

**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**

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Ilam, Nepal  
2013**

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Second Year Examination  
Roll No: 10019/2066**

**Date of Approval of the  
Thesis Proposal: 13<sup>th</sup> Feb, 2013  
Date of Submission: 19<sup>th</sup> 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: 19<sup>th</sup> 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: 19<sup>th</sup> May, 2013

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**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**.

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**Mr. Kamal Kumar Poudel**

Lecturer and Head  
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Chairperson

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Date: 19<sup>th</sup> May, 2013

## EVALUATION AND APPROVAL

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

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Member

Date: 20<sup>th</sup> May, 2013

# **DEDICATION**

**Dedicated**

**to**

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

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and hearty gratitude to my respected guru and thesis supervisor **Mr. Arun Nepal**, Lecturer, Department of English Education, Mahendra Ratna Multiple Campus, Ilam, for his continuous guidance, encouragement, supervision and invaluable suggestions. Without his co-operation and constructive feedback from the very beginning, it would not have been able to present this thesis in this form.

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I am also thankful to all the teachers and the students for their co-operation in answering the questionnaires. Without their assistance, this work would not be completed. Likewise, my special thanks goes to my parents for their love and blessing. I am also indebted to my beloved wife **Mrs. Shova Giri** and daughter **Gauri Giri** for their support.

I would like to thank all my colleagues and well wishers who directly or indirectly assisted me to complete this study successfully.

At last, I am indebted to **Mr. Krishna Limbu** for his excellent computer work.

**Ratna Man Giri**



## 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.

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## **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

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# 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: RMG/27

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.

Yours faithfully

Ratna Man Giri

M.Ed. 2<sup>nd</sup> year

Mahendra Ratna Multiple Campus, Ilam

Name:

Roll no:

School's Name:

Class:

Date:

#### A. Tick (✓) 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 (✓) 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.

Yours faithfully

Ratna Man Giri

M.Ed. 2<sup>nd</sup> year

Mahendra Ratna Multiple Campus, Ilam

Name: *Chelana Khatri*

Roll no: *111*

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

Yours faithfully

Ratna Man Giri

M.Ed. 2<sup>nd</sup> year

Mahendra Ratna Multiple Campus, Ilam

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?

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

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

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

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

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

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

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11) What are the problems of creating pair work?

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12) How can you overcome the problems?

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

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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. 2<sup>nd</sup> year

Mahendra Ratna Multiple Campus, Ilam

Name: Shova Subedi

School: Shree Chisapani H.S. Sch

Teaching Experience: 9 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 textbook 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.

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 prescribed 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 interference 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 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. <sup>such as you are and you are, compare</sup> While 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 <sup>in students</sup> due to 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 pair. I will manage time as far as possible and give emphasis in using language most of the times 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 eg. in classroom and in surrounding.

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

