The chances of misbehavior are greater with pair work than in a whole class setting.
-) It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.
-) The actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.
-) When learners work in pairs or groups it is impossible for the teacher to listen and correct all the mistakes they make and this is not the purpose of the activity.

Obviously, pair work in a large class will be noisy i.e. the teacher has less control over what students are doing. Not all students enjoy since students may over use their mother tongue or native language.

2.2 Empirical Review

A number of research works have been carried out in the field of effectiveness of various methods, teaching techniques and teaching materials. Likewise, many books and articles have been written in the field of English language teaching methodology. Some major articles and studies that enhanced this research work have been revised as follows:

Richards (2003) carried out a survey research on "Perception of students' in enhancing skills through pair work strategies ".The main objective of the study was to find out the perception of students' in enhancing skills through pair work strategies. In his study, he randomly selected ten students from Grade ten. The major tool for data collection in his study was interview. Each student was interviewed separately and the interview was taped. It was found that the students have positive attitudes towards the pair work strategies.

Regmi (2004) carried out an experimental research on "The effectiveness of pair work technique in teaching English tenses". The objective of the study was to find out the effectiveness of pair work technique in teaching English tenses. The researcher used pre-test and post- test for primary data collection by choosing the pairs i.e. experimental and controlled. It was found that the students who were taught by using pair work progressed relatively better than the students who were taught using explanation.

In the same way Bhandari (2005) carried out a practical research entitled "The effectiveness of pair work techniques in teaching communicative function of English". The objective of the study was to find out the effectiveness of pair work techniques in teaching communicative function of English. Study concluded that the pair work technique was found relatively more effective technique for teaching communicative function of English.

Likewise, Oli (2005) conducted a research work entitled "Effectiveness of task based technique for teaching simple present tense". The objective of the study was to find out the effectiveness of task based technique in teaching simple present tense. The researcher used pre-test and post- test for primary data collection by dividing the students into groups.i.e. experimental and controlled. It was found that task-based technique is more effective than grammar translation method in teaching simple present tense.

In the same way Giri (2010) carried out a survey research on " Perceptions of teachers and students on lecture technique". The aim of the study was to find out the perception of learners and teachers on the use of lecture technique in teaching English at higher secondary level. The population of his study was ten teachers and fifty students teaching and learning at higher secondary level respectively. Questionnaire was the major tool for data collection in his study. He has concluded that although different teachers perceive lecture technique differently, what is commonly found that it is technique to conduct in the classroom and to complete the course within an academic year easily. The studies mentioned above show that pair work technique is effective in teaching English in Nepal. However, there are many challenges like large classroom, lack of training to implement pair work effectively. Moreover, teachers' role is always important for effective implementation of pair work in the classroom. In this regard, it is worth exploring the perception or view point of the students' on the use of pair work. Thus, this study is new for the Department of English Education.

2.3 Implication of the Review for the Study

Reviewing the related literature is the central and most important task for researcher in any research. It helps to bring clarity and focus on research problem, improve methodology and contextualize the findings. Reviewing varying research works by different researchers, I encapsulated many ideas or ways how to reach to my destination. All those reviewed literatures described about pairwork towards learning English language and also showed that

teaching learning only becomes a reality if learners were highly motivated on the very specific/subject/area.

After reviewing the existed literature, it becomes clear that there was not a single research and articles which described the perception of students' on pair work technique in learning English language. Therefore, it is really important to study the students' perception towards pair work technique.

2.4 Conceptual Framework

The study entitled “Students’ Perception on the use of Pair work Technique” was based on following conceptual framework.

Student centered techniques : Student centered techniques are the techniques where students play the dominant role. Student centered techniques mainly focus on the individual characteristics of the learners. They are more process oriented the product. Student centered techniques also focuses on the psychology of the learners. Learning by doing is the major principle. The teacher functions as the facilitator or as a guide. They are effective in small classrooms. Skillful teachers are necessary to handle the class. Students get more opportunity to practice target language. Students get enough exposure. These techniques make students feel comfortable is language learning. There are various student centered techniques. Some examples are individual work, group work, pair work, project work, role play, drama, simulation, discovery techniques and so on.

Pair work : Pair work is a classroom activity in which the whole class is divided into pairs. It is a type of group work, using group of two. In pair work, students have chance to work with and learn from their peers. It also helps to improve listening and speaking skills by requiring students to exchange information with each other. Likewise, pair work is a learning activity which involves a pair of learners working together. The pair may work on a single

task or a different task. Hence, students in pairs get chance to interact fluently with the language and to express their ideas.

Pair work is also a form of co-operative learning. It aims to cater for individual differences, develop students knowledge, generic skills e.g. communication skills, collaborative skills, critical thinking skills and attitudes. Hence, pair work can be for brain-storming, pre-reading/listening prediction activities and for checking and comparing answers. In addition, pair work allows students to use language and also encourages student co-operation which is important for the atmosphere of the class and for the motivation. It is also a way of increasing student participation and language use.

Activities: There are several types of activities for working in pairs such as:

- i. Role-play and simulations : In role-play and simulations students play simple roles or act out situations they could find themselves in such as ordering meal at a restaurant.
- ii. Information-gap activities : Information -gap activities are activities where students have to perform a task together.
- iii. Discussion/speaking activities: In discussion/speaking activities, the emphasis is on students speaking together. They often exchange views or opinions and express agreement and disagreement.
- iv. Cards and board games : Involve the use of cards or a board in some form or other. They are often game oriented.
- v. Problem -solving activities : In problem-solving activities the students have to solve problems of various kinds such as jigsaw puzzle, etc.

CHAPTER THREE

METHOD AND PROCEDURE OF THE STUDY

This section deals with the methodology adopted during the study.

3.1. Design of the Study

The research design was the survey research. Survey research in education involves the information from members of a group of students, teachers or other persons associated with the educational process. Similarly, survey research entails the collection of data on a numbers of units and usually at a single time. In other words, cross-sectional approach of data collection is applied in survey research. Likewise, survey research by asking a set of pre-formulated questions in pre-determined sequence research. The main purpose of survey research is to find out beliefs, perception, attitude and behavior. To find out somebody's beliefs, perception and interview questionnaire is the appropriate tool.

Survey research in education passes through a series of steps to be followed while carrying out the research. According to Nunan (1992, p. 140) the eight-step procedure are as follows:

Step 1: Identifying the broad area of the research

The researcher identifies the broad area for example course book evaluation, testing and evaluation, EA, translation etc.

Step 2: Framing the topic

After identifying the area of the research, the researcher chooses the topic. \

Step 3: Constructing the hypothesis

A hypothesis is the tentative prediction about the result of the study. Here, the researcher construct the hypothesis as a possible explanation for a particular situation or condition.

Step 4: Expanding theoretical knowledge

The researcher expands the theoretical knowledge on the subordinate tools , techniques and materials and prepares the research proposal.

Step 5: Writing a research proposal and preparing research tools

The researcher prepares all the necessary tools to conduct the investigation along with the proposal. After the approval of the proposal, the researcher goes to the field.

Step 6: Contacting the selected authority, population or informants then getting permission from the authority and building good rapport with the informants.

Step 7: Requesting for the list of the population. Then , sampling the required number of informants.

Step 8: If questionnaire is the research tool, that will be distributed to the informants requesting them to return the questionnaire on the fixed date and then data will be collected. After the collection of data, that will be analyzed either statistically (quantitatively) or descriptively (i.e. qualitatively).

3.2 Population and Sample

Secondary level English language students of Kathmandu Valley were the population of this study. The sample was taken from five different private schools from Banasthali, Kathmandu.

3.3 Sampling Procedures

The sample size of the study was forty students from each of the five secondary level schools of Kathmandu Valley. The five different private schools from Banasthali area were Banasthali Educational Institute, Kamana International, Saurdeep Boarding School, Gems School and Corona International Academy.

The populations as a sample were done on the basis of simple random sampling procedure.

3.4 Tools for Data Collection

Questionnaire was the research tool for data collection. The questions were related to the students' perceptions on the pair work technique. Close-ended questions were included.

3.5 Data Collection Procedures

The following steps were adopted to collect data:

- a. At first, I visited the selected schools and talked to the concerned authority explaining them the purposes and processes of research. I asked them to grant permission to consult their English language students.
- b. After getting permission from the authority, I built rapport with the concerned students explaining them about the purpose of my study.
- c. Then, I requested them to help by responding to the questionnaire.
- d. Finally, I collected the distributed questionnaire and thanked the students and authority.

CHAPTER FOUR

RESULT AND DISCUSSION

This section deals with result and discussion. Questionnaire was prepared to find out the perception of students towards pair works.

4.1 Results

4.1.1 Students' Beliefs

In set 'A' of the questionnaire, the participants were given many statements and they were asked to express their degree of agreement on each on a scale of strongly agree to strongly disagree. Table No.1 summarizes the response to these statements; the four-point scale viz. agree, disagree, strongly agree and strongly disagree has been merged into two: agree (made up of strongly agree and agree), and disagree (made up of disagree and strongly disagree), where acronym NR represents the number of respondents and the symbol percent indicates the percent to these statements. The presentation of data is given in the table:

Table No.1

Students' Beliefs about Pair Work

S. N.	Statements	Respondents' degree of agreement			
		Agree		Disagree	
		NR	percent	NR	percent
1	Pair work is an appropriate technique to teach English at secondary level.	108	92	10	8
2	Pair work gives you more opportunities to speak English in class.	105	89	13	11
3	Are you satisfied with working in pairs?	106	90	12	10
4	The course book you use encourages working in pair.	79	67	39	33
5	Pair works increases your ability and desire to learn.	114	97	4	3
6	Teachers of other subjects use pair work in your class.	28	32	80	68
7	You develop your confidence working in	107	91	11	9

	pairs.				
8	You learn more working in pairs.	114	97	4	3
9	You share your ideas and feelings with your friend.	98	83	20	17
10	There is co-operation between you and your friend.	107	91	11	9
11	It improves your ability to use time efficiently.	105	89	13	11
12	It helps you to reduce the degree of shyness, fear and anxiety.	104	88	14	12
13	It provides you with a good chance to foster genuine language use.	105	89	13	11
14	It allows for developing new skills while pair learning.	111	94	7	6
15	It is vital to pave the way to self-improvement.	86	73	32	27
16	It is valuable in providing more opportunities for you to get more language exposure.	110	93	8	7
17	It helps you to develop positive attitudes and motivation.	101	86	17	14
18	It helps you to increase interest while working in pairs.	109	92	9	8
19	Pair work is good because you learn better by doing something.	105	89	13	11
20	It helps you to use rational argument to persuade others.	83	70	35	30
21	Pair work is good because you can learn new words from your partner.	111	94	7	6
22	You can practice new vocabulary and grammar working in pairs.	105	89	13	11
23	You learn to solve complex problems working with your friend.	110	93	8	7
24	You learn to manage task effectively.	87	74	31	26
25	You feel relax when you work in pair.	78	66	40	34
26	It helps you to be more involved and concentrate on the task.	97	82	21	18
27	It develops communicative aspect of language.	101	86	17	14
28	It provides you an opportunity to refine	104	88	14	12

your understanding through discussion.				
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1. Pair work as a technique

Regarding the statement 'pair work is an appropriate technique to teach at secondary level', out of 118 respondents (108) i.e. 97 percent showed their agreement while (10) i.e. 8 percent showed their disagreement. Here, majority of them shows their positive beliefs towards pair work techniques.

2. Opportunities to speak English in class

Likewise, in the statement "pair work gives them more opportunities to speak English in class", out of 118 respondents (105) i.e.89 percent of the total agreed while (13) i.e.11 percent disagreed. Here, majority of the respondents have shown their positive response to this statement.

3. Satisfaction while working in pairs

Regarding the question "Are they satisfied while working in pairs?", out of 118 respondents (106) i.e.90 percent showed their agreement while (12) i.e. 11 percent respondents showed their disagreement. Here, maximum respondents were satisfied while working with their friends. So, this discussion shows that majority of the respondents were positive towards pair work.

4. Encouragement while working in pair

Regarding the statement" the course book they use encouraged working in pair", out of 118 respondents (79) i.e. 67 percent of the total agreed while (39) i.e. 33 percent disagreed. Most of the respondents showed positive belief towards pair work because pair work is one of the technique which encourages the students to work effectively.

5. Increasement of ability and desire to learn

In the statement "pair work increases their ability and desire to learn", out of 118 respondents (114) i.e. 97 percent of the total showed their agreement while only (4) i.e. 3 percent showed their disagreement. Here, the number of respondents who agreed regarding this statement was so high. So, this

statement showed that the maximum number were encouraged in using pair work technique because it is one of the best technique to increase their ability and desire to learn.

6. Use of pair work by teachers of other subject

Regarding this statement, only 28 i.e. 24 percent agreed while (80) i.e. 68 percent disagreed. Here, the maximum number of respondents showed their disagreement. So, there is not much use of pair work by teachers of other subjects.

7. Development of confidence

In the statement "they develop their confidence working in pairs ", out of 118 respondents (107) i.e. 91 percent showed their agreement while (11) i.e. 9 percent showed their disagreement. This shows that the number of respondents who agreed is high. So, maximum number of students believe that pair work is the technique which helps to built their confidence.

8. Learn more working in pairs

Regarding the statement "they learn more working in pairs ", out of 118 respondents (114) i.e. 97 percent showed their agreement while (4) i.e. only 3 percent showed their disagreement. This shows that majority of them showed their agreement. In addition, what was said that most of them were positive towards pair work technique because it gives more opportunities to learn in the class.

9. Sharing of ideas and feelings

Regarding the statement "they share their ideas and feelings with their friend ", out of 118 respondents (98) i.e. 83 percent showed their agreement while (20) i.e. 17 percent showed their disagreement. This discussion shows that there were majority of respondents who agreed with this statement. So, the students were positive towards the pair work because they can share their ideas and feelings through this technique.

10. Co-operation between friends

In the statement "there is co-operation between their friends ," out of 118 respondents (107) i.e. 91 percent of the total agreed while (11) i.e. 9 percent disagreed. Here, maximum number of respondents showed their agreement. So, the students have positive attitude towards pair work which is an appropriate technique which helps them to co-operate each other to do work effectively.

11. Improvement of ability

Regarding the statement " it improves their ability to use time efficiently", out of 118 respondents (105) i.e.89 percent showed their agreement while (13) i.e.11 percent showed their disagreement. From this discussion what was found that the majority of the respondents showed their agreement.So, they were positive towards pair work because it is one of the techniques to improve their ability.

12. Reduction of shyness, fear and anxiety

In the statement "it helps them to reduce the degree of shyness, fear and anxiety", out of 118 respondents (104) i.e. 88 percent agreed while (14) i.e. only 12 percent of the total disagreed. Here, the maximum number of students agreed with this statement. So, the pair work technique helps to reduce the degree of shyness, fear and anxiety because they work together with their friends and share their ideas with each other without any hesitation.

13. Fosters genuine language use

Regarding the statement "it provides them a good chance to foster genuine language use", out of 118 respondents (105) i.e. 89 percent of the total showed their agreement while (13) i.e. 11 percent showed their disagreement. From this what was found that the respondents who agreed this statement is high. So, the students were positive that pair work technique provides chance to foster genuine language use because they practice to do work together in pair.

14. Development of new skills

Regarding the statement "it allows for development new skills while pair learning " out of 118 respondents (111) i.e. 94 percent of the total agreed while (7) i.e. only 6 percent disagreed. So, the majority of the students showed their agreement. They think that pair work technique develops new skills because they can develop various skills when they work with their friends.

15. Self -improvement

In the statement" it is vital to pave the way to self -improvement ", out of 118 respondents (86) i.e. 73 percent of the total showed their agreement while (32) i.e. 27 percent showed their disagreement. On the basis of respondents degree of agreement , most of them showed their positive perceptions towards pair work techniques which helps them to do the things on their own which also leads them towards self- improvement.

16. Provides opportunities to get language exposure

In the statement "it is valuable in providing more opportunities for them to get more language exposure", out of 118 respondents (110) i.e. 93 percent agreed while (8) i.e. 7 percent of the total disagreed. On the basis of respondents degree of agreement, majority of them showed their agreement because pair work helps to get more language exposure by communicating with others.

17. Development of positive attitude and motivation

Regarding the statement "it helps them to develop positive attitude and motivation", out of 118 respondents (101) i.e. 86 percent showed their agreement while (17) i.e. 14 percent showed their disagreement. From this discussion what was found that most of the respondents agree that pair work is one of the technique which develops positive attitude and motivation.

18. Increasement of interest

Regarding the statement "it helps them to increase interest working in pairs", out of 118 respondents (109) i.e. 92 percent of the total agreed while (17) i.e. 14 percent disagreed. This statement shows that the maximum number of

students were positive towards pair work technique which helps to increase interest in them while working in pairs.

19. Learning by doing

In the statement " they learn better by doing something", out of 118 respondents (105) i.e. 89 percent of the total showed their agreement while (13) i.e.11 percent showed their disagreement. On the basis of respondents degree agreement, most of them agreed with this statement because they themselves involve in doing something in pair and learn more involving in pair.

20. Use of rational argument

Regarding the statement "it helps them to use rational argument to persuade others ", out of 118 respondents (83) i.e. 70 percent of them agreed while (35) i.e. 30 percent disagreed. On the basis of respondents' degree of agreement, most of them showed their agreement because they believe that pair work is an appropriate technique which helps them to use rational argument to persuade others.

21. Learning new words

In the statement " they learn new words from their partners", out of 118 respondents (111) i.e. 89 percent of them agreed while only (7) i.e. 6 percent disagreed. From this discussion what was said that the majority of the students agreed because they think that when they work in pair they learn new words from their partners.

22. Practice new vocabulary and grammar

Regarding the statement "they can practice new vocabulary and grammar working in pairs", out of 118 respondents (105) i.e. 89 percent showed their agreement while (13) i.e. 11 percent showed their disagreement. On the basis of respondents degree of agreement, most of them showed their agreement because they can practice new words from their partners while working in pairs.

23. Solve complex problems

Regarding the statement "they can learn to solve complex problems working with their friends", out of 118 respondents (110) i.e. 93 percent agreed while (8) i.e. 7 percent disagreed. The number of students who preferred this statement was quite high because they believe that pair work is one of the technique from which they solve the complex problems working together in pairs and it is easy for them to come in conclusion.

24. Management of tasks effectively

Regarding the statement " they learn to manage task effectively", out of 118 respondents (87) i.e. 74 percent of the total showed their agreement while (31) i.e. 26 percent showed their disagreement. From this what was said that most of the students were positive towards pair work technique because they work together in pairs to manage their tasks effectively.

25. Feeling of relaxation

In the statement " they feel relax when they work in pair", out of 118 respondents (78) i.e. 66 percent of the total agreed while (40) i.e. 34 percent disagreed. On the basis of respondents degree of agreement, maximum number of students showed their agreement because pair work helps the students to feel relax while working in pairs.

26. Involvement and concentration on the task

Regarding this statement, out of 118 respondents (97) i.e. 82 percent of them agreed while (21) i.e. 18 percent disagreed. This discussion shows that most of the students believe that pair work helps them to be involved and concentrate on the task.

27. Development of communicative language

Out of 118 respondents (101) i.e. 86 percent showed their agreement while (17) i.e. 14 percent showed their disagreement regarding this statement. On the

basis of degree of agreement, majority of the believed that pair work is one of the appropriate technique which helps to communicate with each other.

28. Opportunity to refine understanding

Out of 118 respondents (104) i.e. 88 percent agreed while (14) i.e. 12 percent disagreed with this statement. On the basis of respondents degree of agreement, most of them showed their agreement towards pair work technique because they do their task in pair from which they refine their understanding through discussion.

After analyzing and interpreting all the above mentioned statements, it was concluded that most of the respondents have shown their positive perception on the use of pair work technique.

4.1.2 Perception Towards the Use of Pair Work Technique

1. The type of work they like in English lessons?

Regarding the question the type of work they like in English lessons, out of 118 students 49(42 percent) of students like pair work activities. 43(36 percent) like working in groups. Likewise, 16(14 percent) of them like whole class activities and 9(7 percent) like to work individually.

The number of students who prefer pair work activities is slightly higher than group work. 49 percent of students prefer pair work while 43 percent of them prefer group work activities. However, pair work, is more popular than group work. These two forms of work are very similar and both are suitable for learning languages in a communicative way. Likewise, very few students like individual work i.e. only 7 percent. So, it is not very popular among students. It is good if people learn languages they have to communicate with someone else.

2. Their preference of changing various partners for each pair work activity or working with the same partner all the time

Regarding the issue "whether they prefer to change various partners or they like to work with the same partners all the time", out of 118 students 95 (81 percent) students like changing partners for pair work activities and 23 (19 percent) of them prefer working with the same partners all the time.

Many students i.e. 81 percent prefer to work with the same partners because they are close to their friends and they do not want to disappoint them working with someone else. Likewise, only 19 percent of them like to change partners because changing partners is necessary in pair work since students can learn different new things from different partners.

3. Their likes to be organized with their partner in pair work

Regarding the statement "their likes to be organized with their partner in pair work", out of 118 students 72 (61 percent) of total prefer to choose their partners on their own. 23 (19 percent) like to select partners for pair work by the teacher. Likewise, 23 (19 percent) like to be organized into pairs on the basis of a pre-activity.

This statement shows that most of the students' i.e. 61 percent prefer to choose their partners on their own because they feel comfortable when they choose their partners themselves and they can share their ideas, co-operate with each other without any hesitation. In the same way, same number of students' i.e. 19 percent like to select partners for pair work by the teacher and want to be organized into pairs on the basis of a pre-activity.

4. Their likes to work with a partner on the same, higher, lower or on all levels of language skills

Regarding the issue whether they like to work with a partner on the same, higher, lower or on all levels of language skills, out of 118 students 25 (21 percent) prefer to work with the partners on the same level. 38 (32 percent) like

to work with the partners on the higher level. Only (8 percent) prefer partners of lower level of language skills and 54 (46 percent) like to work with the students of various levels. From the obtained data, the maximum numbers of students like to work with the students of various levels because they can learn from others as well as share their ideas to others.

t5. Their feelings when the teacher intervenes into the middle of pair work activity

Regarding the statement 'their feelings when the teacher intervenes into the middle of pair work activity', out of 118 students most of the students i.e.81 (67 percent) wants the teacher's help only if they ask for it while 37(31 percent) students do not want to be controlled at all. From the obtained data , maximum number of students do not want to be controlled rather they want to be helped if they ask the teacher because most of the students like to do their work on their own.

6. Their feelings when the teacher corrects all their mistakes

Regarding the statement 'their feelings when the teacher corrects all their mistakes', out of 118 students 70 (59 percent) students like correction of all mistakes. 40 (34 percent) do not mind it and 8 (7 percent) answered they feel stupid when the teacher corrects all their mistakes.

Most of the students' i.e.59 percent likes correction of all mistakes by the teacher. From this what was found that the students do not want to identify their mistakes on their own rather they want their mistakes corrected by the teacher. Mistakes are part of learning and it is more helpful to teach students how to correct mistakes themselves.

7. Their likes to ask for help with a problem during pair work

Regarding the issue who they ask for help with a problem during pair work, out of 118 students 73 (62 percent) like to ask for help with their partners.42 (36

percent) students prefer to ask for help with the teacher and only 3 (2 percent) students remain silent and wait that someone else will solve it instead of them.

From the obtained data, most of the students' i.e.62 percent asks for help with their partners because it is natural process when students ask their partners for help, because they sit next to them. Pair work is based on cooperation that is why they are forced to solve everything together. The teacher's role is to observe and answer the questions because it is not possible to be available for all students all the time.

8. Their likes to speak English in class without the teacher's control

Regarding the issue whether they like the opportunity to speak English in class without the teacher's control, out of 118 students 56 (47 percent) students preferred 'Yes'. 55 (46 percent) students preferred sometimes and 7 (6 percent) students preferred 'No'.

The number of students who preferred 'Yes' i.e. they like the opportunity to speak English in class without the teacher's control is high because they get the chance to speak English with other students. It is a good possibility to try their communicative skills with someone else than the teacher. Speaking with the classmates can simulate real life situation.

9. Their likes when their teacher participates in pair work activities such as e.g. class research

Regarding the issue whether they like when their teacher participates in pair work activities e.g. class research, out of 118 students 76 (64 percent) preferred 'Yes'. 43 (36 percent) do not mind it and 3 (9 percent) students preferred 'No'. From the obtained data, maximum number of students i.e.64 percent preferred 'Yes'. So, when the teacher participates in the class survey they learn better and get new ideas how to participate in the class with their friends.

10. Their likes to speak English with their classmates who make mistakes

Regarding the issue whether they learn to speak English with their classmates who make mistakes, out of 118 students 46 (39 percent) students do not think that they learn to speak English in class with someone else than the teacher while 40 (34 percent) answered 'Yes' and 32 (27 percent) students are not sure about it.

From the obtained data, most of the students i.e. 46 percent do not think that they learn to speak English with their classmates who make mistakes. Possibly the students consider activities done with their classmates as entertainment and not learning. Some of them think that if they do not perform in front of the teacher they do not learn. Those students did not understand how much benefit they get from pair work.

From this what was said that though different students have different views regarding pair work. Over all they were positive towards it.

4.2 Discussion

Among all the questionnaires given to the respondents, the statements 5,8,14 and 21 received the highest level of agreement. Out of 118 respondents 97 percent of them agreed that 'Pair work increases their ability and desire to learn' and 'they learn more working in pairs' while 94 percent of the total agreed that 'it allows for developing new skills while pair learning' and 'pair is good because they can learn new words from their partner'. Likewise, statements 16 and 23 got the second highest level of agreement i.e. 93 percent agreed that 'it is valuable in providing more opportunities for them to get more language exposure' as well as 'they learn to solve complex problems working with their friend'. In addition, majority of the respondents (97 percent) showed their positive beliefs towards pair work.

In terms of disagreement, 68 percent of the respondents disagreed that 'teachers of other subjects use pair work in their class'. Likewise, statement 25 (i.e. they feel relax when they work in pair) received the second highest level of

disagreement while 33 percent of the total showed their disagreement on the statement 4 (i.e. the course book they use encourages working in pair and about 30 percent of the total showed their disagreement 20 (i.e. it helps them to use rational argument to persuade others).

On the basis of discussion, most of the participants have shown their positive perceptions on the use pair work technique.

Likewise, from the 'Set-B' questionnaire it was found that the students prefer to work in pair with their friends and changing partners is necessary since students can learn from different people. This kind of work is very similar to the language outside the classroom. However, it is sometimes better to allow students to work with partners according to their choice. In spite of that it is very helpful to organize one weak and one strong student into pairs, teachers should often change students in pairs so that the stronger students would not be stopped in their development. Analyses of students' answers in the questionnaire shows that pair work is popular among students, but it is not the most popular kind of work. Most students like the opportunity to speak English in class without the teacher's control. They also like the teacher's participation in pair work activities, but only on condition that the teacher does not act as a controller.

However, there are still many students who are afraid of making mistakes and who demand the presence of teacher when they perform the task. In this case the teachers need to be sensitive when they interrupt pair work communication. Non sensitive teacher's intervention can spoil the whole activity. Teachers should be present during pair work, but they should intervene only in the case when students ask them for help. Of course, there are situations in which teacher's intervention is necessary.

Moreover, students should be given a chance to express what they want to say independently to the teacher. This can be achieved in well prepared pair work.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

On the basis of the information obtained the summary is given below:

5.1 Summary

The research study entitled students' perception on the use of pair work technique aims to find out the perception of students towards pair work technique. It also describes attitudes of students towards pair work.

First chapter deals with introduction and it consists of general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Similarly, second chapter deals with the review of related literature. It consists of theoretical study and theoretical study deals with communicative language teaching, techniques to ELT, pair work as one of the possible ways how to get all students participate in classes and advantages and disadvantages of using pair work.

In the same way, chapter three deals with method and procedure of the study and it consists of design of the study and data collection procedures.

The fourth chapter deals with the result and discussion and finally the fifth chapter deals with the conclusion and implication.

5.2 Conclusion

The following conclusion was drawn on the basis of information obtained:

- i. Overall, students were positive towards pair work technique.
- ii. Students were encouraged to use pair work because it increases their ability and desire to learn.

- iii. The students perceived pair work as an appropriate technique for secondary level. According to them, it is an appropriate technique because the exercise like giving direction, matching, classifying, solving problems, etc. requires pair work technique to be practiced.
- iv. Majority of the students were positive towards pair work because it provides more opportunities to get more language exposure. In addition, it also helps to solve complex problems while working with pairs.
- v. On the basis of responses given by the students, most of them disagreed that teachers of other subjects use pair work in their class.
- vi. In the same way, majority of the students think that pair work is good because they work in pair and they can share their ideas, co-operate with each other from which they can develop the sense of sharing and co-operation.
- vii. It was found that pair work is good because the students get the opportunity to speak English with others. In addition, it is also a good possibility to try their communicative skills with someone else because speaking with the classmates can stimulate real life situation.
- viii. On the basis of above mentioned discussion, majority of the students perceived pair work as highly effective technique but it also have some shortcomings.
- ix. The use of pair work activities is better in teaching English to increase the students' performance in speaking English.
- x. The students were positive attitude towards the use of pair work activities in learning English to increase their speaking performance. The intensity of their attitude is categorized as strongly positive. It means that the students get improvement in speaking performance if they are taught English by using pair work activities, because they can directly practice their English with their friends and they have self confidence in speaking English.

5.3 Implications

Based on the conclusions above the following implications are made in points which are as follows:

a. Policy Level

- i. As the result of this study indicates students' positive views about pair work, it should be given emphasis as other techniques.
- ii. Practical aspects of pair work should be emphasized by producing systematic principles and procedures to teach a particular skill and aspect of language.
- iii. More studies regarding this technique is necessary and its implementation is required to make it more effective as this is the era of communicative and integrating language teaching.

b. For students

- i. The students should increase their speaking performance using pairwork more often, because pair work can enrich speaking ability.
- ii. Students should negotiate in pairs in order to complete a task assigned by the teacher.
- iii. Students should solve their problems themselves in pairs by interacting to each other.

c. For teachers

- i. Teachers should have knowledge how to use pair work effectively.
- ii. English teachers should apply pair work activities to develop their students' speaking performance.
- iii. This study is entirely based on students' perceptions. For a better understanding students should be given detail knowledge to implement pair work in the English language classroom.
- iv. Teachers should create a safe and comfortable environment where students can learn easily.

- v. Teachers should help their students to become empowered in the classroom so they feel confident to participate in pair work.
- vi. Teachers should use pair work activities that promote negotiation between students.

d. Further research

- i. Since research was limited only to Kathmandu Valley. It cannot be claimed that the findings of this research are applicable everywhere. Further, researchers can carry out this type of research including more samples in different parts of the country.
- ii. Further research should be conducted to explore the impact of technological innovations, such as wikis and other online collaboration tools, on the pair work process.
- iii. Additional research should be conducted related to pair work pedagogies.

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(Questionnaire)

This questionnaire is a research tool for gathering information for my research entitled "Students' Perceptions on Pair work Technique "under the supervision of Dr. Tara Datta Bhatta, Prof., Department of English Education, T.U., Kirtipur. The correct information provided by you will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

Name:.....	School:.....
Class:.....	Address:.....
Gender:.....	

A=Agree

B=Disagree

C= Strongly Disagree

D=Strongly Agree

Please tick () the answer that you like best:

Statements	A	B	C	D
Pair work is an appropriate technique to teach English at secondary level.				
Pair work gives you more opportunities to speak English in class.				
Are you satisfied with working in pairs?				
The course book you use encourages you to work in pair.				
Pair works increases your ability and desire to learn.				
Teachers of other subjects use pair work in your class.				
You develop your confidence working in pairs.				
You learn more working in pairs.				

You share your ideas and feelings with your friend.				
There is co-operation between you and your friend.				
It improves your ability to use time efficiently.				
It helps you to reduce the degree of shyness, fear and anxiety.				
It provides you with a good chance to foster genuine language use.				
It allows for developing new skills while pair learning.				
It is vital to pave the way to self-improvement.				
It is valuable in providing more opportunities for you to get more language exposure.				
It helps you to develop positive attitudes and motivation.				
It helps you to increase interest while working in pairs.				
Pair work is good because you learn better by doing something.				
It helps you to use rational argument to persuade others.				
Pair work is good because you can learn new words from your partner.				
You can practice new vocabulary and grammar working in pairs.				
You learn to solve complex problems working with your friend.				
You learn to manage task effectively.				
You feel relax when you work in pair.				
It helps you to be more involved and concentrate on the task.				
It develops communicative aspect of language.				
It provides you an opportunity to refine your understanding through discussion.				

Questionnaire for the students in English

Please tick () the answer you like best:

1. I like to work in English lessons:
a) Individually b) In pairs c) In groups
d) As a whole class

2. I prefer to:
a) work with a new partner for each pair work activity
b) work with the same partner all the time

3. I like to be organized with your partner in pair work?
a) I prefer when the teacher chooses the partner for me.
b) I want to choose the partner myself.
c) I want to be organized into pairs by some pre-activity

4. I like to work with a partner who is:
a) on the same level as me
b) on the higher level than me
c) on the lower level than me
d) I like to work with the students of various levels

5. When I am speaking with my partner in English during the task I prefer the teacher:
a) to control me all the time
b) help me only if I ask him/her

6. When the teacher corrects all my mistakes I
a) like it and feel comfortable with it.
b) do not mind it.
c) hate it and feel stupid

7. If I have a problem during pair work I prefer to:
- a) ask the teacher for help
 - b) ask my friend for help
 - c) I am silent. I do not solve the problem and I hope that someone will answer instead of me.
8. I like the opportunity to speak English in class without teacher's control?
- a) Yes
 - b) No
 - c) sometimes
9. I like you when the teacher participates in the activities such as e.g. class survey?
- a) Yes
 - b) No
 - c) do not mind it
10. I learn by speaking English with my friend making a lot of mistakes?
- a) Yes
 - b) I am not sure
 - c) Definitely not