A STUDY ON THE CHALLENGES FACED BY ENGLISH TEACHERS AND STUDENTS IN USING PAIR WORK

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English

Submitted By
Ratna Man Giri

Faculty Of Education
Mahendra Ratna Multiple Campus
Ilam, Nepal
2013

A STUDY ON THE CHALLENGES FACED BY ENGLISH TEACHERS AND STUDENTS IN USING PAIR WORK

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English

Submitted By
Ratna Man Giri
Faculty Of Education
Mahendra Ratna Multiple Campus
Ilam, Nepal
2013

T.U. Reg. No: 6-1-1-715-99   Date of Approval of the

Second Year Examination   Thesis Proposal: 13th Feb, 2013

Roll No: 10019/2066   Date of Submission: 19th May, 2013

DECLARATION

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

_____

Date: 19th May, 2013   **Ratna Man Giri**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ratna Man Giri** has prepared this thesis entitle **'A Study on the Challenges Faced by English Teachers and Students in Using Pair Work'** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 19th May, 2013   _____

Mr. Arun Nepal (Guide)

Lecturer

Department of English Education

M.R.M Campus, Ilam

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

	Signature
Mr. Kamal Kumar Poudel	....
Lecturer and Head	Chairperson
Department of English Education	
M.R.M Campus, Ilam	
Mr. Arun Nepal (Guide)	....
Lecturer	Member
Department of English Education	
M.R.M Campus, Ilam	
Mr. Punya Prasad Bhattarai	....
Teaching Assistant	Member
Department of English Education	
M.R.M Campus, Ilam	

Date: 19th May, 2013

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

                                             Signature

Mr. Kamal Kumar Poudel   _____

Lecturer and Head   Chairperson

Department of English Education

M.R.M Campus, Ilam

Dr. Chandreswor Mishra   _____

Professor and Chairperson   External

English and Other Foreign Languages

Education, Subject Committee

Department of English Education

T.U. Kirtipur

Mr. Arun Nepal (Guide)   _____

Lecturer   Member

Department of English Education

M.R.M. Campus, Ilam

Date: 20th May, 2013

DEDICATION

Dedicated

to

My Teachers and Parents Who Contributed to me What I am now.

ACKNOWLEDGEMENTS

ABSTRACT

The title of this thesis is **A Study on the Challenges Faced by English Teachers and Students in Using Pair Work**. The main objective of this study was to find out the problems in pair work of Grade ten students and explore into the possibility of solving the problems. For this study, I used teaching observation check-list and questionnaires as the tools for data collection. I selected fifty students of ten different government schools of Ilam district to work in the questionnaires. I selected ten government schools purposefully. I observed the classes of the teachers teaching English in Grade ten. After analyzing and interpreting the collected data, it was found that all teachers did not divide the class into pairs, they did not use English as medium language, most of them punished their students. Noise, time consuming, shyness of the students, etc. were other main problems in pair work. Forming pairs of mixed–ability students, using simple language in the class, encouraging students, involving students in practice, giving feedback and providing guidance and counseling, giving clear instruction and avoiding immediate correction were suggested as the ways of overcoming the problems in pair work. On the basis of the findings, it was recommended that students should be involved in speaking activity. English should be taught by creating funny environment as children learn effectively and successfully in a learner-friendly environment.

This thesis is divided into four chapters: Introduction, Methodology, Analysis and Interpretation and Findings and Recommendations. The first chapter contains general background, review of the related literature, objectives and significance of the study. The second chapter contains methodology in which the sources of data, the population of the study, sampling procedure, tools of data collection, process of data collection and limitation of the study were included. Chapter three deals with the analysis and interpretation of the data. The data analysis and interpretation were based on the observation check-list and questionnaires to the teachers and the students. Finally, chapter four contains the finding, recommendations and pedagogical implications.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF SYMBOLS AND ABBREVIATIONS

-	=	Dash
%	=	Percent
/	=	Or (slash)
CAE	=	Certificate in Advanced English
CUP	=	Cambridge University Press
ed	=	Edition
e.g.	=	Example
etc.	=	Et cetera
FCE	=	First Certificate in English
i.e.	=	That is
M.Ed.	=	Master of Education
No.	=	Number
OUP	=	Oxford University Press
p	=	Page
pp	=	Pages
Reg.	=	Registration
Sb	=	Somebody
S.N.	=	Serial Number
Sth	=	Something
T.U.	=	Tribhuvan University
U.K.	=	United Kingdom
USA	=	United States of America

REFERENCES

Adhikari, S.R. (2005). *Effectiveness of teaching vocabulary through games.* An Unpublished M.Ed. Thesis, T.U. Kathmandu.

Bhatta, C.P. (1998). *Classroom English for teacher: A practical handbook.* Kathmandu: Center for Research, Education.

Brown, H.D. (1993). *Principles of language learning and teaching.* U.S.A: Prentice Hall.

Case, A. (2008). *Using pairwork: Why does my teacher make us work in pairs?.* Retrieved from http://www.usingenglish.com/articles/using-pairwork.html

Chaudhari, R.R. (2007). *The effectiveness of teaching vocabulary through songs and rhymes.* An Unpublished M.Ed. Thesis, T.U. Kathmandu.

Corder,S.Pit. (1973). *Introducing applied linguisti*c. UK: Penguin.

Cross, D. (1992). *A practical handbook of language teaching.* UK: Prentice Hall.

Doff, A. (1988). *Teach English.* Cambridge: CUP.

Freeman, D.L. (2000). *Techniques and principles in language teaching.* Oxford: OUP

Gyawali, G. (2004). *A study on vocabulary teaching through direct and indirect technique: A practical study.* An Unpublished M.Ed. Thesis, T.U. Kathmandu.

Harmer, J. (2008). *How to teach English.* Edinburgh Gate: Pearson Education Limited.

Harmer, J. (2001). *The practice of English language teaching.* Edinburgh Gate: Pearson Education Limited.

Hornby,A.S. (2005). *Oxford advanced learner's dictionary of current English (7th ed).* Oxford: OUP

Mahato, S.K. (2010). *Effectiveness of role playing techniques for developing communication functions.* An Unpublished M.Ed. Thesis, T.U. Kathmandu.

Nepal, U.R. (2009), *Effectiveness of dictation technique in teaching spelling.* An Unpublished M.Ed. Thesis, T.U. Kathmandu.

Pandey, G.P. (2004). *Effectiveness of language games in teaching grammar*: *A practical study.* An Unpublished M.Ed. Thesis, T.U. Kathmandu.

Panta, B. (2004). *A study on the effectiveness of technique in teaching subject-verb agreement in grade IX*: *A practical study.* An Unpublished M.Ed. Thesis, T.U. Kathmandu.

Pokhrel, O.K. (2008). *Techniques of teaching grammar.* An Unpublished M.Ed. Thesis, T.U. Kathmandu.

Regmi, C. (2004). *A study on the effectiveness of group work technique in teaching English tense*. An Unpublished M.Ed. Thesis, T.U. Kathmandu.

Richards, J.C. & Farrell, T.S.C. (2011). *Practice teaching: A reflective approach.* Cambridge: CUP.

Richards, J.C. & Rodgers, T.S. (2001). *Approaches and methods in language teaching.* UK: CUP.

Scrivener, (2005). *Learning teaching.* UK: Macmillan Publishers Ltd.

Sharma, B.K. & Phyak P.B. (2006). *Teaching English language.* Kathmandu: Sunlight Publication.

Sharma, B.R. (2000). *Teaching reported speech in English deductively and inductively*. An Unpublished M.Ed. Thesis, T.U. Kathmandu.

West, M. (1966). *Teaching English in difficult circumstances.* London: Longman.

APPENDICES

APPENDIX-I

Teaching Observation Check-list

Teacher's Name: _____ Teaching Topic: _____

School's Name: _____

Date: _____

S.N.	Activities	Excellent	Good	Tolerable	Poor	Remarks
1.	Initiating the class					
2.	Making pairs					
3.	Streaming					
4.	Changing pair					
5.	Teacher's role					
6.	Teacher's help					
7.	Clarity of the instruction					
8.	Using English by the teacher					
9.	Language use (according to the student's level)					
10.	Establishing rapport with the class					
11.	Creating communicative environment					
12.	Motivating students					
13.	Treatment to the students					
14.	Task giving					
15.	Moving around the class					
16.	Encouraging students to give alternative answers					
17.	Guidance by the teacher					
18.	Controlling the class					
19.	Classroom management					
20.	Correcting errors					

S.N.	Activities	Excellent	Good	Tolerable	Poor	Remarks
21.	Giving clues					
22.	Opportunities to speak in the class					
23.	Giving feedback					
24.	Individual care					
25.	Evaluating the class					
26.	Collecting the students' ideas					
27.	Teacher-student co-operation					
28.	Students' participation					
29.	Students' role					
30.	Using English by the students					
31.	Students' independence					
32.	Timing					
33.	Tackling the problems					
34.	Language fluency					
35.	Hesitation					
36.	Interest					
37.	Learning friendly environment					
38.	Maintaining discipline					
39.	Questioning behavior					
40.	Fun in the class					

Observer's name: Ratna Man Giri

Signature: _____

Date: _____

APPENDICES

APPENDIX-1

Teaching Observation Check-list

Teacher's name: Dor Kumar Poudel Teaching Topic: Have your say

School's Name: Bhagawati H.S.S. Ilam

Date: 2069/11/8

S.N.	Activities	Excellent	Good	Tolerable	Poor	Remarks
1.	Initiating the class		✓			
2.	Making pairs		✓			
3.	Streaming			✓		
4.	Changing pair		✓			
5.	Teacher's role		✓			
6.	Teacher's help		✓			
7.	Clarity of the instruction		✓			
8.	Using English by the teacher		✓			
9.	Language use (according to the student's level)		✓			
10.	Establishing rapport with the class		✓			
11.	Creating communicative environment		✓			
12.	Motivating students		✓			
13.	Treatment to the students			✓		
14.	Task giving			✓		
15.	Moving around the class		✓			
16.	Encouraging students to give alternative answers		✓			
17.	Guidance by the teacher		✓			
18.	Controlling the class		✓			
19.	Classroom management		✓			

S.N.	Activities	Excellent	Good	Tolerable	Poor	Remarks
20.	Correcting errors			✓		
21.	Giving clues		✓			
22.	Opportunities to speak in the class			✓		
23.	Giving feedback			✓		
24.	Individual care			✓		
25.	Evaluating the class		✓			
26.	Collecting the students' ideas.			✓		
27.	Teacher-student co-operation		✓			
28.	Students' participation		✓			
29.	Students' role		✓			
30.	Using English by the students			✓		
31.	Students' independence			✓		
32.	Timing			✓		
33.	Tackling the problems			✓		
34.	Language fluency				✓	
35.	Hesitation			✓		
36.	Interest			✓		
37.	Learning friendly environment		✓			
38.	Maintaining discipline		✓			
39.	Questioning behavior			✓		
40.	Fun in the class			✓		

Observer's name: Ratna Man Giri

Signature: RMGiri

Date: 2069/11/08

Appendix-II

Questionnaire to the students

Dear Students,

      I have prepared this questionnaire and presented to you as part of my research work entitled 'A Study on the Problems in Pair Work of Grade 10 Students' being done for the partial fulfillment of the Master of Education in English. I request you to do the task asked by this questionnaire. Your help will be very important to complete my research work.

<div align="right">

Yours faithfully

Ratna Man Giri

M.Ed. 2nd year

Mahendra Ratna Multiple Campus, Ilam

</div>

Name: Roll no:

School's Name: Class:

Date:

A. Tick (ð) the correct alternatives given:

Q.n.	Questions	Always	Frequently	Sometimes	Seldom	Never
1.	Does your English teacher enter into the class with smiling face?					
2.	Does your English teacher divide the class into pairs?					
3.	Does your English teacher speak English in the class?					
4.	Does your English teacher ask you questions in English?					
5.	Does your English teacher ask you					

Q.n.	Questions	Always	Frequently	Sometimes	Seldom	Never
	questions in Nepali?					
6.	Do you talk to your friends in English?					
7.	Do you give answers to your friends in English?					
8.	Do you like to talk with your friends?					
9.	Do you enjoy working in pairs?					
10.	Do you take part in pair work activity?					
11.	Do you enjoy talking in English?					
12.	How much time do you speak in the class?					
13.	Do you speak with your teacher in English?					
14.	Do you speak in the classroom in the absence of teacher?					
15.	Do you enjoy speaking with your friends?					
16.	Does your teacher help while you are speaking with your friends?					
17.	Does your teacher make any corrections?					
18.	Does your teacher move round the class?					
19.	Does your teacher care everybody equal in the					

Q.n.	Questions	Always	Frequently	Sometimes	Seldom	Never
	class?					
20.	Does your teacher write your idea on the board?					
21.	Does your teacher punish you?					
22.	Does your teacher thank you?					
23.	Does pair work create fun in the class?					
24.	I enjoy working in pair.					
25.	I enjoy listening in English.					
26.	I enjoy speaking in English.					
27.	I enjoy reading in English.					
28.	I enjoy writing in English.					

B. Tick (ð) the correct alternatives given:

1. Which language do you use with your friend in the classroom?

a. English   b. Nepali   c. Rai (Bantawa)   d. Limbu

2. I mostly take part in pair work for …

a. dialogue   b. discussion

c. question-answer   d. grammar practice

3. In what kinds of topic do you enjoy more in pair work?

a. reading text   b. practising short dialogue

c. short-writing exercise   d. speaking

4. What does your teacher do while you are working in pair?

a. stands in front of the class   b. moves round the class

c. sits back of the class   d. goes out of the class

5. Which activities do you like most given in the grade 10 text book?

  a.Time for grammar   b. Have your say

  c. Write   d. Read and answer

C. Read the following sentences and write 'Yes' if you agree and 'No' for disagree in the given box.

I. I use Nepali language in the class. ☐

II. I use English language in the class. ☐

III. Teacher uses both English and Nepali in the class. ☐

IV. Teacher uses Nepali language only. ☐

V. Teacher uses English language only. ☐

VI. I need help from the teacher. ☐

VII. I need not help from the teacher. ☐

VIII. Teacher gives clues to the students. ☐

IX. Teacher gets angry in the classroom. ☐

X. Teacher only sits in front of the class. ☐

Appendix-II

Questionnaire to the students

Dear Students,

I have prepared this questionnaire and presented to you as part of my research work entitled 'A Study on the Problems in Pair Work of Grade 10 Students' being done for the partial fulfillment of the Master of Education in English. I request you to do the task asked by this questionnaire. Your help will be very important to complete my research work.

<div align="right">

Yours faithfully

Ratna Man Giri

M.Ed. 2nd year

Mahendra Ratna Multiple Campus, Ilam

</div>

Name: *Chelana Khatri*   Roll no: *444*

School's Name: *Shree pancha H.S.S*   Class: *10*

Date: *2069/12/27*

A. Tick (√) the correct alternatives given:

Q.n.	Questions	Always	Frequently	Sometimes	Seldom	Never
1.	Does your English teacher enter into the class smiling face?	✗		✓		
2.	Does your English teacher divide the class into pairs?					✓
3.	Does your English teacher speak English in the class?	✓				
4.	Does your English teacher ask you questions in English?			✓		
5.	Does your English teacher ask you questions in Nepali?			✓		
6.	Do you talk to your friends in English?					✓
7.	Do you give answers to your friends in English?					✓
8.	Do you like to talk with your friends?	✓				
9.	Do you enjoy working in pairs?			✓		

Q.n.	Questions	Always	Frequently	Sometimes	Seldom	Never
10.	Do you take part in pair work activity?					✓
11.	Do you enjoy talking in English?	✓				
12.	How much time do you speak in the class?			✓		
13.	Do you speak with your teacher in English?			✓		
14.	Do you speak in the classroom in the absence of teacher?			✓		
15.	Do you enjoy speaking with your friends?	✓				
16.	Does your teacher help while you are speaking with your friends?			✓		
17.	Does your teacher make any corrections?				✓	
18.	Does your teacher move round the class?					✓
19.	Does your teacher care everybody equal in the class?				✓	
20.	Does your teacher write your idea on the board?			✓		
21.	Does your teacher punish you?		✓			
22.	Does your teacher thank you?				✓	
23.	Does pair work create fun in the class?				✓	
24.	I enjoy working in pair.					✓
25.	I enjoy listening English in pair work.				✓	
26.	I enjoy speaking English in pair work.				✓	
27.	I enjoy reading English in pair work.			✓		
28.	I enjoy writing English in pair work.					

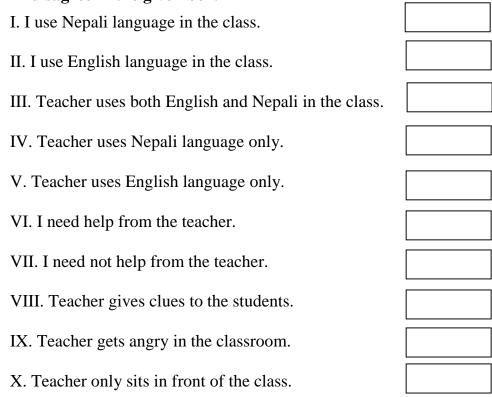**B. Tick (√) the correct alternatives given:**

1. Which language do you use with your friend in the classroom?

     a. English   b. Nepali ✓   c. Rai (Bantawa)   d. Limbu

2. I mostly take part in pair work for ...

     a. dialogue   b. discussion

     c. question-answer   d. grammar practice ✓

3. In what kinds of topic do you enjoy more in pair work?

     a. reading text   b. practising short dialogue ✓

     c. short-writing exercise   d. speaking

4. What does your teacher do while you are working in pair?

     a. stands in front of the class   b. moves round the class ✓

     c. sits back of the class   d. goes out of the class

5. Which activities do you like most given in the grade 10 text book?

     a. Time for grammar ✓   b. Have your say

     c. Write   d. Read and answer

....

C. Read the following sentences and write 'Yes' if you agree and 'No' for disagree in the given box.

I. I use Nepali language in the class.	yes
II. I use English language in the class.	No
III. Teacher uses both English and Nepali in the class.	yes
IV. Teacher uses Nepali language only.	yes
V. Teacher uses English language only.	No
VI. I need help from the teacher.	No
VII. I need not help from the teacher.	Yes
VIII. Teacher gives clues to the students.	No
IX. Teacher gets angry in the classroom.	No
X. Teacher only sits in front of the class.	No

Appendix-III

Questionnaire to the Teacher

Dear Sir,

      I have prepared this questionnaire and presented to you as part of my research work entitled 'A Study on the Problems in Pair Work of Grade 10 Students' being done for the partial fulfillment of the Master of Education in English. I respectfully request you to do the task asked by this questionnaire. Your help will be very important to complete my research work.

<div align="right">

Yours faithfully

Ratna Man Giri

M.Ed. 2nd year

Mahendra Ratna Multiple Campus, Ilam

</div>

Name: School:

Teaching Experience: Signature:

Date:

1) Please, make a list of student centered techniques given in grade 10 English textbook.

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

2) How do you motivate your students to work in pair?

……………………………………………………………………………………

……………………………………………………………………………………

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

3) What is the effectiveness of using pair work technique in teaching English in
    grade 10?

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

4) Is pair work a suitable technique to teach in English in grade 10?

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

5) Does pair work technique increase students' speaking skill? How?

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

6) Have you been using pair work technique in your teaching?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

7) What difficulties have you been facing in using pair work while teaching English language to the students?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

8) Where have you found easiness and difficulties in using pair work in the class X textbook?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

9) Do your students enjoy while taking part in pair work?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

10) What ways do you follow in using pair work while you are teaching?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

11) What are the problems of creating pair work?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

12) How can you overcome the problems?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

13) What suggestions would you like to give to increase the extent of using pair work technique?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Thank you !

Appendix-III

Questionnaire to the Teacher

Dear Sir/Madam,

I have prepared this questionnaire and presented to you as part of my research work entitled 'A Study on the Problems in Pair Work of Grade 10 Students' being done for the partial fulfillment of the Master of Education in English. I respectfully request you to do the task asked by this questionnaire. Your help will be very important to complete my research work.

Yours faithfully

Ratna Man Giri

M.Ed. 2nd year

Mahendra Ratna Multiple Campus, Ilam

Name: Shova Subedi   School: Shree Chisopani H.S.Sch

Teaching Experience: 4 years   Signature: Shova

Date: 2069-10-11

1) Please, make a list of student centered techniques given in grade 10 English textbook.

Student centered techniques given in grade 10 English text book are Group work, pair work, project work, role play, simulation, strip story

2) How do you motivate your students to work in pair?

While teaching, firstly I will ask students to introduce each other so that they can feel easy and comfortable in taking part in pair.

3) What is the effectiveness of using pair work technique in teaching English in grade 10?

Pair work increases speaking skill among students, develop personal relationship and promotes creativity by putting their own decisions.

It also increases co-operation or creates friendly environment.

4) Is pair work a suitable technique to teach in English in grade 10?

Yes, pair work is a suitable technique to teach in English in grade ten because it makes students more active, creative and also helps to develop confidence in pair.

5) Does pair work technique increase students' speaking skill? How?

Yes, pair work technique increases students speaking skill by the activities related to pair work such as conversation, dialogue, question answer

6) Have you been using pair work technique in your teaching?

Yes, I have been using pair work technique in my teaching that has been pexcribed in textbook of class ten.

7) What difficulties have you been facing in using pair work while teaching English language to the students?

While teaching, main difficulty is that of mother tongue interperence and feeling of hesitation that arouses in students. Lack of confidence mostly in speaking skill that has to be presented in a class by the students make difficult. Timing is also one of the difficulties that I have been faced.

8) Where have you found ease and difficulties in using pair work in the class X textbook?

While doing pair work in the class ten textbook exercises given with examples and clues make them easy to do the task, where as creating situation makes the students difficult to do the task.

9) Do your students enjoy while taking part in pair work?

Yes, most of the students enjoy while taking part in pair work.

10) What ways do you follow in using pair work while you are teaching?

While doing pair work in class firstly, I will get students to prepare i.e preparation then after I use student-teacher model and also manage timing for them to practice so that it becomes easier to take part in pair.

11) What are the problems of creating pair work?

The problems of creating pair work are different levels of students, hesitation due to L1 interference, timing, lack of monitoring, managing classroom because of noise.

12) How can you overcome the problems?

I can overcome the problems by making a pair of talent and weak students, encourage weak student and ask help from peer. I will manage time as far as possible and give emphasis in using language most of the time in the classroom:

13) What suggestions would you like to give to increase the extent of using pair work technique?

I would like to give the following suggestion to increase the extent of using pairwork technique.
- give more emphasis on speaking so that they can express their view without hesitation.
- make pair of two level of students so that one can learn easily.
- always ask them to use English lg. in classroom and in sorrounding.

Thank you !

Appendix-IV

The Teachers and the School Involved

S.N.	Teacher's Name	Name and address of the school
1.	Shova Subedi	Chisopani Higher Secondary School Banjho, Ilam
2.	Dik Bahadur Rai	Miklachong Secondary School Sakphara, Ilam
3.	Tirtha Man Rai	Purna Smarak Higher Secondary School Godak, Ilam
4.	Chinta Mani Prasai	Bhagawati Secondary School Mahamai, Ilam
5.	Bhim Dhungana	Nanda Secondary School Godak, Ilam
6.	Dor Kumar Poudel	Bhagawati Higher Secondary School Ilam
7.	Gita Ghimire	Panchakanya Secondary School Shantidanda, Ilam
8.	Gyanu Baral	Bhanu Bhakta Higher Secondary School Mangalbare, Ilam
9.	Bed Prasad Dhungel	Pancha Higher Secondary School Shantidanda, Ilam
10.	Gopal Prasad Kattel	Nepaltar Higher Secondary School Sakhejung, Ilam