

EFFECTIVENESS OF PAIR WORK IN WRITING SKILL

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

Submitted by

Saya Chandra Giri

Faculty of Education

Surkhet Campus (Education)

Birendranagar, Surkhet, Nepal

2009

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2009**

**T. U. Reg. No: 31410-95
Campus Roll No: 33/2063/2064
Second Year Exam Roll No: 570191**

**Date of Approval of the
Thesis proposal: 2066/ 05/29
Date of Submission: 2066/08/26**

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.

Date: 2066/08/23



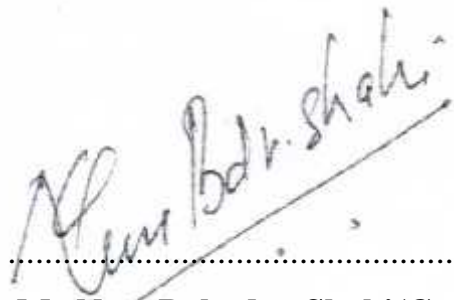
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Saya Chandra Giri** has worked and completed this M.Ed. thesis entitled "**Effectiveness of Pair work in Writing Skill**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2066/ 08/24

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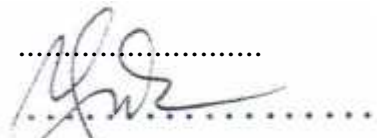
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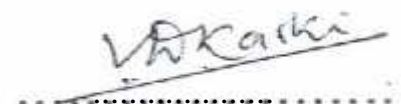
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DEDICATION

Dedicated To

My brother late **Nabin Prakash Giri**, who has recently died at Nepa
V.D.C. Ward No. 8, (Siyala) Dailekh district at tractor accident.

ACKNOWLEDGEMENTS

I am very much indebted to my thesis guide **Mr. Nem Bahadur Shahi**, Head of the Department of English Language Education, Surkhet Campus (Education), Birendranagar, Surkhet who provided me with continuous guidance, enlightening ideas, invaluable suggestions and encouraged me constantly. His co-operative nature and invaluable guidance from the very beginning helped me to complete this work.

I am grateful to **Mr. Vasu Dev Karki, Mr. Lal Bahadur Rana** and **Mr. Uttam Gaulee**, Teaching Assistants of the Department of English Education, Surkhet Campus (Education), Birendranagar, Surkhet. I can not forget their valuable contributions without which this work would not have come out in this shape.

I am heartily grateful to **Prof. Dr. Jai Raj Awasthi**, Chairperson of English and Other Foreign Languages Education Subject Committee TU, Kirtipur for providing me invaluable suggestions and ways for this study.

I would like to thank **Mr. Hikmat Bahadur Oli, Tank Prasad Dhakal, Kamal Raj Acharaya, Lal Bahadur Khadka, Miss Parbati Pokharel** and other friends who personally helped me a lot during the period of thesis writing. I am highly obliged to my staff and class ten students of **Shree Janata Higher Secondary School Paink-5, Jajarkot** for imparting their full co-operation to carry out this thesis work successfully.

Similarly, my special thanks go to my father **Mr. Man Bahadur Giri**, Mother **Mrs. Chandrakala Giri**, my wife **Mrs. Bishnu Kumari Giri**, sons **Harish Chandra Giri**, **Narayan Chandra Giri**, and **Bibek Giri** daughter **Narayani Giri**, brothers **Govind Raj Giri**, **Birendra Raj Giri** and **Bhupendra Raj Giri**, Sister-in-law **Mrs. Bishna Giri** and sister **Miss Gopi Giri** for their direct and indirect help in completing this work.

Lastly, I would like to extend my special thanks to **Mr. Sunil kandel** for his excellent computer works.

Date: 2066/08/23



Saya Chandra Giri

ABSTRACT

The present thesis entitled 'Effectiveness of Pair Work in Writing Skill' aims to find out the effectiveness of pair work in free writing skill. In order to find out the effectiveness of pair work in it, the researcher selected Shree Janata Higher Secondary School Paink, Jajarkot as a working field. Only twenty students were selected randomly out of the total students from class ten of that school. And then, the selected students were divided into two sections: non-pair section and pair section using lottery. The non-pair section was taught using the usual teaching methods and techniques (i.e. Grammar translation Method, etc)but, on the other hand, pair section was taught using pair work activity. The five relevant test items were used to measure the progression of the respondents. The pre-test was conducted before dividing the section but the post test was administered after teaching twenty lessons to both sections using the similar test items. Then the scores of both tests were analyzed using same statistical tools and found out that in total average marks, PS has made more progression than NPS.

The study is divided into four main chapters and other sub-topics. The first chapter deals with the introduction of English language, history of ELT, importance of it, review of related literature, objectives of the study and significance of the study. The second chapter describes the methodology used to carry out the research work. Twenty students were selected for collecting primary data. The third chapter presents the analysis and interpretation of the data. The fourth chapter deals with the findings of the study. Finally, some recommendations are made on the basis of the findings of the study.

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ABBREVIATIONS AND SYMBOLS

A.	:	Absence
A.Ds	:	Absented Days
AV.	:	Average
CDC	:	Curriculum Development Centre
Com.	:	Compulsory
C.V.	:	Co-efficient of Variances
D.	:	Difference
D%	:	Difference Percentages
EFL	:	English as a Foreign Language
eg.	:	For example
EL	:	English Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
ESOL	:	English for Speakers of Other Language
etc	:	etcetera
ibid	:	In the same book or piece of writing
i.e.	:	idest, (that's to say)
KM	:	Kilo Meter
M. Ed	:	Master's Degree in Education
Mrs	:	Marks
N.	:	Number of the Students
NCSALL	:	The National Center for the Study of Adult Learning and Literacy.
NEC	:	National Education Commission
NELTA	:	Nepal English Language Teacher's

Association	:	
NESP	:	National Education System Plan
No.	:	Number
NPS	:	Non- Pair Section
Obt. Marks	:	Obtained Marks
OSS Approach	:	Oral Structural Situation Approach
P.Ds	:	Presented Days
P1	:	Pair Section One
P2	:	Pair Section Two
P3	:	Pair Section Three
P4	:	Pair Section Four
P5	:	Pair Section Five
PS	:	Pair Section
Reg No.	:	Registration Number
S.	:	Section
S.D.	:	Standard Deviation
SLC	:	School Leaving Certificate
SLG	:	Small Learning Group
S.N.	:	Serial Number
T.No .	:	Table Number
T.U.	:	Tribhuvan University
UK	:	United Kingdom
USA	:	United State of America
Vol. No.	:	Volume Number
Σ	:	Sum of
X	:	Score
Σx^2	:	Sum of the Square of total Score
σ	:	Standard Deviation
\bar{X}	:	Mean

CHAPTER: ONE

INTRODUCTION

In this chapter, the historical background of the study is dealt with. The initiation of the English language in Nepal, the historical glimpse of ELT , approach, method and technique are dealt with. Similarly, the importance of ELT in Nepal, the introduction to writing skill, and about the pair work are also discussed here. The other similar types of research studies done by a number of people in different dates are also mentioned in the review of the literature. The two objectives of the present study are determined as the objectives of this thesis. The significance of this study for a number of people in their various working sectors is also mentioned in this chapter.

1.1 General Background

Language is a medium of communication. It can be either in speaking or writing. Different languages exist in the world. Most of them have both oral and written forms but some of them do not possess script i.e. they exist only in spoken form. Language, of course, is primarily spoken not written. New languages are being created and changed in course of time as language is a social phenomenon. English is the most widely used language throughout the world. It is spoken as the first language in the USA, the U.K., Canada, Australia, New Zealand and many parts of the world where British had ruled. It is used as the second language in some countries like India, France, Spain, etc. It is used as a foreign language in almost each and every country in the world. It is the main language of the academic institutions, literature, science and technology, trade,

business, medicine, diplomacy, politics, etc. and as a whole it is the language of competition. English was introduced to the Eastern hemisphere with the expansion of British Empire in the East. It entered the Indian sub-continent as a language of trade and business. Gradually, it entered Nepal by the help of Jang Bahadur Rana in 1854. He established Durbar High School especially to teach this language and also appointed Mr. Ross and Mr. Canning from Britain as a teacher and a supervisor respectively.

1.1.1 Historical Glimpse of ELT in Nepal

As we know, the English language entered Nepal by the help of the first Rana Prime Minister Janga Bahadur Rana in 1854. It means, we can call him as a founder of the English language in Nepal. With the entrance of this language, the ELT system was also entered here at the same time. He also brought Mr. Ross from Britain as an English teacher. At first, this language was only limited to the ruling families at the Darbar High School. But actually, after the establishment of Trichandra College in 1918, a common chance was achieved by the people to study this language. In those days, only the literature was focused while studying English. Among the four language skills, more emphasis was only given to the reading and writing skills. The Grammar Translation Method was a prominent method in teaching English. It was thought that language learning was meant to be able to recite grammatical rules and examples. Grammar was taught using deductive method.

In Nepal, the systematic development of the English language was merely started after the implementation of National Education System Plan (NESP) in 2028 B.S. The plan made training obligation for all teachers. In course of time, different sorts of training courses had been given to the teachers and the new teaching approaches and methods were added to

ELT, too, for example, OSS approach, Direct method, Audio-lingual method and Communicative method etc. After the restoration of democracy in 2046 B.S., a new education commission named National Education Commission (NEC-2049) was formed and it also gave more focus on teachers' training. Since then, the government of Nepal has been attempting to involve solely trained teachers in teaching profession.

Now- a-days, different approaches, methods, and techniques have been practised in English language teaching and learning, such as, Behaviouristic approach, Nativist approach, Functional approach, OSS approach, Communicative approach, Developmental approach, Natural approach, G .T. method, Direct method, Audio-lingual method, Teacher-centered technique and Learner-centered technique, etc. Among them, the communicative approach is the most recent and a developed approach which is also understood by the name of skill- based approach. Since then, NEC has been giving equal emphasis on four language skills. The natural order of the four language skills is listening, speaking, reading, and writing. The communicative approach attempts to teach these four language skills integratively.

1.1.2 Importance of the English Language in Nepal

English is the most developed and widely used language of the world. It works as a contact language among a number of people of the different countries in the world. Today, learning of the English language is felt as a cry of the day because without it, education remains incomplete. Stating the importance of ELT in Nepal, Kansakar (1998) says: "Since the teaching of English in Nepal has assumed greater importance in view of the development needs of the country, ELT has now become as essential

component in Nepal's educational strategy'' (as cited in Sharma, 2006, p.25).

In Nepal English is introduced from nursery level in private schools and all subjects except Nepali are taught in English. Similarly, in public schools, it is also taught from grade one. Thus, English has become a medium of instruction now. Since the early 1990s, English is being more dominant and almost exclusive as the medium of instruction in higher education.

Curriculum Development Centre (CDC) of the government of Nepal, changed the curricula of primary, lower secondary and secondary levels following the communicative approach to be effective from 1992, 1994, and 1998, respectively. English is now a compulsory subject up to the Bachelor's level. Apart from being a compulsory course, English has been included as a major course in different levels under the different academic institutions and universities.

At present, English is the language of science and technology, commerce, business, banking and industry, civil aviations, hotel management, tourism, media, communication, advertisement, diplomacy, e-mail and internet. Considering the significance of English, Mall (1977) states: "We shall have to learn English not because of its prestige but because of its practical utility, particularly in the face of our own limitations" (as cited in Sharma, 2006, p.25). Bhattarai (2006) states:

The spread of global cyber culture has spread the use of English even to the rural areas alike. Similarly, English has also played a link role in unifying the people living in diverse cultural and linguistic

settings. Such roles were not perhaps envisaged in the last decades. Despite this wide and expanded use of English, there is a lack of authentic and valid document which can prove clear picture of the use of English.(p.13)

Nepal is a developing country of the South Asia. It is not fully developed in any sector but it has been trying to be developed slowly. Likewise, the English language has also been developing in its slow pace. Now-a-days, the nation has been going to be transformed into a new Nepal. So, here, its significant will certainly be felt much more in the future.

1.1.3 Introduction to Writing Skill

Writing is the fourth important language skill in language teaching and learning. It is an activity by which human beings communicate with one another and transmit their accumulated culture from one generation to another. It is an act of transmitting thoughts, feelings and ideas on paper. Thus, writing conveys meaning through the use of graphic symbols that represent a language. It is productive and expressive skill of language. It manipulates the mechanics, letters and structures into sensible words, sentences and paragraphs.

In the words of Richards et al. (1985) "Writing being secondary and dependent of speech makes use of graphic symbols to represent spoken sound"(p.313).

In the words of Rai (1985)

The essentials of writings are the **spelling** and **punctuation** sometimes also known as **mechanics of writing** or '**graphological resources**'. Spelling plays a very important role since addition, omission or replacement of one letter with another can change the entire meaning or the word and of the whole message. Mastery of writing system requires the ability to spell, particularly in English the relationship between sounds and letters is very complex and therefore, mastery in spelling is a must. Similarly, **punctuation** helps clarify meaning and understand a text. Suppose we are given a text or even a paragraph without commas, full stops and question marks etc. Can we understand it? For a full and easy understanding of a text punctuation is absolutely necessary otherwise the readers get lost in the jungle of a text. Then comes **grammar** which requires that the writer should write grammatically correct sentences. Unless a writer is good at all these fundamentals of writing, her writing cannot be comprehensible. After she digests these components of writing, she then selects content or topic. She may be very good at spelling, punctuation and grammar but her language (sentences) must suit the content or the topic. She should be clever at playing with words (**word - choice**). Words are slaves of a good writer. She not only selects right words but also organizes (**organisation**) them in the best

possible way. Sometimes, we marvel at the way of a particular writer organises her choice of words. In other words, it is called **style**. A good writer has her / his own style unique to her only so much so that we recognise the writer/s by reading their texts even if we are not told their names (pp.78-79).

1.1.4 Importance of Teaching Writing Skill

Importance of teaching writing skill can be viewed in comparison with the importance of teaching other skills especially, speech. Regarding on this context, Ur (1996, p. 159) explains the differences between written and spoken discourse under the following points:

a. Permanence

Written discourse is fixed and stable so the reading can be done at whatever time, speed and level of thoroughness the individual reader wishes. Spoken text in contrast is fleeting, and moves on in real time. The listener- though he or she may occasionally interrupt to request clarification - must in general follow that is said at the speed set by the speaker.

b. Explicitness

The written text is explicit; it has to make clear the context and references. In speech, however, the real- time situation and knowledge shared between speaker and listener means that some information can be assumed and need not be made explicit. For example, the deictic expression like, this, that, here, there are apparently clear to both the speaker and hearer in spoken discourse.

c. Density

The content is presented much more densely in writing. In speech, the information is 'diluted' and conveyed through many more words; there are a lot of repetitions, glosses, and 'fillers', producing a text that is noticeably longer and with more redundant passages.

d. Detachment

The writing of a text is detached in time and space from its reading; the writer normally works alone, and may not be acquainted with his or her readers. Speaking usually takes place in immediate interaction with known listeners, with the availability of immediate feedback.

e. Organization

A written text is usually organized and carefully formulated, since its composer has time and opportunity to edit it before making it available for reading. A speaker is improvising as he or she speaks: ongoing alterations, in the shape of glosses, 'self- corrections and so on produce an apparently disorganized 'stream of consciousness' kind of discourse. Thus, a written text conforms more to conventional rules of grammar, and its vocabulary is more precise and formal.

f. Slowness of production, speed of reception

writing is much slower than speaking. On the other hand, we can usually read a piece of text and understand it much faster than we can take in the same text if we listen while someone reads it aloud to us.

g. Standard language

Writing normally uses a generally acceptable standard variety of the language, whereas speech may sometimes be in a regional or other limited -context dialect. In some languages (Chinese, for example), the various spoken dialects may even be mutually incomprehensible, while the written language is universally understood.

h. A learnt skill

Most people acquire the spoken language (at least of their own mother tongue) intuitively, whereas the written form is in most cases deliberately taught and learned.

i. Sheer amount and importance

Spoken texts are far longer, normally (in the sense that they contain more words) than a representation of the same information in writing; this is largely because of the phenomenon called redundancy in spoken language. It is also true that most people speak far more than they write. Speech is more important for survival and effective functioning in society than writing is (as cited in Sharma 2004, pp. 277-278).

Similarly, Cross (1991, p. 268) expresses his views on it as:

Writing is the least used of the four language skills for the average foreign language users. Few school leavers will ever again write the language. In terms of needs and of preparing learners to enter the real world, writing is most difficult to justify than other skills. However,

the school is a micro-world of its own, in which writing holds a most important role.

Grammar Translation Method puts emphasis on writing skill rather than other skills but the type of writing exercises that were reared on the lap of GT method were totally mechanical which could not recognize the creative nature of language. In the today's world, writing skill is very often unable to enjoy great popularity. But we should not forget the fact that one becomes literate only if he can write. Moreover, to write well is the demand of the day because we have to deal with many unseen people through writing.

Creativity is the demand of this competitive world, and writing is the only skill that helps us to become more creative. And only if we are creative, we can get opportunities in this age. So, we should not ignore this skill during teaching-learning process. Moreover, we can practise it at any moment no matter whether we are in group or alone, in the midday or in the midnight. Maturation on learning reflects on the way people write.

1.1.5 Free Composition or Writing

Free composition is the final stage of writing. It is also known by the name of free writing. Each learner can practise free writing after a long exercise on guided writing. On it, only a topic or title is given to the students and they do write themselves independently. He or She becomes free to use any structure and vocabulary items that he or she likes. Free composition is open ended.

Free writing requires a careful planning before starting actual writing procedure. Therefore, students should be helped with procedural

information in writing free composition. The teacher should help them with the choice of topic which should be based on the interest of the students, their level, and familiarity with the subject matter.

Free writing is also called the creative writing. At this stage, students may or may not be provided the topic. So, the appropriate level to teach free writing is an advanced level: secondary and campus level. In this writing exercise, the teacher should help the students with the procedural information concerning with what we call brainstorming, outlining, writing a draft, revising, and producing the final copy. Some exercises which come under free composition are: paragraph writing, descriptive writing, essay writing, narrative writing, report writing, letter writing, story writing or completing, etc.

1.1.6 Teaching English Language Approach, Method and Technique

The terms ‘approach,’ ‘method’ and ‘technique’ have been used in language teaching and learning for many years now. Different linguists have defined these terms differently. **Anthony** (1963, pp. 63 – 67, as cited in Richards and Rodgers, 2001, p.19) defines these three terms in the following way:

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught...

... Method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods...

... A technique is implementation – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

After analysis the above definitions, it can be said that an approach is theoretical assumption and belief about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviours and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of being broadly applicable to a variety of accidents in a variety of contexts. A technique is any of a wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives.

Richards and Rodgers (ibid.) slightly change the relationship among these terms. They give emphasis on method, as an umbrella as they say, and method is described in terms of issues identified at the levels of

approach, design, and procedure. They say that method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.

Mackey (1965, p.73, as cited in Sharma and Phyak, 2007,p.54)

elaborated perhaps the most well-known model of the 1960s, one that focuses primarily on the levels of method and technique. Mackey's model of language teaching analysis concentrates on the dimensions of selection, gradation, presentation, and repetition underlying a method, in fact, despite the title of Mackey's book, his concern is primarily with the analysis of text books and their underlying principles of organization. This model does not fail to address the level of approach, nor does it deal with the actual classroom behaviors of teachers and learners, as these are represented in text books. Hence, it can not really serve as a basis for comprehensive analysis of either approaches or methods. The various types of approaches, methods, and techniques have been used to teach the English language as well as the other languages in the world.

According to the Curriculum of the Master's Degree of Education (M.Ed) in English (1999, p.28), the following different approaches, methods, and techniques have been recommended.

Approaches

- The Behaviouristic Approach
- The Nativist Approach
- The Functional Approach
- The Communicative Approach
- The Natural Approach
- The Developmental Approach

Methods

- The Grammar Translation Method
- The Direct Method
- The Audio-lingual Method
- The Communicative Method

Techniques

I. Teacher –Centered Techniques

- Lecture
- Illustration
- Explanation
- Demonstration

II. Learner- Centered Techniques

- Individual work (learning)
- Pair work
- Group work
- Project work
- Role play
- Discovery technique
- Drama
- Simulation
- Strip story

1.1.7 Pair Work

Pair work is one of the essential techniques which comes under the learner-centered technique. It follows the spirit of the communicative approach or method and is also applicable for all levels. According to the Oxford Advanced Learner's Dictionary of Current English (2005,p.1093). 'Pair' means two people who are doing something together or who have a particular relationship. The technique is also similar with the group work technique. The main difference between these two techniques is the number of the participants; the only two participants have been found involving in pair work whereas more than two participants can be found in group work. Pair work is a management task for developing communicative ability (Cross, 1992.p.126). Pair work makes students or participants engage in interaction to each other. During pair work the teacher has two roles, **a monitor**, and **a resource person**. As a monitor, he or she listens to the pairs, points out errors which are serious and he or she provides help, information and feedback upon request as a resource person. The learners' communicative skill can be easily developed using pair work technique.

It is an important aspect of English for Speakers of Other Language (ESOL) education because it provides opportunities for learners to practise newly acquired language forms by speaking with another student. Pair work exercises also provide an opportunity for students to negotiate meaning when there are problems in communicating ideas, experiences, etc. At times, learners are challenged to answer the question, "why didn't my partner understand me?" working together, students make clarification, requests, perform confirmation and communication checks, and try to achieve a common understanding.

These strategies are pair of all language use. In this way, communication problems in pair work provide real learning opportunities for students.

1.1.8 Steps and Activities Used in Pair Work

Cross (1992,p.131, as cited in Sharma and Phyak, 2007,p.119) gives the following steps to conduct a pair work:

a. Presentation

Prepare carefully, by means of presentation and practice, so that everyone is confident in using the language. Leave any needed visual support on the blackboard.

b. Teacher-student model

Select one student and take one part yourself and go through the whole task. Ensure they all know what they have to do.

c. Public pairs

Select two students who are sitting well apart; this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second models.

d. Timing

Tell the class how long the activity will last, typically only two or three minutes.

e. Private pairs

Tell everyone to begin. This is sometimes called simultaneous pair work. While it is going on, go around the classroom to monitor and assist. There should be little need to interfere if the preparation has been thorough.

f. Public check

If you see that most of the class has completed the task stop the activity. Choose one pair at random to stand and do the task again, publicly. Choose a second and a third pair to do the same.

Similarly, he has given the following activities of pair work:

a. Dialogues

The two or three parts are first practised by means of a repetition drill. Then some substitutions are cued, so that the students know how to personalize details in the dialogue.

b. Substitution drills

These drills make students compose new sentences from a visual cue. It develops learners' creativity.

c. Grammar practice

Different kinds of grammatical items can be practised through pair work.

S1: Are you fine?(Yes/No question)

S2: Yes, I'm fine.

S1: Where are you going now?(Wh-question)

S2: College.

d. Informal tests

Testing can be made instructive. By allowing students to collaborate on a short test you will encourage learning, as weaker students can be helped by their partners. Sometimes you can include a quick written test at the end of the lesson and mark it at once.

e. Describing pictures

The teacher can use different pictures for students to guess using different aspects of language (function or structure).

f. Providing titles

Students are asked to discuss in pair and asked to provide new title of the text before they study the text. They come up with different logic behind choosing the title. This is an excellent activity.

g. Questions and answer work

Question and answer work can be done to check students' comprehension to the text orally and written.

h. Illustrative sentences

It is useful for teaching new vocabulary and structure. A new vocabulary in our structure is introduced with short illustrative sentences on the board and students are asked to reproduce them in pair.

1.2. Review of Related Literature

Pair work plays a crucial role, especially, to develop the speaking skill and writing skill in the English language. With the help of this technique, the learners can get an authentic way to develop their communicative capacity either in spoken or written skill. The students can form different dialogues, solve different grammatical items, describe different pictures, and also solve problems occurred in their learning. A number of people have carried out researches to find out the effectiveness of group or pair work. Among them, some are as follows:

Rimal (2004) carried out a research on "A Study on the Effectiveness of Groupwork on Learning Writing Skill in English". He used ten test items as the tools for data collection. The same tools were used for both pre and post-test. The test items developed by the researcher covered from different areas of writing exercises included in the class nine compulsory English text book. The researcher selected sixty students out of the total students of class nine from one of the government aided

schools of Lamjung district. He divided the students into two groups and administered the pre-test and post-test using the same test items. Then, the researcher analyzed the data and found out that the group work was better than the individual learning .

Claussen(2005) carried out a research on “Pair Work Interaction in Beginning Adult English for Speakers of Other Language (ESOL)”. He implemented his plan on beginning writing and reading course in a community college. At that college, only thirty students were enrolled. He used two pair activities for every class: an interview grid and a dictation. The time was assigned for ten minutes for each pair. The researcher observed their activities from a distance in order not to interrupt. The students identified and solved their own problems by negotiating themselves. The three tools for measuring the effectiveness of these activities were used: (i) Quiz and test scores, (ii) Informal observation by the researcher, and (iii) A course evaluation survey which included questions about pair work activities. All these measurements indicated positive results. The average score of the students was 84 percentage. Therefore, his findings showed that the pair work activity was a great use of class time for beginning students and also added that it is an activity which requires clear set up and adequate scaffolding to be successful.

Bhandari (2005) carried out a practical study to find out “The Effectiveness of Pair Work and Group Work Techniques in Teaching Communicative Functions of English”. His findings showed that the pair work technique is relatively more effective than the group work technique for teaching communicative functions of English in general.

Likewise, Solberg (2005) carried out a research on “Pair Work Interaction in Beginning Adult English for Speakers of Other Language (ESOL)”. She selected four to ten learners and formed different pairs. The classes were based in Oakland’s Chinatown. They were scheduled for 16 weeks. One class was scheduled for three hours in the morning, the other for three hours in the afternoon. The researcher approached and observed the students for varying lengths of time for a total of thirty-two sessions. She recorded her observation in three areas: (i) Setting in the centre of the room not entering the pairs, (ii) Entering in the pairs, and (iii) Observing sessions especially as she approached the pairs. The series of observations of pairs in ESOL classes in large part confirm the research findings. Thus, she found out that it is an important technique because it provides an opportunity for the learner to practise the English language by speaking with another student. Just as importantly, pair work reduces the predominance of teacher models, allowing for negotiations by the learners.

Harris (2006) carried out a research on “Pair Work Interaction in Beginning Adult English for Speakers of Other Languages (ESOL)”. She designed an exercise to observe Asian students, aged eighteen to eighty-four, who attended EL Civics in Chinatown and gathered information on Small Learning Group (SLG). During the first six sessions, she remained in the middle of the classroom, outside the SLG, observing negotiation within the SLG and noting the questions students had asked the teacher. During the remaining twenty-four sessions, the researcher observed at the edge of the SLG or entered it to make an intervention. Her findings said that pair work assists students to negotiate meaning and pronunciation, make clarification, comprehension and confirmation requests and reformulate understanding by emphasizing forms that need change.

Kumar (2008) carried out a research on " Proficiency of Grade Six Students in Guided Writing''. The researcher used five questions to collect data as the tools. He selected hundred students: both boys and girls from the five different schools of Parsa district. The researcher administered the writing test individually. Each student was provided with individual question paper and writing sheet. Then he collected the answer sheets and marked them. Finally, he analyzed the scores among the students and found out that the writing proficiency of the boys in each school was found better than the writing proficiency of the girls.

Moodie (2008) has written an article based on "Pair Work Exams" for testing in ESL/EFL conversation classes. And he has also mentioned some common methods used for testing conversation courses. For example, (i) written exams (some with listening components) (ii) interviews or one-on-one question period with the instruction. (iii) Pair work conversations or pair communicative activities.

Though a number of researches have been carried out on pair work and group work but no research has ever been done on "Effectiveness of Pair Work in Free Writing Skill". So, it can be said that the present research will be a new one in the field of research.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To show the effectiveness of pair work in free writing skill, and
- ii) To list some pedagogical implications from the findings of the study.

1.4 Significance of the Study

This study will be significant to the English language teachers to teach English effectively. Because, in pair work, a teacher tries to participate or involve the students in different writing exercises and then the students learn well. It is also a useful technique for the English language trainers or experts since they can suggest the English language teachers to follow this technique while teaching. It is also equally important technique for the learners themselves because by the help of this technique, they not only learn the writing skill but the other skills, too. By considering the value of pair work for teaching and learning the English language, the curriculum designers should follow its spirit while designing the new English curriculum. The text book writers also realize the worth of pair work. They should include as many activities as possible in their text books. Then the text books can be much more benefiting for the learners. The value of this technique should be felt by the Teachers' Guide-Writer. And they can include a lot of pair work activities in course of writing "Teaching Manuals". Likewise, the supplementary material producers should produce those materials which are fruitful for this technique. Similarly, the education planners should think the need of this technique in terms of making the educational plans and policies, etc.

1.5 Definition of Specific Terms

1. Average: An average is a statistical tool used in analysis and interpretation of data. It is the result of adding several amounts together and dividing the total by the number of characters.

2. Conventional Teaching Method /Usual Teaching Method:

In this study, conventional teaching method refers to the teaching method used traditionally i.e. through explanation.

3. Free Writing: Free writing is the writing which is written freely by the writers (students) themselves.

4. Intra-Test Comparison: Intra-test comparison refers to the comparison within different five test items i.e. non-pair section and pair section in pre-test or post-test.

5. Marking Scheme: A marking scheme is a comprehensive document indicating the explicit criteria against which examinees' answers will be scored; it relates the examiner to relate particular marks to answer of specified quality.

CHAPTER: TWO

METHODOLOGY

The following methodology was adopted to carry out the present study:

2.1 Sources of Data

In this study, both primary and secondary sources were used for data collection. The sources of data were as follows:

2.1.1 Primary Sources of Data

The students who were involved in this practical study were the primary sources of the study. For this, the total population of this study was all the tenth graders of Shree Janata Higher Secondary School of Jajarkot district.

2.1.2 Secondary Sources of Data

Various books, journals, magazines, reports, articles, published and unpublished research works related to pair work were the secondary sources of data. Some of them were; Doff,(1988), Hoodith,(2002), Solberg,(2005), Bhandari, (2005), Harris,(2006), Moodie,(2008).

2.2 Sampling procedure

For the study, one of the public schools was sampled through judgmental non-random sampling procedure and the students of grade ten of that school were selected for the study. Only twenty students out of 45 were randomly selected then a test was immediately held on them

and their personal score was recorded in the class. Afterwards, they were divided into two sections: non-pair section(NPS) and pair section(PS) using lottery. And again, the lottery was distributed to the pair section to determine their position ‘A’ and ‘B’ in pairs (see, Appendix – v ‘a’, ‘b’ and ‘c’).

2.3 Tools for Data Collection

The main tool for collecting data was the test that included the items that would assess the students’ learning proficiency on different free writing exercises. The five different test items were developed for pre-test and also the five different types of test items, same to the pre-test, were designed for the post-test from different areas of free writing exercise incorporated in grade ten compulsory English text book. The test items altogether carried 100 marks. The test items, for the pre-test, were prepared before the actual classroom teaching and administered. Likewise, the same test items were designed for the post - test after being completed the total teaching lessons and the final examination was held (see, Appendices – i and ii).

2.4 Process of Data Collection

The process of data collection was as follows:

- a. The researcher developed a set of test items containing same exercises to measure the free writing proficiency of the students (see, Appendix – i and ii).
 - i) Lesson plans, marking schemes and teaching materials were developed for teaching selected writing exercises.

- b. The researcher visited the selected school, Shree Janata Higher Secondary School Paink- 5, Jajarkot and talked to the principal of that school.
- c. Then the researcher entered the class ten and introduced himself to them and also explained them about his purpose of the study.
- d. The researcher sampled twenty students out of the total of the class and administered the pre-test to determine the actual performance of the students in writing skill. Then the students were evaluated on 100 full marks and recorded.
- e. Students' performance was evaluated under specified criteria i.e. using the marking scheme to avoid the subjectivity in scoring.
- f. The same marking scheme was used to assess the students' performance of both pre - and post – tests (see, Appendix - iii).
- g. The twenty students were divided into two sections using lottery, (i.e. non-pair section and pair section). The non-pair section had only ten students. Similarly, in pair section there were also ten students and the lottery was again used to form the five pairs (see, Appendix - v).
- h. The two sections were taught using the same language items, however, non-pair section was taught using the usual teaching method and pair section was taught using pair work technique. And the sections were taught one after another. Each section was taught for six days a week and one period of a day was of forty-five minutes. Each section was taught four lessons from each of the selected exercises comprising twenty lessons and twenty days altogether for each section.
- i. After teaching twenty lessons, a written post-test was given. Then the result of the two tests was compared to determine the effectiveness of the two teaching activities for free writing skill.

2.5. Limitations of the Study

The study was carried out under the following limitations:

- a. The study was limited to twenty students of grade ten studying only in one government aided school (i.e. Shree Janata Higher Secondary School of Jajarkot, district).
- b. The primary data for this study was collected only from the written test (pre-test and post - test) items.
- c. The set of tests covered only five different types of tests (see, Appendix – i and ii).
- d. Only ten students participated in non-pair section and five pairs having ten students were also involved in the pair work section.
- e. It was only limited to free writing (i.e. Paragraph writing, descriptive essay writing, informal letter writing, completing incomplete story, and giving instructions based on map).

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

In this chapter, the analysis and interpretation of data is presented. Respondents' responses were marked systematically as far as possible using the marking scheme designed in advance. Respondents' writing proficiency was also tabulated. The data were analyzed under the following headings:

- a) Item wise comparison
- b) Intra - test comparison
- e) The Result in Average Increment percentage
- f) Holistic comparison

The Scores obtained by the students in both pre - and post - tests were tabulated under the above headings. After that, the average scores were computed out of the individual scores tabulated. The difference between the average score of the pre and post - tests was computed. If it is higher than five, it shows that the progress of the section is significant. If, it is less than five, the progress is insignificant. The section, which got higher marks, has been considered to be better than the one, which got lower marks.

The similar medium and materials were used for both sections. The variation was the use of technique for practising. The technique used inside the classroom while teaching to the section that revealed better performance is considered effective. In other words, it is inferred that the section, which performed better was taught with effective technique than the other. Marks obtained by individual student in each test and

each item are given in appendix - v. The differences and the percentage of differences in the concerned tests were observed to see which section was better in the pre - and post - tests and in which items. Throughout the study non-pair section means the usual section that was taught using conventional technique and pair section means experimental section which was taught using pair- work activity.

3.1 Holistic Analysis

The scores that the students obtained in the pre – and post – test are presented in the following table:

Table No. 1
Pre – post – test results

Section	Test	Obt. marks	Mean	Median	S.D.	C.V.
NPS	pre-test	285	28.5	28	4.96	17.40%
	post-test	416	41.6	41.5	5.14	12.35%
PS	pre-test	285	28.5	29	7.15	25.08%
	post- test	450	45	45.5	6.01	13.35%

The above table shows that non-pair section has the total score of 285 and 416 in pre-test and post - test, respectively. Pair section has the total score 285 and 450 in pre-test and post - test, respectively. The mean score of NPS and PS in the pre-test is only 28.5 which is not seen any difference but the means of these sections in the post - test are 41.6 and 45, respectively. It shows that both sections have made better progress in their scores. Pair section has made slightly better progress than non-pair section due to the effectiveness of pair work activity however, the difference is not significant statistically.

Similarly, the medians of non-pair section in the pre-test and post -test are 28 and 41.5, respectively whereas the median of pair section in both tests are 29 and 45.5, respectively. Here, in median also pair section has made a better progress than non-pair section but the progress is not significant.

The standard deviation of non-pair section is 4.96 and in post - test 5.14. Similarly, the standard deviation of pair section in pre-test and post - test are 7.15 and 6.01.

The co-efficient variances of NPS are 17.40% and 12.35% pre and post - test, respectively. The co-efficient variance of PS is 25.08% and 13.35%, respectively. This shows that NPS has more consistency than PS in both tests because of the fact that the more in percentage the less in consistency and the less in percentage the more consistency tends to be.

3.2 Item wise comparison

The five different test items were administered in course of data collection and the average scores obtained by the students in both tests were tabulated in different tables. The average mark in each item of the pre-test was subtracted from the average mark in each item of the post - test to find out the differences in the two test results. The differences in obtained marks and the percentage of differences in each item were observed to see the performance of both sections and on the basis of that performance the effectiveness of pair work activity in teaching writing skill was analyzed and interpreted.

3.2.1 The Result in Paragraph Writing

Table No. 2
Paragraph Writing

Section	AV Score in Pre-test	AV Score in Post - test	D	D%
NPS	5.1	7	1.9	37.25%
PS	6.2	9.1	2.9	46.77%

This item consisted of a single question with 20 marks. The students had to write a paragraph about their own village. The above table reveals that the average mark obtained by NPS is 5.1 in the pre-test and 7 in the post - test. This group has increased its average marks by 1.9 or 37.25%

Similarly, PS has the average mark of 6.2 in the pre-test and 9.1 in the post - test. This group has made the improvement in its marks by 2.9 or 46.77%. It shows that both groups have made progress in the post- test. However, PS has made slightly greater progress than NPS.

3.2.2 The Result in Drawing and Writing Directions

Table No. 3
Drawing and Instructing

Section	AV Score in Pre- test	AV Score in Post -test	D	D%
NPS	4.9	7.9	3	61.22 %
PS	5.5	8.2	2.7	49.09%

This item consisted of a single question, which carried 20 marks. It was divided into two parts with ten marks each. The students had to draw a map and write some directions to reach their school from their nearest bus park.

The above table shows that NPS has the average score of 4.9 in the pre-test and 7.9 in the post - test. This section increased its marks by 3 or 61.22%. PS has the average score of 5.5 and 8.2 in the pre-test and post - test. This section has made an increment in its marks by 2.7 or 49.09%. It shows that both sections have made progress in this item. But the progress of NPS is slightly greater than PS. Perhaps, it could be due to the absent of the students in the classroom while teaching.

3.2.3 The Result in Essay Writing

Table No. 4
Essay Writing

Section	AV Score in Pre-test	AV Score in Post - test	D	D%
NPS	5.6	8.2	2.6	46.42%
PS	6	8.9	2.9	48.33%

This item consisted of a single question, which carried 20 marks. The students had to write an essay on their own school surroundings. Their performance was marked under specified criteria. Such as: Subject matter-4, correctness of language- 8, content organization-6, style-2. This table shows that the average scores of NPS in the pre-test is 5.6 and 8.2 in the post - test. This section has made an increment in its marks by 2.6 or 46.425%.PS has the average score of 6 in the pre-test and 8.9 in

the post - test. This section has increased its scores by 2.9 or 48.33%. It shows that the PS learned better than NPS. But it also could not make a significant progress.

3.2.4 The Result in Story Completion

Table No. 5
Story Completing

Section	Av Score in Pre-test	AV Score in Post - test	D	D%
NPS	4.9	7.9	3	61.22
PS	4.4	8.6	4.2	95.45

This item consisted of a single question of 20 marks. An incompleted story was given to the students and they had to complete it in their own words. Marks were divided as: Subject matter - 8, correctness of language - 8, order of presentation -4.

The above table reveals that NPS has the average score of 4.9 in the pre-test and 7.9 in the post-test. This section has increased its marks by 3 or 61.22% in contrary, PS has the average marks of 4.4 in the pre- test and 8.6 in the post - test. This section has increased its marks by 4.2 or 95.45%.

It shows that both sections have made progress in the post-test. However, the progress of PS is slightly greater than NPS.

3.4.5 The Result in Letter Writing

Table No. 6
Letter Writing (Personal)

Section	AV Score in Pre-test	AV Score in Post - test	D	D%
NPS	8	9.6	1.6	20
PS	6.4	10.2	3.8	59.37

This item consisted of the single question with 20 marks. The students had to write a replying letter to a person. Marks were divided differently for different parts. Such as: Address - 1, Date- 1, salutation - 2, Body - 12, Subscription - 2, Signature or name-2.

This table shows that NPS has the average score of 8 and 9.6 in the pre-test and post - test, respectively. This section has increased its marks by 1.6 or 20%. PS has the average score of 6.4 and 10.2 in the pre -test and post - test, respectively. This section has made an increment in its marks by 3.8 or 59.37%.

From this analysis, we can conclude that in the post-test both sections have shown better progress than in the pre-test. The PS has made greater progress especially, in the post-test than NPS.

3.3 Intra -test Comparison

Under this comparison, the two tests were compared. The average scores obtained by both sections (NPS and PS) were tabulated under the pre-test and post - test separately in separate tables. Their achievements were compared within the same test to analysis which section had

shown better result in which test items in the pre-test and which section had made better progress in the post - test and in which item.

3.3.1 Pre - Test

Table No. 7

Pre- Test

S.N.	Test Items	NPS	PS	D	D%
1	Paragraph writing	5.1	6.2	1.1	21.56
2	Drawing & instructing	4.9	5.5	0.6	12.24
3	Essay writing	5.6	6	0.4	7.14
4.	Story completing	4.9	4.4	0.5	11.36
5	Letter writing	8	6.4	1.6	25
	Total	28.5	28.5	0	0

The average scores of both sections obtained in the pre-test were computed and tabulated in the above table. The table shows that NPS has obtained better marks in the two items. Similarly, PS has obtained greater marks in three test items than NPS.

In item nos. one, two and three, PS has obtained more marks by 1.1 or 21.56%, 0.6 or 12.24% and 0.4 or 7.14%, respectively. Likewise, in item nos. four and five, NPS has obtained more marks by 0.5 or 11.36% and 1.6 or 25%, respectively. In total, both sections have shown similar marks. So, their performance was not different from one to another in percentage.

3.3.2 Post - Test

In the comparison, the average scores obtained by both groups in all test items in the post - test were computed and tabulated separately for the analysis and interpretation of their achievements.

Table No. 8
Post - Test

S.N.	Test Items	NPS	PS	D	D%
1	Paragraph writing	7	9.1	2.1	30
2	Drawing and instructing	7.9	8.2	0.3	3.79
3	Essay writing	8.2	8.9	0.7	8.53
4	Story completing	7.9	8.6	0.7	8.86
5	Letter writing	9.6	10.2	0.6	6.25
	Total	40.6	45	4.4	10.83

In this table, the average scores that the both sections obtained in the post - test are computed and tabulated. The table shows that PS has obtained better marks in each test - item in comparison with NPS.

PS has obtained more marks by 2.1 or 30% in item no. one, likewise, in item no. two by 0.3 or 3.79%, in item no. three by 0.7 or 8.53%, in item no. four by 0.7 or 8.56% and in item no. five by 0.6 or 6.25%, respectively. In total, PS obtained more marks by 4.4 or 10.83%.

3.4 The Result in Average Increment Percentage

In this comparison, only the average increment percentage of NPS and PS has been analyzed.

Table No. 9
Average Increment Percentage

S.N.	Test Items	NPS in %	PS in %	D%
1	Paragraph writing	37.25	46.77	9.52
2	Drawing and instructing	61.22	49.09	12.13
3	Essay writing	46.42	48.33	1.91
4	Story completing	61.22	95.45	34.23
5	Letter writing	20	59.37	39.37
	Total	226.11	299.01	97.16
	Average Increment	22.61	29.90	9.71

The above table shows that the average increment percentage of the NPS is 22.61 in different test items whereas the PS has 29.90 average increment percentage. So, it can be said that the NPS has less average increment percentage than PS. And the average increment percentage of PS is better in free writing skill of the English language through pair work activity.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

The researcher carried out this practical study to identify the effectiveness of pair work in learning free writing skill in the English language. In this study, two sections were taught the same subject matter with the same objectives and materials. But only the difference was in activity. NPS was taught using the usual way such as using the explanation and getting students involved in practice individually and PS was taught through pair work activity. The pre - and post - tests were administered before and after the real teaching. The results of both sections in the form of scores were computed and tabulated in order to present the findings.

The findings of this study are derived from analysis and interpretation. The findings are made on the basis of the section rather than the individual responses of the students.

4.2 Findings

1. In holistic analysis, PS has shown slightly better progress than NPS. However, the progress is not significant because their difference is less than five score in the post - test.
2. NPS and PS have made more progress in their total marks in the post -test than in the pre- test.
3. In total average marks, PS has made slightly better progress than NPS.
4. In median, both sections have shown equal improvement.

5. In standard deviation, both sections NPS and PS have 4.96 and 7.15 in pre - test, respectively. Likewise, they acquired 5.14 and 6.01 in post - test, respectively.
6. In coefficient variance, NPS is more consistent than PS.
7. In the first item, both sections have made better progress in the post - test.
8. In the second item, both sections have made more progress in the post test than in the pre- test. Their progress is equal in the post-test.
9. In the third item, both sections have made better progress in the post-test. However, NPS has shown slightly better progress than PS.
10. In the fourth item, both sections have made better progress in the post - test. But PS has shown slightly greater progress than NPS.
11. In item five, PS has shown greater progress than NPS. The progress of NPS is not remarkable.
12. In average increment percentage, PS has shown greater performance than NPS. So, the progress of PS is good.

The above findings prove that pair work activity is comparatively better than the usual teaching technique in free writing skill.

4.3 Recommendations

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

1. This research reveals that the pair work technique for teaching free writing skill in the classroom is relatively more effective than

the usual classroom technique, so it can be suggested that this technique has to be followed in teaching free writing skill.

2. Generally, the researcher would like to suggest that all the English teachers who are involved in the secondary schools of our country should apply this pair work activity in their teaching free writing skill. It helps them to motivate the pupils and get the pupils to involve in practice and to control the large class effectively as it is a student-centered technique.
3. The pair work technique also tries to meet the goals of communicative approach.
4. The curriculum designers, text - book writers, teachers' guide-writers, supplementary material producers, etc. should give priority to pair work while preparing the materials.
5. The teachers of the English language should be well trained to organize and handle this technique effectively.
6. This research was limited to twenty students of a public school in Jajarkot district. It was only confined in two sections/ groups i.e. non- pair section and pair section. So, it cannot be claimed that the findings of this study are applicable everywhere in all conditions in all schools of Nepal.
7. This technique can also be used for teaching the other language skills effectively i.e. listening, speaking and reading skills.

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APPENDIX-I

Test Items For Pre-Test

Class : Ten

Full Marks: 100

Subject: English

Pass Marks : 32

Time: 3 hours

Date: 2066/02/04

Attempt all the questions.

1. Write a paragraph about your school in about 150 words.
20 marks
2. One of your friends is coming to visit your home. Prepare a map from the nearest bus park to your home and give instructions.
20 marks
3. Write an essay in about 150 words about your country.
20 marks
4. Here is the beginning of a story. Finish the story in your own way.
20 marks

Long - long ago, there lived a wolf in a forest, once, while he was roaming in the forest, he found fishbone and swaolled it. But unluckly the bone struck in the throat of him. He tried to pull it by the could not. Then he went to a cat and asked him to pull it out. He promised to give him a big reward if he pulled it out...

5. Write a letter to your pen - friend describing about Dashain.
20 marks

APPENDIX – II

Test Items For Post-Test

Class: Ten

Full marks: 100

Subject: English

Pass marks: 32

Time: 3 hours

Date: 2066/03/01

1. Write a paragraph about your village in about 150 words.
20 marks
2. One of your friends is coming to visit your school. Prepare a map from the nearest bus park to your school and give instructions.
20 marks
3. Write an essay in about 150 words about your school surroundings.
20 marks
4. Here is the beginning of a story. Finish the story in your own way.
20 marks

Ramesh was studying very late one night. The rest of the families were sleeping. There was full moon outside. He looked out of the window for a moment. In the moonlight he saw something moving near his neighbour's house. There were two men. One of them seemed to be climbing in through the window. The another man...

5. Write a letter to your pen-friend describing about Teej.
20 marks

APPENDIX – III

Marking Scheme

1. For Question No. One-

- Structurally correct and appropriate sentence	10 marks
- Structurally correct but inappropriate sentence	7 marks
- Structurally correct with some grammatical mistakes	3 marks
- Structurally incorrect and inappropriate sentence	0 mark
	<hr/>
Total	20 marks

2. For Question No. Two-

- Drawing Map	10 marks
- Writing Directions	10 marks

Drawing Map

- Accurate map with junctions and other directions	5 marks
- Inaccurate map with junctions and other directions	3 marks
- Inaccurate map with junctions	2 marks
- Inaccurate map without any directions	0 mark

Writing Directions

- Situational and grammatical correct directions	5 marks
- Situational correct but grammatical incorrect directions	3 marks

- Situational incorrect but grammatical correct directions	2 marks
- Situational and grammatical incorrect directions	0 mark
Total	<u>20 marks</u>

3. For Question No. Three-

- Subject matter	4 marks
- Correct of language	8 marks
- Organization	6 marks
- Style	2 marks
Total	<u>20 marks</u>

4. For Question No. Four-

Subject matter	8 marks
• Correctness of language	8 marks
- Grammar	4
- Punctuation	4
• Order of presentation	<u>4 marks</u>
Total	20 marks

5. For Question No. Five-

• Starting	2 marks
• Correctness of language	8 marks
-Grammar	4
-Punctuation	4
• Subject matter	4 marks
• Organization	4 marks
• Ending	2 marks
Total	<u>20 marks</u>

APPENDIX – III

Lesson Plan No. 1

Non- Pair Section

Date: 2066/02/07

Period: First

Time: 45minutes

School Name: Shree Janata Higher Secondary School Paink-5, Jajarkot

Class: Ten

Subject: Com. English

Teaching Item: Paragraph writing

Specific Objective: On completion of this lesson, the students will be able to write a paragraph from the given clues.

Teaching Materials: Daily used materials, A model of a paragraph

Motivation: At first, the teacher motivates the students by asking some questions from the previous lesson.

Presentation: Then he writes a paragraph about Pokhara on the board or shows a model of a paragraph in the class, for example;

Pokhara, the headquarter of Gandaki zone and Western Development Region of Nepal, is about 200 KM west from Kathmandu. It has temporal type of climate. The total population of this city is about 6 lakh. It is famous as the city of lakes. It is the most famous tourist spot of Nepal. As it is situated on the lap of 'Fish Tail Mountain', the sight of snow clapped mountain is an attraction of Pokhara. The town has wide roads, several star hotels, many supermarkets and cafes, several schools and colleges. Most of the people of Pokhara, work in governmental offices, as well as in some private factories and industries...

Then the teacher explains how the sentences are joined situationally as well as grammatically correct.

Practice: Write a similar paragraph about ‘Surkhet’ using these clues:

Surkhet –small town – headquarter of Mid –Far West

Development Region of Nepal – climate – population – hotels –

shops – temples – Schools – colleges – offices – Businessmen...

The teacher asks some of the students to read out their paragraphs and asks the others to correct their writing texts. He will write some wrong sentences on the board and asks them to correct. The teacher will correct if they are unable to correct finally.

Evaluation: The teacher calls out two or three students in front of the class to read out their texts one by one.

Homework: The teacher asks them to write a paragraph about ‘Nepalgunj City’.

Lesson Plan No. 1

Pair Section:

Date: 2066/02/07

Presentation: Presentation is similar to that of non –pair section.

Practice: The teacher forms five pairs in the class and asks them to write a similar paragraph on the given topic. The teacher encourages them to discuss on the topic in their pairs and then he asks them to exchange their paragraphs to each other in the pairs and asks to them correct the mistakes committed there. At last, one student each will be called from each pair to read out their exercises in front of the class turn by turn. The teacher writes some wrong sentences on the board and asks them to correct themselves. Then the teacher corrects their mistakes only when they are unable to correct themselves. Finally, the teacher asks them to write a paragraph in pairs.

Evaluation/Homework: Evaluation and homework will be the same of non-pair section.

Lesson Plan No. 2

Non-Pair Section:

Date: 2066/02/08

Teaching Item: Write a paragraph about your village.

Specific Objective: On completion of this lesson, the students will be able to write a paragraph about their village from the given clues.

Teaching Materials: Daily used materials.

Presentation: The teacher motivates the students by asking some questions from the previous lesson. Then he presents the written

exercise by eliciting the students. For this, he will write the title on the board with some clues. For example;

My village

Name – location – climate – population – facilities.

- What is your village's name?

Name 1, name 2, name 3, name 4, name 5, name 6,

- Where is it located?

In Khalanga, in Paink, in Birendranagar, in Nepalgunj...

- What climate does it have?

Hot, cold, temperal...

- What is the total population?

About 10000, about 5000, about 1500, etc.

- People of which castes live there?

Brahmin, chhetri, magar, dalit, etc.

- What are their occupations?

Farming, servicing at offices, in army, in police, etc.

- What is their religion?

Hindu, Buddhist, Christians, Muslims, etc.

- What are the facilities available in your village?

Market, road, health post, post office, school, college, telephone, etc.

- The things that you like-

Peace, no population, co-operation, etc.

Practice: After eliciting the points, the teacher asks all the students to develop a paragraph answering the above questions. He gives the beginning of the paragraph e.g.; The name of village is... It is located..., etc. whenever they feel any difficulty in writing. At last, the teacher collects all the written tasks, corrects them, and gives back the next day.

Lesson Plan No.2

Pair Section

Date: 2066/02/08

Presentation: Presentation is similar to that of non – pair section.

Practice: The teacher forms five pairs in the class. He asks all pairs to discuss on the above outlines and prepare a complete paragraph.

He asks each student from different pairs to read out their paragraphs turn by turn and exchange their paragraphs to correct by themselves. At last, the teacher collects all the paragraphs and corrects them and returns back the next day.

Lesson plan No. 3

Non-Pair Section

Date: 2066/02/10

Teaching Item: Paragraph writing

Specific objective: On completion of this lesson plan, the students will be able to write a paragraph from the given clause.

Teaching Materials: Daily used materials

A model of a paragraph

Presentation: At first, the teacher motivates the students by asking some questions from the previous lesson. Then he shows a written paragraph about one's favorite teacher on the board, e.g.; The name of my favorite teacher is Birendra Puri. He is about 3.5 years old. He is neither too fat nor too thin. He is handsome. His height is about six feet. His colour of eyes is black and white. He has rounded face. He has black hair. His nose is long. He always wears blue colouring clothe. He also wears a white cap. Similarly, he always puts on sport shoes. His colour of the body is yellow. He looks as a healthy man. I have not seen

him being ill up to now. He is one of the honest persons and also a qualified teacher. He has passed M.Ed in Nepali subject. None is superior to him in teaching at our school. He has collected a lot of experiences in the field of teaching. He can teach all the topics related with his subject very effectively. He uses different methods and techniques while teaching. All the students are fascinated by his teaching style. He has good command over his subject. He is hard working man. He tells a number of jokes, stories, poems, etc before he begins his class every day. A number of people like him of our area. He does not drink wine and also does not play card at all. He dislikes them who cheat him. Therefore, I like him very much.

The teacher explains how the sentences are joined, the use of tense and order of presentation.

Practice: Write a similar paragraph about your favorite teacher using these notes.

Name - age - height - colour of eyes - physical features -
qualification - behavior - teaching experience, etc.

The teacher asks some of the students to read out their paragraphs and tells other students to correct their writing with it. He writes some ungrammatical sentences on the board and gives the correct forms of them if they are unable to correct.

Evaluation: Again the teacher asks some of the students to read out their paragraphs one by one in the class.

Homework: The teacher asks them to write a similar type of paragraph at their houses.

Lesson Plan No. 3

Pair Section

Date: 2066/02/10

Presentation: Presentation is similar to that of non-pair section.

Practice: The teacher forms five pairs in the class and tells them to write a similar paragraph about their favorite teachers. When they finish, the teacher tells each pair to exchange the paragraphs in pair and find out some mistakes. At last, the teacher will call out one student from separate pair to read out their exercises turn by turn. The teacher writes some grammatical and structural mistakes on the board and tells them to correct themselves. The teacher corrects their mistakes only when they are unable to correct themselves. At last, the teacher says each student to write the correct forms of those mistakes from the board.

Evaluation / Homework: Both will be the same in both sections.

Lesson Plan No. 4

Non - Pair Section

Date: 2066/02/11

Teaching Item: Paragraph writing

Specific objective: At the end of this lesson, the students will be able to write a paragraph about one of their famous temples of their locality.

Teaching materials: Daily used materials

A picture of a temple

Presentation: The teacher motivates the students by asking some questions from the previous lesson. Then he presents the written exercise by eliciting the students. For this, he will write the title on the board and clues just below the title. For example;

Masta temple-

Name - location - history of the temple - physical condition of the temple- name of the God or Goddess that is celebrated - way of celebrating - time of celebrating in a year- unique features of the temple...

Practice: After eliciting the points, the teacher tells all the students to develop a paragraph from the above outline. He gives the beginning of the paragraph, e.g.; The name of the temple is... It lies in ... It was established ..., etc. The teacher can give some hints if they feel any difficulty in writing. At last, the teacher collects all the written tasks, corrects them, and returns back.

Evaluation: The teacher asks one or two students to read out their paragraphs in the class.

Homework: The teacher says them to write a similar paragraph about the next temple of their locality.

Lesson Plan No. 4

Pair section

Date: 2066/02/11

Presentation: Presentation is similar to that of non-pair section.

Practice: The teacher forms five pairs in the class. He will tell all pairs to discuss on the above outline and prepare a complete paragraph. . The teacher also supports them in course of writing a paragraph using the outline. He moves in the class and observes over their discussion. Finally, the teacher asks one of the students from each pair to read out their paragraphs turn by turn and also says them to exchange their paragraphs to correct among themselves. Then the teacher collects all the paragraphs to correct and returns back.

Evaluation / Homework: Both will be the same in both sections.

Lesson Plan No-5

Non-Pair Section

Date: 2066/02/12

Teaching Item: Draw a map and write some directions

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

- (a) Draw the route from one place to another and
- (b) Give directions to follow the route

Teaching Materials: Daily used materials

A map with different routes

Presentation: At first, the teacher motivates the students by asking some questions from the previous lesson. Then he shows the map with different routes. He draws the map on the board. After that, he writes some words on the board and asks the students to find the points in the

map. For example; round about, junction, turning, cross road, etc. Then he identifies the students about some directions showing the routes, for example; turn right, turn left at the junction, take the third turning on your right, go straight ahead, etc.

Practice: The teacher asks the students to draw the map on their answer copies and write the instructions from:

- The post office to the cinema hall.
- The taxi stand to the shopping center.
- The bus park to the post office, etc.

The teacher gives some clues if they feel any difficulty. For example; as you leave the bus park, turn left and pass the first junction. Turn left at the second junction and go on to the junction. Turn right at the junction and go on the cross road. Turn right at the cross road and you will reach the post office on your left. The students write all the directions. The teacher asks some students to read out their directions. He corrects their grammatical and other mistakes if they commit.

Evaluation: The teacher asks some of the students to read out their directions.

Lesson Plan No. 5

Pair Section

Date: 2066/02/12

Presentation: Presentation is similar to that of non-pair section.

Practice: The teacher forms five pairs to the students in the class. He gives each pair a blank sheet of paper. He asks the students to discuss and draw the map and write the instructions from:

- (a) The post office to the cinema hall.
- (b) The taxi stand to the shopping center.
- (c) The bus park to the post office, etc.

The students discuss in pairs. The teacher gives each pair a piece of paper to draw the map and write the instructions. If they feel any difficulty, the teacher will give them some clues like; as you leave the bus park, turn left and pass the junction. Turn left at the second junction and go on to the third junction. Turn right at the junction and go on to the cross road. Turn right at the cross road and you will reach the post office on your left. The students write all directions. The teacher asks one of the students from each pair to read out their instructions turn by turn. He corrects some mistakes committed by them on the board and asks them to write on their own exercise books.

Lesson Plan No. 6

Non-Pair Section

Date: 2066/02/13

Teaching Item: Draw a map and write some directions.

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

- (a) Draw the route from one place to another.
- (b) Write directions.

Teaching Materials: Daily used materials

A map of different routes

Presentation: The teacher motivates the students by asking some questions from the previous lesson. Then he asks individual student to sketch a map from their nearest bus park to the school. They will have to so the direct and straight route and also should write some directions.

Practice: The students draw a map to show the route from the bus park to the school. They have to draw the route straight and shortest as for as possible. If they feel difficulty the teacher gives some clues to draw a map. For example; bus park, first junction, cross road, turning, shops, medical hall, school gate, etc. Then the students write the instructions that one should follow to go to school from the bus park. If they feel difficulty, the teacher will help them. For example; from the bus park, go straight ahead till you rich the junction. Turn right; pass few shops on your left, etc. At last, the teacher asks some of the students to read out their directions.

Evaluation: Read out the instructions from the bus park to your schools. The teacher collects all the answer copies and returns them in the next day after correcting.

Lesson Plan No.6

Pair Section

Date: 2066/02/13

Presentation: Presentation is similar to that of non-pair section.

Practice: At first, the teacher forms five pairs in the class. He organizes a competition to complete the task. He asks each pair to draw a map from the nearest bus park to the schools. The first pair would get a prize. The students discuss in pair. They sketch a rough map in their own answer copies and write some directions. Then the teacher gives each pair a piece of paper and says to make the final map and directions and that should be followed to reach at their school. The teacher will help them whenever they feel difficulty in drawing map and writing directions as well. One student, from the first pair reads out the instructions then second, third, and so on. The teacher corrects their directions, maps, and asks all the students to copy the final draft.

Evaluation: Evaluation will be the same for both pairs.

Lesson Plan No. 7

Non - pair section

Date: 2066/02/14

Teaching Item: Draw a map and give directions.

Specific Objectives: At the end of this lesson, the students will be able to:

- a) Draw a map of different routes
- b) Write directions.

Teaching Materials: Daily used materials

Presentation: The teacher motivates the students saying a joke in the class. Then he asks individual student to sketch a map from their nearest

air port to his or her school. They will have to show the direct and straight route and also should write some directions.

Practice: The learners draw a map to show the route from the nearest airport to their school. They have to draw the route straight and shortest as far as possible. The teacher will support whenever they feel difficulty to draw a map, e.g.; airport, first junction, second junction, roundabout, first turning, second turning, trees, temple, school, post office, etc. Then the students write the instructions that one should follow to go to the school from the airport. If they feel any difficulty, the teacher will help them. For example; from the airport walk along the road to the first junction. Then turn right: pass the post office on your right..., etc.

Evaluation: The teacher calls out some of the students to read out their directions one by one in the class.

Homework: Write the directions from the airport to your village.

Lesson Plan No. 7

Pair Section

Date: 2066/02/14

Presentation: Presentation is similar to that of non - pair section.

Practice: Firstly, the teacher forms five pairs in the class. He or she calls out each pair to draw a map from the nearest airport to their school. The students discuss in pair. They sketch a rough map in their exercise books and write some directions. Then they will draw final map and also write directions. The teacher will move in the class and oversee their activities. He will give some suggestions to the students whenever they feel difficulty in drawing map and writing instructions. Then the teacher calls out a student from different pairs to read out their instructions turn by turn. The teacher corrects the mistakes committed in their drawn map and written instructions.

Evaluation / Homework: Both will be the same of non-pair sections.

Lesson Plan No. 8

Non-pair Section

Date: 2066/02/17

Teaching Item: Draw a map and give directions

Specific Objectives: At the end of this lesson, the students will be able to:

- a) Draw the route from one place to another
- b) Write directions.

Teaching Materials: Daily used materials.

A map of different routes.

Presentation: The teacher motivates the students by asking some questions from the previous lesson. Then he asks individual student to

sketch a map from their village to the nearest picnic spot. They will have to show the direct and straight route and also should write some directions using the drawn map.

Practice: The students draw a map to show the route from their village to the nearest picnic spot. They have to draw the route straight and shortest as far as possible. If they feel difficulty, the teacher gives some clues to draw a map e.g.; village, forest, first junction, second junction, cross road, first turning, second turning, shops, medical hall, school gate, etc. Then the students write the instructions that one should follow to go to the picnic spot from their village the teacher will also help them to write instructions e.g., from the village, go straight ahead till you reach the first junction then turn on your left and pass the medical hall, etc. At last, the teacher asks some of the students to read their directions in the class.

Evaluation: Read out the instructions from their village to the nearest picnic spot.

Homework: Write some instructions from your village to the nearest zoo.

Lesson Plan No. 8

Pair Section

Date: 2066/02/17

Presentation: Presentation is similar to that of non-pair section.

Practice: At first, the teacher forms five pairs in the class. He organizes a competition among the pairs to complete the task. He will also declare a prize for the pair which stands in the first position. He tells each pair to draw a map from their village to the nearest picnic spot. The students discuss in pairs. They sketch a rough map in their exercise books and also write some directions. Then the teacher gives each pair a piece of paper and says to make the final map with the directions. The teacher will move in the classroom and oversee on the students' exercises. Similarly, he can support them whenever they feel difficulty in their works. Then the teacher will call out one of the students from the different pairs to read out their instructions turn by turn. Then the teacher corrects their maps and directions on the board and says to copy them from there.

Evaluation / Homework: Both will be the same of non-pair section.

Lesson Plan No. 9

Non – Pair Section

Date: 2066/02/18

Teaching Item: Writing essay

Specific Objective: On completion of this lesson, the students will be able to write an essay on a given topic.

Teaching Materials: Daily used materials

A model of an essay

Presentation: The teacher says a joke in the class and motivates the students. Then he writes a name of the place on the board and asks some questions about it. For example; ‘Kathmandu’

- Have you been to Kathmandu?
- Where is it located?
- What are the facilities found in Kathmandu?
- What are the weaknesses of Kathmandu?
- Do you like Kathmandu?

He writes students’ responses on the board in points. Then he describes them the way to write an essay. He gives some points of descriptive essays. Such as: introduction, location, physical features, advantages, disadvantages, conclusion or own opinion. Then he writes the beginning of the essay like: Kathmandu is the Capital City of Nepal. It is located in Bagmati Zone...

Practice: The teacher asks individual student to describe the beautiful things that they have seen around their villages. The teacher gives some clues to describe it. For example; introduction, location, Himalayas, natural resources, birds, animals, etc. At last, the teacher asks some of them to read out their essays.

Evaluation: The teacher asks some of the students to read out their essays in the class and collects them to correct and then returns them by correcting the next day.

Homework: Write an essay about the place that you have visited recently.

Lesson Plan No. 9

Pair Section

Date: 2066/02/18

Presentation: Presentation is similar to that of non-pair section.

Practice: The teacher forms five pairs in the class and tells them to select their pair leaders themselves. Then the teacher asks them to write a short essay about the beautiful things that they have seen in their villages. He gives some clues: introduction, location, beautiful things and their opinions on them. He asks each pair to make the list of the things at first and start to describe. He helps the students to make the list such as: natural resources, birds, forests, animals, Himalayas, etc. At last, the teacher asks one student from each pair to read out their essays one after another. He corrects the mistakes done by the students on the board and says individual student to correct from the board.

Evaluation/Homework: They will be the same for both sections.

Lesson Plan No. 10

Non-Pair Section

Date: 2066/02/19

Teaching Item: Writing essay

Specific Objective: At the end of this lesson, the students will be able to write an essay on a given topic.

Teaching Materials: Daily used materials

A model of an essay

Presentation: The teacher motivates the students by asking some questions from the previous lesson. Then he asks the students some questions related to their school. For example; what do you see near your school? What is your school surrounded by? He writes the students' answer on the board, e.g.; green trees, walls, villages, streams,

hills, green forests, etc. Then he encourages them to write a complete essay about it.

Practice: The teacher asks all the students to go out of the class and look at its surroundings. Then he asks them to write note on it first, and write a complete essay. They have to complete their tasks within twenty minutes. After then, they return back in the classroom.

Evaluation: The teacher asks some of the students to read out their essays in the class. At last, the teacher collects all the answer copies and returns back the next day after making some correction.

Homework: Write similar type of essay about the surrounding of your home.

Lesson Plan No. 10

Pair Section

Date: 2066/02/19

Presentation: The teacher forms five different pairs of the students in the class. Then he tells each pair to select a leader. After that, he tells each pair to go out of the class, look at the surrounding of their school, and make notes on it. Each pair discusses themselves and prepares a complete essay eventually. The teacher visits each pair to check whether they are working in their pairs. He facilitates and helps each pair if they feel difficulty. Then he tells each pair to turn back in the class and says to discuss in their own pairs.

Evaluation: The teacher asks each pair leader to read out their essays in the class. He corrects some major mistakes on the board and tells them to copy.

Homework: Homework will be the same for both sections.

Lesson Plan No. 11

Non - pair Section

Date: 2066/02/20

Teaching Topic: Writing essay

Teaching Materials: Daily used materials.

A model of an essay

Specific objective: At the end of this lesson plan, the students will be enabled to write an essay on a given topic.

Motivation: The teacher asks some questions to the students from the previous lesson and motivates them.

Presentation: The teacher writes a name of the famous place on the board and asks some questions about it. For example; 'Bulbule Tal'

- Where is it located?
- Have you been to 'Bulbule Tal'?
- What are the especial features of it?
- How can we reach there?
- How is it far from the surkhet bus park?
- How many meters is it deep?
- What is its wide? Etc.

The teacher writes the students' responses on the board in points. Then he will teach the students the way of writing an essay. He gives some clues about it. Such as: Introduction, name, especial features, significance, advantages, disadvantages, and conclusion.

Practice: The teacher asks individual student to describe about the 'Bulbule Tal' in their section. He will support them whenever they feel difficulty. For example; Bubule is one of the beautiful lakes of Surkhet district. It lies in the southern part from the Birendranagar etc. Finally, the teacher calls out some students in front of the class one by another to

read out their essays. He corrects their mistakes by writing on the board and also tells them to correct them.

Evaluation: The teacher asks some students to read out their essays in the class.

Homework: Write an essay about the next lake which you have seen in your life.

Lesson Plan No. 11

Pair Section

Date: 2066/02/20

Motivation / Presentation: Both are similar to that of non-pair section.

Practice: The teacher divides the students into five pairs. They select their pair-leaders themselves. Then the teacher tells them to write an essay about 'Bulbule Tal'. He gives some clues. Such as, Bulbule is one of the beautiful lakes of Surkhet district. It lies in the southern part from the Birendranagar, etc. The students discuss in their pairs and the teacher moves in the class while they are discussing on it. Similarly, he will support them whenever it necessary.

Evaluation: The teacher will call out the pair-leaders in front of the class to read out their essays turn by turn.

Homework: The homework will be the same of non-pair section.

Lesson Plan No 12

Non- pair section

Date: 2066/02/21

Teaching Item: Writing essay

Specific Objective: On completion of this lesson, the students will be enabled to write an essay on a given topic.

Teaching Materials: Daily used materials

A model of an essay

Warming up: The teacher motivates the students by asking some questions from the previous lesson.

Presentation: The teacher writes the topic of an essay on the board and asks some questions about it. For example; 'Our country'

- What is the name of our country?
- Where does it lie?
- What is the name of the capital?
- What are the names of main cities?
- How many people do live in our country?

He writes students' responses on the board in points. Then describes the way of writing an essay. He gives some points of descriptive essay.

Such as;

Name ... location ... physical features ... capital ... cities...
famous places ... no. of people ... religion ... culture etc.
then he or she writes the beginning of the essay like: the
name of my country is Nepal. It lies in the Asia continent...

Practice: The teacher tells individual students to write an essay on the given topic using the clues. The students write the complete essay. They will discuss in the class in their section. At last, the teacher calls out some of them to read out their essays one by one. The teacher writes the mistakes committed by them on the board and say them to correct. The teacher will correct himself if they unable to solve at the end.

Evaluation: The teacher will ask two or more than two students in the class to read out their essays turn by turn.

Homework: Write an essay about your district.

Lesson Plan No. 12

Pair Section

Date: 2066'02/21

Warming up / Presentation: Both are similar to that of non-pair section.

Practice: The teacher forms five pairs in the class with a pair - leader in each pair. Then the teacher asks them to write an essay about our country. He gives some clues. For example; The name of our country is Nepal. It lies in the Asia continent.... Similarly, the students discuss based on the topic in their pairs. He will move in the class while they are writing. The teacher will support them time and again if they feel any difficulty. Finally, he calls out the pair - leader of different pairs one by one to read out their essays in the class. He will write the mistakes committed by them on the board and also say them to correct themselves. The teacher will correct at the end.

Evaluation / Homework: Both are similar of non-pair section.

Lesson Plan No. 13

Non-Pair Section

Date: 2066/02/22

Teaching topic: Story completing

Specific Objective: At the end of this lesson, the students will be able to complete a given story.

Teaching materials: Daily used materials

A beginning of a story.

Presentation: At first, the teacher asks some questions from the previous lesson to motivate the students. Then he reads the beginning of the story and asks them to think how the story ends, e.g.;

Once there was a poor wood cutter who was cutting wood by the side of a river. Unfortunately, his axe fell into the river. At this, the wood cutter was sorry. He expressed sorrow over the loss of his axe. He was sorry that he would not be able to cut the wood any more. He would not be able to earn money and his family would starve. The river god heard this and took pity on him. He appeared with a gold axe before him. He asked the wood cutter if the gold axe was his axe. The wood cutter replied that it was not his axe. Then god again appeared with the silver axe and asked the wood cutter if that was his axe. He replied that it was also not his axe...

He writes this beginning of the story on the board and asks the following questions to help the students to think about it.

- How many axes did the wood cutter see?
- Did the wood cutter see a gold axe?
- Did the wood cutter see an iron axe?
- Was the river god happy with the wood cutter?
- Did the river god give a golden axe to the wood cutter?
- Did the next wood cutter get golden axe? etc

Practice: The teacher asks the students to say the answers of the above questions and writes the students' answers on the board. He himself gives some clues if they feel difficulty. For example; The wood cutter saw three axes. He saw a golden axe. Similarly, he saw also an iron axe ... etc. Then all the students complete the story on their own. The teacher asks some students to read out their completed stories in the class. He corrects the mistakes committed by the students.

Evaluation: Read out your complete stories.

Homework: Complete the following uncompleted story at your home.

Once there lived a cruel lion in a Jungle. He was the king of all the animals...

Lesson Plan No. 13

Pair Section

Date: 2066/02/22

Presentation: Presentation is similar to that of non-pair section.

Practice: After presenting the lesson, the teacher forms five pairs in the class with a pair - leader in each pair. Students discuss in pairs and write the answers of the above questions. They write in their own copies and prepare a final draft in pair. The teacher moves in the class while they are completing the story and he will give some hints whenever they feel difficulty. Then the teacher gets each pair - leader to read out their complete stories in the class. The teacher writes the mistakes committed by them on the board separately and also suggests them to finalize the incomplete story in their answer books.

Evaluation /Homework: Both are similar of non-pair section.

Lesson Plan No. 14

Non-pair Section

Date: 2066/02/24

Teaching Item: Story completion

specific objective: on completion of this lesson, the students will be able to complete a given story.

Teaching Materials: Usual classroom materials

A beginning of a story.

Presentation: At first, the teacher asks some questions from the previous lesson to motivate the students. Then he reads the beginning of the story and tells them to think how the story ends.

A king lived in one county. He had a friend,
monkey. The monkey always helped the king in his
work...

He also writes the beginning of the story on the board and asks the following questions to help the students to think about it for completing.

For example;

- Who was sleeping?
- Who was looking for to whom?
- What did there come accidentally?
- By whom was the monkey picked up? Etc.

Practice: The teacher asks the students to tell the answers of the above questions and writes the students' answer on the board. He himself gives some clues if they feel difficulty. For example; a) The king was sleeping b) The monkey was looking after him..., etc. Then all the students complete the story on their own. The teacher gets some students to read out their stories in the class turn by turn and also gets others to compare their own stories with these. He will correct some minor grammatical mistakes on the board.

Evaluation: Read out your final story.

Homework: Complete the following incompleting story at your home.

Once upon a time, there was a girl in a village. She was the most beautiful. She used to go to a campus through a thick forest every day once...

Lesson Plan No. 14

Pair work

Date: 2066/02/24

Presentation: Presentation is similar of non-pair section.

Practice: The teacher forms the students into five pairs in the class. He will tell them to select their pair- leader in each pair. They discuss on

the different questions given in the presentation. They complete the story in their own copies and prepare a final draft in pair. The teacher moves in the class and hears the discussion discussed by them. He also gives some hints whenever necessary. The teacher gets the pair - leader to read out their stories in the class. He notes down the mistakes done by them separately. Then he gives each pair a page of paper and tells them to complete the story with the help of the clues that they have prepared in their own words. Again, the pair-leaders read the complete story one by one. The teacher will check and correct some mistakes on the board committed by them and tell all the students to copy it.

Evaluation/ Homework: Both are similar of non- pair section.

Lesson Plan No. 15

Non-Pair Section

Date: 2066/02/25

Teaching Item: Story completion

Specific Objective: At the end of this lesson, the students will be able to complete a given story.

Teaching Materials: Daily used materials

A beginning of a story

Presentation: At first, the teacher motivates the students asking some questions from the previous lesson. Afterwards, he reads the beginning of a story and gets the students to think how it ends.

Ramesh was studying very late one night. The rest of the families were sleeping. There was full moon outside. He looked out of the window for a moment. In the moonlight, he saw something moving near his neighbour's house. There were two men. One of

them seemed to be climbing in through the window. Another man...

He writes the beginning of the story on the board and gets them to think more about it. For example;

- Who were those two men?
- What did Ramesh do when he saw them?
- What did those men do?
- What happened at last?

Practice: The teacher tells the students to think the answers of above questions and asks the answers. He writes some answers on the board. Then the teacher himself adds some clues and writes on the board. He gets individual student to complete the story on his or her own. He makes some of the students to read out their complete stories in the class and tells the others to compare and correct with it.

Evaluation: To evaluate the students, the teacher will ask some of the students to tell the complete story orally. He will collect all the stories completed by the students in the class and return these in the next day.

Lesson Plan No. 15

Pair Section

Date: 2066/02/25

Presentation: Presentation is similar to that of non-pair section.

Practice: After the presentation, the teacher forms the students into the five pairs. Each pair will choose a pair leader. He asks each pair to discuss in pair about the answers of above questions. They discuss in their pairs and try to answer of these questions themselves. Each pair-leader reads their answers in the class and the teacher writes on the board separately. Then he gives each pair a piece of paper to write the complete story on it. They discuss in the pair and write it. The teacher tells them to exchange their writing and correct some mistakes. At last, the teacher corrects some grammatical mistakes and tells each student to rewrite the story.

Evaluation: The teacher asks one of the students from each pair to read out their complete stories.

Lesson Plan No. 16

Non-Pair Section

Date: 2066/02/26

Teaching Item: Story completion

Specific objective: On completion of this lesson, the students will complete a given story.

Teaching materials: Daily used materials

A beginning of a story

Presentation: At first, the teacher asks some questions from the previous lesson and motivates the students. Then, he reads out the beginning of the story and asks them to think how the story ends. For example;

Many years ago, there was a king who had an elephant. It was taken daily to a river for washing on the way, it always passed by a tailor's shop. The tailor often gave him fruit to eat. The elephant was pleased with the tailor. This went on for a long time. But one day, the tailor...

He writes the beginning of the story on the board and asks the following questions to help the students to think about it.

- Who thought mischief upon the elephant?
- What was put into the fruit?
- By whom was the fruit eaten?
- What did the needle do?
- Who had planned to revenge with the tailor?
- Who had thrown all the water into the tailor's shop?

Practice: The teacher asks the students to tell the answers of the above questions and writes the students' answers on the board. He himself gives some clues if they feel difficulty. For example; a) The tailor thought mischief upon the elephant. b) A needle was put into the fruit. c) The fruit was eaten by the elephant..., etc. Then all the students complete the story on their own. The teacher asks some students to read out the story and others compare them with their own stories. He will correct some minor grammatical mistakes.

Evaluation: Read out your complete stories. The teacher collects all the stories and corrects at home and returns them back the next day.

Lesson Plan No. 16

Pair Section

Date: 2066/02/26

Presentation: Presentation is similar to that of non-pair section.

Practice: After presenting the lesson, the teacher makes the students form the five pairs with a pair-leader in each. The students discuss in pairs and find the answers of the above questions. They write in their own answer copies and prepare a final draft in each pair. Each pair-leader reads out their answers one by one in the class. The teacher writes on the board the mistakes committed by the students with their correct forms separately then he gives each pair a page of paper and tells them to complete the story with the help of the clues that they have prepared in their own words. Again, the pair leader reads out the complete story from each pair. The teacher again checks and corrects some mistakes and tells all the students to copy it.

Evaluation: Evaluation will be similar to that of non-pair section.

Lesson Plan No. 17

Non- pair section

Date: 2066/02/27

Teaching Topic: Letter writing (personal)

Specific Objective: On completion of this lesson, the students will be enabled to write a personal letter.

Teaching Materials: Usual classroom materials.

A model of a personal letter.

presentation: The teacher says a joke in the class and motivates them. Then he asks the students to tell the different parts of the letter and writes on the board. Then he tells them to put them in a proper place to

make a format of a personal letter. He will also show the format of the letter on flannel board. For example;

Address:

Date:

Dear...,

I got your letter yesterday and became very glad to read that you are well there. I am also well here...

I am looking forward to hearing from you about your national festival very soon.

With best regards.

Love,

Anu

Practice: The teacher shows the format of a personal letter and asks them to prepare a complete letter from the given format. The students themselves can select the subject matter of the letter e.g.; describing a festival, a plan, a problem, a programme that you have, etc. At last, the teacher collects all the letters and returns them back the next day after correcting them.

Evaluation: Make a format of a personal letter.

Home work: Write a letter to your pen-friend about a national festival that is celebrated in your nation.

Lesson Plan No. 17

Pair Section

Date: 2066/02/27

Presentation: It is similar of non-pair section.

Practice: The teacher forms five pairs of the students in the class. He will also tell them to select their pair-leader in each pair. The teacher gives a subject- matter and tells them to write a personal letter. e.g.; Write a letter to your pen-friend describing about one of your national festivals? Etc. Then the students discuss themselves on it and select a festival and begin to write a letter to their pen-friends describing about it. The teacher will move in the class and oversee on their activities. He will also give some hints whether need. The teacher calls out the pair-leader from each pair and gets them to read out their letters in the class. He will write the mistakes committed by them with their correct forms t on the board and also tell them to correct their mistakes looking on the board.

Evaluation / Home work: Both will be similar of non-pair section.

Lesson Plan No. 18

Non-pair Section

Date: 2066/02/28

Teaching Item: Letter writing (personal)

Specific Objective: At the end of this lesson, the students will be able to write a personal letter.

Teaching Materials: Daily used materials

A model of a personal letter.

Presentation: The teacher motivates the students by asking some questions from the previous lesson. Then after, he asks them to tell the

different parts of informal letter and writes on the board. Then he urges them to put them in a proper place to make a format of informal letter. The teacher will also show the format of the letter on flannel board. For example;

Address:

Date:

Dear ...,

I got your letter yesterday and became very glad to read that you are well there. I am also well here...

Hope you will visit me soon.

love from,

Biru

Practice: The teacher shows the format of a personal letter and asks them to write a complete letter based on the given format. The students themselves select a subject-matter and write a letter on it. They also discuss in their section before completing it. Finally, the teacher collects all the letters and returns back the next day after correcting them.

Evaluation: The teacher calls out two or three students to read out their letters one by one in the class.

Home work: Write a letter to your pen-friend describing about Dashain festival.

Lesson Plan No. 18

Pair Section

Date: 2066/02/28

Presentation: Presentation is similar to that of non-pair section.

Proactive: The teacher forms five pairs in the class and also tells them to select their pair - leader in each pair. The teacher also asks them to write a letter to their pen-friends by selecting a subject- matter. Then the teacher moves in the class while they are writing. He will give them some clues. Finally, the teacher asks the pair-leaders turn by turn to read out their letters in the class. The teacher will write the mistakes committed by them on the board separately and urge them to correct that letters looking on it.

Evaluation: The teacher will call out two or three pair-leaders in front of the class again turn by turn to read out their letters.

Home work: It is similar to that of non-pair section.

Lesson Plan No. 19

Non-Pair Section

Date: 2066/02/29

Teaching Item: Letter writing (Informal)

Specific Objective: At the end of this lesson, the students will be able to write an informal letter.

Teaching materials: Daily used materials

A model of an informal letter

Presentation: The teacher asks some questions from the previous lesson to motivate the students. Then he asks the students to say the different parts of an informal letter. He writes the students' answer on the board. Then he tells them to put them in a proper place to make a

format of an informal letter. He will also show the format of the letter on the flannel board. For example;

Address:

Date:

Dear...,

I got your letter yesterday. When I received it I read and knew all the well information about you and your family. Now, I am going to write a letter to you describing one of the festivals of Hindu religion 'Teej' ...

Hope you will visit me soon.

Love,

Prem

Practice: The teacher shows the format of an informal letter and asks them to prepare a complete letter from the given format. The students themselves can select the subject matter of the letter e.g.; describe a festival, place, problem, etc. At last, the teacher collects all the letters and returns back the next day after correcting them.

Evaluation: Make format of an informal letter.

Homework: Write a letter to your pen-friend about one of your festivals that you celebrate.

Lesson Plan No. 19

Pair Section

Date: 2066/02/29

Presentation: Presentation is similar to that of non-pair section.

Practice: The teacher forms the students into five different pairs and tells them to select their pair-leaders in each pair. He gives each pair a page of paper and tells them to discuss and complete the letter. The teacher gives some hints if they feel difficulty in completing it. For example; at Teej: The Hindu women do fasting without drinking even a drop of water. They worship their husbands as the God Shiva..., etc. The teacher gets each pair-leader to read the letter in the class. At last, the teacher corrects their grammatical and other mistakes and tells each student to write on their own copies.

Evaluation/Homework: They will be similar that of non-pair section.

Lesson Plan No.20

Non-Pair Section

Date: 2066/02/31

Teaching Item: Replying a letter

Specific Objective: At the end of this lesson, the students will be able to reply an informal (personal) letter.

Teaching Materials: Daily used materials

Presentation: The teacher asks some questions from the previous lesson to motivate the students. Then he collects the homework, puts them on the table, and mixes them. He tells each student to pick up one of the friends copy (not his or her own) and also gets a reply letter written.

Practice: First of all, the students read the letter silently and find out the problems. They think of some advices before solving the problems.

Then they start to write on their own pages. When they finish, they exchange their letter and correct themselves. At last, each student will find his or her own letter. They read the correct letter corrected by their friends in the class.

Evaluation: The teacher gets some of the students to read out their replying letters in the class one by one.

Homework: Write a replying letter of your friend's last letter.

Lesson Plan No.20

Pair Section

Date: 2066/02/31

Presentation: Presentation is similar to that of non-pair section.

Practice: The teacher forms five pairs in the class with a pair-leader in each pair. Then he assigns the task to be done in their pairs. Then the students discuss in pair and make a draft. Working as in five pairs, they select only one topic for each pair and write the replying letter on them differently. The teacher can support if they feel difficulty. They exchange their letters with each other in the pair and correct themselves.

Evaluation: The teacher gets each pair-leader to read out their replies of the first letter. Then the teacher collects all the answers, corrects and returns the next day.

Homework: Reply to your friend's last letter.

APPENDEX - V 'A'

Student Rank and Section Division Rank of Students According to Pre-test

Name of the Students

Rank	Name	Obtained Marks
1	Nabin Prakash Shahi	38
2	Dhira R.C.	37
3	Dambar Bdr. Pun	37
4	Goma Singh	34
5	Sirish R.C.	34
6	Shivasankar Upaddhaya	33
7	Sunita Shahi	33
8	Sarita Singh	32
9	Tank Raj Giri	31
10	Narendra R.C.	28
11	Januka R.C.	28
12	Puspa Kamal Gautam	27
13	Urmila R.C.	26
14	Padam Bdr. Pun.	26
15	Gopi kumari Giri	26
16	Mamata R.C.	25
17	Samrita Nepali	21
18	Amar Khadka	20
19	Sujata Singh	19
20	Devisara Rokaya	15

APPENDEX - V 'B'

Section Division Using Lottery:

S.N.	Non-pair Section	Obtained marks	S.N.	Pair section	Obtained marks
1	Dhira R.C.	37	1	Sujata Singh	19
2	Narendra R.C.	28	2	Devisara Rokaya	15
3	Shivasankar Upaddhaya	33	3	Sirish R.C.	34
4	Urmila R.C.	26	4	Tank Raj Giri	31
5	Samrita Nepali	21	5	Nabin Prakash Shahi	38
6	Sarita Singh	32	6	Gopi Kumari Giri	26
7	Padam Bdr. Pun	26	7	Puspa kamal Gautam	27
8	Amar Khadka	20	8	Dambar Bdr. Pun	37
9	Goma Singh	34	9	Mamata R.C.	25
10	Januka R.C.	28	10	Sunita shahi	33

APPENDIX - V 'C'

Pair Section Division Using Lottery

S.N.	Name	Obtained marks
P1	A: Dambar Bdr. Pun	37
	B: Mamata R.C.	25
P2	A: Sunita Shahi	33
	B: Tank Raj Giri	31
P3	A: Sujata R.C.	19
	B: Gopi kumari Giri	26
P4	A: Sirish R.C.	34
	B: Nabin Parkash Shahi	38
P5	A: Puspa Kamal Gautam	37
	B: Devisara Rokaya	15

Non- Pair Section

Item Wise Score of Individual Student

Pre - Test

S.N.	Name	Test-Item No.					Total
		1	2	3	4	5	
1	Dhira R.C.	8	6	7	6	10	37
2	Narendra R.C.	5	5	6	4	8	28
3	Shivasankar Upaddhaya	6	6	7	5	9	33
4	Urmila R.C.	4	5	6	4	7	26
5	Samrita Nepali	4	3	5	3	6	21
6	Sarita Singh	6	5	6	6	9	32
7	Padam Bdr. Pun	4	5	4	5	8	26
8	Amar khadka	3	3	4	4	6	20
9	Goma Singh	6	7	6	6	9	34
10	Januka R.C.	5	4	5	6	8	28
	Total	51	49	56	49	80	285
	Average	5.1	4.9	5.6	4.9	8	28.5

Non- pair Section

Item Wise Score of Individual Student

Post - Test

S.N.	Name	Test-Item Nos.					Total
		1	2	3	4	5	
1	Dhira R.C.	10	8	9	10	13	50
2	Narendra R.C.	8	7	7	8	9	39
3	Shivasankar Upaddhaya	9	8	9	9	10	45
4	Urmila R.C.	8	8	9	6	10	41
5	Samrita Nepali	7	7	8	8	7	37
6	Sarita Singh	9	10	9	8	9	46
7	Padam Bdr. Pun	6	7	6	8	9	36
8	Amar khadka	5	8	7	6	7	33
9	Goma Singh	10	9	9	8	12	47
10	Januka R.C.	8	7	9	8	10	42
	Total	70	79	82	79	96	416
	Average	7	7.9	8.2	7.9	9.6	41.6

Pair Section

Pre- Test

S.N.	Name	Test-Item Nos.					Total
		1	2	3	4	5	
P1	A: Dambar Bdr. Pun	6	9	8	5	9	37
	B: Mamata R.C.	4	6	6	4	5	25
P2	A: Sunita Shahi	7	5	8	7	6	33
	B: Tank Raj Giri	7	6	6	5	7	31
P3	A: Sujata Singh	5	4	3	3	4	19
	B: Gopi Kumari Giri	5	5	6	4	6	26
P4	A: Sirish R.C.	9	4	7	5	9	34
	B: Nabin prakash Shahi	9	8	9	5	7	38
P5	A: Puspa Kamal Gautam	6	5	5	3	8	27
	B: Devisara Rokaya	4	3	2	3	3	15
	Total	62	55	60	44	64	285
	Average	6.2	5.5	6	4.4	6.4	28.5

Pair Section

Post - Test

S.N.	Name	Test-Item Nos.					Total
		1	2	3	4	5	
P1	A: Dambar Bdr. Pun	10	8	10	10	12	50
	B: Mamata R.C.	9	8	7	8	9	41
P2	A: Sunita Shahi	9	8	9	10	11	47
	B: Tank Raj Giri	9	10	8	9	11	47
P3	A: Sujata Singh	8	6	8	6	8	36
	B: Gopi Kumari Giri	9	9	8	8	9	43
P4	A: Sirish R.C.	11	10	12	11	12	56
	B: Nabin prakash Shahi	9	9	10	10	12	50
P5	A: Puspa Kamal Gautam	8	7	10	8	10	44
	B: Devisara Rokaya	9	7	7	5	8	36
	Total	91	82	89	86	102	450
	Average	9.1	8.2	8.9	8.6	10.2	45.00

APPENDIX - VI

Students' Attendance

Non-pair Section

S.N.	Jeshtha Date: 2066/02/27 to 2066/02/31																				Total		Remarks
	7	8	10	11	12	13	14	17	18	19	20	21	22	24	25	26	27	28	29	31	P.Ds.	A.Ds.	
1	P	P	P	P	P	P	P	A	P	P	P	A	P	P	P	P	P	P	P	P	18	2	
2	P	P	P	P	P	A	P	P	P	P	A	P	P	P	P	P	P	P	A	P	17	3	
3	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	20	0	
4	P	P	A	P	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P	P	18	2	
5	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	19	1	
6	P	P	P	P	P	P	P	P	P	P	A	A	P	P	P	P	A	P	P	P	17	3	
7	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	19	1	
8	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	A	P	P	18	2	
9	P	A	P	P	P	P	P	P	P	P	P	P	P	A	P	P	P	A	P	P	17	3	
10	P	P	P	P	P	P	P	P	P	P	A	P	P	P	P	A	P	P	P	P	18	2	

P = Presence, A = Absence

Pair Section

S.N.	Jeshtha																				Date: 2066/02/07 to 2066/02/31					Total		Remarks
																					P.Ds.	A.Ds.						
	7	8	10	11	12	13	14	17	18	19	20	21	22	24	25	26	27	28	29	31								
P1	A:	P	P	P	P	P	A	A	P	P	P	P	P	P	P	A	P	P	P	P	17	3						
	B:	P	P	P	P	P	A	P	A	P	P	P	P	P	P	P	P	P	P	P	18	2						
P2	A:	P	P	P	P	A	A	P	P	P	P	P	P	P	P	P	P	P	P	P	18	2						
	B:	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	20	0						
P3	A:	P	P	A	P	A	A	P	P	P	P	P	P	P	P	P	P	P	P	P	17	3						
	B:	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	19	1						
P4	A:	P	P	P	P	A	P	A	P	P	P	A	P	P	P	A	P	P	P	P	16	4						
	B:	P	P	P	P	A	P	P	A	P	P	P	P	A	P	P	P	P	P	P	17	3						
P5	A:	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	19	1						
	B:	P	P	P	P	P	A	A	P	P	P	P	P	P	P	P	P	P	P	P	18	2						

P= Presence

A = Absence

APPENDIX- IV

Statistical Formulas Used in Statistical Analysis

a) **Mean** = $\frac{\sum X}{N}$

Where, \sum = Sum of

X = Score

N = Number of Students

b) **Median** = $\left(\frac{N+1}{2}\right)$ term

Where, N = Number of Students

c) **Standard deviation** = $\sqrt{\frac{\sum (X - \bar{X})^2}{N}}$

Where,

$\sum (X - \bar{X})^2$ = Sum of the square of total score

N = Number of Students

d) **Co-efficient Variance** = $\frac{\sigma}{\bar{X}}$

Where, σ = Standard Deviation

\bar{X} = Mean

APPENDIX- V

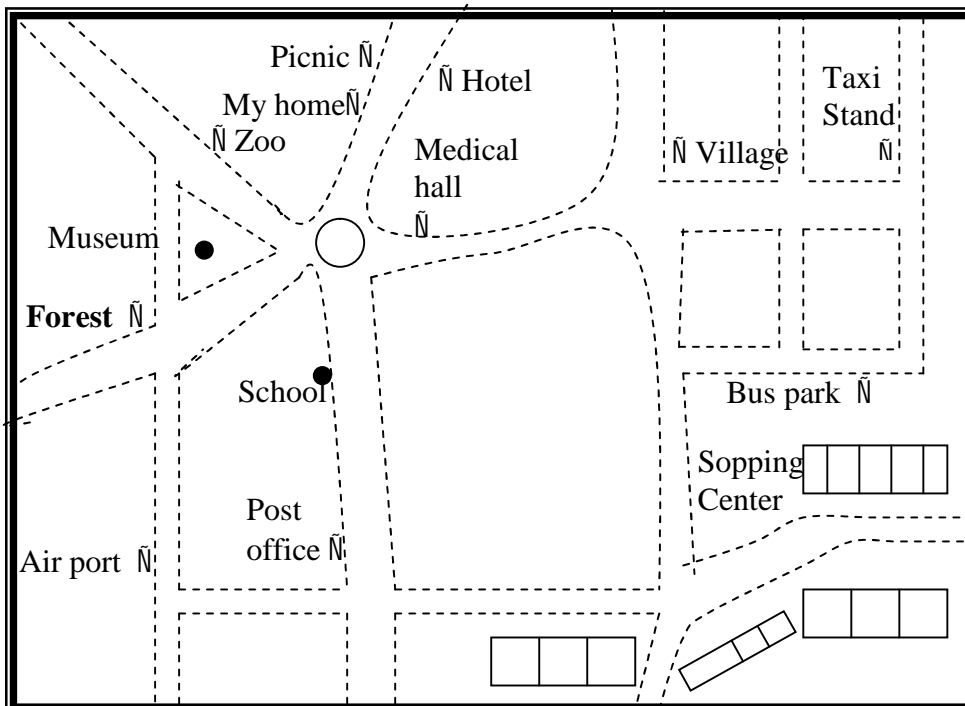
List of Materials Used in Teaching

1. Lesson Plan No. (1, 2, 3 and 4)

A model of a paragraph

Pokhara, the headquarter of Gandaki zone and Western Development Region of Nepal, is about 200 KM west from Kathmandu. It has temporal type of climate. The total population of this is about six lakh. It is famous as the ‘city of lakes’. It is the most famous tourist spot of Nepal. As it is situated on the lap of ‘Fish Tail Mountain’, the sight of snow clapped mountain is an attraction of Pokhara. A number of people from different countries of the world come to meet here every year. They enjoy by looking the natural beauties of here. The town has wide roads, several star hotels, many supermarkets and cafes, several schools and colleges. Most of the people of Pokhara work in the government offices, as well as in some private factories and industries.

2. Lesson Plan No.(5,6,7and8)



3.Lesson Plan No.(9,10,11and12)

I live in Birganj which is in the Parsa district in the Narayani Zone. It is the gateway of Nepal. It lies in the north near the boarder of India named Raxaul which is 3 k.m. to the south of Birganj.

It is the terrain town which has neither too hot nor too cold climate. In the monsoon, it rains heavily but does not affect to the crops and property. It is the headquarters of the Parsa district. It is a lakhs). Most of people are Hindus. Some are Budhists, Muslims and Christians too. The followers of all religions live and work together. They invite each other to their special festival, weddings and feasts.

Rice and wheat are the main crops which people grow here. Corn and potatoes are also grown here. People grow some other types of vegetables, too. There is a big sugar factory, a tool - factory and some textile industries in this town. Most of the people are businessmen and civil servants. This place is famous for shop of foreign goods. A lot of Indians come here to buy foreign goods. This town is also famous for the Musical Fountain which is only one in Nepal. A lot of people go there to get enjoyment. There is facility of swimming pool in this town, too. Different people go there and enjoy swimming in it. There are two big play grounds in this town where a lot of boys or girls go to play football and cricket. A Town Hall has also been built here where musical programme or any kind of other programme can be here.

4. Lesson Plan No.(13,14,15 and 16)

Once there was a poor wood cutter who was cutting wood by the side of a ricer. Unfortunately, his axe fell into the river. At this, the wood cutter was sorry. He expressed sorrow over the loss of his axe. He was sorry that he would not be able to cut the wood any more. He would not be able to earn

money and his family would starve. The river god heard this and took pity on him. He appeared with a gold axe before him. He asked the wood cutter if the gold axe was his axe. The wood cutter replied that it was not his axe. Then god again appeared with the silver axe and asked the wood cutter if that was his axe. He replied that it was also not his axe...

5.Lesson Plan No.(17,18,19 and 20)

Briendranagar -7, Surkhet

May 15th, 2009

Dear Luna,

I got your letter yesterday and became very glad to read that you are well there. I am also well here. As desired by you I am going to write some description about the festival Holi.

Holi is the festival of colour. It is celebrated in the month of Falgun. It is also one of the greatest festivals for the Hindus. It is celebrated with great enthusiasm by all Nepali people mostly in the Tari and Kathmandu. People go to the streets and roads with different colours and red powder (abeer) and put coloured water and red powder at one another to enjoy the festival. People enjoy a lot in this festival by beating drums and playing musical instruments. They go from one house to the other and wish for the happiness and prosperity of the house owner in their songs. Our schools, campuses and offices remain closed on this day. This festival is the festival of happiness. Come to Nepal and observe this festival yourself.

I am looking forward to hearing from you about your national festival very soon.

With best regards.

Yours lovely,

Ram