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– SANGEETA GIRI

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EFFECTIVENESS OF PAIR WORK IN READING COMPREHENSION

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

**Submitted by
Sangeeta Giri**

**Faculty of Education,
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Sangeeta Giri** has completed her M.Ed. thesis entitled **Effectiveness of Pair Work in Reading Comprehension** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 10/11/2019

.....

Mr. Ashok Sapkota

(Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U., Kirtipur, Katmandu.

Chairperson

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant

Department of English Education

T. U., Kirtipur, Kathmandu

Member

Mr. Guru Prasad Paudel

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

Member

Date: 24/03/2019

EVALUATION AND APPROVAL

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

Signature

Dr. Gopal Prasad Pandey

Reader and Head
Department of English Education
T.U., Kirtipur, Katmandu.

Chairperson

Dr. Rishi Ram Rijal

Professor
Department of English Education
Mahendra Ratna Campus
Tahachal, Kathmandu

Expert

Mr. Ashok Sapkota (Supervisor)

Teaching Assistant
Department of English Education
T.U., Kirtipur, Kathmandu.

Member

Date : 27/11/2019

DEDICATION

Affectionately Dedicated

To

My Parents

Who devoted their entire life for enlightenment of my life.

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: 08/11/2019

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Sangeeta Giri

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ABSTRACT

This research study entitled **Effectiveness of Pair Work in Reading Comprehension** aimed at findings out the role of pair work on developing reading skill. Specially, this has been carried out to analyze the accomplishments of research work. I selected twenty two students of *Paradise Readers Academy School* of Naikap. While completing this work, I administered a pre test and three progressive tests to know about the effectiveness of pair work and students' proficiency level on reading skill and I administered a progress test to know about students' progress on reading skill by adopting pair work techniques. During one month teaching period, I administered pre test and progress test. The reason of taking pre test and progress test was to observe and analyze the impact of pair learning approach in student's reading and writings. By comparing the answer sheets of pre test and three progressive tests, it was found that reading skill of students was highly improved in progressive test. The average score in pre test was (5.2) which ascended to (7.1) in 1st progress test, gradually lifted to (8.3) in 2nd progress test and to a whooping (9.1) in the final or 3rd progress test. I used holistic marking scheme to score the students' reading skill. The result indicates that pair work based technique has positive impact on students' reading skill. It was found that pair work in reading comprehension was full of fun, amusement and the ability of students to understand the text improved quiet significantly after adopting pair work in reading.

This thesis has been divided into five chapters viz. introduction; review of related literature and conceptual framework; methods and procedures; analysis and interpretation of data; and findings, conclusions and recommendations. The first chapter consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, the second chapter deals with the review of theoretical literature,

review of empirical literature, implications of the review for the study and conceptual framework. Likewise, the third chapter sheds light on the methods and procedures of the study which includes method and design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and ethical considerations. The fourth chapter presents the analysis of data and interpretation of the results. Finally, the fifth chapter encompasses overall findings, conclusion and recommendations related to policy level, practice level and further research.

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LIST OF SYMBOL ABBREVIATIONS

AR = Action research

C.U.P= Cambridge University Press

ELT = English Language Teaching

FM = Full Marks

KTM =Kathmandu

MED= Master's Degree in Education.

MO= Marks Obtained

PM = Pass Marks

PW = Pair work

S.N. =Serial Number

Stds =Students

TA=Total average

CHAPTER ONE

INTRODUCTION

The present entitled “Effectiveness of Pair Work in Reading Comprehension” has been conducted to find out the role of pair work in developing reading comprehension of students. This introduction part consists of background of the study, statement of the problems, objectives of the study, significance of the study, delimitations of the study and operational delimitations of the keys terms

1.1 Background of the Study

Reading is an integral skill of language. Developing reading skill requires the use of several techniques like project work, individual and group work. Among these techniques I have tried to find out the effectiveness of pair work for developing reading skills among students.

It is believed that teaching is an art and teacher an artist. An artistic teacher should have a great deal of knowledge about teaching and techniques in order to manage a classroom effectively. Teaching is not an easy task. It involves a lot of experience, good study and a lot of research. Without knowledge about these factors, it is very much difficult to make teaching learning effective. Nowadays, teachers act as guides, helpers, co-operators and researchers so they need good knowledge about classroom management. While teaching pupils in an effective way, a lot of techniques and strategies need to be adopted. Richards et al. (2010), in his study of teachers’ belief found that English teachers in Hong Kong believed that their primary role in the classroom was to provide useful learning experiences, provide a model of correct language use, answer learners’ questions and correct learners' errors. Similarly, they believed their main roles as English teachers also included helping students discover effective approaches to learning, pass on knowledge and skill to their pupils, and adapt teaching approaches to match their students’ needs.

In 21st century, teacher centred techniques are considered to be less effective so the emphasis is given on child centred techniques. A lot of strategies are to be applied like discussion, group work, pair work, and student interaction. Here in this research, I tried finding out the role of pair work in reading comprehension and its effectiveness on ELT classroom.

In the field of language teaching and learning there are three types of techniques. (Richard and Rodgers, 2011) define 3 types of techniques as learners centred technique, teacher centred technique and equi-centred technique. In learner centred techniques students become more active whereas in teacher centred techniques, teachers guide on almost everything and thus less opportunity is given to pupils for learning. On the other hand, learner centred techniques include: individual work, pair work and group work. Pair work is one of the effective learner centred techniques. It is the process of learners working together in pairs. It is considered as learner friendly. Pair work is often used in learner centred techniques in classroom. In this technique, learners involve in learning activities in pair. It is widely used in English language classroom (Sharma and Phyak, 2006). Harmer (1991, p.244) due to crowded classes, small sized classrooms, less trained teachers, limited time allocation it is very much difficult to handle classroom which automatically hinders teaching learning process. Reading skill needs a lot of techniques for effective learning. Through the use of pair work we as a researcher explored to find the role of pair work and its effectiveness in classroom. New curriculum of secondary level emphasizes on pair work as a teaching technique, so in order to make classroom learner centred, pair work must be implemented time and again.

In this way, pair work is one of the most effective student centred techniques and communication based approach, which makes classroom more active (Cross, 1992). It empathizes on learner's interest and provides a chance to work together. More time is allocated to students but less empathy is given to this method due to some problems and difficulties.

1.2 Statements of the Problem

Language learning in a classroom is not an easy task in a sense, that it requires a lot of skills and techniques. As we know that language can be learnt through different skills and techniques. The different skills include listening, speaking and reading and so on where as different techniques comprise group work, pair work and individual work and so on.

This study focuses on using pair work in reading comprehension. A text can be taught through many techniques such as: elicitation, group work, pair work, etc but my study tries to focus on pair work technique. Pair work is one of the most effective techniques in reading skills if it is implemented properly. In my experience of teaching, I discovered that other techniques like group work, project work were given priority in comparison to pair work. Less priority and emphasis were given to pair work because of many obvious reasons like: difficulty in handling noise in a crowded class, difficulty in implementation, lack of management skill and limited time. Pair work focuses on cooperative mode of learning. Johnson,(1994) claims that co-operative learning helps teachers to build positive relationship among students and also give students the experiences they need for healthy social, psychological, and cognitive development. Teachers use pair work in reading comprehension so that learner will grasp idea easily through peers. Learners should involve themselves within pair for effective and collaborative learning but due to lack of knowledge about pairing teaching and learning becomes less functional. Pair work in reading becomes fruitful in a sense that more interaction between pair makes learners more creative and co-operative.

In the context of our country, pair work in comparison to other techniques is less applied because of small classroom size, teacher's maxim, students' maxims, limited time and less knowledge about classroom management. Therefore use of pair work in reading comprehension can be useful because it

activates learners' mind by reading the text and acquiring knowledge through collaborative in comparison to other techniques (Rahim, 2011) .

Thus this study specifies the problem in reading comprehension and use of pair as an action for improving reading comprehension and use of pair work as an action for improving reading skill of students.

1.3 Objectives of the Study

The objectives of the study were as follows:

-) To find out the effectiveness of pair work in reading comprehension of the students
-) To suggest some pedagogical implications.

1.4 Research Questions

The following research questions were raised to guide the study:

-) How does pair work in reading comprehension develop reading skills?
-) What pedagogical implications can we draw from pair work in reading comprehension?

1.5 Significance of the Study

In the context of our country Nepal, most of the classes are full of diversity in terms of level, gender, culture, language, ethnicity and number of students. In such conditions, it creates a lot of barriers while implementing ELT classes like as difficult to manage seat, indiscipline and less interaction among students. Hence, it is difficult to recognize the need of students and they get less time to interact with teacher as well. In order to handle above problems, one of the effective techniques is pair work which is not only beneficial for high-proficient students but weaker ones as well, as they can even participate with others in order to grasp idea through interaction. In other words, even the weaker students can interact with students of higher level and can improve their

language skills. In homogeneous classes, teachers never get enough time to talk with their pupils. In such context, the pair work or students participation in teaching and learning can enhance effective learning but should be implemented properly. Thus, this research is expected to be useful for those teachers and researchers who are involved in the domain of teaching and learning. They would use the findings and suggestions of the research in teaching-learning. Moreover, this study will be equally important to the subject experts and curriculum designers for the development of new syllabus based on students' interest.

1.6 Delimitations of the Study

This study was limited to the English teachers and students of secondary level. The sample was selected by purposive non random sampling. The population of the study was students of grade five from a private school. The study was limited on action research. Data were collected through the use of test items. The research was limited to find out the effectiveness of pair work in reading comprehension of students.

1.7 Operational Definition of the Key Terms

-) **Reading skills:** reading is the process of getting information or extracting information from the text. It also known as understanding the text.
-) **Pair work-**Pair work is a learner centred activity in which pair of people work together for same purpose.
-) **Action research:** a type of research which is carried out to see whether there is improvement in students writing or not.
-) **Technique:** a way of doing something by using special knowledge or skill also knows as method, strategies or style.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of theoretical literature provides an insight related to a number of aspects that have a direct or indirect bearing in the research topic to a researcher. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that a researcher wishes to do. In this chapter, the focus is made on theoretical literature, empirical literature, implications of the reviewed of literature and conceptual framework.

2.1 Review of Related Theoretical Literature

I have reviewed the literature related to pair work and reading comprehension. The theories related to pair work and reading skills accredited by scholars and researchers are reviewed as follows:

a. Teacher Centred Techniques

Teacher centred techniques are associated with teacher centred methods. Teacher centred techniques are those techniques where a teacher plays the central role. Students become passive whereas the teacher becomes active. The teacher acts as a controller all over the class .The following are mostly used teacher centred techniques: lectures, illustration, explanation, demonstration..., etc.

b. Student Centred Techniques

Student centred techniques are based on the principles of learner centred methods. In this method, classrooms are student centred which focus on students' interest. Student centred techniques keep the roles of learners at the centre of teaching-learning. They emphasize learner's autonomy in learning the target language. The students may get sufficient opportunities to work, and progress to the targeted goal. The following are mostly used students

techniques: individual work, group work, drama, role play, pair work, simulation, project work, strip story, discovery technique .., etc (Ur, 1999, p.56).

c. Equi Centred Techniques

The techniques in which both teacher and students contribute equally are called equi centred techniques. In order to make a classroom effective both of them should be active. A lot of methods are used in classroom for the collaboration of students and teacher. Different methods or techniques are used on the basis of requirement. Some of the equi centred techniques are drills, discussion, correction, question and answers (Giri, 2013).

Among the basic three types of techniques, I have selected learner centred technique and pair work among others.

2.1.1 Pair Work

Pair work involves learner centred techniques. It is also associated with communicative approach which is one the effective techniques for making learner active and more interactive. Among learner centred techniques, pair work is mostly used in communicative classroom in order to make classroom student friendly. Regarding pair work techniques, Cross (1992, p.14) says that “It’s a management of the task for developing communicative ability”. Pair work makes students engage in interaction with each other. The teacher works just as a monitor and resource person in pair work. As a monitor he/she has to listen to the pairs and point out the errors which are serious in order to provide help, information and feedback upon request a resource person. During pair work, every student works with his/her partner in pair 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 a small group of two or more number of students. Every participant is equally important to contribute to solve the problem. They have to find the solution to the problems provided to them.

According to Harmer (2008,p.165) ,“In pair work, students can practice language together, study a text, research language or take part in information gap activities”. In this way, students become co-operative and can easily cope within the environment. It increases students’ opportunity to share idea with other colleagues. Pair work acts as scaffolding in the process of teaching learning activities.

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

Step One: Preparation

It is the initial step to conduct pair work. While conducting pair work, teachers should prepare everything carefully by means of presentation and practice in order to make every one confident about it.

Step Two: Teacher student model

It is second step to conduct the pair work. In this step teacher calls upon the students’ to stand and teacher will ask them to go through the whole task.

Step Three: Public pairs

In this step, in order to conduct pair work teacher should designate two students who are sitting well apart; this makes them speak loudly enough for all to hear. Teacher has to make them to repeat the task, as a second model. If necessary, teacher has to get further public pair models.

Step Four: Timing

In this step teacher has to explain them about how long the activity will last which is typically for three or four minutes.

Step Five: Private pairs

In this step teacher has to notify everyone to begin. This is sometimes called simultaneous pair work. While it is going on teacher has to go around the room

to monitor and assist. There should be very little need to interfere if the preparation has been thorough.

Step Six: Public check

It is the last step in which teacher stops the activities when most of the class has completed the task. Teacher should choose one pair at random to stand and do the task again publicly. This will be easy and quick if they have indeed been practicing. Teacher has to choose the second and third pair to do the same. This stops students chatting during pair work. They work harder if they know they may be checked afterwards.

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 partners, pair work becomes pointless. In this regard, Harmer (2011, p.168-180) gives following principles:

i) Friendship

When putting students in pairs, 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 (a chart which contains a structure of relation of interpersonal relations in group situation). For this, ask the students to list the students they like on 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 and poor. We can mix the students having different ability. We can pair up 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 students sitting near or near to each other. One of the ideas 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 partner. 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 assigned to pairs should be conducted smoothly and in a way to fulfil 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 same 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.

Procedures for Pair Work

After creating pair work, we should conduct activities in pair. For this, we should follow different procedures in the classroom. This includes initiations, monitoring etc. According to (Harmer, 2008) these are the three basic procedures:

i) Before

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

ii) During

While students are working in pairs, we can stand at a place and 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 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.

2.1.2 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 time of lessons, and so on).

- ii) Substitution drill: These drills make students 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. Allowing students to collaborate on a short test will encourage learning. Weaker students can be helped by their partner through interaction. 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 answer work: Question and answer work can be done to check students' performance.
- viii) Illustrative sentences: It is useful for teaching new vocabulary and structure. A new comprehension of the text can be in oral or and written form based on sentences.
- viii) Vocabulary or structure: It is introduced with short illustrative sentences on board and students are asked to reproduce them

These, pair and small group activities, provide learners with more time to speak the target language than teacher fronted activities. It promotes learner autonomy and self directed learning and gives instructors opportunities to work with individual learners. Learners may feel less anxious and more confident when interacting with peers during pair or small group activities than during whole class discussion. Pair or small group activities provide learners with more time to speak than teacher fronted activities. It promotes learners'

autonomy and self directed learners become more confident and less anxious while interacting with peer during whole class discussion.

2.1.2.1 Advantages and Disadvantages of Pair Work

We know that every aspect has its own pros and cons. In the process of teaching and learning when we use pair work as a tool for effective classroom we have to face merits and demerits some of which are as follows:

-) **Advantages of Pair Work:** Pair work helps students to interact with their colleagues and this makes them cooperative and disciplined. It makes students independent in the process of learning. While learning among the students they might find it easy to grasp idea as well as feel comfortable with their peers. It saves both pupils and teachers' time because within, limited time they learn easily with their peer. Doff, (1980) believes in pair work, we see students become more active and energetic. Students' confidence level becomes higher with the help of their peer support and help. Students get an environment of sharing and caring. Due to more interaction, their level of fluency increases. It allows teachers time to work with one or two pairs while the students continue working. It is relatively quicker and easier to organize.
-) **Disadvantages of Pair Work:** If classroom is not managed properly, it hampers class due to noise and students' indiscipline. If students do not feel comfortable they do not catch ideas. If teachers lack ideas about classroom it becomes difficult to manage class and time. If it is not planned systematically, it creates problems. Shy and weak students can be dominated. Students make a lot of mistakes because they are not so conscious about it. It becomes problematic if students find themselves working with someone they are not keen on (Doff, 1988).

In this context, if students are made to feel easy and comfortable in a pair, they tend to be more motivated to work hard and understand the content easily which makes learning process more acquirable.

2.1.3 Reading Comprehension

The term “reading” can be defined in many ways. It is regarded as the mixing of visual and non visual experience or behaviour. It is the process of understanding a text in a simple sense. In general sense, reading refers to understand a written text. In other words, reading means extracting the required amount of information. In simple way we can define reading as understanding or making sense of given text. Reading is purposeful in a sense that we have different purpose for different things like reading newspaper is not same as reading journal. Khaniya, (2005, p.139) opines in a visual way, reading is handed as reading comprehension. So, instead of defining reading, it is useful to deal with reading comprehension. There is great controversy between the scholars in defining reading comprehension. Some argue that it as single competence”. In this connection, Khaniya, (2005,p.139) argues, while dealing with reading comprehension, there is also a debate and whether it is a single comprehension or it is composed of several sub skills. In effective reading the language of the test is comprehensible to the learners where as in ineffective reading the language of the text is too difficult according to (Ur, 1999, p.62).

Grellet, (1981) suggests the following exercises, to develop the reading skills. The questions have two different functions.

- a. In the organization of the passage the questions can be about:
 -) The function of passage
 -) The general organization

- b. To clarify the content of the passage the questions can be about:
 - Plain fact (direction reference)
 - Implied fact (inference)
 - Deduced meaning (supposition)
 - Evaluation

Richards and Rodgers (1999, p.29) define reading comprehension in following ways:

-) Literal comprehension: It is the process in which we understand, remember, or recall the information explicitly contained in a passage.
-) Inferential comprehension: It is the process in which we find information which is not explicitly shared in a passage, using the readers' experiences and intuition and inferring.
-) Critical or evaluation comprehension: It is the process in which we read a text in order to compare information in a passage with the readers own knowledge and values.
-) Appreciative comprehension: It is type of reading in which we read to gain information related and emotion related kinds of valued response.

To sum up, reading comprehension is the process of extracting three levels of meaning from the printed patterns namely lexical meaning, grammatical meaning and socio-cultural meaning. Good readers are always aware of those three levels of meanings and how well they understood a text while reading.

2.1.3.1 Types of Readings

Types of reading refer to the strategies of reading. Based on the purpose of reading and the level of the readers involved, reading can be categorized on the basis of various factors: face, speed, noise, focus and purpose. Aslam (2003, pp. 78-79) defines four types of reading. They are scanning, skimming, extensive and intensive reading and two remaining as defined by (Sharma and Phyak, 2006) are reading aloud and silent reading.

A. Scanning: It is simply the process of reading to look for specific piece of information. Scanning is the reading process in which we glance through the text to find out specific piece of information. Scanning, therefore, is mainly carried out when a reader wants to locate a particular piece of information without necessarily understanding the rest of the text.

B. Skimming: It refers to reading to get at the gist of the text. Skimming is the reading process in which we go through the text quickly in order to get its gist. It is a technique in which we give a quick glance through a text in order to understand its general context.

C. Extensive: It is a reading for pleasure. Extensive Reading is the process in which we read for pleasure and information. According to Grellet (1981, p.14) “extensive reading is the main way of “reading longer text, usually for one’s own pleasure”. An extensive reading is a supplementary class library scheme and materials to read pleasurable. It is normally faster and silent reading for self study.

D. Intensive: Intensive reading focuses on reading for detail. Intensive is the reading process in which we read for accuracy where readers approach a text under the close guidance of a teacher. It is detailed study, every word is taught. The pupils have to learn all the words, their meaning and pronunciation. Harmer, (2008) said we use intensive reading sequences for number of reasons. We may have students practice specific skills such as reusing to extract specific information, or readings for general understanding.

E. Reading Aloud: Reading aloud focuses on spoken reading. Reading aloud is the reading process in which we read for conveying the information to someone else. It is used for the sake of improving students’ verbalizations skill for correcting pronunciation and articulation. Obviously, reading aloud involves reading as a text, understanding it and also saying it.

F. Silent Reading: Silent reading is the reading process in which we read something without producing noise or without vocalization. In past it was thought to be impossible to read without noise but nowadays this reading is considered a very good way of reading. In this types of reading students fully use creative and critical minds to make meaning in a sense.

Similarly, Hughes (1995, pp.120-124) has suggested the following techniques of testing reading:

- i. Multiples choice
- ii. Unique answer
- iii. Short answer
- iv. Guided short answer
- v. Information transfer
- vi. Identifying order of events
- vii. Identifying referents
- viii. Guessing meaning of unfamiliar words from context.

2.1.3.2. Stages of Teaching Reading Skills

Reading becomes meaningful only when the readers are able to gain, the intended meaning or information from the text that they have read. To provide knowledge of techniques for reading different exports have designed their own stages of reading classroom procedure. Doff, (1988), Harmer, (2008) have given the three stages as follows:

A. Pre- reading stage:

It is the first and important stage of reading known as actual reading. Before student actually read the text, some activities are done in this phase which is given below. The purpose of pre reading text is to prepare the learners for reading and to arouse their motivation towards learning. It makes student easier for understanding the texts and helps them by focusing their attention on the text as they read it. Some of the activities of these stages are: guessing the topic and content through headlines, guessing theme, predicting the text giving a brief introduction etc.

B. While reading stage: It is the second stage of reading, in this stage, the actual reading takes place. Students read the text to find the answers to some specific questions or to get the gist of it, etc. As students read the text and do

the tasks, the teacher has to move around the class and help them whenever they need help. Some of the activities of these stages are: scanning the text, answering the text, performing task, completing the tasks, making lists, matching task etc.

C. Post reading

It is the last stages of reading known as evaluation stage. At this stage, some additional tasks are given to the students for evaluation. Reading skills can be practiced in the combination with speaking or writing for analysing their performance in teaching learning process. Students' assessment for their reading ability can be done at this stage. Some of the activities of this stage are: reviewing the text, discussion, summarizing the texts, writing the debate etc.

2.1.4 Pair Work in Reading Comprehension

While teaching reading comprehension, many techniques can be adopted like project work, group work, and individual work but pair work in reading comprehension is focused.

As we know that reading comprehension is the process of extracting information from the text also know as complete understanding of a text. Grasping idea through individual is vast different from collaboration. Reading through pair work enhances learning through fun and entertainment. In order to complete the task working together through pair motivates learners rather than teacher centred.

Pair work in reading comprehension helps students to learn from one another as well as able to perform the task better which may have been positive result. Pair work also involves collaborative learning hence collaborative learning is very much supportive for reading skills. As we know that collaborative learning brings better result, regardless of their performance level. (Ur, 2013, p.278) says two or more students are likely to enable to think or remember more items than a single individual meaning that through pairs learning can be

more memorable through mutual participation. In reading skill, pair work becomes scaffolding and also motivates them to learn through collaboration. In order to make text easy and convenient, one should use pair work as it motivates learners. Through pairs they share their idea and experiences. Teaching reading is one of the difficult and vital tasks for acquiring any language because reading can't be gained without collaboration and equal participation." The use of pair/group in education and in particular co-operation group work is supported by a substantial body of research "(Johnson and Johnson, 1990)

In a teacher fronted class, students get less opportunity to work with their colleges but in pair work based classroom pupils will get a huge amount of opportunity to use and read collaboratively. Hence, it might be fruitful for both partners. Pair work in reading comprehension automatically improves proficiency levels of students. Through pair work they share their idea, experience and related problem which may be helpful for them to solve occurring a problems. It recognizes the old maxim that "two heads are better than one" meaning that two partners might learn easily rather than one individual. It creates relax able and friendly place to learn. Pair work is rich in reading skill because it promotes deep understanding, allows teacher to teach reading before and during the reading process. In pair work students help one another of getting higher marks in comparisons to other group (Rahmon, 2004).

2.2 Review of the Related Empirical Literature

A number of research works have been carried out on pair work and reading comprehension at department of English. They can mention as follows:

Devkota (2017) conducted research on “Novice teacher’s perceptions on the use of students centred techniques’’. The main objective of this study was to find out novice teacher’s perception on the use of students centred techniques. The research design was survey. The selection was done on basis of random sampling procedure. The sampling populations were 40 novice teachers. The

tool for data collection was objectives and subjective questionnaires. The major finding of this study was to show good and positive understanding on the use of student centred techniques.

Tamang (2017) conducted a research on “A study of effectiveness of teaching vocabulary through drill techniques”. The main objective of this thesis was to find the effectiveness of drill techniques in teaching vocabulary. The research design was experimental research design. The selection was done on the basis of non-random sampling procedure. The sampling population was 30 students. The tool for the data collection was test item. The finding of this study showed that majority of students acquired vocabulary skill through drill.

Kattel (2017) Conducted a research entitled “Effectiveness of task based language teaching in developing speaking skills”. The objective of this study was to find out effectiveness of task based language teaching through writing in secondary level. The selection was based on non-random sampling procedure. The populations were forty students of class seven of Bhojpur district. The experimental research design was used. The tool for data collection was test items. The major finding of this study was students involved in task based language teaching enhance speaking skill in comprising to non task based language teaching.

Budha (2017) Conducted a research “Strategies used by the students of grade 10 to develop their reading comprehension “The main objectives of his study were to find out the strategies adopted by grade ten students to develop their reading comprehension and to compare the strategies adopted by boys and girls. The research was based on survey. Forty students were selected by using non-random purposive sampling. The tool for the data collection was close ended questionnaire. The main finding was majority of the students set the purpose of reading before actual reading the text.

Gautam (2016) conducted a research on “Strategies adopted by the students to develop reading comprehension.” The objective of the study was to find out

strategies adopted by the students of grade two to develop reading comprehension. Research was based on survey method. Population were forty students. The selection was done on non-random sampling procedure. The tool for data collection was subjective and objective questionnaire. The main finding was making predication before reading were major strategies used by girls to develop reading comprehension.

Otienoh (2015) conducted a research on “Implementation of pair work and group work for creation of interaction opportunities for learners in large class: The viability of two sstrategies classroom.” The main objectives of this research were to find out implementing group and pair works to improve teaching and learning in large class by creating interaction opportunities for learning. The selection was done on the basis of random sampling procedure .The research design was action research. The population of this study was four teachers of two schools one from slum area and another from middle part. The tools for data collection were interview and structured observation. Findings suggest that for the first time learners and teachers were engaged in these types of classroom structures, less interaction was made due to many challenges encountered.

Storck and Aldosari (2012) conducted a research on “Pairing learners in pair work activities”. The main objective of this research was to find out the effectiveness of pairing learners in pair work activities. The selection was done on the basis of purposive sampling procedure .They studied on thirty students of mixed proficiency .The research design was mixed research. The tools for data collection were interview and questionnaire. This study investigated the nature of pair work in English as foreign language. Thirty students of mixed proficiency pair completed a short composition. The audio recorded and transcribed pair work was analyzed for the learner of sixty students and the remaining were asked questions based on their attitude. Findings suggest that decision regarding how to best pair students in heterogeneous class depend on the aim of the activities.

Sah (2017) conducted a research on “Developing listening skill through movies” the main objectives of this research was to find out role of movies in developing listening comprehensions skills of students. The study was based on action research. Population were forty students of grade nine. The tool for data collection was test items. The selection was done on non-random purposive sampling procedure. The main finding was teaching listening skills through movies is much more effective, motivating and encouraging for developing comprehension skills of students.

Bhatta (2017) conducted a research on “Inquiry based learning for developing writing skills”. The main objectives were to explore and analyze the role of inquiry based approach for developing writing skills and to suggest pedagogical implication of inquiry based learning. The tool for data collection was test items. The selection was done on non-purposive. The main finding was writing ability of students improved after adopting the inquiry techniques in writing.

My research is different from all above mentioned because limited researches are conducted on pair work techniques in reading comprehension through action research. A few researches have been done on pair work in relation to other techniques. My research is different from above mentioned studies in sense that this is concerned with developing comprehension skills by using pair work in English language class.

2.3 Implication of the Review of Literature

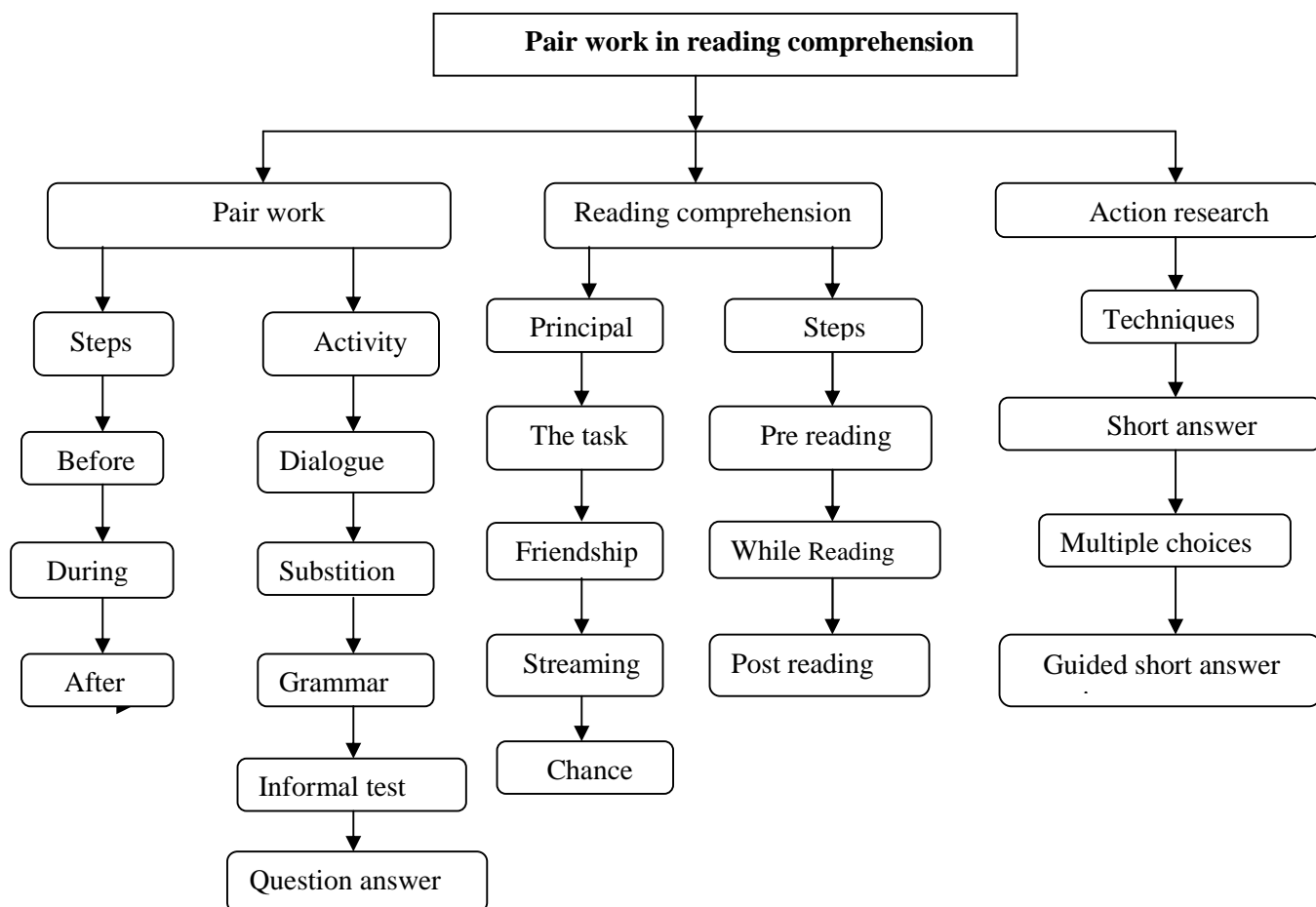
The review of literature is milestone in any research because it helps researcher to find out the way. The main purpose of literature review is to provide insights on various dimension of the topic. They may be rich in contents and develop the sense of academician. It helped me to understand the topic more clearly. It made me develop the concept of research. (Kumar, 2009, P.30) states reviewing literature can be time consuming, daunting and tiring but also rewarding. From the review of above mentioned theoretical and empirical

literature, I got an idea to bring clarity and focus on research problem, improve methodology and contextualize the findings. I have reviewed the theses submitted to the Department of English Education. I have gone through Devkota's (2017) and Buddha's (2017) work and have got the idea of objectives, research question and background of the study. Similarly, Gautam's (2016) work has given me a lot of ideas about objectives, research questions, methodology, findings and other things to conduct the research. I have got the good ideas of pair work, its activities, stages, obstacles and ways of managing and other things too from the study of the work of Cross (1992), Harmer (1991), Richard and Rodgers (1999) and Doff (1988). From the work of Grellet, Huges and Ur I have got the ideas of reading.

From the review of research articles, I got sufficient theoretical concept about pair work and reading skills. Similarly, I have got ideas about pair work and reading skills from above mentioned articles, thesis and books. I have got ideas about action research after reviewing the above mentioned thesis.

2.4 Conceptual Framework

Conceptual frame work is the plan or frame work on which the study is established. From this conceptual framework, while carrying out this research I consulted many documents related to this study and literature review.



From the conceptual frame work, first I defined pair work in readings comprehension, after which I explained positive aspects and benefits of pair comprehension, after that I defined reading skill, its types and stages. Finally, I showed the relationship between pair work and reading comprehension.

Moreover, action research and its characteristics had been analyzed. I studied in three main parts. In this ways pre-test and three progressive tests were done in different forms.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

In this section, the following methods and procedures were followed: design and method, population, sample, sampling procedure, data collection procedure, data analysis and interpretations to complete the study.

3.1 Design and Method of the Study

While carrying out any research work, researcher should follow a certain research design. There are different types of research designs such as survey, correctional, historical, ethnographic, and action research. Among them, in this research study, I selected action research as qualitative research design because it is first and foremost situational, being concerned with the identification and solution of problems in a specific context.

Action research is one of the most popular and strong design in the field of education. Action research is systematic inquiry done by teachers or other individual in an educational setting to gather information and find out the ways to improve based on teaching and learning or it is applied research which helps to solve an immediate problem. It is concluded through active involvements and participants in an organization or in a field. “Teachers initiated classroom investigation which seeks to increase the teachers understanding of classroom practices (Gregorg, Kemmis and Mc Taggarat, 1988).

The main purpose of action research is to improve or change existing situation. That is to say, action research is a classroom investigation carried out to find out and solve the specific problem. In this concern, (Cohen and Manion, 2010, P.39) say “ Action research is a small scale intervention in the functioning of real world address practitioners ‘own issues and a close examinations of the effects of such an intervention”. Kurt Lewis first coined the term action research in his paper ‘Action research and Minority problem’ in 1946. He described action research as “a comparative research on the conditions and

effect on various forms of social action and research leading to social action that uses a spiral of steps” (Ojha, 2013, p.24). Whereas different scholars give different names like (Johnson, 1992) called it as teacher research and (Wallace, 1998) gave named it as professional reflection. Action research differs from other researches because it doesn't aim to develop a theory, so action research works to bridge the gap between the theoretical and applied research.

Characteristics of Action Research

Action research is reflective practice. It is participatory and contents based research. Action research is an applied research. It is practical and directly relevant method to study the situation in the working field. The following are the characteristics of action research:

-) Action research is conducted by practitioners therefore it is self-reflective in a sense that researches identify the problem and solution.
-) It is collaborative in nature. The researchers are being collaborated with professional researchers and co-workers.
-) It is action oriented hence, it is planned, and change can be implemented, monitored and analysed.
-) It is practical focused because individuals explored the nature of their practice and to improve it.
-) It is cyclical in nature because it favours different steps.
-) It includes evaluation and reflection.

On the basis of above mentioned characteristics action research is problem solving oriented in which individual have to solve the problem by performing different tasks in real field. The main purpose is to improve work rather than prove the problem. In this way it can be applied to carry research.

3.2 Population, Sample and Sampling Strategy of the Study

The population of this research study were students of grade five. I selected twenty two students and formed 11 pairs as sample for my study by using random purposive sampling.

3.3 Research Tools

In order to collect the required data for my study, I administered test items as the main tools. Tests items were designed on the basis of curriculum of related subjects. I administered pre-test and different three progressive tests. The test items were subjective and objective in nature.

3.4 Sources of Data

I used both primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources were used to facilitate the study.

3.4.1 Primary sources of data: The prime sources of data were twenty two students of public school. In others words eleven pairs of students of primary level.

3.4.2 Secondary sources of data: For the facilitation of the research work, I consulted books, articles, theses and other written documents available. I have got printed form of copy related to my study

3.5 Data Collection Procedures

I followed the following procedure for the collection of my data:

Firstly I prepared a set of items for conducting pre-test. Then, I went to the select school and built warm rapport with school. After taking consent with the administration, I entered in the classroom and informed the students about my study. Then I conducted an informal discussion with students in order to get

data. After that I administered the pre-test. I conducted my action research based on Richard and Lochart's (2010) four phases of action research in which I followed the different steps wise activities which are as follows:

1. **Planning:** This is the first step in which students were motivated as well as prepared to take part in action for pre test. I informed students about the nature of my study. I conducted informal discussion about my topic. I conducted pre-test to find out the existing situation of my class without pair work.

2. **Action:** In this step students were taught through pair work by using different steps and activities for teaching reading skills. I administered different progressive tests after teaching reading through pair work. The process was continued until the desired output was achieved.

3. **Observations:** In this phase students' answer sheets were observed and analyzed which means progressive test was observed and analyzed in order to find out progress in reading comprehension of students along with intervention through pair work.

4. **Reflection:** In this final phase progressive test results were analyzed and proper feedback was provided. Finally students' performance were properly analyzed and evaluated in order to find out whether pair work as interaction brought improvements in students' reading skill or not.

3.6 Data Analysis Procedures

After collecting the data I analyzed and interpreted them descriptively and statistical tools and techniques. Mainly, I used holistic and categorical discussion to analyze and interpret the data. To sum up data were analyzed and interpreted in accordance to students' reading comprehension in pair work in different tests. More data were analyzed through the result of students test items.

3.7 Ethical Considerations

Various ethical issues have risen in course of conducting research. The ethical consideration has very important value in the research field. Every respondent has right to privacy. In order to maintain the ethicalness and validity of the research, researchers should not harm the authentic source while collecting data. I have made sure that the respondents' privacy and confidentiality is thoroughly maintained. Also, the data obtained haven't been manipulated for the findings. The data have been presented as accurately as possible. And, I have kept it safe from plagiarism. Moreover, I have preserved privacy of respondents in my proposal. I have mentioned proper citations and references for making the research more authentic and real.

CHAPTER FOUR

ANALYSIS AND INTERPRETATIONS OF RESULTS

This chapter deals with the analysis and interpretations of the data. The collected data were analyzed using simple statistical tools and descriptively. The data obtained from the tests have been presented and analyzed under two main headings:

4.1 Analysis of Different Test Scores

This sub chapter discusses the results, the marks that students obtained in pre-test, and three progressive tests. The results that students obtained in different tests are discussed below. In order to collect data, pre and three progress test were prepared. For the research, one of the private school of Kathmandu was selected non random purposively and class 5 students were selected. The pre test was administered to find out the existing level of students in reading skill. After that students were engaged in pair work through different techniques. Students were engaged in different pair work activities. After that three progress test were administered and three progressive and one pre test was interpreted based on it.

4.1.1 Analysis of Pre tests Scores

Before I started teaching, I administered a pre test to determine the students' proficiency in the reading comprehension. I selected reading based test from the text book of grade five: English and Grammar. I prepared some reading test items based on pair work. The full mark of pre test was 10. I used traditional method of teaching and made pairs on chance basis and provided special names to the pairs. This was the first test the students attended after 1 week of teaching. This was something new and strange for them so they initially felt difficult to catch it.

Table 1
Students' Scores in the Pre-test

Size	No of students	Full marks	Obtained marks	Percentage	Content Taught	Strength	Weakness
1	1 st pair	10	5	50%	Naming ceremony	More productive	Time consuming
2	2 nd pair	10	5	50%	Naming ceremony	More productive	Time consuming
3	3 rd pair	10	3	30%	Naming ceremony	More productive	Confused
4	4 th pair	10	3	30%	Naming ceremony	More reliable	Confused
5	5 th pair	10	5	50%	Naming ceremony	More productive	Time consuming
6	6 th pair	10	6	60%	Naming ceremony	Good time management	Relied more on partner
7	7 th pair	10	7	70%	Naming ceremony	Collaborative	Unequal sharing of work
8	8 th pair	10	6	60%	Naming ceremony	Confused	Less confident
9	9 th pair	10	5	50%	Naming ceremony	Confusing	Unequal sharing of work
10	10 th pair	10	6	60%	Naming ceremony	Collaborative	Confused
11	11 th pair	10	6	60%	Naming ceremony	Collaborative	
Total	22 stds	110	57	51.8	Naming ceremony	Collaborative	
Ave.	5.2						

The table shows that a mark obtained by students in pre test .The total numbers of the students was 22 students (11pair). It shows that the students have scored 57 (51.8) marks out of 110 full marks. The average score was (5.2).The highest mark being 7 (70%) out of 10. The lowest obtained mark was 3 secured by two of the pairs. The marks obtained by most of the students were above 5. The marks obtained by students were comparatively low. Students in pre test were asked to work in pair on dialogue. I intervened for seven lessons on various activities of pair work before this test. Students while involving within this tests have both pros and cons.

4.1.2 Analysis of the 1st Progress test Scores

After analyzing the scores of pre test, I found my students are very much weak in collaborative task and felt to perform differently. Therefore, I started teaching the lesson using pair work in reading comprehension as new technique

which proved students to perform in group through collaborations. I selected some exercise of grade 5th. Then, I administered the pair work in reading comprehension based on pair work in an interval of 5 classes. The followings table shows the scores of 1st progress pair work in reading comprehension based test.

Table 2
Students' Scores in the First Progress Reading Test

S.N.	No. of Students	F.M.	M.O.	%	Content Taught	Strength	weakness
1	1 st pair	10	7	70%	passage	Cooperative	More noise
2	2 nd pair	10	8	80%	Passage	Catching tempo	Shy
3	3 rd pair	10	6	60%	Passage	Learned from partner	Less management of time.
4	4 th pair	10	8	80%	Passage	more interactive	Lacked trust on partner
5	5 th pair	10	6	60%	Passage	Better solve problem	Less time
6	6 th pair	10	7	70%	Passage	Better solve problem	Shy
7	7 th pair	10	8	80%	Passage	More passive	Shy
8	8 th pair	10	8	80%		Collaboration	Indiscipline
9	9 th pair	10	6	60%	Passage	Learned from partner	Less pleasure
10	10 th pair	10	5	50%	passage	Learned from partner	Less collaboration
11	11 th pair	10	9	90%	Passage	Relax	More noise
Total	22	110	78	70.9%			
Ave.	7.1						

The table clearly shows that the students obtained 78 (70.9%) out of 110 full marks. It is found that the rate of score is increased by 20% than in pre test. The highest score was 9(90%) and lowest score being 5(50%). The average

score stood at 7.1. Out of 22 students, 68% students scored average score in the pre-test. That is to say, most of the students improved their readings comprehension in the first progressive test along with the use of pair work. In this test, despite committing mistakes and were eager to know a lot. Some of the weaknesses shown in this test were being shy, troublesome and introvert. But after motivation they got positive vibe like and started collaborating and felt confident and energetic.

4.1.3 Analysis of the 2nd Progressive Test Scores

The results of 1st progress test showed that students are improving their readings abilities. Therefore, I continued the techniques in the classroom. That is to say I made the students involve in different listening based activities using pair work during period. Moreover, pair work based activities were based selected on the level and context of grade five. Then, I administered the first readings progress in interval of five classes. The followings tables show the scores of the 2nd progress test.

Table 3
Student's Scores in the Second Progressive Test Reading Skills

S.N.	No of Students	F.M.	M.O.	%	Content Taught	Strength	Weakness
1	1 st pair	10	8	80%	Reading comprehension	Seems interesting	Less interactive
2	2 nd pair	10	6	60%	Reading comprehension	Seems active	One seems more active than other
3	3 rd pair	10	6.5	60.5%	Reading comprehension	Less interactive	Shy
4	4 th pair	10	8.5	80.5%	Reading comprehension	Collaborative	Introvert
5	5 th pair	10	9	90%	Reading comprehension	Team commitment	Trouble some
6	6 th pair	10	9.5	95%	Reading comprehension	Seems less active	Less fluency
7	7 th pair	10	9	90%	Reading comprehension	Learn from one another	Trouble some
8	8 th pair	10	7	70%	Reading comprehension	Std's seem less energetic	Std's feel bored
9	9 th pair	10	10	100%	Reading comprehension	Confident	Seem less active
10	10 th pair	10	8	80%	Reading comprehension	More interesting	Introvert
11	11 th pair	10	10	100%	Reading comprehension	relax	Passive
Total	22 stds	110	91.5	83%			
Ave.	8.3						

The table clearly shows that students obtained 91.5 (83%) out of 110 full marks. It is found that the rate of scores was increased by 23.9% and 32.9 than in the first progress test and respectively. The highest scores was 10 two secured by two pairs and lowest was 6.5 scored by a pair. This result shows that almost all the students have achieved good progress in the readings comprehension. This is the effective interventions with pair work which helped

them better performance in their study level. This test was done after intervention of 7 days. In these tests students seemed a little familiar with pair work. In comparison to pre test, students seemed positive, active and energetic but due to the nature of children somehow troubles like more noise, less attention and indiscipline arose.

4.1.4 Analysis of the Final Progress test Score

After the intervention of thirty lesson plan of readings skills using pair work based activities, the third progress test was conducted. The test items were similar to the pre test, first and second progress test. The marking scheme of 3rd progress test was also similar to former tests. The result of the 3rd progress test is presented in the followings table.

Table no 4
Students' Scores in the Third Progress Reading Test

S.N.	No of Students	F.M.	M.O.	%	Content Taught	Strength	weakness
1	1 st pair	10	8	80%	Sentence	Co-operative	noisy
2	2 nd pair	10	10	100%	Sentence	confident	Both active
3	3 rd pair	10	7	70%	Sentence	More productive	Indiscipline
4	4 th pair	10	9	90%	Sentence		Help each other
5	5 th pair	10	10	100%	Sentence		Support each other
6	6 th pair	10	10	100%	Sentence	Collaboration	Supportive
7	7 th pair	10	10	100%	Sentence	Equal participation	Collaborative
8	8 th pair	10	10	100%	Sentence	Team commitment	Care about time
9	9 th pair	10	9	90%	Sentence	Free and express each other	More confident
10	10 th pair	10	10	100%	Sentence	Better solve problem	Full pleasure
11	11 th pair	10	8	80%	sentence	collaborative	One active than another.
total	22 Stds	110	98	91.8%			
Ave.	9.1						

The table clearly shows that the students obtained 98(91.8%) out of 110 full marks. It is found that the rate of scoring increased to a good extent. The highest mark was 10 obtained by five pairs and lowest being 7 obtained only by a pair. The average score was at 9.1. This result shows almost all the students achieved desired progress in their readings comprehension. This intervention was done after 8 days. In this third progress test, students' behaviour and performance increased because of their continuous practice and gradual grip to the concept. In comparison to other tests, students performed well. Some weak and strength points were obviously seen. Few students (ca.5%) felt difficulties due to slight noise created by pairs. This is the effect of intervention with pair work which is inherently more memorable, motivating, and worthwhile. More prominently, the 3rd progress test shows the students have on average scored more than 90% marks reflecting the proper improvement in their readings comprehension which gave me quiet a good feeling of my objective being achieved.

After analyzing the three different progress tests of the student, it is found that due to lack of appropriate teachings strategy, method and materials, students obtained low scores in pre test. The role of pair work was found to be fruitful in developing readings skills of students. The overall progress of the three different reading tests proved that the role of pair work is worthy for development readings skills more through sharing, collaboration etc. In the third progress test, all the students got better marks in comparison to former tests.

4.2 Holistic Analysis

This sub chapter deals with the results i.e. the marks obtained by students in different test items (pre test, 1st progress, 2nd progress and 3rd progress test). At first, I administered pre tests using simple traditional method in order to find out the existing level of proficiency in readings comprehension through pair works to find out abilities of my students. Then, I did intervention on my

teaching through pair work for developing students' reading skills. After involving students in pair work based activities through reading comprehension for nearly 1 month, I administered three different progress tests to check the student's progress in reading skills. The full marks of each test were 10. After the result of the students in pre test 3 progress tests have been compared in the following ways. The holistic analysis of the test scores that the students obtained in the different test items were as follows:

Table no 5

Holistic analysis of the tests scores

Test	Pre test	1stprogress test	2 nd progress-test	3 rd progressive
Full mark	110	110	110	110
Obtained marks	57	78	91.5	98
Percentage	51.8%	70.9%	83%	91.8%
Average scores	5.2	7.1	8.3	9.1

The table shows the scores in the pre-test were 57(51.8%). Similarly, in the 1st progress test scores were 78 (70.9%). In the 2nd progress test the scores climbed to 91.5(83%) which in the 3rd progress test the score even rose further to 98 (91.8%) out of 110 full marks. Comparatively, the result showed the gradual progress of students in different results.

The process of action research showed that the students enhance reading skills after teaching them using pair work. That is to say, my students developed their readings skills by using pair works. Therefore, on the basis of the findings of my research, I come in to the conclusion that students who are taught readings comprehension skills using pair work develop better readings comprehension than the students who are taught reading comprehension without the use of pair work. As it is action research, we can say that pair work is one of the fruitful techniques for teachers as well as students. It has better impact on teaching reading skills. It was found that progress happened with time to get good result. Slowly and gradually it provided positive result.

4.3 Analysis of Learners Performance

At the beginnings of class, I found that students were noisy and unfriendly. They were mostly passive learner and they only relied on their teacher for doing exercises and readings. I was really dissatisfied with my class. As a result, I thought of using pair work in reading comprehension which I choose as my research in order to see whether it can enhance their interest in learning activities. While I applied pair work in reading comprehension in the class, the students showed their interest and were extrinsically motivated to participate in pair work activities which resulted in improving their reading comprehension.

While teaching my pupils through pair work in readings comprehension, I observed different prominent roles of pair work in developing their reading comprehension which has been explored under different themes on the basis of my classroom based activities experiences.

A. Pair work catches the pupil's interest and it brings the positive aspects.

After instructing my students through pair work, I found that my students were very happy and enjoyed learning. One could easily see their happy faces while doing their activities. They shared their ideas to each other and their faces glowed while collaborating with their pairs. Students paid more attention and were happy to read and do the task with their pair. Furthermore, their curiosity and desire to work with each other made them positive. Therefore, I continued my process. The scores in first stage were not so satisfactory but gradually increased which made me and my students positive.

B. Pair work makes students friendly and co-operative and develops their social behaviour.

I used pair work in reading comprehension for boosting skills of my students because pair work is usually meant for making pupils friendly, co-operative and of well manned. In my observation, I found that this way my students enjoyed their task with their colleagues. I found that students shared their

friendship and friendship in their task. One of the pairs told me that pair work brought them closer and after which they now had become best friend forever. Hence the students got to get closer to each other and enjoyed sharing their idea and feelings.

C. It allocates lot of time for sharing their ideas and helping each other.

After intervention the action through pair work, I found that pair work allocated more time to students for sharing their ideas and discussing on contents. It made them learn on their own instead of just being bookworm. This extra time made them more active and helped them remain joyful. Moreover they developed a feeling that it is much fun to read and write through sharing ideas with their colleagues. They got idea about the wonder of sharing. They realized how everything becomes much easier if we get help from others or if we help others. Learners got more experience on sharing and helping other. Both of the partners performed well in their study.

D. Learning from pair work is motivating and enjoyable.

The intervention of this action research was done to find out whether the students could help, enjoy, and get motivated through pair work. The implications of pair works brought a new dimension in teaching skill to my students in my class. This pair work in reading comprehension is enjoyable because this is totally based on children centred approach. Children read in a pair with full of enjoyment and they share their ideas to each other. During this intervention period, I found that my students were having fun through pair work in reading comprehension. Slowly and gradually their interest was found increasing. They got chance to be motivated within their pair. Due to same level and same age they felt easy to share ideas and make comment on each other. Thus pair work in reading comprehension has been proved to be much more effective, motivating and encouraging for developing students' abilities.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

After the analysis and discussions of the study, result in the chapter four, conclusions and recommendations are presented in this chapter. To be specific, I have presented the findings, conclusions and implications of the section.

5.1 Findings

On the basis of data and interpretation of the results, the findings are derived. The main purpose of this research work was to find out the role of pair work in developing reading skill of the students and to suggest some pedagogical implications on the basis of findings.

After, my approval of research proposal, I went to *Paradise Readers' Academy* school of Kathmandu. I informed the Principal about my research work. After that I administrated reading comprehension based on pair work on pre-test to find out students existing level of competence in learning. From the next day, I started to teach the students and involved them in different pair-work of reading comprehension. I also administrated different progressive test to observe my students' competence level in between the intervention period until the desired result was achieved. After conducting pre-test and different progressive tests, progressive tests were observed and analysed in order to find out the progress in pair-work in reading comprehension. On the basis of analysis and interpretations of the answer sheet of the students in four different tests items the following findings have been derived.

- a. The average score in pre test was 5.2. In 1st progressive test 7.1, in second progressive test 8.3 and third progressive test average is 9.1.
- b. In the final progressive test, six pairs got full marks i.e. 10 (100%) and the lowest scores was 7 (70%) which was obtained by a pair of student in third progressive test. Out of eleven pairs, two pairs scored 9 (90%) and a couple of pair scored 8 (80%) in third progressive test.

- c. This progressive test shows that readings comprehensive skills of the students are enhanced by using pair work. In my observation, it was found that students perceived pair work to be more fun maker which also increased their motivation towards learning. Equally it was found that students get more time for reading and having good interaction among them.
- d. Moreover I found my students getting extrinsic motivated towards pair work because the collaboration made them entertain and learn easily.
- e. Likewise it was found that students' misbehaviour also decreased drastically leading them to help each other.
- f. After a while even after less pre planning the students seemed to grasp things easily.
- g. Furthermore, the students were found more confident because of the collaboration and the support they received from the pair.

Thus, pair work was found to be more effective, motivating and encouraging for developing the comprehensive abilities of the students.

5.2 Conclusion

Based on research goals, it can be concluded that pair work has positive impact on teaching reading skills. It was found that the students' reading comprehension was enhanced when they were taught using pair work because pair work is student centred technique. The students seemed really enjoying a very new concept of learning. They felt really very comfortable with their corresponding partner and were very interactive with the teacher as the time passed on. The pairs, initially very shy, dull and confused and distrust of the partner, later on started to enjoy each other's company and were very prepared to help each other with any sorts of study-oriented confusions and dilemmas. The collaboration, with time seemed very pleasant and beneficial.

In my experience, pair work is very helpful because it activates students and makes them active and energetic. On the basis of progressive test result of this

research, it can be concluded that pair work is more effective and motivating teaching tool for developing reading skills of learners. Moreover, comparing the scores of pre-test and progressive test it is obvious students get motivated towards reading through pair work which makes learning more fun and entertainment. In a nut shell, pair work is one of the most effective tools that plays positive and significant role for gaining better learning skills of students. Pair work is perceived to be fun, thus increasing the motivation of students.

5.3 Recommendation

The findings and recommendations of this study would be helpful for the ELT researchers, teachers, students' evaluators, textbook writers, researchers and others who have been intended in carrying out the research in the field of ELT.

On the basis of the findings and recommendations, I have outlined the main recommendations and pedagogical implications of the study on three different levels as below:

5.3.1 Policy Related

Policy makers need to be aware to the following recommendation in order to develop pair work in reading comprehension of the school level students effectively:

-) One of the findings of my study shows that pair work in reading comprehension motivates and encourages learners so that policy level strake holders can integrate pair work as an effective material for teaching learning process.
-) In my teaching style I found that students perceive pair work as one of the enjoyable and funny way of learning and it also increases their performance level. So, the policy makers should integrate curriculum in such a way that pair work can be used as learning material.
-) The findings of progress test showed a clear progress in students' reading comprehension comparatively after intervening the action with

pair work in class room. Hence the text book writer designer should give more focus on student centred technique instead of teacher centred technique. Pair work based exercise should be given more priority so that students can develop their better performance in teaching learning activities.

5.3.2. Practice related

The following practice level related recommendations are made on the basis of obtained analysis and interpretation of data. By utilising the given recommendation both ELT practitioners and learners could benefit in their concerned fields. Furthermore, the study outlines the following recommendation for ELT practitioners:

-) When I used pair work in reading comprehension to the students, their achievement increased comparatively which shows that pair works are striking tools in students' learning. With this result I would like to recommend to the English language teacher to use pair work in their class room for developing their students' performance.
-) The English language teacher should make the habit of exposing oneself in enhancing reading skills by using pair work because in my finding i found that students love and feel comfort while engaged in pair work.
-) From the study, it has been found that using pair work in ELT classroom is an effective tool for teaching reading skills. Thus, it should be practiced and implemented at every school in order to develop better reading comprehension in the students.

5.3.3. Further Research Related

As we know that research is the quest of knowledge. Findings of one research don't satisfy thirst of researcher. This research was qualitative research based

on action research design. The findings of this research may provide as valuable secondary research material for those researchers who are keen interested to carry out research in related fields. Since, my research was only limited to students' performance on pair work in my classroom, it can't be claimed that the findings of this study are applicable for all English language classes of Nepal. Therefore, new research can analyse the other aspects of reading skills which can be done through other types of researches.

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APPENDICES

Appendix A

Pre-test items

School: Paradise Reader's Academy.

Date : 1/12

Topic: Naming ceremony

period : 2rd

Teaching items: Comprehension

Time: 45

Subject: Better English.

FM=10

PM =5

NameRoll No.....

Read the comprehension and write answers of the following questions

1. Write true or false in the followings statements.
 - a. Sabin lives in city.
 - b. Gyaljen and Hisila were college friends
 - c. We have behave rude to the elder.
1. Write meaning of the word
 - Neighbours =
 - Naming ceremony =
 - Joy=
3. Answer the Following Question
 1. Where does Gyaljen live?
 2. Write 5 good behaviour?
 3. Write the names of Sabin's college friends?
 4. What is naming ceremony?

1st progress test

School: Paradise Reader's Academy

Date: 1/17

Teaching topic: Snored

Time: 45

Teaching item: Reading comprehension

Full mark: 10

Subject: Better English.

Pass mark: 5

Name..... Roll No.....

A NAME THE FOLOWING PEOPLE (3m)

a. Who worked in a national park?

B .Who were Rager`s friends?

c. Who was his cook?

B. ANSWER THESE QUESTION (3m)

A .Why did Rager`s friends not want to sleep with him?

b. What problem did Rager have?

c. Why did not the Pythan throw out the spittle?

C. READ THE TEXT AND COMPLETE THE TABLE (4m)

COUNTABLE	UNCOUNTABLE

2rd progress test

1st progress test

School: Paradise Reader's Academy

Date: 1/17

Teaching topic: Home work

Time: 45

Teaching item: Reading comprehension

full mark: 10

Subject: Better English.

Pass mark: 5

NameRoll No.....

1. SUMMARY

(6m)

Read the comprehension and fill in the blanks.

This is a story about one boy..... Patrick. He did not likehomework. He liked playing baseball and basketball. One day hehis cat playing with aand he grabbed it away. But it wasn't a doll at all it was little elf. The elf yelled to save him from the cat and wouldPatrick a wish. Patrick told the elf to do his..... The elf agreed to do Patrick`s homework..... He did not always know what to do and he needed help. Patrickto bring books explain and many more. In fact, Patrick was workingthan ever. The last day of school arrived and the elf was free to go. Patrick got good grades in his.....His teacher smiled and were full ...Praise and his parents, too

2. CHOOSE THE CORRECT ANSWE

(4m)

- A .Patrick liked..... Instead of doing his homework. (Playing, eating Sleeping).
- B .His cat was playing withy..... (Doll, tiny man, ball).
- C. The total number of days in the semester was..... (35, 40, 45).
- D .Who was set free to go at last? (Doll, Patrick, elf).

3rd progress test

School :Paradise Reader's Academy

Date:1/17

Teaching topic: Sentence

Time :45

Teaching iteam : Granmmar

full mark:10

Subject: Better English.

pass mark: 5

NameRoll No.....

Here are some sentences from the story. Write their types (10m)

1. Pratick never did homework.
2. Do your homework.
3. Get me a dictionary.
4. He was an elf.
5. Oh, am i cursed!
6. I don`t know this word.
7. What are time tables?
8. Sit down beside me.
9. Patrick got his A`s
10. Hurry ! Now I'm free.

APPENDIX B

Lesson plan no 1

Introductory part

Class: 5

Date: 1\12

Subject: Better English

Time: 45

Topic: Articles

Period: 2nd

Teaching items: Grammar

St`s no: 22

1. Specific objectives:

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

- Find out the use of articles.

2. Teaching material:

Book , Daily used materials

Previous knowledge: Student`s have little knowledge about articles.

3. Teaching learning activities

The teacher will select pairs based on streaming and provide the pair the name of fruits.

Steps 1: Teacher will provide a paragraph based on articles. The pairs will read silently with their partner, then the teacher will inform them to choose one of the monitor from their pair.

Steps 2: Students in the pair will listen to the teacher about some main concept of the article. Then students in the pair will discuss among themselves. Pairs will practice exercise related to grammar practice. From different pairs 'mango' will write the use of pair work on White board.

Steps 3: Finally teacher will provide some feedbacks and write them the proper use of articles.

4. Evaluation:

Teacher will write some examples and the students will work in pair.

Put 'a/an' or 'the' where necessary:

1. Honest man.
2. Useful book.
3.Everest.
4. Cows eat grass.
5. Sun rises in the est
6.books are usefu
7.man is mortal.
8. I met girl
9. My sister is actress.....
10. She isbeautiful girl.

5. Home work

Complete exercise no 3 from your text book

.....
Signature of Teacher

.....
Signature of Principal

Lesson plan 2

Class : 5

date:1/13

Subject : English

Time:45

Topic : Patrick 's Homework

Period:2nd

Teaching items: Reading comprehension

level: primary

1. Specific objectives:

At the end of this lesson students will be able to read the comprehension and fill in the suitable word.

2. Instructional materials:

Daily used materials

3. Teaching learning activities:

Teacher will tell students short fairy story.

1. Pre: Teacher will make students based on chance and provide the pair based on name A to Z and teacher will suggest all the students to work in their pair and they have to read the comprehension first and share their idea with the friends in a pair.

2. While: Teacher will make one monitor among the pair than teacher will tell all the pair read by skimming. Students of pair 'k' read and explain .Teacher will observe

3. Post: when pair will discuss about the titles and reading the text.

When they will engage in their tasks at that time teacher will Provide some feedback. Feedback session will be provided to the students.

4. Evaluation:

Teacher will ask the question like

1. Who is Patrick?
2. With whom was his cat playing?
3. How many days are there in the semester?

5. Homework :

) Exercise 1 true or false and fill in the blanks

.....

Signature of Teacher

.....

signature of Principal

Lesson plan 3

Class: 5

Date: 1/15

Subject: Better English

Time: 45

Topic: Freddie

Period: 2nd

Teaching items: Reading Comprehension

level: primary

1. Specific objectives:

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

-) Find out theme through pair work.
-) Answer the comprehension question.

2. Instruction materials:

Daily used materials

3. Teaching learning activities:

Warm up – Teacher will ask some questions related to the title.

Pre- Teacher will make students in a pair based on friend ship. Pair will be named based on different mountain. Teacher will provide clear instruction about what they will do. Pair ‘ Sagarmatha’ will read first paragraph and explain it to the class.

While – Teacher will tell pair Annapurna to read second paragraph of poem and explain it. Students will work in pair and will be asked to provide new titles to the paragraph. Providing titles is one of the effective teachings in a poem. Teacher will observe the pair and act as promoter.

Post- Teacher will observe whole pairs one by one and provide a session of feedback. One of the monitor of pair ‘Api’ will provide the

4 Evaluation

- a. Who is speaker in the poem?
- b. How does freedie help to the narrator?
- c. What makes narrator mom happy?
- d. What did narrator do when Freddie help her?
- e. Why is Freddie smartest dog?

5 Homework:

Write the main themes of the poems.

.....

Signature of Teacher

.....

Signature of Principal

Lesson plan no 4

Class : 5

Date :1/16

Subject: English

Time: 45

Topic: Sentence

Period: 45

Teaching items: Grammar Practice

level: primary.

1. Specific Objectives :

On the completion of this lesson, students will be able to write types of sentences and analyse sentences based on types.

2. Instructional Materials: Speaker and short paragraphs.

3. Teaching learning activities :

Warming up: Teacher will read sentences and students will have to find out its types based on sentences.

1. Pre – Teacher will tell students work in a pair and name each pairs based on the names of flowers. Teacher will provide clear instruction about what they have to do. Students in a pair will discuss about sentences and its type. Teacher will play video based on poem.
2. While- Teacher will ask students in a pair to discuss about sentences. One pair discusses on assertive sentences and the others on negative, exclamatory form of sentences .Students in a pair then will be asked to practice grammar.
3. Post- Teacher will move around the class and observe the activities of the pairs and provide some Suggestions. One of the pair will explain all types of sentences with example.

Evaluation: Students will answer in pair

- a. What is exclamatory? Write 5 examples.
- b. What is imperative? Give 2 examples

4. Homework: Identify the types of sentences

- a. Get me a sugar.
- b. Are you single?
- c. What a pretty girl!
- d. He has 2 daughters.
- e. Don` t tell lie.
- f. He is my father.
- g. Who are you?

Lesson plan no 5

Class:5

Date:

Subject: English

Time: 45

Topic: Patrick's Homework

Period: second

Teaching items: Reading

No. of stds: 22

1. Specific objectives:

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

)Read the text

)Answer the question

2. Instructional materials:

Daily used materials

3. Teaching learning activities:

Pre reading –Teacher will make students in a pair based on chance. The pair will be provided name on different types of clothes. Teacher will ask one of pair named `pant` to explain the topic.

While – Students in each pair will read the comprehension silently and analyze the theme based on what they read. One pair `socks` will read the comprehension loud to the class. Then other activities like question answer will be performed by another group `skirt`

Post- Teacher will ask one of the pair `skirt` to read the text and explain it. Finally teacher will provide feedback based on their performance.

Evaluation

Work in pair and answer the following question

What is the story about?

How many days are there in semester?

Who was free to go at last?

4. Home work

Write exercise no 2 and 3.

.....

Signature of Teacher

.....

Signature of Principal

Lesson plan no 6

Class

Date:

Subject: English

Time:

Topic: My Visit to Pokhara

Period:

Teaching items: Reading Comprehension

No. of stds:

1. Specific objectives:

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

Find out the difficult meaning through pair work

) Find out the difficult meaning through pair work

) Answer the comprehension

2. Instructional materials:

Worksheet, dictionary

3. Teaching Learning Activities:

- a. Pre – Teacher will make students in a pair based on chance and give the pairs the name based on the name of vegetables. Students in a pair will describe the title.
- b. While – From each pair ‘potato’ will read first paragraph and then pair ‘cabbage’ will read second paragraph and finally pair ‘radish’ will read the last paragraph. Two types of activities will be performed like vocabulary test and question answer section. Pair ‘tomato’ will explain meaning of different words and pair ‘cauliflower’ will answer the questions.
- c. Post – Teacher will move around the class and provide feedbacks in the related matter.

Read the text and complete the table

Name of place:

Things to observe	Things you did	How you got there	Location	Religion and culture

4. Home work

Write a thanks letter to your friend who has helped you in your worked based on above text.

.....

Signature of Teacher

.....

Signature of Principal

Lesson plan no 7

Class:4

Date:

Subject: English

Time: 45

Topic: Another Chance

Period: second

Teaching items: Poem

No. of stds: 22

1. Specific objectives:

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

-) Find out the meaning of difficult words through pair work
-) Students will answer the questions within pair work

2. Instructional materials:

Chart pictures and word cards

3. Teaching learning activities:

- a. Pre – Teacher will make pairs based on friendship and provide them the name based on birds. Teacher will show the pictures of poet and one of the pair ‘sparrow’ will explain it to the class.
- b. While – Students in a pair will read the poem through skimming. Then teacher will choose a pair and monitor of pair ‘parrot’ will read the poem. Another pair ‘pigeon’ will find out the meaning of difficult words. If needed teacher will help them out.
- c. Post – Teacher will inspect them by moving around the class and provide them feedbacks before the end of class.

4. Evaluation

Work in pair and write the main theme of the poem.

First pair have to give theme of first paragraph, fifth pair have to give theme of second paragraph, seventh pair have to give theme of last paragraph.

5. Home work

Complete the exercise number 3.

.....

Signature of Teacher

.....

Signature of Principal

Lesson plan no 8

Class:4

Date:

Subject: English

Time: 45

Topic: King Solomon

Period: second

Teaching items: Story

No. of stds: 22

1. Specific objectives:

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

-) To tell summary of story .
-) Write the names of characters.

2. Instructional materials:

Text books

3. Teaching learning activities:

- a. Pre – Teacher will make pairs among students and name them based on the names of different subjects. Students in a pair will explain the title of the story.
- b. While – One of the pair ‘English’ will describe the characters of the story and another pair ‘Maths’ will
- c. Post – Teacher will ask a pair ‘Computer’ to write summary. If needed teacher will help and provide feedbacks to the class.

d. Evaluation

- a. Work in pair and answer the following question
- b. What is King Solomon?
- c. What king kingdom does Solomon rule?
- d. What gift does King Solomon get?

4. Home work

Write exercise no 2 and 3.

.....

.....

Lesson plan no 9

Class: 5

Date:

Subject: English

Time: 45

Topic: Talk Right

Period: second

Teaching items: conversation

No. of stds: 22

1. Specific objectives:

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

-) Read in pair.
-) Write their daily routine.

2. Instructional materials:

Daily used materials

3. Teaching learning activities:

a. Pre reading stage

Teacher will make pair based on different colours and will choose based on chance. Students in a pair answer how to greet each other. They have to discuss about routine each other.

b. While reading stage.

Students in a pair will read conversation with each other's. The pair 'red' will write daily activities. Drilling technique will be used in classroom.

c. Post reading stage

teacher will help them to write daily routine and students in a pair i.e 'black pair' will write and will show in front of class.

4. Evaluation

What activities do you adopt from morning to night .talk in pair.

5. Home work

Write your daily routine.

Lesson plan no 10

Class: 5

Date:

Subject: English

Time: 45

Topic: vocabulary and spelling

Period: second

Teaching items: Meanings

No. of stds: 22

1. Specific objectives:

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

) Find out the meaning of words.

Tell 5, 5 synonyms of words.

2. Instructional materials

Chart of meanings, small meanings cards

3. Teaching learning activities:

a. Pre reading stage

Teacher will make motivate students based on chance and named it after as domestic animals. Pair 'dog' will ask some meaning of words like hangs, idol, and luggage.

b. While reading stage.

Teacher will make students to work in pair based on friendship. They will have to find out some words based on charts of meanings. pair 'cat' will also find out 5 words with meaning then , pair 'cow' will share 5,5 meanings and words.

Then, teacher will give some instruction and help to find meanings of words.

At the same time students are asked to find out meanings in pair. Pair 4 will have to share their meanings

c. Post reading stage

I will ask pair of students to share their to share their ideas with another.

One pair help another to grasp ideas on the basis of meanings chart because one group create one meanings charts and they will share to other.

4. Evaluation

Each group have to creates 5 meanings and they have to share in front of Class.

5. Homework

Write 5 of words with meaning of words