CHAPTER ONE

INTRODUCTION

This Study is about effectiveness of cooperative learning in teaching- broken dialogue. It is a practical study. This chapter consists of general background, importance of English language, definition of cooperative learning, background of cooperative learning, theory of cooperative learning, theory of cooperative language learning, principles of cooperative learning, objective of cooperative learning, introduction to dialogue, characteristics of dialogue and types of dialogue. Similarly it includes review of the related literature, objectives of the study and significance of the study.

1.1 General Background

In layman's sense, language is a means of communication. By communication we mean exchange of ideas, thoughts, feelings, any system of communication can be called a language. In this regard, if we speak and communicate, it will be called verbal communication. If we write and communicate, it will be called written communication. For example, Bees use signs and communicate, Birds use sounds and communicate; human beings produce vocal noise and communicate; these different communications may be called bee's language, bird's language and human language respectively. If we go through the literature of linguistics, we can find a number of definitions of language given by different linguists. However, all those definitions convey the same sense. Todd (1991, P. 6), defines "Language is a set of signals by which we communicate". Likewise Bhandari, (2004, p. 1) said "Language includes human communication, animal communication, media communication and communication by sign post within the boundary of language". Block and Trager (1994) as cited in Bhandari (2004, P. 1) define "Language is a system of an arbitrary, vocal symbols by means of within social group cooperates". Similarly, according to Oxford Advanced Learner Dictionary (2004, P. 721)

states "Language is system of communication in speech, writing that is used by people of a particular country". Same way, Richards, et. al. (1991) said:

> Language is the system of human Communication which consists of the structured arrangement of sounds (or their written representation) into larger units e.g., morphemes, words, sentences, utterances. In common usage, it can also refer to non-human system of communication such as the language of bees, the language of dolphins. (P. 196)

Similarly, Wardraugh (1972) as cited in Khadka (2064, P. 1) defines"Language is a system of arbitrary vocal symbols used for human Communication."On the other hand Chomsky (1957, P. 13) says "Language is a set of finite or infinite sentences each finite in length and contracted out of a set of elements".

 After observing the above definitions, we can say that language is means of communication .Language may be verbal or non-verbal; it depends upon situation or condition. For example, if we communicate with orally, it is called verbal language and if we communicate by means of sing-language in that case we can say non-verbal language. Usually animals use non-verbal language in order to communicate. For example, bee communicates by means of dancing.

Therefore, three are many languages in the world. Among them, English is the most widely used language because it has gained the status of international language. English is often called lingua- Franca because it is used to communicative with the people whose native language is not known. So the sound knowledge of the English language is basic need in the present day. Most of the books related to different fields of knowledge such as technology, science, education, commerce, arts, etc, are written in English. All these facts that English is widely used means of communication.

1.1.1 Importance of English in Nepal

English is one of the most important languages, which is used as a lingua-franca for international communications. It has its world-wide presence and the speed of spread in un-presence. It has become an inevitable vehicle of the transmission of modern civilization.

"If we look at the media, we find that more than half of world's newspapers, more than 50% of the scientific and technological periodicals, more than 60% of the world's radio programmers are broadcasted in English and it also the language of 70% of the world's mail" Rana (2008) as cited in Khadka (2064, P. 1)

In Nepal, English has been taken as the heart of educational planning. In Public schools, English is taught as a compulsory Subject from grade one to Bachelor level. In private Schools, English is taught from nursery level. All the subjects except Nepali are taught in English. In this way, English language has become a vital part of the whole education.

Nepal is the member of the international organization such as UNO, SAARC, and UNESCO. People use English as a common language. We use names for all the products of food, cloths machine an equipment and the manuals, instruments as a common language. Doctors, engineers, pilots and big technical personalities must have the knowledge of English. Due to English Knowledge, it is very difficult to get success in higher levels of education.

Another factor for the need of English education in many of the advanced countries has been helping Nepal. It is developed by providing financial assistance and technicians. English language is very prominent language for all over the world. We need English language as a primary factor for tourism, international trade field and so on.

1.1.2 Definition of Cooperative Learning

Co-operative is a Successful teaching strategy that involves students learning from each-other in groups. It is also known as collaborative learning. Luitel (2005, p.115) defines" cooperation is meant for mutual assistance between the individuals who are involved in some work". He further says that "cooperative learning' (CL) is a situation in which learning takes place as a result of the learners' helping one another in order to achieve the learning objectives." According to Johnson and Johnson (1999) as cited in Luitel(2005 P. 115) define "CL is the instructional use of small groups in which students work together to maximize their own and each-other's learning." Following the definition given by Dornyei (1997) as cited in Luitel (2005, P. 115) "CL is the instructional use of small groups in order to achieve common learning goals via co-operation". Likewise, Johnson and Smith (1991) as cited in Budhathoki (2004, P. 7) Co-operative learning "CL involves a student working in teams to accomplish a common goal that includes the following elements":

) Positive interdependence: Team members are obliged to relay one another to achieve the goals, if any team members fail to do their part, every one suffers consequences.

) Individual accountability: All students in a group are held accountable for doing their share of work and for mastery of all the material to be learned.

) Face to face primitive interaction: Although some must be done interactively with group members providing one another with feedback. Challenging one another's conclusion and reasoning, teaching and encouraging one another.

) Appropriate use of collaborative skills: Students are encouraged and helped to develop and practise trust-building, leadership, decision marking and communication.

⟩Group processing: Team members set group goals periodically, assess what they are doing well as team and identify changes they will make to function more effectively in the future."

Similarly, five distinct types of co-operative learning activities are often distinguished by Richards et. al. (1999, P. 87)

⟩Peer tutoring: Students help each other learn, taking turns tutoring or drilling each-other.

⟩Jigsaw: Each member of a group has a piece of information needed to complete a group task.

⟩Co-operative projects: Students work together to produce a product, such as a written paper or group presentation.

⟩Co-operative/ individualized: Students progress at their own rate through individualized learning materials but their progress contributes to team grade so that each pupil is rewarded by the achievements of his or her teammates.

⟩Cooperative interaction: Students work together as a team to complete a learning unit, such as a laboratory experiment.

Cooperative Principle derived from the work of the British philosopher Grice (1913) as in cited Sharma (2010, P. 54) and now widely cited in pragmatics, "Simply speaking the cooperative principle states that speakers try to cooperate with each-other when communicating" (Crystal, 2003, p. 109). Similarly, According to Grice (1913) as cited in Sharma (2010, p.54),"The cooperative Principle includes four maxims, viz, the maxim of quantity, quality relevance and manner which suggest for being informative, truthful, relevant and clear respectively."

Therefore, "Grice (1913) as cited in Richards et. al. (1999, P. 86) suggested that there are four conversational maxims":

a. The maxim of quality: The maxim of quality refers to give as much information as is needed. So, this talks about true it means this does not support false and talk of adequate evidence. For example,

⟩ Hari has two sons ,(I believe, he has and I have adequate evidence that he has)

⟩ John passed S.L.C. but I don't believe, he did (violates the maxim).

Here, first example is appropriate for the maxim of quality because it talks about true. The second example is not good in sense that second example does not have an adequate evidence.

b. The maxim of quantity: The maximum quantity states how "speak truthfully". It means give the right amount of information. It should be informative. Let's consider following replies of the question, How many children do you have?

⟩ Ram has six daughter

⟩ Ram has six children

⟩ Ram has only six children

Here, the first example is less informative than required the third one is more informative than required; the second example is the good example of the maxim of quantity. Because the maxim of quantity emphasizes on necessary information.

c. The maxim of relevance; the maxim of relevance refers to say things that are relevant. It means be relevant or make your contribution relevant. For

example;

⟩ Take me the bank.

⟩ It's four o'clock.

Here, in the example, the answer, 'its four o'clock' is not the direct answer to take me to the bank. The implicature is the bank is closed because it's already

four o'clock. It is because maxim of relevance is based on relevant. It is because after four o'clock do not relevant to go to the bank.

d.The maxim of manner: The maxim of manner denotes to say things clearly and briefly. It should be orderly and brief, avoiding ambiguity. For Example:

) He rode into the forest and jumped on his horse (violation of the principle)

) He jumped on his horse and rode into the forest (first of all he jumped on his horse and then rode into the forest)
   Here, first example is not suitable for the maxim of manner and second example is good because first of all he jumped on his horse and then rode into the forest.

Richards's et. al. (1999, P. 86) conclude that the cooperation between speaker in using the maxims is called the cooperation principle. According to this principle, the speakers try to be cooperative with each-other in course of communicating. Consequently, cooperative learning emphasizes on cooperation among learners and teacher. CL involves pair and small group learners in the classroom. It is learner-centered method. The main purpose of cooperative learning (CL) is to improve knowledge and skill.

1.1.3 Background of Cooperative Learning

Cooperative learning is related to the Proposals on peer-tutoring and peer-monitoring. John Dewy was the first person to build the idea of cooperation in a learning systematic regular class room in the early 20 century. This approach emerged in order to remove the drawback of the teacher centered strategies. According to Richards and Rogers (2010, P. 192) "Educationists were concerned that traditional models of classroom learning were a teaching fronted; fostered competition rather than cooperation and majority of students". Cooperative learning was more promoted and developed in the USA in the 1960s and 1970s. Cooperative learning emerged to make all the students learn collaboratively in the classroom. The teacher helps student learn how to learn

more effectively. In cooperative learning, teachers teach students collaboratively so that they can work together more effectively. Indeed, cooperation is not only a way of learning but also a theme to be communicated about students Jacobs (1998) as cited in Larsen-Freeman (2009, P. 192). According to Boughty (1997) as cited in Harmer, (2008, P. 328):

"Although many people in their personal lives write on their own, whether at home or at work in language classes teachers and students can take advantages of the presence of others to make writing a cooperative activity with great benefit to all those involved in one example of such as an approach group writing allowed the lecture to give more detailed and constructive feedback since she was dealing with a small number of groups rather than many individual students".

It is often pointed out that CL methodology was employed in classroom discussion and tutoring from long time age, although the work of theorizing it started quite recently. In the work of Rodger and Johnson (1980) as cited in Luitel (2005, P. 117) "there is the indication that this form of learning was in practice from the 1920s. But until the 1970s and 80s, it is not found systematized in specific principles and methods.

1.1.4 Theory of Cooperative Learning

The advocates of cooperative learning believe that language is vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is a tool used for the creation and maintenance of social relations. According to Richards and Rogers (2010, P. 192), Cooperative language learning is based on some basic premises. These premises as mentioned below:

i. Premise 1: "All normal children growing up in a normal environment learn to talk…We may think of ourselves as having been programmed to talk…communication is generally considered to be the primary purpose of language". Weeks (1979) as cited in Richards and Rogers (2010, P. 193).

ii. Premise 2: Most speech is organized as a conversation." Human beings spend a large part of their lives engaging in conversation. For most of human beings conversation is among their most significant activities".

iii. Premise 3: Conversation operates according to a certain agreed-upon of cooperative rules "maxims" Grice (1975) as cited in Richards and Rogers (2010, P. 193) such as, the maxim of quality the maxim of quantity, maxim of relevance and maxim of manner.

iv. Premise 4: One learns how these cooperative maxims are realized in one's native language through casual everyday conversation interaction.

v. Premise 5: One learns how the maxims are realized in a second language through participation in cooperatively structured interactional activities. Students in a second language class begin interacting democratically and independently

According Jonson and Holubec (1998) as cited in Budhathoki (2004, P. 5), There are three theoretical perspectives guided research on cooperative learning:

i. Social interdependence theory: Interaction with other people is essential for human survival. In an education setting, social interdependence refers to students' efforts to achieve, develop positive relationships, adjust psychologically and show social competence.

ii. Cognitive developmental theory: The cognitive development is grounded in the work of Piaget and Vygotsky. Piagetian perspective suggests that when individuals work together, socio-cognitive conflict occurs and creates cognitive disequilibrium that stimulates perspective-taking ability

and reasoning taking ability and reasoning. Vygotsky's theories present knowledge as a societal product.

iii. Behavioral learning theory: The behavioral social perspective presupposes that cooperative efforts are fueled by extrinsic motivation to achieve group rewards (academic or non-academic).

1.1.5 Theory of Cooperative Language Learning (CLL)

Cooperative Language Learning is used to support structural, functional and interactional models of language. According to Johnson and Holubec (1998) as cited in Subedi (2010, P. 140) "CLL activities are designed focusing on both language forms and functions to practice the target language". Likewise, Richards and Rodgers (2010, P. 194) state that CLL advocates draw heavily on the theoretical work of developmental psychologists Jean Piaget and Vygotsky both of whom stress the central role of social interaction learning . On the basis of developmental psychology, CLL views language learning as below:

i. Learners develop communicative competence in a language by conversing in socially or pedagogically structured situations.
ii. Certain interactive structures are optional for learning the appropriate rules and practices in conversing in a new language.
iii. Classroom activities should foster cooperation rather than competition in learning.
iv. Cooperative learning helps learners to accomplish shared goals.
v. Cooperative activities can foster the development of critical thinking (it is based on the well–known Taxonomy of educational objectives devised by Bloom (1956) as in cited Richards and Rodgers (2010, P. 194), which assumes as hierarchy of learning objectives ranking from simple recall of information to forming conceptual judgments.

From the perspective of second language teaching, Groarty (1989) as cited in Richards and Rodger (2010, P. 195) offers six learning advantages for ESL students in CLL classrooms:

i. Frequency and variety of second language proactive through different types of interaction.

ii. Possibility for development or use of language in ways that support cognitive development and increased language skills.

iii. Opportunities to integrate language with content-based instruction.

iv. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.

v. Freedom for teachers to master new professional skills, particularly those emphasizing communication.

vi. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

1.1.6 Principles of Cooperative Learning

According to Larsen-Freeman (2009, P. 167), the following are the principle of cooperative learning:

i. Students are encouraged to think in terms of positive interdependence, that means they are not thinking competitively and individually, but in terms of group quite cooperatively.

ii. In cooperative learning, students often say together, so they can learn how to make better together in some groups for a period of time.

iii. The effort of an individual helps not only the individual to be rewarded, but also other in the class.

iv. Social skills such as acknowledging other contributions, asking others to contribute and keeping the conversation clam need to be explicitly taught.

v. Language acquisition is facilitated by students inter acting in the targets language.

vi. Although students work together, each student individually accountable.

vii. Each group member should be encouraged to feel responsible for participating.

viii. Teachers not only teach language, they teach cooperation as well.

ix. Cooperative learning increases students learning because:

⟩ It is less threatening for many students

⟩ It increases the amount of student participation in classroom

⟩ It reduces the need for competitiveness

⟩ It reduces the teachers dominance in the classroom

1.1.7 Objectives of Cooperative Learning

According to John et.al (1994) as cited in Richards and Rodgers (2010, P.192) objectives of cooperative learning are given below:

i. to raise the achievement of all students, including those who are gifted on academically handicapped

ii. to help the teacher build positive relationship among students

iii. to give students the experiences they need for healthy social psychological and cognitive development.

iv. to replace the competitive organizational structure of the most classrooms and schools with a team-based high- performance organizational structure.

Likewise, Richards and Rodgers (2010, P. 193) there are following goals and objectives of cooperative learning:

⟩ to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.

⟩ to provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g. content-based, foreign language classrooms; mainstreaming)

⟩ to enable focused attention to particular lexical items, language structures and communicative functions through the use of interactive tasks.

⟩ to provide opportunities for learners to develop successful learning and communication strategies.

⟩ to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate.

To sum up, CL is an excellent in case of Teaching-Learning. The CL has been embraced as way of promoting communicative interaction in the class room and is seen as an extension of the principles of communicative language teaching. It is viewed as a learner-centered approach to teaching held to offer advantages over teacher-fronted classroom methods. So, it promotes interaction between students and teacher .It is because its nature is interactive and cooperative. So, CL emphasizes communicative skills. For example greeting, farewell, congratulation and so on. In it the teacher teaches students social skills collaboratively so that they can work together more effectively. It is Learner-Centered by nature. Therefore, the role of teacher is a facilitator and philosopher friend of learning moves around the class helping students. He/she creates a learning environment by setting goals, planning, and selecting materials. The learner as a member of a group has to work collaboratively on tasks. They develop teamwork skills. Thus, learning demands learner's direct and active participation. Likewise, the main purpose of CL is to raise the achievement of all students to provide teacher with a methodology that can be applied in a curriculum settings. It is also very helpful to establish positive relationship among students and teachers. As a matter of fact, CL is very fruitful in case of broken dialogue of English language.

1.1.8 Definition of dialogue

A dialogue is a conversation between two participants. It is the 'audio-lingual' aspect of language. It is concerned with spoken language. According to Oxford Advanced Learners Dictionary (2004 Sixth edition P. 346) define "Dialogue is a formal discussion between two groups or countries, especially when they are trying to solve a problem". Likewise, Richards et al (1999, P.107) say "Dialogue is a model conversation, used to practice speaking. Dialogues are often specially written to practice language items, contains simplified grammar and vocabulary and so many be rather different from real life conversation". Likewise, David et. al. (1988) as cited in Subedi (2010, P.257) define "A dialogue literally means talk between two people". Anyway, a dialogue is different from everyday conversation in conversation. There can be more than two participants or characters. Dialogues take place in real- life situation. There must be a topic or subject for a dialogue. We never converse without any purpose. So a dialogue is a conversation on a topic for a particular purpose between two characters.

1.1.9 Characteristics of a dialogue.

Dialogue is a form of spoken English and it is natural that spoken English differs from person to person and situation to situation. So, it is almost impossible to find unanimity among the dialogues. However, according to Bhandari (2005, P. 24) pedagogical dialogue should have the following characteristics:

Brevity: A dialogue should be brief. It should not be longer in each exchanges and it is better to be only three or four exchange. For example,

    A: Hello! How are you?

    B: I'm fine. And you?

    A: Fine, thank you.

i. Balance: A dialogue should be balanced in each speaker's parts. All participants should speak in balance. If a participant speaks more and next only listens and says 'yes or no'. It will not be a good balance dialogue. For example, (A friend calls another friend on the telephone):

A: Hello, Raj! This is Dip.

B: Oh, Hi Dip. How are you?

A: Ok. Listen, are you doing anything right now?

B: No.

A: I need some help with……………….

B: yes.

ii. Natural and spontaneous: A good dialogue should be natural and exchanges should be expressed spontaneously. Informal dialogues are natural than formal ones Colloquialism slangs etc. can be used so, the dialogue to a speaker and listener can be as natural as leaves of a live tree, for example, (two friends are shopping together)

Ram: Tell me, Rita. Which pair do you like better?

Rita: I think both pairs are nice.

Ram: I just can't decide which pair to buy.

Rita: Oh! Mom, make up your mind, will you? It's getting late.

iii. Colloquial language: the dialogue is spoken form and generally made in informal situation, so colloquial language use makes a dialogue. The colloquial language makes a dialogue up to date and lively. For example,

Tory: Answer me when I talk to you! Don't eat you every day?
Cory: Yeah.

Tory: Nigger, as long as you in my house, you put that sir on the end of it when you talk to me!

Cory: Yes, sir.

Tory: You eat every day.

Cory: Yes sir!

Tory: God a roof over your head.

Cory: Yes sir.

Fences (1991) as cited in Bhandari (2005, P. 25)

iv. A good dialogue should use of supra-segmental features, viz, stress, intonation, tempo etc.

1.1.10 Types of Dialogue Fences (1991) as cited in Bhandari (2005, P. 25)

1.1.10.1 On the basis of the Formality

On the basis of the formality introduced in the dialogues, they can be classified as formal and informal.

i. Formal Dialogue.

Formal dialogue takes place in formal situations such as seminar, programmed, classes etc. In case of language form, full, normative structures are used in the formal dialogues. The relation between the participants is also formal. In this dialogue, standard language is used. Sir, madam, Mrs., Mr., etc are used to address the participants. For example, Mr.Karki, Mrs Khanal etc.

⌐ A barrister is addressing to the judge.

Barrister (Lawyer): My lord, have you seen this report?

Judge: yes, I've gone through it.

⌐ A Host is addressing to the guests.

Host: Good morning, ladies and gentlemen. Let me welcome you to the wedding party of our son Dip.

Guests: Thank you, Mr. Karki

ii. Informal Dialogue

Informal dialogues take place in informal situations such as tea party, picnic, family gathering, exam, and game etc. The participants converse informally addressing by the first name. For example, Mr. Dip, Mrs. Sita. The characters are ordinary people and use contracted forms, slangs and local dialect. Impolite language is used in an informal dialogue.

For example: A dialogue between two close friends on the way:

Mukesh: Hi! Mr. Dip. How are you?

Dip: Fine, thanks. And you?

Mukesh: Just fine. Where are you going?

Dip: To the tap.

Mukesh: Ok. I'II see you later. So long.

Dip: So long

1.1.10.2 On the Basis of Completion

Broken dialogue is a kind dialogue which is a speaking, listening practice based on hints or clues to complete spaces. It is known as guided dialogue in the sense that it has provided some guidelines in order to complete broken dialogue. It gives a strong basis of using English in a proper way. The exercise on the broken dialogue provides opportunities to learn how the native speakers use language to perform a function. According to Gupta and Pandey (2067, P.171) "Broken dialogues can understand the second speaker's word also". Form examination pint of view it has been divided into two parts:

(i) Controlled broken dialogue   (ii) Free-broken dialogue

1. Controlled Broken Dialogue:

It means the vacant spaces for which prescribed words or sentences can only be used which either in the box or without box is used controlled broken dialogue. For example, complete the following dialogue with the appropriate sentences or phrases in the box given below:

Dip: This is a house-warming party. There are a lots of people and they are dancing…………………..

Shanti : I don't want to dance…………………….

Dip: Bimala will give you some tables for your headache……………

Shanti: No, thinks. I don't want to be better.

Dip: ………………………………………….

Shanti: Oh I don't know……………………….

> (a) I went to a party yesterday evening.
> (b)I have a terrible headache.
> (c) Do you want to dance, Shanti?
> (d) What's the matter with you, shanti?
> (e) They will be better.

I.Free- broken dialogue:

It means, there is no any restriction to use words or sentence. So, we can use our own words or sentences according to the context or the meaning of dialogue. For example, the dialogue between two friends:

Complete the appropriate sentences or phrases according to context.

Mahesh: Hello! How are you?

Sarita: Fine! But I'm very busy at carrying my sister. She broke her ankle

Mahesh:How did she break her ankle?

Sarita:……………………………..

Mahesh: How did you take her to the hospital?

Sarita :………………………………………….

Mahesh: Did you have to pay for the ambulance?

Sarita:……………………………………..

Mahesh: Did the doctor plaster her ankle or simply bandage it?

Sarita:………………………………………

Mahesh: When did she will be all right?

Sarita: ………………………………………………….

Mahesh: It she at home now or in the hospital?

Sarita: ………………………………………….

Mahesh: Tell her, I will come to her house tomorrow bye.

Sarita: ………………………………………….

According to Gupta and Pandey (2067, P.172) some tips for filling broken dialogues. Broken dialogues are divided into three parts with a view of understand and fill. They are Greetings, themes and ending or farewell.

i. Greeting: Firstly greeting words like Good morning, Good afternoon, Hello!, Hi, What can I do for you?, Excuse me etc. are used.

ii. Themes: This part describes the actual matter of conversation and speakers come on to the actual topic. For the search of this type of blank space students should follow these rules :

⌡ When speaker starts with 'when or how long' the second speaker answers by choosing time, day, week, year, month or any related time.

⌡ When s/ he start with 'where or how far' the answer is place related sentence or phrase.

⌡ When s/he starts with 'what' the answer is object related or action related sentence or phrase.

) When he/she starts with 'why' the answer is the sentence or phrase with to, in order, so that, because, as, because of, on account of, owing to, due to etc.

) When s/ he starts with 'Yes-No questions' the answer is the sentence or phrase with yes or no.

Ending or Farewell: Closing words may usually be: Bye, Thank you, Thank you for calling, you're welcome, See you again, Thanks, It's all right, Good night etc.

Therefore, in broken dialogue exercise, skeleton is given and the students have to fill the gaps with appropriate words, phrases, clauses, sentences etc. For example (the telephone dialogue between two friends)

Riana: Hello!

Tom: Hi Raina. It's me Tom

Raina……………How are you?

Tom: Oh, not bad. What……………on Saturday night?

Raina: No, nothing special. Why?

Tom: Well, …………..to that new disco?

Raina: Oh, that's a terrific idea.

Tom: Great. .... a pizza first?

Raina: …………….. Where do you want to meet?

Tom: Why don't I pick up at your house?

Raina: …………….

Tom: At seven o'clock, ok?

Raina: Fine, we'll see you at seven.

Tom: Right, so long for now.

Raina: ………

1.2 Review of Related literature

To find out the effectiveness of one particular method over another, different researchers have been carried out in different contexts. Several researches have been carried out in the effectiveness to various techniques or methods of teaching English. But no one has carried out in "Effectiveness of cooperative learning method in teaching broken dialogue" in English. But in context of Nepal, a set of studies have been carried out to investigate the effectiveness on different facets of language under Department of English Education T.U.

Budhathoki (2004) carried out a research on "Effectiveness of Co-operative Learning Method in Teaching Mathematics at Secondary Level". He used the primary sources of data, the students of grade ten, at Shree Prakash Secondary School Kapilvastu. The total population of the study was 73. He used stratified random sampling procedure. An achievement test was the tool for this study. There were 28 items. All were subjective questions. There were based on topic "probability" asked in S.L.C. examination from 2057 to 2066 B.S. the pre-test before and post test was taken after the teaching. The major findings of this study were given below:

⟩ It was found that the average score of experimental group was greater than the average score of controlled group.

⟩ Although mean score of boys group was slightly more than girls group of experimental group, it was statistically significant. It meant CL method was good for experimental group.

⟩ In controlled group, there was significant difference between the mean score of boys and girls. It meant traditional method was not good for controlled group.

Sahu (2007) carried out a research work on "Effectiveness of Para-orthographic texts". In this thesis, the respondents were selected from grade eleven H.S. School students from Kathmandu, Saptari and Lalitpur districts.

Only objective types of test- items were used. It consisted of 60 students attending. The number of student was 20 from each school and district. He used stratified random sampling procedure. It was found that Parra-orthographic texts were found easier to comprehend.

Karki (2008) carried out research on "Effectiveness of Teaching Action Verbs through Penmen Pictures." He used the primary sources of data, the students of grade three, at Shree Sarada higher Secondary School Dhankuta. The total populations of the study six. He used non-random sampling purposive procedure. The non-random sampling procedure was applied to select the students of grade three. He taught then for 25 days. The test items were designed to assess the effectiveness of penmen pictures in teaching the action verbs. The test items consisted of 50 words. The test items were divided into different teaching items such as true/ false and pick out a verb and put on the suitable picture, carried 5 full marks and the true/ false item carried 3 full marks and pick out a verb and put on item carried 7 full marks. Major findings of his research were:

)Through this study, the researcher found that girl students of both groups have obtained greater scores than their boy counterparts. It indicates that the girls were seen more curious and eager to learn than the boys. Within girls, the girl students of Group 'A' had secured more marks than the girls of group 'B'.

)Penmen pictures have been found to be effective in the teaching of action verbs.

B.C. (2008) carried out research entitled "Effectiveness of Teaching Grammar through Discovery Technique". The primary data of this study were collected by administering the pretest and post-test on forty students of Narayan Secondary School, Banke. The pre-test was before and post-test was taken after the teaching. The main tool for the collection of data was a set of test items consisting of sixty items related to tenses. It was used for both pre and post-tests. The major findings of his study were given below:

⟩ Group 'B' was found better than group 'A'. Group 'A' had an average increasement of 4.34 whereas group 'B' had 9.95 marks as a whole. This difference shows that teaching though discovery technique had better impact on teaching tense.

⟩ Group 'B' performed the best in the future tense, group 'B' had an average score of 5 in pre-test and 8.7 in post-test. The difference between pre-test and post-test is 3.7 on average score. Group 'B' had increased its score in the future tense by seventy four percent. It seems that group 'B' should be better performance in future tense.

Adhikari (2010) carried out research on "Collaborative Learning for Teachers' Professional Development". The primary sources of data were 40 secondary level English language teachers selected from Pokhara and Kathmandu valley. He used non-random judgmental sampling procedure to select 20 secondary schools from Phokara valley and 20 secondary schools (10 were private and 10 public schools) from both places. Then, he selected one secondary level English language teacher from each of the schools. The research design of the study was survey research. The findings of this research were given below:

⟩ Almost all (97.5%) Secondary level English language teachers had positive attitude towards collaborative learning.

⟩ Majority of the teachers were aware of the effectiveness of different small scale collaborative learning activities for teachers' professional development.

⟩ Most of the teachers were interested to share their professional problems with their colleagues.

⟩ The observation of the correct response on the pre-test was poorer than progressive tests, and post-test, he found that most of the items received the correct responses from 95% to 98%

The present research is basically different from those of the above reviewed researches in the sense that no research has yet been done on "Effectiveness of Cooperative Learning in Teaching Broken Dialogue".

1.3 Objectives of study

The objectives of study were as follows:

(a) to find out the effectiveness of cooperative learning in teaching broken dialogue in English.

(b) to compare the results in terms of following variables: controlled broken dialogue Vs free broken dialogue.

(c) to suggest some pedagogical implications.

1.4 Significance of the study

The present study will be useful for those involved in the field of English language teaching and learning process. Being a new and first venture of research, in the context of ELT in Nepal, it will be important and beneficial for the teachers, students, linguists, psychologist, as well as the researchers in the similar field. The findings will be beneficial for language planners, text book writers, curriculum designer, subject experts and the teachers and students of linguists, language teaching and psychology. This study can be significance because following reasons:

(a) It is carry useful source for textbook writers because it provides idea to write text books from co-operative learning point of view.

(b) It is very important for teachers because they would take idea from this research to teach students cooperatively.

(c) This it is helpful for students since they understand way of learning by cooperatively.

(d) This study is useful for researchers in sense that they may take it as a reference material to carry out other related researches.

(e) This study it is significant for syllabus designers because they can get same idea of teaching broken dialogue in English using any strategy.

CHAPTER TWO

METHODOLOGY

To fulfill the objective of study, the researcher adopted following methodology:

2.1 Source of Data

Both Primary and Secondary Sources were used for data collection.

2.1.1 Primary Source of Data

The primary sources of data for this study were the students of grade 10 from Shree Narayani Higher Secondary School, Karkigaun-2, Jajarkot.

2.1.2 Secondary Source of Data

Secondary sources of data were the documents. The research reports carried out earlier books, journals and newspapers. Such as Luitel (2005), Karki (2008), Chomsky (1957), Crystal (2003), Richards et. al. (1999), Gupta and Pandey (2066), Adhikari (2010), Bhattrai (2005), Subedi (2010), Todd (1991), Richards and Rodgers (2010) and Larsen-Freeman (2009).

2.2 Population of the Study

The students studying at grade-10 were population of this study. The study was conducted with the help of pre and post tests only equivalent. The design is presented in the following table.

Table No. 1

The Design of the Study

Groups	Treatment	Post-test
E_R	X	T_1
C_R	_	T_2

Where,

E_R= Randomize experimental group

C_R= Randomize control group

X=Treatment

T_1= post-test given to experimental group

T_2=Post-test given to control group

Researcher made two equivalent groups of students, experimental and controlled group using the principle of random assignment of test. Researcher taught the experimental group consisting of 20 students by applying the treatment i.e., cooperative learning. He taught the controlled group consisting of 20 students using traditional method.

2.3 Sample Population

The sample population of the study consisted of 40 students of grade 10 of Shree Narayani Higher Secondary School Karkigaun-2, Jajarkot.

2.4 Sampling Procedure

Regarding sampling procedures, class ten students were selected randomly. Forty students of grade 10 were selected for the study dividing two groups: experimental and controlled groups using stratified random sampling. In both experimental group and controlled group, the researcher divided the students in five groups. Each group selected a group leader for co-operative activities. Proficiency levels of both groups were maintained after the result of pre-test.

2.5 Tools for Date Collection

The test items were used to collect the data. There were two types of question sets viz, controlled broken dialogue and free-broken dialogue carried 50 marks.

The sets of test items with the same difficulty level were used for the pre-test and the post-test. Together five broken dialogues were prepared in each set.

2.6 Process of Data Collection

The following stepwise processes were used to collect primary data:

i. First of all, the researcher prepared two sets of tests based on cooperative learning. The questionnaires included various broken dialogues, controlled broken dialogue in set 'A' and free-broken dialogue in set 'B'. Only one Specimen text from grade 10 was administered.

ii. A pilot study was carried out to determine the duration and appropriateness of the test items. On the basis of the pilot test, the test items were revised, reviewed and improved.

iii. The researcher visited to select school and established rapport with the concerned authority for their permission to carry out the study. He explained the purpose of his study.

vi. The researcher administered a written pre-test to determine the actual performance of the students in broken dialogue.

v. On the basis of the result of the pre-test the students were ranked.

The students were divided into two groups viz: controlled group and experimental group.

vi. The researcher prepared the same teaching materials for both groups before classroom teaching. Teaching items were the same, however, the teaching method was different, i.e., experimental group was taught through cooperative language learning activities, and controlled group was taught in traditional method. The medium of instruction was English.

viii. Each group was taught for one month, six days a week, one period a day and a period of forty five minutes.

ix. After real teaching for one month, a written post-test was administered using the same set of test items used in the pre-test. Finally, the result of both pre-test and post test was compared in order to determine the students' proficiency and to find out the effectiveness.

2.7 Limitations of the Study

The study was carried out under the following limitations:

i. The population of the study was limited to only one school Shree Narayani Higher Secondary School, Karkigaun-2 Jajarkot district.

ii. The total population was confined into two groups, e.g., controlled group and experimental group.

iii. The primary data for the study was collected from the written text only.

iv. The sets of questions contained only two types :
   a) controlled broken dialogue(fill in the blank item with option)
   b) Free broken dialogue (Fill in the blank item without option)

v. The sample of population was forty students.

vi. The research limited to only twenty eight days duration.

CHATHER THREE

ANALYSIS AND INTERPRETATION

For analysis and interpretation of the study, the data was grouped under the three main headings and analyzed separately under the headings

⌡ Holistic comparison

⌡ Group wise comparison

⌡ Item wise comparison: The collected data were also analyzed in different specific dialogue items.

⌡ Test-based comparison

While analyzing the data, the individual score of both pre-test and post-test have been taken and tabulated into groups. Then, the average score of groups on the two tests was determined. If the different was greater than zero, it was the improvement in learners study during teaching. The result was then converted into percentage. The two groups had been compared on the basis of percentage. The group which obtained higher percentage had been considered to be better than one which got lower percentage. As the same materials and medium were used for both the groups only with the variation in the technique, i.e., experimental group was taught using cooperative learning activities, whereas Controlled group was taught by traditional way. The detail analysis and interpretation of the data have been presented as follows.

3.1 Holistic Comparisons

In this comparison, the results of controlled group and experimental group in the test of two dialogue items were analyzed under separate headings. The following comparative chart shows the difference between the mean score of controlled group and experimental group.

Table No. 2

Score of Controlled Group

Dialogue	Av. Score pre-test	Av. Score of post-test	D	D%
Controlled broken-dialogue	6.25	6.52	0.27	4.32
Free-broken dialogue	2.37	4.22	1.85	78.5
Total	8.62	10.75	10.75	24.7

The table shows that controlled group of an average score 6.25 in the pre-test and 6.52 in the post-test in the controlled broken dialogue. The difference between pre-test and post-test was 0.27%. The controlled group increased its result by 4.32%. The average score of controlled group in the free-broken dialogue was 2.37 in the pre-test and 4.22 in the post-test. Controlled group increased its result by 78.5% in the free-broken dialogue.

Table No. 3

Score of Experimental Group

Av. Score pre-test	Dialogue	Av. Score of post-test	D	D%
6.47	Controlled broken- dialogue	12.6	6.13	94.74
2.55	Free-broken dialogue	8	5.45	213.7
9.02	Total	20.6	11.58	128.38

The above table shows that experimental group had the average score of 6.47 in the pre-test and 12.6 in the post-test in the controlled broken dialogue. The difference between pre-test and post- test was 6.13, or experimental group

increased its mark by 94.74 %. The average score of experimental group in the free-broken dialogue was 2.55. In the pre-test and 8 in the post-test. The difference between pre-test and post-test is 5.45, or Experimental group increased its result by 213.7% in the free-broken dialogue.

3.2 Group-wise Comparison

After making items wise comparison, the researcher compared the average scores of the two groups. The researcher compared the average scores of the groups. The following table shows the average score.

Table No. 4

Average Scores of Two Groups

Groups	Av. Score in pre-test	Av. Score in post-test	D	D%
Controlled Group	8.62	10.75	2.13	24.7
Experimental Group	9.02	20.6	11.58	128.38

The table shows that the score of controlled group was 8.62 in the pre-test and 10.75 in the post-test. The difference between two scores was 24.75%. But the average score of experimental group in the pre-test 9.02 and 20.6 in the post-test. It was the difference by 128.38 %. The proves that cooperative learning is more effective in teaching broken-dialogues and guided dialogues.

3.3 Item-wise Comparison

The collected data were grouped into two main categories on the basis of dialogues. Then, average score of pre-test and post-test were presented in the table. The following table shows the result in using cooperative learning in teaching of the controlled broken-dialogue.

Table No. 5

The result in teaching controlled broken dialogue.

Groups	Av. Sore in pre-test	Av. Score in post-test	D	D%
Controlled Group	6.25	6.52	0.27	4.32
Experimental Group	6.47	12.6	6.13	94.74

The controlled broken dialogue consisted of three broken dialogues. Each broken dialogue carried out 10 marks. The result showed that controlled group had 6.25 average score in the pre-test and 6.25 in the post-test. It was a slight improvement of 0.27 marks. But the difference between the average score of pre-test and post-test of the students in experimental group was 6.13 marks 94.74 %. This proves the cooperative learning is more successful in teaching dialogue. Controlled broken dialogue included three items. They are separately presented in the following tables:

Table No. 6

The Result of Item 1 in Controlled Broken-Dialogue

Groups	Av. score in pre-test	Av. Score in post-test	D	D%
Controlled Group	1.05	1.02	0.03	2.85
Experimental Group	1.47	4.52	3.05	207.48

The result shows that the controlled group had 1.05 average score in the pre-test but 1.02 in the post-test. There was no marked improvement. But the difference between the average score of pre-test and post-test of in the controlled group was 3.05 marks or 207.48 %.

Table No. 7

The Result of Item 2 in Controlled Broken Dialogue

Groups	Av. Score in pre-test	Av. Score in post-test	D	D%
Controlled Group	2.17	1.97	0.2	9.21
Experimental Group	1.72	4.2	2.58	150

The table shows that the controlled group had an average score of 2.17 in the pre-test and 1.92 in the post-test. The experimental group had an average score of 1.62 in the pre-test and 4.2 in the post test. The difference between the pre and post test scores was by 2.58 marks or 130 %.

Table No. 8

The Result of Item 3 in Controlled Broken Dialogue

Groups	Av. Score in pre-test	Av. Score in post-test	D	D%
Controlled Group	3	3.52	0.32	10.66
Experimental Group	3.37	3.8	0.43	12.75

The table shows that controlled group had an average score of 3 in the pre-test and 3.52 in the post-test. The group made improvement of 0.52 marks. Likewise,

The experimental group had an average score of 3.37 in the pre-test and 3.8 in the post test. The difference between the pre-test and post-test scores was by 12.75 %. The data under free-broken dialogue are presented in the following table:

Table No. 9

The Result of Teaching the Free-Broken Dialogue

Groups	Av. Score in pre-test	Av. Score in post-test	D	D%
Controlled Group	2.37	4.22	1.85	78.05
Experimental Group	2.55	8	5.45	213.72

The test consisted of two free-broken dialogues. The table shows that controlled group had an average score of 2.37 in the pre-test and 4.22 in the post-test. The group made improvement of 1.85 mark or 78.05 %. But experimental group had an average score of 2.55 in the pre-test and 8 in the post-test. The difference between the pre-test and post-test scores was by 5.45 marks or 213.72 %. The free-broken dialogue included two test items as shown in the following table:

Table No. 10

The Result of Item 1 in Free-Broken Dialogue

Groups	Av. Score in pre-test	Av. Score in post-test	D	D%
Controlled Group	0.37	0.82	0.45	121.62
Experimental Group	0.7	2.9	2.2	314.28

The table shows that the controlled group had 0.37 average mark score in the pre-test and 0.82 in the post-test. There was a slight improvement of 0.45 marks. But the difference between the average score of pre-test and post-test in the experimental group was 2.2 mark or 314.28 %.

Table No. 11

The Result of Item 2 in Free-Broken Dialogue

Groups	Av. Score in pre-test	Av. Score in post-test	D	D%
Controlled Group	2.02	3.04	1.38	68.31
Experimental Group	1.82	5.1	3.28	180.21

The table shows that controlled group had 2.02 in pre-test and 3.4 in post-test. There was improvement of 68.31 %. Similarly, the experimental group had an average score of 1.82 in the pre-test and 5.1 in the post test. The difference between the pre-test and post-test scores was by 3.28 marks or 180.21 %. This proves that cooperative learning is more successful in teaching dialogue and other language items as well.

3.4 Test-Based Comparison

Reading test based comparison, the results of the controlled group and the experimental group was contained into two tests i.e. pre-test and post-test as shown the following table:

Table No. 12

Average Score of Pre-Test of Both Controlled Group and Experimental Group

Groups	Controlled-Group	Experimental Group	D	D%
Total marks	172.5	180.5	8	4
Average Groups	8.62	9.02	0.4	4

The above table shows that controlled group had an average sore 8.62 in the pre-test and experimental group had an average sore 9.02 in the pre-test. There was no any difference between average scores of pre-test of both the groups.

Table No. 13

Average Score of Post-Test of Controlled and Experimental Groups

Groups	Controlled Group	Experimental Group	D	D%
Total marks	215	412	197	91.62
Average Scores	10.75	20.6	9.85	91.62

The above table shows that the score of the controlled group was 10.75 in the post test and the experimental group was 20.6 in the post-test. The difference between two groups was 91.62%. This proves that cooperative learning is more effective in teaching learning activities.

CHAPTER FOUR

FINDIGS AND RECOMMENDATIONS

The present research was carried out to find out the effectiveness of cooperative learning in teaching dialogue. Controlled group was taught in traditional method whereas experimental group was taught by the cooperative learning. The pre-test and post-test were administered before and after the experiment. After the comparative analysis and interpretation of data obtained from the pre and post-tests, the findings drawn and recommendations are put forward.

1.1 Findings

〕 Regarding holistic and group wise comparison. Experimental group was found to be better than controlled group.

〕 Experimental group had greater average increment percentage than controlled group by 5.86 in controlled broken dialogue, by 3.6 in free-broken dialogue. Experimental group showed better performance than controlled group, although the difference is not so significant.

〕 Experimental group had performed the best in the free-broken dialogue.

〕 Experimental group had performed the best in the free-broken dialogue. In item no. 1, Experimental group had had average score 0.7 in pre-test and 2.9 in post-test. The difference between pre-test and post test is 2.2 mark or 314.28%. This shows the teaching student using cooperative learning was relatively more effective than teaching traditional way for teaching dialogue.

〕 Regarding the result in teaching controlled broken dialogue Experimental group had performed better than Controlled group. The Controlled group had 6.25 average score in the pre-test and 6.52 in the post-test. The difference is 94.64 % between them.

〕 Regarding Test-based comparison in the post test, the total average score of experimental group was found to be better than controlled group. The difference between controlled group and Experimental Group was 9.85 marks or 91.62% .This shows the teaching student using cooperative learning was relatively more effective than teaching traditional way for teaching broken dialogue.

4.2 Recommendations

On the basis of the findings of the study, the following recommendations have been made for pedagogical implications:

〕 The cooperative learning is more effective to use in the teaching of dialogue.

〕 Teachers should use cooperative learning in course of teaching and learning.

〕 Teachers should provide their students with supportive and favorable environment required for learning and practicing collaboratively.

〕 Cooperative learning should be applied in English dialogue teaching in secondary level to enhance the pupils' achievement in English.

〕 The writers of teachers' guide should emphasize various schools from different parts of Nepal in order to justify whether cooperative learning is more useful in broken dialogue teaching or not in our context.

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APPENDIX-I

Test Item

This test Item is Prepared to collect the data for the purpose of a research study on "Effectiveness of Co-operative Learning in teaching Broken Dialogue". I promise that your creations will be confidential and would like to request to give the following information by heart.

School:	Date:
Name of Student:	F.M.:50
Subject: English	Time: 1.50 hour
Class: 10	

Attempts all the questions

A. Controlled Broken Dialogue.   3x10=30

1 Complete the following dialogue with appropriate sentence given the box below.

(Dialogue between pupil and teacher)

Pupil: May I talk to you sir?

Teacher: Yes……………………………………

Pupil: It's an application for leave, sir.

Teacher: ……………………………………

Pupil: My mother sick at home.

Teacher: All right ……………………….

Pupil: Tomorrow, sir.

Teacher ……………………………………….

Pupil: Only three days. I shall be back on Monday next.

Teacher: If your mother wants you to stay on for a day or two more. You need not to return on Monday.

Pupil: ………………………………………………..

a) You need not come to school.
b) When do you wish to go?
c) Thanks very much, sir.
d) Only three days.
e) How many days' live do you want?
f) What is it?
g) What for?
h) It's good idea.

2. Complete the following dialogue with appropriate sentences or phrases given in the box below.

(Dialogue between Receptionist and customer)

Receptionist: ………………………………………………..

Mrs. Gurung: Good morning ……………………………….My husband will arrive this afternoon.

Receptionist: ………………………………………………..

Mrs. Gurung: ……………………………………….perhaps for a week.

Receptionist: Let me see, of course this is the business time of year for as but ah yes. I can give you room with a balcony.

Mrs. Gurung………………………………………………..

a) Then we are very lucky.
b) Good morning, madam.
c) And how long do you wish to stay, Madam?
d) I want to arrange accommodation.
e) Oh, for three nights.
f) I can give you room with a balcony.

3. Complete the following dialogue with appropriate sentence given in the box below:

(The dialogue between doctor and patient)

Patient: Good morning, doctor.

Patient: I haven't been feeling well lately. I often feel quite sick……………………..

Doctor: …………………………………………

Patient: Not at all, good. I don't feel like eating anything.

Doctor: Let me take your temperature first. Now I want to check up your chest……………………………….

Patient: Is there anything serious, doctor?

Doctor: No, nothing serious. I'm prescribing two kinds tables for three days, Don't eat any fried, spicy and hot food. Come to see me if trouble doesn't go quickly.

Patient: …………………………………………

Doctor: Ok, good bye.

a) Is there anything serious, doctor?
b) Good morning sir, what's your trouble?
c) Thank you very much, doctor, good bye!
d) Breathe deeply.
e) What's your appetite like?
f) I've had severe headaches for several days and I feel feverish all the time.

B. Free-Broken Dialogue   **2x10=20**

1. Complete the following dialogue between librarian and student with the appropriate sentences.

Student: Excuse me sir?

Librarian:....................Which book would you like to borrow?

Student: Let me go to the rack and find out one as I need.

Librarian: Ok, you can go in and ………………….

Student: Here is a book I wanted. But page no. 205 is missing in this book.

Librarian: My God! ……………………………I'll stamp here to indicate that the page has been turn out.

Student: …………………………………………………………..

2. Complete the following dialogue with appropriate phrases or sentences.

Ram: Good morning, Hari.

Hari…………………………….How are you?

Ram: Me, too what's a problem?

Hari : ....Do you have any problem, Ram ?

Ram : Yes…………………………………………………………………..

Hari : But I think algebra is difficult.

Ram: Don't you have any problem with geometry?

Hari: Perhaps but I'm not sure.

Ram: Would you mind helping me with geometry?

Hari: Sure

Ram:……………………………………………………………………

(Thank you for your kind Co-operation)

Dip Bahadur Karki

(Researcher)

APPENDIX-II

Name of informants

Group-A (Controlled Group)

S. N.	Name	Pre-test		Total	Post-test		Total
		Controlled broken	Free-broken		Controlled broken	Free-broken	
1.	Bal Bahadur B.K	1	0.5	1.5	1	1	2
2.	Nirmala Jaishi	1	0.5	1.5	1	2	3
3.	Kamala Sharma	1	0.5	1.5	2	2	4
4.	Harish Khatri	2	0.5	2.5	1.5	7.5	9
5.	Lal Sara Pariyar	2	0.5	2.5	2	1	3
6.	Jayanti Kumari Thapa	2	0.5	2.5	6	6	12
7.	SHushila Khatri	2	0.5	2.5	2	2	4
8.	Bishnu Jaishi	4	0.5	4.5	2	3	5
9.	Rajendra Bdr. Singh	1	4	5	13	6	19
10.	Kalika B.K.	9	0.5	9.5	1	1	2
11.	Sharma Lal Acharya	13	1	14	8	2	10
12.	Bal Bdr. Shahi	10	4	14	17	5	22
13.	Chandra Kala singh	12	14	16	15	4	19
14.	Indra Rokaya	12	4	16	8	4	12
15.	Panmata Kasera	8	2	10	6	1	7
16.	Pravakar Sharma	2	6	8	10	8	18
17.	Nar Bdr. Pun	6	5	11	2	7	9
18.	Mahendra Khatri	12	5	17	6	7	13
19.	Shantosh Khatri	16	4	20	13	10	23
20.	Bishnu Maya B.K.	9	4	13	14	5	19
Total		125	47.5	172.5	130.5	84.5	215
Average Value (Mean)		6.25	2.37	8.62	6.52	4.22	10.75

Pre-test average value (mean)= $\frac{\sum x}{N} = \frac{172.5}{20}$ =8.62

Post-test average value (mean) = $\frac{\sum x}{N} = \frac{215}{20}$ =10.75

Group-B (Experimental Group)

S.N.	Name	Pre-test		Total	Post-test		Total
		Controlled broken	Free-broken		Controlled broken	Free-broken	
1.	Bhima Singh	1	0.5	1.5	2	1	3
2.	Rajendra Badi	0.5	1	1.5	7	8	15
3.	Nirmala Singh	0.5	1	1.5	7	15	22
4.	Gita Sarma	2	0.5	2.5	2	2	4
5.	Debika Singh	2	0.5	2.5	2	2	4
6.	Tej Bdr. Karki	2	0.5	2.5	12	7	19
7.	Sarmila K. Singh	2	0.5	2.5	4	10	14
8.	Sabitra Shahi	0.5	2	4.5	1	1	2
9.	Basant Kumar Khatri	4	2	4.5	13	6	19
10.	Jaya Bdr. Khatri	8	0.5	8.5	13.5	8	21.5
11.	Hari Lal Jaishi	12	2	14	10.5	7	13.5
12.	Hari Bdr. Rokaya	8	2	1	22	4	26
13.	Naresh Pun	12	4	16	13	9	39
14.	Padam Raj B.K.	10	6	16	24	13	37
15.	Hima Oli	7	4	11	11	3	40
16.	Lokendra Bdr. Singh	6	0.5	6.5	10	9	19
17.	Dhan Bdr. Khatri	10	1	11	19	15	34
18.	Sudha Gyawali	14	9	23	19	12	31
19.	Bishnu Singh	12	7	19	28	15	43
20.	Ram Prasad Sarma	16	6	22	15	13	28
Total		129.5	51	180.5	152	160	412
Average Value (Mean)		6.47	2.55	9.02	12.6	8	20.6

Pre-test average value (mean)= $\frac{\sum x}{N} = \frac{180.5}{20} = 9.0.2$

Post-test average value (mean) = $\frac{\sum x}{N} = \frac{412}{20} = 20.6$

APPENDIX-III

Marks obtained in the pre-test of controlled group

S.N.	Name	Controlled broken dialogues			Free-broken dialogues		
		1	2	3	1	2	Total
1.	Bal Bahadur B.K	0.5	0.5	0	0	0.5	1.5
2.	Nirmala Jaishi	0.5	0.5	0	0.5	0	1.5
3.	Kamala Sharma	0	0.5	0.5	0	0	1.5
4.	Harish Khatri	0	0	2	0.5	0	2.5
5.	Lal Sara Pariyar	0	0	2	0.5	0	2.5
6.	Jayanti Kumari Thapa	0	2	0	0	0.5	2.5
7.	SHushila Khatri	0	0	2	0	0.5	2.5
8.	Bishnu Jaishi	0.5	0	4	0	0	4.5
9.	Rajendra Bdr. Singh	0	0	1	0	4	5
10.	Kalika B.K.	1	6	2	0.5	0	9.5
11.	Sharma Lal Acharya	4	4	4	1	1	14
12.	Bal Bdr. Shahi	0	4	6	0	4	14
13.	Chandra Kala singh	4	6	2	0	4	16
14.	Indra Rokaya	2	4	6	0	4	16
15.	Panmata Kasera	0	6	2	0	2	1
16.	Pravakar Sharma	0	0	2	2	4	8
17.	Nar Bdr. Pun	0	0	6	2	3	11
18.	Mahendra Khatri	0	4	8	0	5	17
19.	Shantosh Khatri	6	4	6	0	4	20
20.	Bishnu Maya B.K.	2	2	5	0	4	13
Total		21	43.5	60	7.5	40.5	172.5
Average Value (Mean)		1.05	2.17	3	0.37	0.2	5.62

Group-B (Experimental Group)

S. N.	Name	Items					
		Controlled broken Dialogues			Free-broken dialogues		
		1	2	3	1	2	Total
1.	Bhima Singh	1	0	0	0.5	0	1.5
2.	Rajendra Badi	0	0.5	0	0	1	1.5
3.	Nirmala Singh	0	0	0.5	0	1	1.5
4.	Gita Sarma	0	0	2	0	0.5	2.5
5.	Debika Singh	2	0	0	0.5	0	2.5
6.	Tej Bdr. Karki	0	2	0	0.5	0	2.5
7.	Sarmila K. Singh	0	0	2	0	0.5	2.5
8.	Sabitra Shahi	0.5	0	0	2	2	4.5
9.	Basant Kumar Khatri	2	0	2	0.5	0	4.5
10.	Jaya Bdr. Khatri	2	4	2	0	0.5	8.5
11.	Hari Lal Jaishi	2	2	8	0	2	14
12.	Hari Bdr. Rokaya	0	2	6	0	2	10
13.	Naresh Pun	4	4	4	0	4	16
14.	Padam Raj B.K.	2	0	8	2	4	16
15.	Hima Oli	0	2	5	0	4	11
16.	Lokendra Bdr. Singh	0	2	4	0.5	0	6.5
17.	Dhan Bdr. Khatri	0	4	6	0	1	11
18.	Sudha Gyawali	6	2	6	3	6	23
19.	Bishnu Singh	4	2	6	3	4	19
20.	Ram Prasad Sarma	4	6	6	2	4	22
Total		29.5	32.5	67.5	4.5	36.5	180.5
Average Value (Mean)		1.47	1.62	3.37	0.7	1.62	9.02

Marks obtained in the post-test of Experimental group

S.N.	Name	Items					
		Controlled broken Dialogues			Free-broken dialogues		
		1	2	3	1	2	Total
1.	Bhima Singh	2	0	0	1	0	3
2.	Rajendra Badi	1	2	4	2	6	15
3.	Nirmala Singh	5	2	0	7	8	22
4.	Gita Sarma	2	0	0	0	2	4
5.	Debika Singh	0	1	1	2	0	4
6.	Tej Bdr. Karki	3	6	3	2	5	19
7.	Sarmila K. Singh	0	2	2	2	8	14
8.	Sabitra Shahi	0	1	0	0	1	2
9.	Basant Kumar Khatri	2	6	5	0	6	19
10.	Jaya Bdr. Khatri	6	7.5	0	2	6	21.5
11.	Hari Lal Jaishi	5	2	3.5	1	6	17.5
12.	Hari Bdr. Rokaya	9	4.5	7.5	1	4	26
13.	Naresh Pun	10	10	10	3	6	39
14.	Padam Raj B.K.	10	8	6	8	5	37
15.	Hima Oli	5.5	2	3.5	0	3	14
16.	Lokendra Bdr. Singh	2	4	4	2	7	19
17.	Dhan Bdr. Khatri	8	6	5	8	7	34
18.	Sudha Gyawali	5	6	8	4	8	31
19.	Bishnu Singh	8	10	10	8	7	43
20.	Ram Prasad Sharma	7	4	4	6	7	28
Total		90.5	84	76.5	59	1.2	412
Average Value (Mean)		4.52	4.2	3.8	2.9	5.1	20.6

APPENDIX-IV

LESSON PLAN No. 1

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-05-25

Subject: English   **Time:** 45m.

Lesson Topic: Definition and type of dialogue

1. **Specific Objectives :** At the end of this lesson the student will be able to:

    a. define dialogue

    b. say type of dialogue

2. **Teaching Materials :** Daily used material, lecture note, flash cards

3. **Teaching Learning Activities**

Controlled Group

i) **Presentation:** Firstly, the teacher will define dialogue.

〕 Then will give example of dialogue. For example:

Dip : Good morning.

Sita: Good morning how are you today?

Dip : Just fine, thanks. How are you?

Sita : Same to you.

〕 After that, he will show type of dialogue through flash card.

ii) **Practice:** The teacher will ask following question in order to practice.

〕 What do you understand by dialogue?

〕 What are differences between formal and informal dialogue?

Experimental Group

   i) **Presentation:** At first, the teacher will provide definition of dialogue.

   ⟩ Secondly, he will show type of dialogue through flash card.

   ⟩ At last, he will provide one example of guide dialogue i.e. free – dialogue which may be formal or in formal. For example: complete the following dialogue by placing the clues given in the box.

   A: Hello, ...?

   B: Can you ....how to get to principal's office?

   A: Of course, please go straight down the corridor and find the room no.1 form of the principal.

   B: Thank you very much.

   A: ....

   ┌───┐
   │ (i) Welcome (ii) tell me (iii) Can I help you? (iv) Do you know he is │
   │ available there?   │
   └───┘

   ⟩ After that, he will teach way of using given clues in the dialogue.

   ⟩ At last, he will divide student in to five groups on the basis of nomination and each- group will select a group leader for cooperative learning.

ii) Practice: The teacher will ask following question for practice cooperative activities.

Complete the following dialogue by using the expression given in the box.

Hari:......................which way is the post office, please ?

Nabin: This post office?.......................

Hari: Well......................Oh, excuse me. I am trying to find the post office....................?

Nabin: The post office? Let's see now oh, yes.

....

....

Hari : I see. Straight of the corner. Left and then right.

Nabin: That's it.

Hari: Thanks a lot

Nabin:.............................

(i) Sorry, I am not really sure. (ii) Excuse me, (iii) Can you help me (iv) Thanks a lot (v) You are welcome (vi) You go straight down the street to the corner. Turn left and go straight until you see grocery store on the right. There is the post office opposite the supermarket

---

�য If students will not able to solve given problem, the teacher will help them.

4. **Evaluation:** The teacher will ask following questions for evaluation.

꽁 Can you tell definition of dialogue?

꽁 Tell types of dialogues.

LESSON PLAN No. 2

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-05-26

Subject: English   **Time:** 45m.

Topic: Dialogue using Greeting

1. **Specific Objectives :** At the end of this lesson, the students will be able to :
    a. tell some exponents of greeting.
    b. answer the questions.
2. **Teaching Materials:** Daily used classroom materials, lecture note and flash cards.
3. **Teaching Learning Activities**

Controlled Group

i. Presentation:

⟩ Firstly, the teacher will present exponents of greeting by means of flash card.

⟩ Then, he will create a dialogue as example on white board. For example:

Dip: Hi! Rita. Good morning.

Rita: Hi! Good morning

Dip: How are you?

Rita: Not bad. And you?

Dip: Same to you.

ii. Practice: The teacher will conduct following questions for practice.

a. Write a dialogue between teacher and students.
b. Write any four exponents of greeting

Experimental Group

(i)   Presentation :

⌡ Firstly, the teacher will present all exponents of greeting by means of flash card.

⌡ Secondly, he will present one free guided dialogue. For example:

Dip: Hi ! Rita. ....

Rita: Hi! Good morning

Dip: ....

Rita: Same to you.

⌡ After that, he will teach way of using exponents in free-guided dialogue.

⌡ He will divide student into five group five group and each- group will be selected a group leader for cooperation.

(ii) **Practice:** The teacher will ask following question with co-operative activities.

⌡ Complete the following dialogue.

Raju: Hi! How are you?

Ram :....................................

Raju:........................ where are you going ?

Ram :....................?

⌡ If students are not able to solve given problem, he teacher will help them.

4. **Evaluation:** The teacher will ask following questions for evaluation.

⌡ Say any six exponents of greeting.

⌡ Write any three exponents of greeting.

LESSON PLAN No. 3

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10 **Date:** 2068-05-27

Subject: English **Time:** 45m.

Lesson Topic: Dialogue focusing on taking leave or farewells.

1. Specific Objectives: On the completion of this lesson, the students will be enabled to:

   a. tell some exponents of taking leave or farewells.

2. Teaching Materials: Daily used classroom materials, lecture note.

3. Teaching Learning Activities.

Controlled Group

(i) Presentation- Firstly, the teacher will write all exponents of taking leave in dialogue.

∫ Secondly, he will teach how to use exponents of taking leave in dialogue.

∫ At last, he will create a dialogue with related topic. For example:

A: Hi! How are you?

B: Fine, thanks. And you?

A: Just fine. Where are you going?

B: To the tap.

A: Ok, I'll see you later. So long.

B: So long.

(ii) Practice : The teacher will ask following question:

∫ Write any five exponents of taking leave.

∫ Write a dialogue between teacher and student (A student meets his teacher to the way to the library one afternoon)

Experimental group

(i) Presentation: Firstly, the teacher will present two guided dialogue (Free broken dialogue and controlled broken dialogue).

⟩ Secondly, he will teach way of using given exponents in guided dialogues.

⟩ After that, he will present all exponents of taking leave or farewells on the white board.

⟩ At last, he will divide students into five groups and select a group leader for cooperation.

(ii) Practice: The teacher will ask following question for practice with co-operative way.

A dialogue between teacher and students, complete the following spaces according to following clues.

Student :.............................. sir. How are you?

Teacher: Good afternoon.......................?

Student:..

Teacher : How is your study going on ?

Student : Uhmm..............................it is well, sir.

Teacher : Bye

Student :........................

(i) Bye sir (ii) Just fine sir (iii) Good afternoon sir (iv) I am fine .And you?

(ii) (v) See you later

---

5. Evaluation:

⟩ Tell any six exponents of farewells.

LESSON PLAN No. 4

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-05-28

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on welcoming.

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

  a. say some exponents of welcoming.

2. Teaching Materials: Daily used classroom materials, lecture note.

3. Teaching Learning Activities.

Controlled Group

(i) Presentation

  Ñ Firstly, the teacher will teach all welcoming, which will be fruitful for different situation.

) Secondly, he will create dialogue as an example. For example:

      A: Good morning. Mr.Karki. Welcome to Surkhet.

      B: Thank you, Mr, Bhandari.

) After that, he will teach how to create dialogue according to situation.

(ii) Practice: The teacher will ask the student following question for practice.

) Write a dialogue (a host at a party is greeting and welcoming people to the party).

) Write any three exponents of welcoming.

Experimental Group

(i) Presentation: First of all, the teacher will present all exponent of welcoming on the white board.

⌡ Secondly, he will create one controlled broken dialogues. For example complete the following dialogue form the given box.

A: Good morning Mr.Karki....................

B: ....Mr. Giri

A: Please................................

B: Thanks....................................

> (i)I'm glad to be participation in your party (ii) Mr. Giri (iii) welcome to party (iv) Thank you (v) Have a seat.

⌡ After that, he will teach how to use exponents of welcoming in guided dialogues. For example:

A: Good morning. Mr.Karki, welcome party.

B: Thank you, Mr. Giri.

A: Please, have a seat.

B: Thanks, I'm glad to be participation in your party.

⌡ And then, the teacher will divide student in to five groups on the basis of nomination and each group will be a group leader for cooperation.

(ii) Practice: The teacher will ask following question for practice with co-operative way.

Complete the following dialogue form the given box.

A:..It is nice to have you back.

B: Thanks:...

A: ....I enjoyed a lot.

> (i) Oh, very good. (ii)I'm glad to be back Dinesh. (iii) Welcome back

) After that, if the students are not able to solve given problem, the teacher will be guided them.

4. Evaluation: The teacher will ask following questions for evaluation.

(a) tell any five exponents of welcoming.

(b) write any three exponents of responding of welcoming.

LESSON PLAN No. 5

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-05-29

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on expressing Good wishes

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

a) say some exponents of good wishes.

b) answer the following questions.

2. Teaching Materials: Usual classroom materials, lecture note.

3. Teaching Learning Activities:

Controlled Group

(i) Presentation:

⟩ First of all, the teacher will write all exponents of good wishes on the white board.

⟩ Secondly, he writes a dialogue which will be related with particular topic. For example:

I: Hey! Kamal. Where are you going?

Kamal : Hey! Dip. I'm going for a job interview.

I: Oh! Good luck. I hop it goes ok.

Kamal : So do I.

(ii) Practice: The teacher will ask students following question for practice.

⟩ Write a dialogue between two friends (one of your friend is going to a job interview).

⟩ Write any four exponents of good wishes.

Experimental Group

(i) Presentation: Firstly, the teacher will present all exponents of good wishes on white board.

⟩ Secondly, he will create one broken dialogue. For example:

> I: Hey! Kamal. Where are you going?
>
> Kamal : hey! Dip. ....
>
> I: Oh ....
>
> Kamal : ....

> (i) So do (ii) Good luck (iii) Congratulation (iv) Have a nice day (v) I'm going for a job interview

> I: Hey! Kamal. Where are you going?
>
> Kamal : Hey! Dip. I'm going for a job interview.
>
> I : Oh ! Good luck. I hope it goes ok.
>
> Kamal : So do I.

⟩ And then, the teacher will divide students into five groups on the basis of nominating and each group will select a group leader for cooperative learning.

(ii) Practice: The teacher will ask following questions with cooperative way.

⟩ Complete the following dialogue on the basis of given options in the box.

> A: Mr. Karki, Shall we go to Malika on Saturday?
>
> B: I'm sorry. I have been transferred to Birendranagar.................................
>
> A: Oh, you got transferred?.............................
>
> B: ....

> (i) Shall I get there tomorrow? (ii) Good luck to you (iii) Thanks, Mr. Karki

4. Evaluation: The teacher will ask following question for evaluation.
   (i) Tell any five exponents of good wishes.
   (ii) Write any six exponents of responding of good wishes.

LESSON PLAN No. 6

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-05-30

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on thanking.

1. Specific Objectives: On the completion of this lesson, the student will be able to:

    a) say some exponents thanking and responding of thanking.

2. Teaching Materials: Usual classroom materials, lecture note.

3. Teaching Learning Activities:

Controlled Group

(i)   **Presentation:** First of all, the teacher will write all the exponents of thanking**.**

⟩   Secondly, he will teach responding of thanking.

⟩   After that, he will write a dialogue. For example :

A: Excuse me, how get the post office?

B: Get off the bus at Birendrachwok.

A: Thanks.

B: You are welcome.

(ii) Practice: This teacher will ask following question for practice:

⟩   Write a dialogue between a teacher and students (the students help to his teacher)

⟩   Write any five exponents of responding of thanking.

Experimental Group

(i)Presentation:

⌡ Firstly, the teacher will write all exponents of thanking and responding of thanking.

⌡ Secondly, he will create one Free-broken dialogue. For example:

      A: Where do I get................................?

      B: Go straight one back.

      A: ....

      B: Don't mention it.

⌡ After that, he will teach how to use exponents of thanking and responding of thanking in guided dialogue. For example:

      A: Where do I get the down town bus?

      B: Go straight one back.

      A: Thank you very much.

      B: Don't mention it.

⌡The teacher will ask following question for practice with co-operative way.

      Complete the following dialogue. For example:

      A: ....how do get the post office?

      B: Get of the bus at Birendrachwok.

      A: ....

      B: You are...................................

4. Evaluation: The teacher will ask following questions for evaluation.

      ⌡ Tell any six exponents of thanking.

      ⌡ Write any three exponents of responding of thanking.

LESSON PLAN No. 7

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-06-01

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on attraction attention.

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

    a) say some exponents attraction attention.

    b) answer the questions.

2. Teaching Materials: Usual classroom materials, lecture note.

3. Teaching Learning Activities:

Controlled Group

(i) Presentation:

⌡Firstly, the teacher will present all exponents of attraction attention on white board.

⌡Secondly, he will present a dialogue as an example on white board. For example:

    Waitress: Excuse me, sir.

    Customer: Yes?

    Waitress: You left your package behind.

    Customer: Oh! I did. Thank you.

    Waitress: You are welcome.

⌡After that, he will teach way of using exponents of attraction attention in a dialogue.

(ii) Practice: The teacher will ask following questions for practice with co-operative way.

    (a) Write a dialogue between a teacher and student.

    (b) Write any three exponents of attraction attention.

Experimental Group

(i) Presentation: First of all, the teacher will present all exponents of attraction attention on white board.

⟩ Secondly, he will write a free-broken dialogue. For example:

A: .... sir.

B: Yes?

A : You left your package behind.

B : ....

A : You are ....

⟩ After that, he will teach way of using exponents of attraction attention in given dialogue.

⟩ At last, he will divided students into five groups and each group will be a group leader in order to solve problem co-operatively.

(ii) Practice: The teacher will ask following question for practice.

⟩ After that, he will give one guided dialogue for practice. For example:

Man: Oh, Madam! Here please. Take my seat.

Woman: ....Young man.

Man: Thanks......................................

4. Evaluation: The teacher will ask following problem for evaluation.

(a) Say any five exponents of attraction attention.

(b) Write any three exponents of responding of attention.

LESSON PLAN No. 8

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-06-02

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on asking to repeat.

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

    a. say some exponents of asking to repeat.

2. Teaching Materials: Usual classroom materials, lecture note, drawing paper.

3. Teaching Learning Activities:

Controlled Group

(i) Presentation: First of all, the teacher will write all exponents of asking to repeat.

   ⌡Secondly, he will teach way of using these exponents in a dialogue.

   ⌡And then, he will present dialogue as an example.

(ii) Practice: The teacher will ask following questions to practice.

   ⌡ Write any five exponents of asking to repeat.

   ⌡ Two people are asking on couldn't hear what his friend asked to him.

Experimental Group

(i) Presentation: Firstly, the teacher will presents all exponents of asking to repeat through drawing paper.

   ⌡ Secondly, he will provide two guided dialogue (free-broken dialogue and controlled broken dialogue).

   ⌡ After that, he will teach way of using given exponents in broken dialogues.

   ⌡ Co-operative activities will be done.

(ii) Practice: The teacher will conduct following activities for practice with co-operative way.

- ﴾ The teacher will divided five groups to his students according to numbering and each group will be a group leader in order to cooperate.
- ﴿ He will present two guided dialogue for practice.

4. Evaluation: The teacher will ask following question.

- ﴿ Tell any five exponents of asking to repeat.

LESSON PLAN No. 9

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-06-03

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on expressing condolence.

1. Specific Objective: On the completion of this lesson, the students will be able to:

    a. tell some exponents of expressing condolence to context.

2. Teaching Materials: Usual classroom materials, lecture note.

3. Teaching Learning Activities:

Controlled Group

(i) Presentation:

   ⟩ First of all, the teacher will present all exponents of condolence on white board.

   ⟩ Secondly, he will teach way of using exponents of condolence in dialogue.

   ⟩ After that, he will create a dialogue as one example.

(ii) Practice: The teacher will ask following questions for practice.

   ⟩ Write any three exponents of condolence.

   ⟩ Write dialogue between two friend (your friend lost mother)

Experimental Group

(i) Presentation: Firstly, the teacher will present all exponents of condolence on white board.

   ⟩ Secondly, he will present two guided dialogue (Free-broken dialogue and controlled broken dialogue)

   ⟩ After that, he will teach way of using exponents of condolence in give dialogue.

   ⟩ At last, co-operative activities will be done.

(ii) Practice: The teacher will conduct following activities for practice with co-operative way.

)   The teacher will divided into five groups the student and each group will be selected a group leader for co-operation.

)   The teacher will present two guided dialogue for practice.

4. Evaluation: The teacher will ask following question for evaluation.

)   Tell any five exponents of condolence.

LESSON PLAN No. 10

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-06-04

Subject: English   **Time:** 45m.

Lesson Topic: Extending an invitation.

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

   a) say some exponents of an invitation.

2. Teaching Materials: Usual classroom materials, lecture note.

3. Teaching Learning Activities:

Controlled Group

(i) Presentation:

   ⎰ Firstly, the teacher will write all exponents of an invitation.

   ⎰ Secondly, he will present dialogue related with topic. For example:

   F_1: Hey, …………………

   F_2: Yes? …………………..

   F_1 : We are going to coffee shop. How about coming with us?

   F_2: Sound's good. I've been waiting to go with you.

(ii) Practice: The teacher will ask following question for practice.

   ⎰ Write any three exponents of an invitation.

   ⎰ Write dialogue (your friend you on the occasion of his sister wedding ceremony)

Experimental Group

(i) Presentation:

   Ñ Firstly, the teacher will present all exponents of invitation on white board.

   ⎰ Secondly, he will present a free broken dialogue. For example:

   F_1: Hey! Ram

   F_2: Yeah?

F$_1$: I think, I will go out for mind fresh...................................?

F$_2$:.................................I have waiting to go to with you?

F$_1$:......................................

F$_2$: Ok.

〉He will teach way of using the exponents in given dialogue.

F$_1$: Hey, Ram

F$_2$: <u>Yeah?</u>

F$_1$: I think, I will go out for mind fresh. <u>Can you come to the garden</u>?

F$_2$: <u>That's a great idea</u>. I have waiting to go to with you?

F$_1$: <u>Let's go.</u>

F$_2$: Ok.

〉 Co-operative activities will be done.

(ii) Practice: The teacher will conduct following activities.

〉 The teacher will divide student into five groups on the basis of nomination and each group will be a group leader for co-operation.

〉 The teacher will provide following free-broken dialogue for practice. (A student is studying in the library with a friend. He wants to take a break and go for a walk. He invites his friend)

F$_1$: Hey, Ram

F$_2$: ....?

F$_1$:I think, I will go out for mind fresh. .... ?

F$_2$: That's a great idea. I have waiting to go to with you?

F$_1$:Let's go.

F$_2$:...............

4. Evaluation: The teacher will ask following question for evaluation.

〉 Tell any five exponents of an invitation.

LESSON PLAN No. 11

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-06-05

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on expressing an offer.

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

    a. say functions of an offer.

2. Teaching Materials: Usual classroom materials, lecture note.

3. Teaching Learning Activities:

Controlled Group

(i) Presentation:

⟩ First of all, the teacher will present all exponents an offer, accepting an offer and rejecting an offer.

⟩ After that, he will present a dialogue as and he will teach way of using exponents of offer in dialogue.

(ii) Practice: The teacher will ask following question for practice.

    ⟩ Write any three exponents of accepting and rejecting an offer.

    ⟩ Tell any six exponents of extending an offer.

Experimental Group

(i) Presentation: Firstly, of all, the teacher will write all exponents of an offer viz: extending an offer, accepting an offer and rejection an offer.

    ⟩ Secondly, he will provide two guided dialogue.

    ⟩ Then, he will teach way of using these exponents in dialogues

    ⟩ Co-operative activities will be done.

(ii) Practice: The teacher will ask following question for practice.

    ⟩ The teacher will divided into five groups according nominating and each group will be a group leader.

⟩ The teacher will provide two guided dialogue for practice.

⟩ He will ask come exponents of offering to his students.

4. Evaluation: The teacher will ask following question for evaluation.

⟩ Tell any five exponents of an offer.

⟩ Write any six exponents of accepting and rejection offer.

LESSON PLAN No. 12

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-06-06

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on permission.

1. Specific Objective: At the end of the lesson, the teacher will be enabled to:

   a. say functions of permission.

2. Teaching Materials: Usual classroom materials, lecture note.

3. Teaching Learning Activities:

Controlled Group

(i) Presentation:

⌡ Firstly, the teacher will present all exponents permission (accepting rejecting and seeking permission) through drawing paper.

⌡ Secondly, he will present a dialogue as exponents of permission on dialogue.

(ii) Practice: The teacher will ask following question for practice.

⌡ Write any six exponents of rejecting permission.

⌡ Write dialogue between teacher and student.

Experimental Group

(i) Presentation

Ñ Firstly, the teacher will present permission through drawing paper.

⌡ Secondly, he will present two guided dialogue (free-broken dialogue and controlled broken dialogue)

⌡ After that, he will teach way of using exponents of permission in guided dialogue.

⌡ After that, he will teach way of using given clues in the dialogue.

）At last, he will divide student in to five groups on the basis of nomination and each- group will select a group leader for cooperative learning.

(ii) Practices: The teacher will conduct following activities for practice.

）The teacher will divided student in to five groups on the basis of nominating and each group will be a group leader for co-operation.

）He will give two guided dialogue for practice.

4. Evaluation: The teacher will ask following question for evaluation.

）Say five exponents of permission.

）Write any three accepting permission and rejecting permission.

LESSON PLAN No.13

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-06-08

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on asking about health.

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

   a. tell some exponents of asking about health.

2. Teaching Materials: Usual classroom materials, lecture note.

3. Teaching Learning Activities:

Controlled Group

(i) Presentation

) First of all, the teacher will write all exponents asking about health on white board.

) Secondly, he will teach way of using exponents of asking about health in dialogue.

) After that, he will present a dialogue.

(ii) Practice: The teacher will ask following question for practice.

) Write any five exponents of asking about health.

) Write a dialogue (your friend looks all, you go in notes)

Experimental Group

(i) Presentation

ﾉ Firstly, the teacher will present all exponents asking about health on drawing paper.

ﾉ Secondly he will present two guided dialogues (free-broken dialogue and controlled broken dialogue)

ﾉ After that, he will teach way of solving problem in dialogue.

ﾉ After that, he will teach way of using given clues in the dialogue.

ﾉ At last, he will divide student in to five groups on the basis of nomination and each- group will select a group leader for cooperative learning.

(ii) Practice: The teacher will conduct following activities for practice.

ﾉ The teacher will divide student into five groups according numbering and each group will be a group leader for co-operation.

4. Evaluation: The teacher will ask following question for evaluation.

ﾉ Say any six exponents of asking about health.

LESSON PLAN No. 14

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-06-09

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on asking about trouble/ problem.

1. Specific Objectives: At the end of the lesson, the students will be enabled to:

    a. say some exponents of asking about trouble/ problems.

    b. answer the questions.

2. Teaching Materials: Daily use materials, lecture note.

3. Teaching Learning Activities:

Controlled Group

(i) Presentation

) First of all, the teacher will write all exponents asking about problems on white board.

) After that, he will create a dialogue related with topic. For example:

    F_1: Ravi. What's wrong with this copy machine?

    F_2: John. Any part can be out of order. How we can solution?

    F_1: Doesn't, matter. We should call mechanic.

    F_2: Sound's good.

(ii) Practice: The teacher will ask following questions.

) Write any five exponents of asking about problem.

) Write a dialogue (two students are in their apartment, one comes out of the bathroom and see the other crying in living room)

Experimental group

(i) Presentation

） Firstly, the teacher will write all exponents of asking about problems on white board.

） Secondly, he will provide two guided dialogues which will be related with topic.

A: Ravi. .... ?

B: John. Any part can be out of order. .... ?

A: Doesn't, matter. ....

B: ....

） After that, he will teach way of using these exponents in given dialogue.

A: Ravi. What's wrong with this copy machine?

B: John. Any part can be out of order. How can we solve?

A: Doesn't, matter. We should call mechanic.

B: Sound's good.

） And then, he will divide students into five groups according nominating and select a group leader for each group.

(ii) Practice: The teacher will ask following question for practice. For example complete following dialogue.

A: Oh ! Hey (Crying loudly)

B: Hey, Ram...?..................

A: Dip. Here is large snake.

B: ....I can kill it.

A: Sound's good.......................................

） If students are not able to solve given problem, the teacher will help them.

4. Evaluation: The teacher will ask following question for practice.

） Say any six exponents of asking about problems.

LESSON PLAN No. 28

School: Narayani Higher Secondary School Karkigaun-2, Jajarkot

Class: 10   **Date:** 2068-06-26

Subject: English   **Time:** 45m.

Lesson Topic: Dialogue focusing on expressing intention/plan.

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

   a. say exponents of expressing intention/plan.

2. Teaching Materials: Usual classroom materials, lecture note.

3. Teaching Learning Activities:

Controlled Group

(i) Presentation:

⎫ Firstly, the teacher will present all exponents of expressing plan and asking about intention/plan.

⎫ Secondly, he will present a dialogue as an example which will be purely related to topic. For example:

   A: What do you intend to say when he gets home.

   B: I indent to ask him the lipstick got on his collar.

   A: Do you think he will tell the truth?

   B: What are going to do in he doesn't?

   A: He will tell me. Don't worry.

⎫ After that, he will teach way of using exponents of plan in dialogue.

(ii) Practice: The teacher will ask following questions for practice.

⎫ Write any six exponents of asking about plan or intention.

⎫ Write a dialogue between two friends about your planning.

Experimental Group

(i) Presentation

Ñ Firstly, he will present all exponents of expressing plan and asking about plan or intention on drawing paper.

) Secondly, he will present one controlled broken dialogue. Fro example:

A: What do you intend to say when he gets home.

B: ....

A: Do you think he will tell the truth?

B: ....if he doesn't?

A: He will tell me. ....

(i) Don't worry (ii) I intend to ask him the lipstick got on his collar (iii) What are going to do

---

) After that, he will be teach way of using given exponents in guided dialogue.

A: What do you intend to say when he gets home.

B: I indent to ask him the lipstick got on his collar.

A: Do you think he will tell the truth?

B: What are going to do in he doesn't?

A: He will tell me. Don't worry.

) He will divide five groups to his student in order to co-operate and each group will select a group leader.

(ii) Practice: The teacher will ask following questions for practice with co-operative way.

A student is talking with a uncle and ant while visiting.

Uncle: Will make. What are your plans for the future now that you're finished school?

Student: Actually ....I'm not ready for collage yet. I'm thinking of working a year or two to earn money.......................and get some experience..................

Aunt:..I must

say..............................

4. **Evaluation:** The teacher will ask following questions for evaluation.

(i) Say any six exponents of expressing plan.

(ii) Tell any four exponents of asking about plan.