

# CHAPTER ONE

## INTRODUCTION

This introductory part of my research proposal consists of general background, literature review, objectives of the study and significance of the study. It mainly focuses on techniques in general and pair work in particular.

### 1.1 General Background

Different scholars have defined teaching in different ways:

Brown (1993, p.7) defines teaching as "Showing or helping someone to learn how to do something giving instructions, guiding in the study of something providing with knowledge, causing to know or understand."

Harmer (2008, p.23) opines:

It is often said that good teachers are born, not made and does seem that some people have a natural affinity for the job. But there are also others, perhaps who do not have what appears to be a natural gift but who are still affective and popular teachers. Such teachers learn their craft through a mixture of personality, intelligent, knowledge and experience (and how they reflect on it). And even some of the teacher who are apparently 'born teachers' weren't like that at the beginning at all, but grew into the role as they learn their craft.

Adrian Underhill (2005) has suggested that there may be three broad categories of teachers-the explainer, the involver and the enabler as summarized in the table given below:

**Table No. 1**

**Categories of Teachers**

	Subject Matter	Methodology	People
Explainer	√		
involver	√	√	
Enabler	√	√	√

(as cited in Scrivener, 2005, pp. 25-26)

If we study and analyze table, we can say that the explainer teacher knows the subject matter well. He explains or gives lectures as way of transferring knowledge to the students in course of teaching. He does not pay any attention to the learners. He does not involve his students personally. The involver teacher does not only know the subject matter but also knows the methodology. He uses organizational procedure and appropriate techniques to facilitate the students/learners learn about the subject matter. He involves his students actively in the teaching learning activities. The enabler teacher is the perfect one. He uses every strategy according to the demand of the situation. He gives enough place/chance to the students in the teaching learning activities. He treats his students psychologically. He uses each and every required thing for the betterment of the students. Such type of teacher's personality and attitude are the foundation of learning.

To quote Harmer (2008, p.33): "... good teachers listen and watch, and use both professional and personal skills to respond to what they seem and hear. Good teachers have a knack of responding by doing things 'right', and that is most definitely as art."

West (1966, pp. 14-15) says:

There are, in fact, two types of teacher. There is (1) the teacher (2) the class-master. There is the man who is a teacher because he likes teaching, and, there is the man who is a teacher because he likes children. The teacher may make an excellent teacher of history or

literature: he conveys a subject and his attitude towards it to his pupils.

But a language or any other skill is a thing which has to be learnt; the class-master's task is to help the learners, and his main interest is in them. A great part of his work is done individually; his place is, so far as possible, in amongst the pupils, not up on the platform.

On the basis of the aforementioned facts given by the educationalist, we can conclude that, there is a mutual relationship between teaching and a teacher. Only a good teacher can teach his/her students effectively and successfully. Teaching means to give some educational support to the learners in some particular subject or subject-matter. As teaching a tri-polar system, it includes three things; the teacher, the students and the curriculum. If the teacher doesn't move consciously in his/her field he/she may face many challenges. But if a teacher handle the class properly, teaching can be extremely enjoyable, too. One should possess various abilities to be a good teacher. He/she has to play many roles according to the nature of the subject matter and the demand of the situation while taking part in teaching programme. A good teacher may have the role of a controller, mentor, prompter, participator, facilitator, resource person, tutor, counselor, advisor, guide, etc. All these abilities are used to enable the students to learn according to the plan and expectation of the teacher.

For Corder (1973, p.28), teaching language is, and always have been, thought of as developing of set of performance skills in the learner and syllabuses and time tables are often expressed in terms of skills being taught.

Freeman (2000, p.121) opines: Communicative Language Teaching, aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

On the basis of abovementioned opinions about language teaching, it can be said that language teaching aims at developing communicative competence of the learners. To make them able to communicate through language teaching, the teacher may use different teaching techniques. Techniques help the teacher to teach students easily and effectively. As communicative competence of the learners is the main goal of language teaching, pair work technique should be used by the language teacher. Pair work technique is based on communicative approach. So, pair work technique increases the speaking skill of the learners.

### **1.1.1 Technique**

According to Oxford Advanced Learner's Dictionary (2005), technique is (1) a particular way of doing sth, especially one in which you have to learn special skills (2) the skill with which sb is able to do sth practical. A technique is a tool which helps the teacher to make his/her teaching meaningful and purposeful. A teacher may use various techniques to reach the goal. To make teaching effective and successful, a teacher should be equipped with a number of techniques. Especially, a technique is employed to achieve an immediate objective. Without knowledge and use of technique, a teacher can not be a good teacher, and he/she can not run his/her class as an expectation. If a teacher uses suitable technique in his/her teaching, he/she is favoured by his/her students, his/her teaching becomes interesting, the lesson becomes comprehensive and as a result, there will be good relationship between the teacher and students. Therefore, teaching and techniques are inseparable ingredients in teaching.

A technique is implementational device of teaching. A technique can not be rooted in itself. Each and every technique has its own bases, i.e. approach and method. Every technique is based on any approach and method. Some people think approach, method and technique synonymously. But they are not the same phenomenon although they are interrelated with each other. These are the most frequently used terms in the field of language teaching. Anthony (1963) defines these three terms in the following way:

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach....

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

... Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which based upon, the selected approach. An approach is axiomatic, a method is procedural.

Within one approach, there can be many methods....

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

(as cited in Richards and Rodgers, 2001, p.19)

We can summarize the relationship between the approach, method and technique in a way that approach is the level at which assumptions and beliefs about language and language learning are specified. Method is the level at which theory is put into practice and which choices are made about the particular skills to be taught, the content to be taught, and order in which the content will be presented and finally technique is the level at which classroom procedures are described. Some example of techniques are drill, dialogue, memorization, pattern practice, role play, demonstration, songs, rhyme, language games, simulation, elicitation, correction, lecture, illustration, question-answer, pair work, group work, project work, discovery, dramatization, strip story, etc.

Of course, some techniques are specific to certain methods. For example, translation is the typical technique of the grammar translation method, simulation is specific to communicative approach, drills are the characteristics feature of the audio-lingual method etc. However some techniques are widely

used in several methods. For example, techniques like group work, pair work elicitation, demonstration, pictures, role-play, etc. can be used in more than one method.

Techniques can be categorized into teacher centered, learner centered and teacher learner centered. In teacher centered techniques, the teacher is the controller and authority of the class whereas in learner centered techniques, he plays the role of the facilitator, a manager and a prompter or mentor. In teacher learner centered techniques, both the teacher and learners equally or in balance contribute to teaching -learning activities. The three types of techniques are described as follows:

### **1.1.1.1 Teacher Centered Techniques**

Teacher centered techniques are associated with teacher centered methods. The property and characteristics shared by teacher centered methods are shared by teacher centered techniques. Teacher centered techniques are those techniques where teacher plays the dominant role and he/she is the authority in the classroom. The teacher plays his/her role actively. Students are only passive listeners. The teacher decides everything in the classroom. He/she speaks more and he/she is the controller in the classroom. The teacher delivers lecture, explains the subject matter, illustrates the lesson and demonstrates in the classroom. Some of the teacher centered techniques are lecture, explanation, illustration, demonstration, etc.

### **1.1.1.2 Learner Centered Techniques**

Learner centered techniques are based on the principles of learner centered methods and approaches. In these techniques, the learners are considered to be the prime and determining factors. All the teaching learning activities are managed considering the learners as the focal point. Learners play the role of active participants in the teaching-learning process. Some of the Learner centered techniques are simulation, role play, dramatization, strip story, group work, pair work, elicitation, project work, etc.

### **1.1.1.3 Teacher Learner Centered Techniques**

The techniques in which both the teacher and the students contribute are called teacher learner centered techniques. In effective teaching and learning both of them should be active role players. Only one method or technique is not used in the class. In particular, different methods and techniques are used on the basis of the requirements. Some of the teacher learner centered techniques are drills, discussion correction, questions-answer etc.

Pair work is directly associated with communicative approach as it aims at developing communicative ability of the learners. It is an inevitable tool in the communicative classroom. It always focuses on interaction between the participants, i.e. learners. As pair work is a learner centered technique, it gives high emphasis on the communicative competence of the learners. On the other hand, our secondary level English curriculum is designed focusing the communicative approach. It aims at developing the communicative ability of the learners. To make students able to reach the goal pair work technique plays the vital role. So, our secondary level English curriculum emphasizes pair work technique as the teaching technique.

### **1.1.2 Pair Work**

The definition of language associates with the functions of the language .Thus, definitions of language as a system of communication and means of communication reveal the function of language. Language is learnt by using different kinds of techniques. That is to say, there are many techniques while learning English language. Among them pair work is one of the techniques which is used actively by Grade ten students.

Pair work is one of the most important learner centered techniques which is often used in a communicative classroom. According to Bhatta (1998, p.55), on pair work, students are put into pairs-two students working together. Generally, pair work is useful for providing opportunities of using English. Pair can practise, produce their own language and correct each other's language in turns. According to Sharma and Phyak (2006, pp.118-119), Pair work makes students

engaged in interaction to each other. During pair work the teacher has two roles; a monitor and a resource person. As a monitor he/she listens to pairs, points out errors which are serious and he/she provides help, information and feedback upon request as a resource person. In pair work the teacher divides the whole class into pairs. Every student works with his/her partner in pair work at the same time. Pair work is a way of organizing the class to carry out various teaching learning activities. In this technique, the whole class is divided into pairs. Both participants are equally important to contribute to solve the problems. They have to find the solutions to the problems provided to them.

Richards and Farrell (2011, p.110) say:

Pair work provides opportunities for sustained interaction and has long been advocated as a key means of promoting both linguistic and communicative competence. Grouping students in pair can take into consideration ability level, language and cultural background, and other factors that will facilitate a positive approach to learning, although students who are not familiar with this learning arrangement may need careful orientation and preparation for pair work activities.

Pair work is one of the communicative techniques used in language teaching. Each group consists of only two participants, then the group is a pair. In pair work the two participants work together. While doing pair work for the first time, the teacher has to explain the reasons for using pairs to the students. Pair work time is not to be used for chatting. When students finish the set task, they can change roles and do the task again. In pair work the focus is mainly on speaking. That is to say, opportunity is given for a lot of talking. If they have got any confusion they can ask for help. If you work in a very crowded classroom, some students will be three to a desk. Explain that the third student will monitor the language exchanges and take the place of one of the others



when the practice has been done once. Any student sitting alone should automatically join together individual or nearby pair as a third participant.

Cross (1992, p.50) gives the following steps to conduct the pair work:

**Step one: preparation**

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

**Step two: teacher student model**

Call upon the student to stand. Take one part of yourself and go through the whole task. Ensure they all know what they have to do.

**Step three: public pairs**

Designate two students who are sitting well apart; this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model. If necessary, get further public pair models.

**Step four: timing**

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

**Step five: private pairs**

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

**Step six: public check**

Stop the activities when you see that most of the classes have completed the task. Choose one pair at random to stand and do the task again,

publicly. This will be easy and quick if they have indeed been practising. Choose the second and third pair to do the same. This stops students chatting in their mother tongue during pair work. They work harder if they know they may be checked afterwards.

### **1.1.2.1 Advantages of Pair Work**

For certain types of activity, pair works have a number of advantages over working with the whole class together. The following are the advantages of pair work. Harmer (2001, p.165) points out:

- (i) It dramatically increases the amount of speaking time of anyone student gets in the class.
- (ii) It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- (iii) It allows teacher time to work with one or two pairs while the other students continue working.
- (iv) It recognizes the old maxim that 'two hands are better than one', and in promoting cooperation, helps the classroom to become a more relaxed and friendly place. If we get students to make decision in pairs, we allow them to share responsibility, rather than having to bear the whole weight themselves.
- (v) It is relatively quick and easy to organize.

Similarly Doff (1988, p.141) discusses the following advantages of pair work:

- i) More language practice: Pair work gives students far more chance to speak English.
- ii) Students are more involved: Working in pairs encourages students to be more involved and to concentrate on the task.

- iii) Students feel secure: Students feel less anxiety when they are working 'privately' than they are 'on show' in front of the whole class. Pair work helps shy students who would never say anything in whole-class activity.
- iv) Students help each other: Pair work encourages students to share ideas and knowledge. In a reading activity students can help each other to explore the meaning of a text in a discussion activity. So that students can give each other new idea.

### **1.1.2.2 Disadvantages of Pair Work**

The following are the disadvantages of pair work. Harmer (2001, p. 165) points out:

- i) Pair work is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class.
- ii) Students in pairs can often very away from the point of an exercise, talking about something else completely, often in their first language. The chances of misbehaviour are greater with pair work than in a whole class setting.
- iii) It is not always popular with students, many of whom feel they would rather relate to the teacher as individual then interact with another learner who may be just as linguistically weak as they are.
- iv) The actual choice of partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.

According to Doff (1988, pp.141-142) the disadvantages of pair work are as follows:

- i) Noise: Obviously, pair work in large class will be noisy, and this can not be helped.

- ii) Students make mistakes: During pair activity, the teacher cannot control all the languages used, and should not try to do so.
- iii) Difficult to control class: The teacher has less control over what students are doing in pair work than in normal class.

### **1.1.2.3 Reasons for Using Pair Work in an English Class**

Behind each and every activity there are reasons in language teaching. In every topic there are both impacts, i.e. positive impacts and negative impacts. Likewise in using pair work there are good reasons and bad reasons in an English class which are discussed below:

#### **1.1.2.3.1 Good Reasons for Using Pair Work in an English Class**

According to Case (2008), good reasons for using pair work:

##### **i) More speaking time**

If 15 students speak in turn in a 30 minutes class, that equals 2 minutes of speaking each and for shy students it might work out as just one minute of speaking or less . If students work in pair for the whole class, they could theoretically speak for as much as 15 minutes each, and certainly no one could speak as little as 1 minute.

##### **ii) Speaking skill**

There are certain speaking skills that happen much more naturally and more often in pair than in large group, such as interrupting each other, using tag questions etc. to invite the other person to speak, and asking people for confirmation and clarification of what they said. In general, if you are going to be speaking English one to one in real life the best practice for it is one to one speaking in class, which usually means pair work.

##### **iii) Cutting down on embarrassment**

In a whole class speaking activity not only do you have stress of every one listening to you but there is also usually silence while you are thinking of what you are going to say. In pair work, the background noise of other pairs speaking to each other can make you much less embarrassed about speaking out.

iv) Fun

Working in pairs allows the teacher to use more games and therefore increases the students' motivation and concentration.

v) Individual attention

Although some students think that being asked to work in pairs is a sign of the teacher being lazy or of avoiding talking to the students, in fact the teacher can sometimes ask the whole class to work in pairs so he or she can talk to or listen to one student at a time without everyone else noticing.

vi) Error correction

If one person is talking in front of the whole class and the teacher writes something in a notebook, everyone will know that the person speaking has made a mistake and will know whose mistake it is in the following error correction stage. People working in pairs means that the teacher can more easily hear people's mistakes and correct them later without embarrassing anyone.

vii) Fluency

According to the research, students who speak out in front of the class improve their accuracy but lose fluency, and the opposite is true of speaking in pairs. If you need to improve your fluency, this is usually best done with pair work speaking activities.

viii) Exam practice

Some speaking exams, such as the FCE and CAE, include speaking in pairs. The most efficient way to practice exams that are just one to

one speaking with the examiner is also usually to do it in pairs. This is usually done with one student pretending to be the examiner.

ix) Classroom dynamics

Speaking with classmates individually will help you to get to know them better and so make the atmosphere in class nicer and the communication between you in all classroom activities more natural.

### **1.1.2.3.2 Bad Reasons for Using Pair Work in an English Class**

According to Case (2008), bad reasons for using pair work:

i) A break

Although teachers are human and need a break from speaking sometimes, a good teacher will actually be busy all the time when you are doing pair work- listening for errors, cleaning the board, rewinding the tape etc. If you see your teacher just standing around during pair work, it is usually okay to call them over to your pair to ask for help or to join in the conversation.

ii) Habit

Most English teachers are taught that they must use pair work in class, and like any one in their jobs. They sometimes get into a routine and don't think too carefully about whether it is the best response to every situation. In small classes, for example, pair work might not lead to much more speaking time and so might not be needed so often. If you usually happily accept pair work, the teacher will be more likely to listen if you occasionally ask if you can work as whole class instead.

### **1.1.2.4 Creating Pair Work**

One of the practical problems of pair or group work is how to put students into pair. If learners do not enjoy with their partner, pair work becomes worthless.

Harmer (2001, pp.168-180) gives the following principles:

### i) Friendship

When putting students in pairs is to make sure that you put friends with friends rather than with other whom they find unpleasant. We have to make observation in classroom but our observation may not be accurate. We can ask them to get into pairs with whom they want to work. This also creates chaos and may exclude less popular students in the class. The most suitable way is to use sociogram. For this ask the students to list the students they like at one side and list the students they don't like on the other side. At last we can present them on sociogram. But it is difficult and time consuming.

### ii) Streaming

We can create pair on the basis of students' ability, i.e. brilliant, average, poor students. We can mix the students having different ability. We can pair of weaker to brilliant students so that it will be beneficial for weaker students. We can also stream students on the basis of their participation in classroom activities.

### iii) Chance

It is the easiest way to pair students since it demands little pre-planning. We can make a pair of people sitting near or near to each other. A way of organizing pair work is the wheels scenario. In this process half of the students stand in a circle facing outwards and other half of the students stand in an outer circle facing inwards. The outer circle revolves in a clockwise direction and the inner circle revolves in an anti-clockwise direction. When they stop, they work with the person facing them.

### iv) Changing group

Pairs may change according to the requirement of activities. Pair doesn't mean that they always have to work with the same pair. We can group students in any way we feel comfortable, convenient, and suitable to the nature of the activity. One important thing we have to know is that the

activities assign to pairs should be conducted smoothly and in a way to fulfill the objectives of the activities.

v) The task

Sometimes the task may determine who works with whom. For example, if we want students from different countries to compare cultural practices, we will try to ensure that students from the country don't work together. If the task is about people, who are interested in particular leisure activities, e.g. sports, music etc. that might determine to make up pairs.

### **1.1.2.5 Procedure for Pair Work**

After creating pair work, we should conduct activities in pair. For this, we should follow different procedure in the classroom. This includes initiations, monitoring, facilitation, prompting, giving feedback and so on. We can divide the whole procedure into three different stages. Harmer (2001, pp.171-172) points out:

i) Before

To raise interest in students to work in pair first they need clear instruction about what they are going to do. The instruction may be followed by demonstration, illustration, examples, etc. to make it clear. We have to tell them to finish the activity within a time given. We can repeat the instruction.

ii) During

While students are working in pairs we could stand at a place, observe how they are doing the activity. We can also move round the class and help, correct and engage in their discussion for a short time. We can act as a prompter, resource person, tutor and facilitator.

iii) After

When pairs stop working together we need to organize feedback session. We want to let them discuss what occurs during work and add our own



assessment and make corrections. To enhance future motivation to pairs, we have to provide them constructive feedback. We can organize a session to discuss about their activity. We can give them chance to make a presentation.

Doff (1988, pp.143-144) suggests a possible procedure for pair work:

i) Introduce the exercise and show what questions and answers students can give:

T: Now. You're going to talk about things you like things and you do not like. Look at the exercise. What question can you ask? What about food?

Ss: What do you like?

T: Good. What answers could you give?

Ss: I like chocolate.

I like eating fruit.

I like rice.

(and so on)

Write the basic question on the board:

What (food) do you like?

ii) Ask a few questions round the class, to show the kind of conversation students might have:

T: What kind of music do you like? Miguel?

S: I like pop music.

T: Pop music. Which singer do you like best?

(and so on)

If you like ask two students to have similar conversations, while the other listen.

iii) Divide the class into pair.

T: Now. You're going to work in pairs. (Indicate pairs by pointing. If there are single students left without a partner, make groups of three) Ready? Ask and answer the questions?

First one person asks all the questions, then change round. Start now.

iv) Students work in pairs. Move quickly round the class, checking that everyone is talking (but do not write to correct mistakes, as this will interrupt the activity).

v) When most pairs have finished, stop the activity. Ask a few students what their partner said:

T: Joanna, tell me about Lisa? What does she like?

S: She says she likes ice-cream, pop music, and swimming. And she likes English, but not every lesson. She doesn't like writing.

### **1.1.2.6 Activities for Pair Work**

There are many opportunities for using simultaneous pair work. A teacher can introduce a variety of activities for pair work according to the demand of the lessons and situations. Some important activities for pair work according to Cross (1992, pp.51-53) are listed below:

- i) Dialogue: These are obvious targets. The two or three parts are first practiced by means of a repetition drill. Then some substitutions are cued, so that the students know how to personalize details in the dialogue. (e.g. using their own names and the name of their own school, the length of time they have been studying English, the times of lessons, and so on).
- ii) Substitution drill: These drills make student compose new sentences from a visual cue. It helps to develop learners' creativity.
- iii) Grammar Practice: Different kinds of grammatical items can be practiced through pair work.

- iv) Informal tests: Testing can be made instructive. By allowing students to collaborate on a short test will encourage learning, as weaker students can be helped by their partners. Sometimes you can include a quick written test at the end of the lesson and mark it once.
- v) Describing pictures: The teacher can use different pictures for students to guess using different aspect of language (function or structure).
- vi) Providing titles: Students are asked to discuss in pair and asked to provide new title of the text before they study the text. They come up with different logic behind choosing the title. This is an excellent activity.
- vii) Question and Answer work: Question and answer work can be done to check students' comprehension to the text orally and written.
- viii) Illustrative sentences: It is useful for teaching new vocabulary and structure. A new vocabulary or structure is introduced with short illustrative sentences on board and students are asked to reproduce them in pair.

Laura Kerr (1985) suggests following activities for pair work:

#### Split information

- a. Blanked time table (or chart, etc.): Both students have basically the same information, but different items have been blanked out on each version, so that they have to ask each other questions to complete the data.
- b. Split reading: A short reading text is split midway; Student A reads the first half, and Student B reads the second. Afterwards, putting away the text, they pool their information in order to complete the task.

#### Role plays

The two students create a spontaneous dialogue based on a brief role description that each has studied. Suggestions for developing the

dialogue can also be included.

### Games

- a. Describe and draw: One student has a picture or diagram. As he describes it, his partner attempts to reproduce it.
- b. Spot the difference: Both students have similar pictures, but with certain difference. By talking about their own pictures, they discover the discrepancies.

(as cited in Sharma, B.K. and Phyak, P.B., 2006, pp.120-121)

Doff (1988, pp. 138-139) suggests the following pair work activities namely Demonstrate Activities dividing into A and B respectively.

1) Demonstrate Activity A. Explain that it is an example of pair work use for controlled oral practice; it practices vocabulary and conditional structures.

A. Work in pairs. Ask and answer the questions.

What happens if...

- a) you eat unripe fruit?
- b) you eat too much food?
- c) you leave ice in the sun?
- d) you drive over broken glass?
- e) you drop a match into a can of petrol?
- f) you sit in the sun too long?
- g) you leave milk for a few days?

Now think of two more questions like this.

- i) Ask the first two questions to the whole class, to show how the activity works. (More than one answer is possible: e.g. (a): You

will be sick/you'll get a stomach ache; (b): You'll be sick/you'll get fat.)

ii) Divide students into pairs to ask and answer the other questions.

iii) When most pair have finished, go through the answer together.

iv) Ask some pairs to tell you the questions they thought of themselves. Get other students to answer them.

2) Demonstrate Activity B. Explain that it is an example of a reading activity done in pairs. Students work together to try to understand the text.

B. Work in pairs.

1. Can you answer these questions?

- What is acid rain?

- How is it caused?

- What damage does it do?

2. Read the text and find the answers.

3. Underline all the words in the text which you do not understand.

With your partner, try to guess what they mean.

## Text

Throughout Europe, and also in other areas of the world such as India, China and parts of America, forests are being destroyed. According to one prediction, 90% of Germany's forest will have vanished by the end of the century. This destruction is caused by air pollution. Power stations and cars are mainly responsible-they emit gases into the air which, after a series of chemical changes, turn into toxic acids. These acids fall as 'acid rain', raising the level of acidity in the soil, in lakes and in rivers to dangerous levels and destroying not only trees but also fish and other wildlife. The industrialized world is slowly waking up to the fact that urgent action is needed to reduce air pollution; otherwise our environment will be damaged beyond repair.

- i) Briefly explain what the students have to do. Then divide them into pairs to do the activity.
- ii) When most pairs have finished, stop the activity. Discuss the questions together. Ask students to tell you any words whose meaning they would not guess and discuss them together.

### **1.1.2.7 The Teacher's Role During Pair Work**

Cross (1992, p. 49) opines:

Teachers who have never before relinquished total control have to adopt new attitudes, thinking about the learning experience. And their pedagogical role is quite different during these new lesson phases.

During pair work the teacher has two roles. One is to act as a monitor, listening to a few of pairs and noting any persistent errors. Pair work should not be interrupted unless absolutely necessary. Serious errors will receive attention another time, perhaps at the start of the next lesson.

The second role is that of resource person providing help, information and feedback upon request.

On the basis of the statement, we can conclude that if the teacher does not have role of monitor and resource person, he/she can not run his/her class effectively. To reach the goal, the teacher's role is very important.

### **1.1.2.8 Ways of Overcoming the Problems in Pair Work**

Doff (1988, pp.141-142) suggest the following ways overcoming the problems in pair work:

- i) Usually the students themselves are not disturbed by the noise; it is more noticeable to the teacher standing at the side or to someone in the next room.
- ii) The noise created by pair work is usually 'good' noise-students using English or engaged in a learning task.
- iii) The number of mistakes can be reduced:
  - By giving enough preparation. The activity can be done with the whole class first, and pair work used for the final stage.
  - By checking afterwards. The teacher can ask some pairs what they said, and then correct mistakes if necessary.
- iv) To stop activities getting out of control, it is important to:
  - give clear instructions about when to start, what to do, and when to stop;
  - give clearly defined tasks which do not continue for too long;
  - set up a routine, so that students accept the idea of working in pairs, and know exactly what to do.

On the basis of the suggestions given above in 1.1.2.8, we can conclude that there are different ways for overcoming the problems. Teachers can give clear instruction, enough preparation, feedback and set of routine to overcome the problems in pair work.

## **1.2 Review of Related Literature**

Many research works have been carried out on the effectiveness of techniques. Some of them which have been carried out under the Department of English Education of different campuses of T.U. are given below:

Mahato (2010) carried out a research on "The Effectiveness of Role Playing Techniques for Developing Communicative Functions." The objective of the study was to find out the effectiveness in role playing techniques for developing communicative functions. The nature of the study was action research. The finding was that role playing techniques found quite effective for developing communicative power.

Nepal (2009) carried out research on "The Effectiveness of Dictation Technique in Teaching Spelling." The main objective of the study was to find out the effectiveness of dictation technique in teaching spelling. The nature of the study was experimental. The pre-test and post-test were administered to both experimental and controlled group. The finding was that the use of dictation technique in teaching vocabulary was more fruitful than without using it.

Pokhrel (2008) carried out a research entitled "Technique of Teaching Grammar." The objective of her study was to find out the effectiveness of inductive or deductive method in teaching tenses. The nature of the research was experimental. The researcher divided the students of class 7 into experimental and controlled group. The pre-test and post-test were administered to them. It was found that the inductive method was more effective than the deductive method.



Chaudhary (2007) carried out a research on "The Effectiveness of Teaching Vocabulary through Songs and Rhymes." The objective of the study was to find out the effectiveness of the teaching vocabulary through songs and rhymes. The nature of the study was experimental. The pre-test and post- test were administered to both experimental and controlled group. The finding was that songs and rhymes were more effective than other techniques in teaching vocabulary.

Adhikari (2005) carried out a research on "The Effectiveness of Teaching Vocabulary through Games." The objective of the study was to find out the effectiveness of teaching vocabulary through games. The nature of research was experimental. The pre-test and post-test were administered to both experimental and controlled group. The finding was that the game technique of teaching vocabulary found quite effective than usual technique of teaching vocabulary.

Gyawali (2004) carried out a research on "A Study on Vocabulary Teachings Through Direct and Indirect Techniques: A Practical Study." The main objective of the study was to find out the effectiveness of direct or indirect techniques in teaching vocabulary comparatively. The nature of research was experimental research. The pre-text and post-test were administered to both experimental and controlled group. He found that indirect technique had been effective than direct one.

Pandey (2004) carried out a research entitled, "The Effectiveness of Language Games in Teaching Grammar: A Practical Study." The objective of this study was to find out the effectiveness of language games in teaching grammar. The nature of the study was experimental. The pre-test and post-test were administered to both experimental and controlled group. It was found that teaching grammar through games was more effective than teaching language in classroom without games.

Similarly, Panta (2004) carried out a research entitled " A Study on the Effectiveness of the Discovery Technique in Teaching Subject Verb

Agreement in Grade Nine: A Practical Study." The objective of his study was to find out the effectiveness of discovery technique in teaching subject verb agreement. The nature of the study was experimental. The researcher divided the class into experimental and the controlled group. The pre-test and post-test were administered to them. The finding of the study showed that the students taught through discovery technique did relatively better in comparison to those taught through explanation.

Regmi (2004) conducted a research entitled the "Effectiveness of Group Work Technique in Teaching English Tense." It was an experimental study. The study was carried out by administering the test-pre-test and post-test. It was found that the students who were taught using group work progressed relatively better than the students who were taught using explanation.

Sharma (2000) carried out a study entitled "Teaching Reported Speech Inductively and Deductively." The objective of this study was to find out the relative effectiveness between the two methods-inductive and deductive in teaching reported speech. The nature of the study was experimental. The researcher administered pre-test and post-test to both experimental and controlled group. By comparing these two methods the deductive method was found better than inductive method.

On the basis of the aforementioned researches discussed under the heading 'Review of Related Literature' we can conclude that many researches have been carried out by various researchers on different techniques of teaching language. It shows that the teaching learning through different technique is more effective. The researches mentioned above have been carried out only on the effectiveness of techniques in grammar teaching. I want to do research on the problems in pair work technique in teaching English at Grade ten which is completely different from that of others. Other researchers have studied only about the technique but they have not studied the problems of any techniques

used in language teaching. Hence, my study is totally different from the previous researches.

### **1.3 Objectives of the Study**

The objectives of the study were as follows.

- a. To find out the problems in pair work in teaching English language of Grade ten students.
- b. To find out the ways of solving the problems in conducting pair work.
- c. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

The study will be primarily significant for the English language teachers who have been working in the teaching field. It will also be significant for the future researchers who may want to study in similar fields. The findings will be equally useful for curriculum designers, policy makers, instructors, language evaluators, linguists, text book writers, teachers of other subjects and students.

## **CHAPTER TWO**

### **METHODOLOGY**

The following methodology was followed :

#### **2.1 Sources of Data**

The study made the use of both primary and secondary sources of data.

##### **2.1.1 Primary Source**

The teachers teaching at secondary level (Grade ten) in various government schools of Ilam district and their students studying in Grade ten were the primary sources of data.

##### **2.1.2 Secondary Source**

The related books viz. Doff (1988), Harmer (2008), Richards and Rodgers (2001), etc. journals, research reports were the secondary sources of data.

#### **2.2 Population of the Study**

The English teachers teaching at secondary level (Grade ten) and students of the same level in different government schools of Ilam district were the population of the study.

#### **2.3 Sampling Procedure**

Ten secondary English teachers (Grade ten) from ten different government schools were selected purposefully and fifty students (five from each school) studying in Grade ten were selected randomly using fishbowl draw.

#### **2.4 Tools for Data Collection**

The major tools for collecting the data were observation check-list and questionnaire. The questionnaire consisted of both open-ended and close-ended questions. Thirteen open-ended questions were asked to the selected teachers

and forty three close-ended questions were asked to selected students. I observed ten English classes of different government schools of Ilam district.

## **2.5 Process of Data Collection**

Piloting was carried out to ensure the clarity and difficulty level of the already determined questionnaire and the clarity of the observation check-list. Such piloting was done by collecting two secondary level English teachers and five students of Grade ten of different schools. Necessary changes were made in the tools on the basis of piloting. Then the concerned schools were visited and the permission was obtained from the head teacher for carrying out the research. The purpose and process of the research were explained. The English teachers teaching in Grade ten were consulted and informed about my study. The classroom activities of the teachers as well as the students were observed and maintained a record in the observation check-list. The questionnaires were distributed to them. Five students from Grade ten from each school were selected randomly using the fishbowl draw. After selecting the required number of the students, they were distributed the questionnaires and they were given clear instruction. Finally, the answers were collected.

## **2.6 Limitation of the Study**

- i) This research was limited to only ten secondary level English teachers from government schools of Ilam district and fifty students from the same schools and district.
- ii) The study was limited to only Grade ten.
- iii) The study was limited to the problems in only pair work technique.
- iv) The findings were yielded from the analysis of the data only.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with analysis and interpretation of the collected data. The objectives of the study were to find out problems in pair work of Grade ten students and ways of solving the problems in pair work. Both students and teachers were the primary sources of data collection. Thus, the data have been analyzed and interpreted from these two perspectives. The two perspectives have further been sub-divided into several sub-headings to find out the problems and solutions to address the determined objectives. The data were analyzed and interpreted on the basis of following criteria:

#### **3.1 Analysis and Interpretation of Data from Students' Perspective**

#### **3.2 Analysis and Interpretation of Data from Teachers' Perspective**

#### **3.1 Analysis and Interpretation of Data from Students' Perspective**

The researcher selected fifty students studying in Grade ten from ten government schools using the fishbowl draw technique. The researcher distributed them three sets of questionnaire including close-ended questions and asked to tick the possible alternatives to the questions given in the questionnaire. The questions were about the teachers' behaviour and the students' attitude towards pair work. So, the teachers' behaviour and students' attitude have been analyzed and interpreted by putting them into different sub-headings as follows:

##### **3.1.1 The Trend of Using Medium Language in the Classroom**

Most of the English teachers of the selected schools used both English and Nepali language as the medium of instruction. Only few teachers spoke English from beginning to the end of the class. The teachers' use of language in the class has been presented as below:

**Table No. 2**

**Only English and Both English and Nepali Speaking Teachers**

S.N.	The Trend of Using the Medium Language	Number of Teacher
1.	Both English and Nepali speaking teacher	9
2.	Only English speaking teacher	1
<b>Total</b>		<b>10</b>

Table no. 2 indicates that only one teacher spoke only English and 9 teachers spoke both English and Nepali language in the classroom. It was clear that the teachers themselves were responsible to cause the problem because they did not use English as medium language. The main objective of pair work technique is to promote speaking skill of the learners. If the teachers did not use English as the medium language, the speaking ability of the learners could not be increased. Thus, it is suggested that the teachers should use English as the medium of instruction.

**3.1.2 The Condition of Punishment in the Class**

Here, the term 'punishment' refers to the physical punishment. The researcher's intention was to find out whether the teachers punished their students physically or not in using pair work. Punishment affects the teaching-learning activities while using pair work. If the teachers punish their students they do not like to take part in pair work activity. So, the teachers should not punish them. Rather, the students should be involved in pair work activity by rewarding them. The following table shows the condition of the punishment by the teacher in the class.

**Table No. 3**

**The Scenario of Punishment in the Class**

S.N.	The Condition of Punishment in the Class	Number of Teacher
1.	Teacher punished the students	9
2.	Teacher did not punish the students	1
<b>Total</b>		<b>10</b>

Table no. 3 indicates that nine teachers punished their students and only one teacher did not punish his/her students out of ten teachers. They punished them physically. While taking part in pair work activity, the teachers punished their students for their mistakes. They did not take part actively in the pair work activity because of punishment. Furthermore, they did not like the classes of such teachers. Thus, punishment was considered as a problem in pair work.

**Table No. 4**

**The Number of Students in Terms of Punishment**

S.N.	The Students who got and did not get Punishment	Number of Students
1.	Students who got punishment	42
2.	Students who did not get punishment	8
<b>Total</b>		<b>50</b>

Table No. 4 shows that forty two students were punished and eight students were not punished by their teachers. Most of the students were punished. The students who were punished did not like to take part in pair work activity actively. Because of punishment, they were afraid of the teachers. They did not use their English with their friends and the teachers, too. They did not involve in pair work activity due to fear of making mistakes. Therefore, they should avoid giving punishment to the students in the class.



### 3.1.3 Teachers' Attitude Towards Pair Work

This sub-heading deals with the attitude of teachers towards pair work. Its main concern is whether they divided the class into pairs or not. The following table shows the reality more clearly.

**Table No. 5**

#### **The Number of Teachers on the Basis of Forming Pair**

S.N.	Teachers' Attitude in Dividing the Class into Pair	Number of Teacher
1.	Teachers who divided the class into pairs	5
2.	Teachers who did not divide the class into pairs	5
<b>Total</b>		<b>10</b>

According to the table given above five teachers used the pair work technique and five teachers did not use pair work technique in their teaching. All the teachers should divide the class into pairs. Until and unless all the teachers use pair work technique in their teaching, the problems may not be solved.

### 3.1.4 Classroom Language of the Students

This sub-heading deals with whether the students used English or Nepali language in the class or not. The following table presents the reality.

**Table No. 6**

#### **Language Used by the Students in the Class**

S.N.	The Habit of the Students in Using English	Number of Students
1.	The students who did not use English	34
2.	The students who used English	16
<b>Total</b>		<b>50</b>

Table no. 6 shows that thirty four students did not use English in the classroom. Only sixteen students used English language in the classroom. Most of the students used their mother tongue, i.e. Nepali language. There is still great

influence of mother tongue in the English class in the context of Nepal. So, the students should be encouraged to use English in the classroom as much as possible.

### **3.1.5 Effect of Anger in Pair Work**

This sub-heading deals with the effect of anger in pair work. The following table shows the number of teachers who did not get angry and got angry in the class.

**Table No. 7**

#### **Number of the Teachers Who got Angry or not**

S.N.	The Habit of Teachers in Terms of Anger	Number of Teacher
1.	Teachers who did not get angry in the class	6
2.	Teachers who got angry in the class	4
<b>Total</b>		<b>10</b>

Table no. 7 shows that four teachers got angry severely in the class. Six teachers did not get angry with the students. Teachers should not get angry with the students. If they got angry in using pair work, the students will be demotivated. It is clear that teachers still have lack of knowledge of psychology. They should treat their students psychologically in an encouraging way.

### **3.1.6 Students' Involvement in Pair Work**

This sub-heading deals with the students' participation in pair work activity. The following table shows the number of students who took part and did not take part in pair work activity.

**Table No. 8**

**Number of Students in Pair Work**

S.N.	Students' Involvement in Pair Work	Number of Students
1.	Students who involved in pair work activity	27
2.	Students who did not involve in pair work activity	23
<b>Total</b>		<b>50</b>

Table no. 8 shows that twenty seven students involved and twenty three students did not involve in the pair work activity out of fifty students. The situation shows that there was not enough exposure in using pair work technique. All students should be involved equally in the pair work. Until and unless they have been involved in pair work activity, speaking skill of the students may not be improved.

**3.1.7 Amount of Time Spent by the Students in Pair Work**

Time is the determining factor in using pair work technique. Students' language learning depends on the time they use in the class. If they spend more time in speaking English, they learn more and if they spend a little time in speaking English, they learn a little. The following table shows the amount of time spent and the number of students involved in pair work while speaking English in the classroom.

**Table No. 9**

**Number of Students and Amount of Time Spent by Students**

S.N.	Frequency of Time	Number of Students
1.	Always	7
2.	Frequently	2
3.	Sometimes	22
4.	Seldom	6
5.	Never	13
<b>Total</b>		<b>50</b>

Table no. 9 shows that seven students always spoke English in the class. Two students spoke English frequently. Twenty-two students spoke English sometimes. Six students seldom spoke English and thirteen students never spoke English. Only few students spoke English in the class and many of them never spoke English. Thus, the habit of speaking English of the students was found unsatisfactory.

### **3.2 Analysis and Interpretation of Data from Teachers' Perspective**

The researcher selected ten government schools. He visited every selected school himself. After reaching the concerned schools, he requested the English teachers teaching in Grade ten to teach the text related to pair work. Then the classes were observed by using the teaching observation check-list. After observing classes of the teachers, the questionnaires of were distributed to them. The data obtained through observation and questionnaire have been analyzed and interpreted under the different sub-headings.

#### **3.2.1 Factors Affecting Pair Work**

As the main objective of this study was to find out problems in pair work, the researcher observed different classes of English teachers and identified different problems. The result has been presented in the table given below:

**Table No. 10**

#### **Factors Affecting Pair Work**

S.N.	Teachers' Activities in the Classroom	Number of Teacher
1.	Teacher's help	8
2.	Clear instruction	7
3.	Rapport building	7
4.	Controlling the class	6
5.	Language use (according to students' level)	6
6.	Pair division	5
7.	Feedback to the students	4
8.	Evaluation	3

The table given above shows that among ten teachers eight teachers helped their students. Seven teachers gave clear instruction and built rapport with the students. Six teachers were able to control the class and use language according to the level of the students. Five teachers divided the class into pairs. Four teachers gave feedback to the students. Only three teachers evaluated their students' learning outcomes. Teachers' activities such as teacher's help, giving instruction, rapport building, controlling the class and using language according to the level of students were seemed satisfactory. But teachers activities such as dividing pairs, giving feedback and student evaluation were seemed very poor. That is to say, teachers' activities for dividing the class into pairs, giving feedback and evaluation system were seemed unsatisfactory. It is clear that the teachers themselves were responsible to cause problems in teaching English through pair work. They should be aware of using language, forming pairs, giving feedback and evaluating students' progress while the teaching-learning activity is going on.

### **3.2.2 Attitude of Teachers to Using Pair Work**

The researcher asked the teachers to make a list of students centered techniques. The main objective was to find out whether they use pair work technique or not. The following table presents the reality.

**Table No. 11**  
**List of Student Centered Techniques**

S.N.	Techniques	Number of Teacher
1.	Pair work/group work	9
2.	Project work	4
3.	Role play	4
4.	Dramatization	4
5.	Simulation	2
6.	Elicitation	2
7.	Strip-story	2
8.	Demonstration	2
9.	Question-answer	2
10.	Picture reading guessing	2
11.	Drill	1

The table given above shows that nine teachers listed pair work/group work as student centered technique. Four teachers listed project work, role play and dramatization. Two teachers listed simulation, elicitation, strip-story, demonstration, question-answer and picture reading guessing. Only one teacher listed drill as a student centered technique. It is obvious that teachers were familiar with the student centered techniques. Most importantly, their attitude was found more positive towards pair work technique.

### 3.2.3 Degree of Ease and Difficulty in Pair Work

The researcher intended to find out the difficult areas given in the Grade ten English text book in using pair work. So, the teachers were requested to mention the difficult areas while using pair work. The table given below reflects its reality.

**Table No. 12**

#### **Degree of Difficulties in the Textbook**

S.N.	Easy areas	No. of Teacher	Difficult areas	No. of Teacher
1	Have your say	9	Creating situation	9
2			Guided and free writing	9
3			Question-answer and others	9

The table given above shows that only one area, i.e. 'have your say' was easy for the teachers. It was easy for nine teachers out of ten. Other areas, i.e. creating situation, guided and free writing and question-answer were difficult areas for the teachers. It was difficult for nine teachers. It can be said that teachers should be given training in those difficult areas. It is clear that most of the exercises were found to be difficult for the teachers.

### 3.2.4 Problems in Applying Pair Work

There were number of problems while creating pairs. But the problems were different from one teacher to another. The following table presents it exactly.

**Table No. 13**

**The Problematic Areas in Applying the Pair Work**

S.N.	Problems	Number of Teacher
1	Time consuming	5
2	Different levels of students	4
3	Noise	3
4	Large class	3
5	Passiveness of the students	3
6	Hesitation in the students due to L1 interference	3
7	Shyness	2
8	Students' irregularity in the class	1
9	Lack of language competence and performance	1
10	Uneven partner	1
11	Cultural differences of the students and gender	1

Five teachers mentioned time consuming as the problem. Four teachers considered different level of students as the problem. Three teachers listed noise, large class, passiveness of the students and hesitation in the students due to L1 interference as the problems. Two teachers mentioned shyness as the problems. One teacher mentioned lack of language competence and performance, students' irregularity in the class, uneven partner and cultural differences of the students and gender as the problems in pair work. It can be said that there were numbers of problems on pair work. The major problems were noise, time consuming, large class, passiveness of the students and hesitation in the students due to L1 interference which were common to the former study as indicated in the general background/literature review. The other areas of problems were lack of language competence and performance, students' irregularity, shyness, uneven partner and cultural differences of the students and gender. The above mentioned problems were related to teacher, students as well as schools. These three factors were responsible for the problems.

### 3.2.5 Procedures of Using Pair Work

There are certain procedures in using pair work technique. The teachers must know the procedures to conduct pair work technique. Different procedures were suggested by different teachers to conduct a pair work activity. The following table gives it in detail.

**Table No. 14**

**The Classroom Procedures Applied by the Teachers**

S.N.	Procedures	Number of Teacher
1	Dividing the class into pairs	6
2	Giving clear instruction	4
3	Monitoring, facilitation, encouraging, counseling, giving feedback	4
4	Providing model	3
5	Presentation, practice and demonstration	1

The table given above shows that six teachers divided the class into pairs as the classroom procedures. Giving instructions, monitoring, facilitation, encouraging, counseling, giving feedback were suggested by the four teachers. Three teachers followed model and only one teacher suggested presentation, practice and demonstration as the classroom procedures. The table presents the reality that teachers were clear about the procedures for pair work as it was similar to the procedure mentioned in general background of this study.

### 3.2.6 Ways of Motivating Students in Pair Work

Ways of motivating is one of the crucial factors to solve the problems in pair work. So, the ways of motivating students in pair work have been presented in the table given below:



**Table No. 15**

**Activities for Motivating the Students in Pair Work**

S.N.	Activities	Number of Teacher
1	Introducing teaching item	4
1	Giving clear instruction	3
3	Providing model	2
5	Demonstrating	2
4	Telling jokes and stories	1
6	Warming up and telling objectives	1
7	Encouraging	1

Table no. 15 shows that four teachers introduced teaching item and three gave clear instruction for motivating students. Two teachers used model and jokes to motivate. Demonstrating, warming up, telling stories and encouragement were also the activities for motivating students in pair work. Thus, many teachers viewed differently for motivating students. In fact, their effort was seemed to be insufficient for the total outcomes.

**3.2.7 Effectiveness of Pair Work**

The effectiveness of pair work is closely associated with its advantages. So, this sub-heading proves the rationale of this study. The following table mirrors the effectiveness of pair work technique.

**Table No. 16**

**Effectiveness of Pair Work**

S.N.	Effectiveness	Number of Teacher
1	Promotes speaking skill	10
2	Cooperative	6
3	Provides enough practice	2
4	Promotes self-confidence	2
5	Long-term learning	1

Table no. 16, shows that all the teachers, i.e. ten teachers viewed that pair work promoted speaking skill of the learners. Six teachers found it co-operative. Pair work provided enough practice and promoted self-confidence according to the two teachers. Only one teacher thought that it was for long-term learning. It is clear that the teachers were conscious about the effectiveness of using pair work technique. They focused on upliftment of speaking skill of the learners. It is the main aim of pair work technique.

### 3.2.8 Ways of Overcoming the Problems

The previous part of this study mentioned the problems in pair work. So, this part is an attempt to overcome the problems. The following table suggests the ways of overcoming the problems.

**Table No. 17**

#### **Ways of Overcoming the Problems**

S.N.	Ways of Overcoming the Problems	Number of Teacher
1	Form pairs of mixed-ability students	5
2	Use simple language in the class	4
3	Encourage students	4
4	Involve students in practice	4
5	Give feedback and provide guidance and counseling	2
6	Give clear instruction	2
7	Avoid immediate correction	1

The table given above shows that five teachers suggested to form pairs of mixed-ability students as one of the ways of overcoming the problems. Four teachers gave advice to use simple language in the class, encourage them to take part in pair work, involve them in practice. Two teachers suggested to give

clear instruction, feedback and guidance and counseling. Only one teacher suggested to avoid immediate correction.

The ways of overcoming the problems mentioned in table no. 17 were found similar to the ways mentioned in general background of this study.

### 3.2.9 Suggestions for Using Pair Work

This sub-heading deals with the suggestions for using the pair work technique. So, the number of suggestions have been tabulated below:

**Table No. 18**

#### **Suggestions in the Use of Pair Work**

S.N.	Suggestion	Number of Teacher
1	Involve in speaking	7
2	Use English as medium language	3
3	Avoid using mother tongue	3
4	Use pair work to teach grammar, dialogue and structures	2
5	Pair work should be applied from lower level	1
6	Decrease irregularity of students	1
7	Use simple to complex principle	1

The table given above shows that seven teachers suggested to involve the students in speaking skill. Three teachers suggested to use English as medium language and avoid using mother tongue. Two teachers suggested to use pair work to teach grammar, dialogue and structure. One teacher suggested to use simple to complex principle, decrease irregularity of the students and apply pair work from lower level. It is clear that different suggestions were equally important to increase the effect of using pair work. They suggested to focus in the involvement of the learners in speaking. The use of medium language and avoidance of mother tongue in the class were suggested equally.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

On the basis of analysis and interpretation of the data the following findings have been drawn:

##### **4.1.1 Problems in Pair Work as Perceived by Students**

- a. All the teachers did not divide the class into pairs.
- b. Most of the English teachers did not use English language as the medium of instruction in the government schools. So, the use of Nepali language in an English class was the problem in pair work.
- c. Communication gap between the teacher and the students seemed very high. It proved that there was lack of learner-friendly environment in the government schools.
- d. Most of the teachers except one got angry and punished their students while the teaching-learning activity is going on. The punishment discouraged the students to take part in pair work.

##### **4.1.2 Solutions in Pair Work as Perceived by Students**

- a. The teachers should apply the pair work technique in real practice. Until and unless they divide the class into pairs, students can not get chance to be exposed in the speaking skill. So, pair work seems to be effective to create a great amount of exposure.
- b. Teachers should speak only English in the class as far as possible. Any language learning starts from listening to it. So, students should get enough time to listen to English.

- c. There should be a lot of interaction between the teacher and students. Teachers should talk with the students in such a way that they are their friends.
- d. Teachers should treat their students psychologically. Punishment should be eradicated from the school.

#### **4.1.3 Problems in Pair Work as Perceived by Teachers**

- a. Noise was the great problem in using pair work. Teachers did not control the class because of noise in the large class.
- b. Creating pair work found to be time consuming.
- c. Some of the teachers were found still untrained. They were seemed to be confused about student centered techniques, especially about pair work technique.
- d. Shyness of the students are also appeared as the problem. Hesitation in using English was the main reason for this.
- e. It was found that passiveness of weak or poor students were seemed to be problematic in pair work.
- f. Irregularity of the students in the class was another problem to create pair work in the class. Most of the students from rural areas did not come to school regularly. So, their language competence and performance remained very low.
- g. Another problem of creating pair was uneven partner.

#### **4.1.4 Solutions in Pair Work as Perceived by Teachers**

- a. Teachers should give clear instruction to the students.
- b. Students should be divided into possible sections and pairs should be formed including the mixed-ability students.

- c. Teachers should use very simple language in the class so that students could understand the teachers easily.
- d. Teachers should encourage their students to work in pair.
- e. Teachers should avoid immediate correction. Immediate correction may discourage students.
- f. Teachers should involve students in practice and special attention should be paid to the weak ones.
- g. Teachers should give feedback and provide guidance and counseling to the students. If the teachers loved their students they would come to school regularly.

## **4.2 Recommendations**

On the basis of the findings of the present study the following recommendations and pedagogical implications have been suggested:

- a. Students should be involved in speaking activity. The more the exposure the more the learning takes place. By considering this reality students should be encouraged to speak English with the friends and the teachers in the classroom as well as within school compound.
- b. Subconscious or unconscious learning is better than conscious learning. So, the teachers should use English language as a medium of instruction. Students unknowingly improve their language, i.e. speaking skill if they hear English almost all time in the school.
- c. Trained teachers teach better than untrained ones. So, untrained teachers should be given training on teaching techniques and methodology. Teachers should use simple to complex learning principle while they are teaching.
- d. The head teacher and school management committee should pay attention on dividing the class into smaller sections as far as possible. In a large class, applying pair work technique is almost impossible.

- e. Learner's hidden talents foster spontaneously in democratic environment. So, the teachers should create learner-friendly environment in the school. Punishment should be eradicated from its root.
- f. The teacher's role should be that of a manager, guide and a facilitator, not that of an authoritarian. Teachers should provide students with the materials and opportunities to use the language.
- g. English should be taught by creating funny environment. Learners learn effectively and successfully in a learner-friendly environment.