

CHAPTER ONE

INTRODUCTION

This study is on **Effectiveness of Group Work Technique in Teaching Communicative Function**. This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language pedagogy refers to the teaching skills that teachers use to impart the specialized knowledge of the subject areas. Effective teachers display a wide range of skills and abilities that lead to creating a learning environment where all students feel comfort and are sure that they can succeed both academically and personally. Learning is a process in which students build understandings on the basis of experiences and active involvement. Interaction encourages students to integrate information and explain it to others in their own words. According to the Billows (1961), the development of fitting language for collaborative work is a natural by-product of co-operative learning.

English is taught and learnt as a foreign language in Nepal. So, it has been a complex task for both students and teachers. According to Crystal (2003, p. 359), "Today,

English is the main contender for the position of world lingua franca."In the context of Nepal English language is taken as a foreign language. Foreign language learning is far more different from the first language acquisition. Any normal human child can acquire his/her mother tongue within a short span of time. However, the case of foreign language is quite different. Even after many years of learning, students fail to introduce themselves in the foreign language to first language learners in all the four skills of language. However, language integrates all the four basic skills, aspects and functional of language whether it may be first or second language.

Technique is a trick of a teacher which is played in the classroom. It is implementation. In other words, what actually happens while teaching in the classroom is a technique. Anthony (1963) defines it as "Implementation which actually takes place in a classroom. It is a particular trick, strategy used to accomplish an immediate objective..." (as cited in Richards and Rodgers 2003, p.19). Technique is a powerful tool which makes a class interesting and effective. The appropriate selection of technique is determined on the basis of subject matter, teacher's individual artistry, composition of class, availability of the teaching materials and so on. If a teacher cannot present her/himself with multi-techniques in the classroom, the students may feel bore and remain passive. Therefore, the most popular and effective technique should be applied in teaching language functions. A teacher may use different techniques to teach same item.

There are many techniques of teaching communicative function. One of them is group work technique. Group work is a technique of language learning and teaching activity which involves learners working in group. It is one of the most effective learner centered techniques being widely used in English language teaching. Group work teaching is mainly used in communicative classroom. Working together is worthwhile as "pair and group work immediately increase the amount of students talking time" (Harmer, 1998). So, group work is more productive when the participants perceive that they need each other to accomplish the assigned task. In other words, they "sink or swim together". Group work requires active involvement of the student, stimulate higher level thinking skills, and give students responsibility for their own learning. Furthermore group work technique is active learning technique which integrates cooperative learning. It is suitable for both small and large group of students. To make group work successful, the entire class has to be well behaved on tasks.

1.2 Statement of the Problem

There are mainly two types of techniques that teachers use in the class room; student centered and teacher centered. The techniques focusing on the activities of the teachers while teaching in the classroom are known as teacher-centered techniques. Unlike teacher-centered techniques, learner-centered techniques are such techniques on which the learners remain active. Teaching through student

centered method is one of the challenging jobs. A teacher needs to be very careful while choosing methods and techniques for the successful classroom teaching and learning. The teacher should choose right technique at right time according to the demand and nature of the topic and the level of the students otherwise teaching and learning process cannot become effective and successful.

In the context of Nepal, secondary level curriculum focuses on communicative functions and is developed on the basis of communicative approach at theoretical level; but it has not given much priority in practical field of teaching. Teachers are responsible to use the techniques while teaching and they need to be very carefully planned and prepared before entering to the class to teach communicative functions using student centered techniques. Teacher should have the knowledge of how to manage the class for teaching language functions communicatively. According to the level and interest of the students, appropriate student centered technique is to be implemented while teaching communicative function. However, teaching and practicing communicative functions using student centered techniques is not given priority. It is forgotten communication is the main aim of secondary level curriculum and only concentration is given to the writing and reading. Most of the classes in school are taught stories, essays, and grammar and writing exercises. So, my study has been concerned with enhancing students' proficiency of communicative functions using group technique.

The importance of group work is great for the reason it affords both the teacher and the students which are not available in the formal class situation. So, the researcher carried out the present study which can be very useful from the implementation point of view in Nepal. The students of public schools who are deprived of the communicative learning environment will be largely benefited. It proved to be fruitful for both the teachers and the students if it is applied inside the classroom. As it does not need more materials, it can be applied even in the schools that do not have sufficient physical facilities. What it needs are the skills and the time of the teacher and the readiness of the students in learning. This study also provides the way of organizing and conducting group activities inside the classroom where the focus is on the students. Thus, this learner-centered approach benefits both the teacher and the students by providing collaborative work to take advantage of each other's expertise and strength.

Teachers give more priority to the teacher centered techniques like, lecture, describing, defining exponents, etc. instead of giving priority to student centered techniques while teaching communicative function. Therefore, I became interested in research on this topic. Contextual use of language is neglected in the past. They mostly focus on exam preparation, rote learning and teaching, which did not promote the students communication skill. So, I became interested to find out the usefulness of group work technique to promote students proficiency on communicative functions. Moreover, no research works have

been carried out under this topic "Effectiveness of Group Work Technique in Teaching Communicative Functions."

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To find out the effectiveness of group work technique in teaching communicative functions and
- ii. To suggest some pedagogical implications based on the findings of the research.

1.4 Research Questions

The following were the research questions:

- a. What is the effect of group work on student's competency in the use of language functions?
- b. Whether the group work technique become effective for teaching communicative function or not?
- c. What can be the suggestion for making effective teaching through group work?

1.5 Significances of the Study

In the context of Nepal the classes are full of diversity in terms of level, gender, culture, language, ethnicity, and the number of students in a class is very large. The teacher is hardly addresses the need of all students individually. The students never get enough time to talk with their teachers as well. In such contexts, the group among students on particular situation is the most prominent activity in which all the students can directly

and indirectly participate in teaching and learning activities according to their level, interests, etc. Students become active and learn more themselves. Even the weak students can participate in group of higher level students and can improve their language skills. Realizing this fact, I have attempted to conduct this experimental research to determine the usefulness of the group work technique in teaching communicative functions at secondary level.

I hope the study will be significant to the students, language teachers, syllabus designers, textbook writers, methodologists and to all who are interested in language teaching and learning. Similarly, this study will add something new in the field of studying the effectiveness of various teaching strategies in teaching languages.

1.6 Delimitations of the Study

This study had the following limitations:

- i. This study was limited to the group work technique only.
- ii. The study was limited only 24 students of class ten of Rainbow International Boarding Secondary School Dallu/Chhauni, Kathmandu.
- iii. The duration of the study was 28 days.
- iv. The study was limited to the learning of English in a classroom setting.

- v. The study was based on teaching different language functions, viz congratulating, requesting, apologizing, asking for permission, expressing condolence, etc.
- vi. The data was collected from both pre test and post test items.

1.7 Operational Definition of the Key Terms

Communicative Functions-Communicative function means the way language is used in practiced society. Here, language function means those language functions which are prescribed by government of Nepal in secondary education.

Exponents - The language utterances or forms a speaker uses to express a message to indicate an awareness of elements in the situation. In my study, exponents mean those utterances which are practiced to convey or pass the message for the communicative functions prescribed in class 10.

Group Work - A learning which involves learners to work together (in pairs) or in group of more than two. In my research, it is the technique which is tested for its effectiveness in school level.

Technique-Technique is a particular trick, stratagem or contrivance used to accomplish an immediate objective. In this research, they are the procedures which are practiced in the classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Under this section, review of theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework are included.

2.1 Review of Theoretical Literature

Review of theoretical literature is the most important part while carrying out research work. Under theoretical literature the researcher presents the concepts and therapies related to the topic. Under this heading, review of theoretical literature, the researcher presents the introduction of techniques, classification of technique, group work technique, advantages and disadvantages of group work, types of group work, and principles of creating group, communicative competence, communicative function, teaching communicative function and teaching of communicative function through group work.

2.1.1 Constructivism

Constructivism is a philosophical viewpoint about the nature of knowledge. It focuses on how humans make meaning in relation to the interaction between their experiences and their ideas. This theory gives focus on human development in relation to what is occurring with an individual as opposed to development that is influenced by

other humans. The concept of constructivism has influenced a number of disciplines, including psychology, sociology, education and the history of science. During its infancy, constructivism examined the interaction between human experiences and their reflexes or behavior-patterns. Piaget's theory of constructivist learning has had wide-ranging impact on learning theories and teaching method in education, and is an underlying theme of many education reform movements. According to Hein (2009), Constructivism refers to the idea that learners construct knowledge for themselves. Each learner individually (and socially) constructs meaning as he or she learns. Constructing meaning is learning; there is no other kind.

'If we believe that knowledge consists of learning about the real world out there, then we endeavor first and foremost to understand that world, organize it in the most rational way possible, and, as teachers, present it to the learner. This view may still engage us in providing the learner with activities, with hands-on learning, with opportunities to experiment and manipulate the objects of the world, but the intention is always to make clear to the learner the structure of the world independent of the learner. We help the learner understand the world. But we don't ask him to construct his or her own world. (Christ 2005 p. 9)

Being based on the constructivist theory of learning, group work is one of the best techniques to make social and interaction class. Group work technique is a technique that gives students far more a chance to use the target language

to communicate with each other. It encourages students to be more involved and concentrated on the task given to them. That resembles with the concept of learning of constructivist theory. According to Olsen and Kagan (1992), positive interdependence, group formation, individual accountability, social skills and structuring are the key elements of successful group based learning (as cited in Richards and Rodgers 2003, p. 196).

Experimental research is a systematic and logical method of testing certain hypothesis or verifying existing body of knowledge. An experimental research is defined as a scientific test which is conducted to discover the strength of relationship between variables i.e. dependent and independent variables. So, it is always variable focused study. Here, certain variables are controlled or manipulated and their effect is examined upon some other variables. Thus, experimental research basically describes what will happen when certain variables are carefully controlled or manipulated. According to Kumar:

An experimental study can be carried out in either a 'controlled' or 'natural' environment. For an experiment in a controlled environment, the researcher introduces the intervention or stimulus to study its effects. The study population is a 'controlled' situation such as a room. For an experiment in a 'natural' environment, the study population is exposed to an intervention in its own environment (2005, p. 89).

Thus, for this study theoretical base is constructivism, technique of teaching is group work and design of research is experimental.

2.1.2 Brief Introduction of Techniques

Technique is a trick of a teacher which is played in the classroom. It is implementation. In other words, what actually happens while teaching in the classroom is a technique.

Technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with method and therefore in harmony with an approach as well (as cited in Richards and Rodgers, 2003, p. 11).

Technique is a procedural device used in the classroom teaching in order to imply a method of teaching successfully. It is a classroom activity which makes the teaching easier, effective and meaningful. There are several techniques that are used in the field of English language Teaching. No single technique is adequate to teach all aspects and skills of language in all situations. Use of techniques depends on the nature of the course, setting and situation of classroom, level, need and interest of the students. Therefore, the most popular and effective technique should be applied in teaching reading. A teacher

may use different techniques to teach same item. Broadly, there are two types of techniques; teacher centered and student centered.

2.1.2.1 Teacher-Centered Techniques

The techniques focusing on the activities of the teachers while teaching in the classroom are known as teacher-centered techniques. The teacher presents himself as a sole person. He actively presents the lesson: he speaks a lot, reads a lot and takes too much time in the classroom. The students listen to him quietly and no group discussion or pair discussion takes place inside the classroom. The teacher uses these techniques thinking that these will help the students to memorize the lesson taught to them. Some examples of teacher-centered techniques are given below.

- a. Lecture
- b. Explanation
- c. Illustration
- d. Demonstration

2.1.2.2 Learner-Centered Techniques

Unlike teacher-centered techniques, learner-centered techniques are such techniques on which the learners remain active. Learners are given main focus here. The teacher encourages the students to participate actively in classroom activities. The teacher sets tasks for the students and encourages them to complete the tasks. If they find the task difficult, s/he helps them. It emphasizes the

process rather than product. The learners learn by doing or participating in the tasks themselves. Nunan (1998) says:

Learner-centered techniques emerged as a reaction against cognitive model of teaching and a cognate of communicative language teaching because of the relative inflexibility of centralized curricula, and a change in educational thinking which paid more attention to the learner and led the school based curriculum development movement. (p. 21)

So, the role of the teacher is an encourager or a facilitator rather than a controller in learner-centered techniques. These techniques are developed with the belief that learning can only be done 'by' the learners and cannot be done 'to' the learners. So, the main focus is on 'learning by doing' where the teacher speaks less and keeps the students busy in some tasks. Below are some learner centered techniques.

- a. Individual work
- b. Group work
- c. Pair work
- d. Project work
- e. Simulation
- f. Role play/drama
- g. Strip story
- h. Discovery

i. Discussion technique (as cited in Ur.2001p.56)

As this study is mainly concerned with the group work technique, the discussion of it is given below.

2.1.3 Group Work Technique

Group work technique is a technique that gives students far more a chance to use the target language to communicate with each other. It encourages students to be more involved and concentrated on the task given to them. In language teaching, the teachers put students into groups to help them learn better. It is one kind of learning activity which involves a small group of learner working together. The group may work in a single task or on different parts of a larger task. For Harmer (1998, p. 245), "Group work is more dynamic than pair work." The group work allows them to do 'Negotiation of meaning' through comprehension check, confirmation check, classification, requests, recasts and corrective feedback. In this activity, the teacher divides the whole class into small groups in which the students work together. Everyone succeeds when the group succeeds. This technique essentially seems to be a suitable technique in our context where crowd students sit in a class i.e. students have to learn in a large class and a single teacher has to handle the class. The group work allows them to carry out interpersonal as well as intrapersonal processing and so on. Ur (2001) argues:

In group work, learners perform a learning task through small group interaction. It is a form of

learner activation that is of particular value in the practice of oral fluency. Learners in a class that is divided into five groups get five times as many opportunities to talk as in full class organization. It also has other advantages. It fosters learner's responsibilities and independence can improve motivation and contribute to a feeling of cooperation and warmth in the class. There are some researches that indicate that the use of group work improves learning outcomes. (p.34)

While engaging in group tasks the students are not thinking competitively and individually, but rather co-operatively and in terms of the group. It is created by building a spirit of mutual support within the group. Each group members has a unique contribution to make the joint efforts because of the resources and role as well as task responsibilities. It is the knowledge that one is connected to the others in the group and that the success of the whole depends on individual contributions. All the group members work with the spirit of 'sink or swim together'. They discuss the concept being learned. The occasional conflict that may arise over difference of opinion can be constructive if it is used as a stimulus to search for more information. But it can destroy group cohesion and

productivity if it results in students' stubbornly clinging to a position. Thus, the social skills such as leadership, decision making, trust building, communication and conflict management must be taught and reinforced by the teachers to engage them in meaningful interaction.

2.1.3.1 Role of Teachers in Group Work

No techniques are perfect in it. The success of effective implementation of any technique is depending upon the teacher who is using it. The quality of student's classroom achievement depends largely on the teachers' method of instruction and the appropriate use of resources.

Wenglinsky, (2000) states, input of teacher impacts professional development, professional development impacts classroom practices and classroom practices influence student achievement (as cited in Hedge, 2009, p. 173).

Regarding the role of the teacher in group work, Cross (1992, p.54) states "The teacher is the manager of the activity and must plan it, organize it, start it, monitor it, time it and conclude it." During group work activities the teacher stays mainly at the front of the class, making a rapid check on a group or two to see that all is well. The leader-secretaries report to the teacher's table with assignment or with queries. Corrections are made on the spot and any new instructions issued to the leader. The corrected copy and instructions are carried back to the group by the leader.

Thus, teachers have great role in creating a stimulating and motivating environment for enhancing learning of child.

The nature of this environment should be according to age, specific mode of children's learning. They should also stimulate them properly and cultivate needs for learning among them for fostering motivation within them. In such activities teachers' active intervention to the rehearsal is sought indeed.

2.1.3.2 General Strategies for Group Work

A teacher has to follow some strategies for the successful implementation of group work. Firstly, teacher should plan for each stages of group work along with the explanation. Secondly, teacher should elaborate in the class about how the group will operate and how student will be divided in different group. The task given to students should be appropriate so that they could get succeeded in it. After creating the group, teacher should create assignment that fit the student's ability and skill. The students should choose which groups they join, as far as possible, by giving first, second and third choices on slips which are kept confidential by the teacher. This is better than just arbitrarily allotting them to groups as it gives them the feeling that the group they are in is the group of their choice. Finally, assign group tasks that allow for a fair division of labour. According to Harmer (1998,pp.245-247) following elements to be considered while forming groups.

(i) Size of the Group

There is the fact that the smaller the group, the more likely each student will contribute to the discussion. The

size of the group is slightly problematic in conducting group work effectively, the group of five students is often granted as an ideal one. A group consisting more than seven students can be unmanageable where students get less chance to participate in the task.

(ii) Selection of Group Members

Selecting students always with same techniques may create problem and that seems as boring to the students. While selecting members in group there should be equal distribution of students in terms of number, level, interest, etc. While selecting the students, different techniques can be used. Some of them which are in practice are:

(a) Similar Ability Group Selection

This is the way of grouping students in accordance to their respective ability. That means one group consists of only bright students and the other group consists of weak or less bright students. Sometimes this technique of separating students is more advantageous in the sense that all the students are not necessarily compelled to work on the same material at the same time; rather they can all go at their own pace.

(b) Sociogram Group Selection

Here students are asked to make a list of the student in the class they would like to work with most. This technique helps the teacher to recognize the popular and unpopular

students in the class. But it is advisable not to use sociogram at the beginning of a course because they do not know each other closely at that time.

(c) Flexible Group Selection

This is the technique in which students start in set groups, and as an activity progresses the groups split up and reform; or they join together until the class is fully re-formed.

(d) Mixed-Ability Group Selection

Here, both weak and strong students are mixed together to form a group. Here, even the weak students will be benefited from the strong ones unless they are overpowered by the latter. The purpose of forming groups is to make all the students practice the same task. In this type of group, students help one another more because the kind of work they have to do involve co-operation and collaboration. For remedial teaching it is, however, reasonable to form separate groups of weak and strong students.

2.1.3.3Types of group work.

Classroom size, length of time, physical feature of the classroom, nature of group task determines the group. Harmer (2001) has given following types of groups.

(i) Small Ball Group/Pyramid

This method involves, progressive doubling, students' first work alone, then in pairs, then in fours and so on. In most

of the cases, after working in fours, students come together for a plenary session in which their conclusions or solutions are pooled. Provide a sequence of increasingly complex tasks so that students do not become bored with repeated discussion at multiple stages. For example, students record a few questions that relate to the class topic. In pairs, students try to answer on another's questions. Pairs join together to make fours and identify, depending on the topic, either unanswered questions or areas of controversy or relevant principles based on their previous discussion. Back in the large class groups, one representative from each group reports the group's conclusions.

(ii) Buzz Group

This group involves students engaging in short informal discussion, after in response to particular sentence starter or question. At a transitional moment in the class, students have turns to 1-3 neighbors to discuss any difficulties in understanding answer in prepared questions, define or give examples of key concepts or speculate on what will happen next in the class. The best discussions are these in which students make judgments regarding the relative merit, relevance, or usefulness of an aspect of the lecture. This method is very flexible: it is easy to implement in any size of class and in most classroom, even the most formally arranged lecture hall.

(iii) Fishbowl

The technique involves one group observing another group. The first group forms a circle and either discusses an issue or topic, does a role play or performs a brief drama. The second group forms a circle around an inner group depending on the inner groups task and context of the course, the outer group can look for themes, patterns, soundness of agreement, etc. in the inner group's discussion, analyze the inner group's function, as a group or simply watch and comment on the role play.

I will follow think Pair Share technique to teach my students for my study.

(iv) Think Pair Share

This strategy has 3 steps, first student think individually about a particular question or scenario. Then they group up to discuss and compare their ideas. Finally they are given the chance to share their ideas in a large class discussion. Think pair share forces all the students to attempt an initial response to the question, which they can then clarify and expand as they collaborate. It also gives them a chance to validate their ideas in a small group which may help shy students feel more confident and worth participating.

2.1.3.4 Advantages and Disadvantages of Group Work

Every technique has its benefits and loopholes. In the same way group work techniques has also few merits and demerits.

According to Harmer(2001) following are the advantages and disadvantages of groupwork.

Advantages:

- a. It increases the amount of speaking time any one student gets in the class.
- b. It promotes the independence.
- c. It allows teacher to help poor students while other are engaged in group.
- d. It promotes the cooperation among the students.
- e. It is relatively quick and easy to organize.

Disadvantages:

- a. Less chances of control.
- b. It seems noisy.
- c. There is the chance of misbehavior.
- d. Individuals may fall into group roles that become fossilizes. Some student remains passive.
- e. The actual choice of group partner can be problematic.

2.1.4 Communicative Competence

Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts .Communicative competence refers to a learner's ability to use language to communicate successfully. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. A central concept of the communicative approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate

in authentic (rather than simulated) social and school environment.

At present, language teaching in our context is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish goals.

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse and strategic. These four competence areas are also known as the components of communicative competence.

Discourse competence knows how to interpret the larger context and how to construct larger stretches of language so that the parts make up a coherent whole. It deals with how the words, phrases and sentences put together to create conversations, speeches, email messages, news papers and articles? Linguistic competence is concerned with how to use the grammar, syntax and vocabulary of a language. It deals with what words do I use? How do I put them into phrases and sentences? A strategic competence is concerned with how to recognize and repair communication breakdowns, how to work around gaps in one's language and how to learn more about the language in the context. Strategic competence deals with how do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb to use? Sociolinguistic competence knows how to use and respond to language appropriately in given setting, topic and the relationship

among people communicating. It deals with the words and phrases which fit this setting and this topic? How can I express a specific attitude when I need to? How do I know what attitude another person is expressing?

2.1.5 Communicative Functions

Communicative functions are acts which are used to achieve certain purpose among the people. According to Ur (2001, p.92), "A function is some kind of communicative act, it is the use of language to achieve a purpose, usually involving interaction between at least two people." Communicative function refers to the communicative goal for which a unit of a language is used in community to accomplish a certain purpose, for example; Greeting, requesting, asking for permission, etc. Similarly, Richards (1999, p. 148) put forward their views on communicative function of language as the purpose for which an utterance or unit of a language is used. In language teaching, language functions are often describes as categories of behaviors, For example, request, apologies, compliments, etc. Other scholars further elaborated the communicative functions as a thing having at least three facets: substance, form and function. Here function refers to the communicative goal to accomplish a certain purpose. Language serves the purpose of describing people or stating events. For example, request, command, order, advice, instruct, etc. These communicative functions of language are employed to accomplish certain goals with several functions.

2.1.6 Classification of the Communication Functions

Communicative functions of language are broadly classified into different types by various scholars and linguists. Linguists provide narrow to broad classification of communicative functions of language. Some of them are as follows:

Halliday (1973, as cited in Brown, 1994, p.232-233) presents the seven types of communicative function of language which are as follows:

- i. The Instrumental Function:** This function serves to manipulate the environment, to cause certain events to happen. It acts to bring about a particular condition. For example; "This court finds you guilty." "On your mark, get set, go!"
- ii. The Regulatory Function:** This function refers to the control of events. It seems to be similar with the instrumental function, but its less unpleasing than instrumental function. The regulation of encounters among people, approval, disapproval, behavior control setting, laws and rules come under regulatory function. For example, "Upon good behavior, you will be eligible for parole in five months."
- iii. The Representational Function:** It refers to the use of language to convey facts and knowledge, to report the factual reality and statement. For example, "The sun is hot." "The earth is round."
- iv. The Interactional Function:** It serves to maintain social rapport between and among people and to keep

channels of communication open. It requires knowledge of slang, jargon, jokes, successful international communication in social relationship.

- v. **The Personal Function:** It refers to the permission for a speaker to express feelings, emotions and personality reactions. Every person's individuality is usually characterized by his/her use of the personal function of communication where personal natures of language, cognition, affect and interact in ways that have not yet been explored.
- vi. **The Heuristic Function:** It refers to the involvement of language use to acquire knowledge to learn about the environment. It is usually in the form of question for inquiry purpose. It is used to elicit representations of reality from others.
- vii. **The Imaginative Function:** This function refers to the use of language for the sake of creation of imaginary ideas. Furthermore, it is the use of language to express the aesthetic pleasure through imagination to have sheer pleasure using language. For example, telling fairy tales, poetry, puns and tongue twisters. It sometimes goes beyond the real world to soar the heights of beauty of language itself to create impossible dreams too.

Corder (1973, P.44) classifies communicative functions in following five types:

- i. **Personal:** This function refers to the use of language towards speakers to reveal his/her attitude towards

their speaking. It is addressor focused function of language.

- ii. Directive:** It refers to the use of language towards hearer. It directs addressee to do something.
- iii. Referential:** This function is used for describing states or events.
- iv. Phatic:** It refers to established relations; promote feelings of goodwill and social solidarity. It is used for beginning, continuation and termination of attention of listeners.
- v. Metalinguistic:** This function refers to the use of code to describe language itself.
- vi. Imaginative:** When the focus is on expression of speaker's feeling and emotions then it is said to have imaginative function.

To make teaching and learning of communicative functions easy and systematic, different linguists tried to group similar communicative functions into different categories. Though there is variation, the classification seems to be more or less the same.

2.1.7 Teaching Communicative Functions

The communicative approach to language teaching is an approach which is mainly used to teach communicative functions. This approach in language teaching started from a theory of language as communication, since the objective of language teaching is to develop communicative competence. Richards and Rodger (2003) say:

We can distinguish strong and weak version of communicative language teaching. The weak version stresses the importance of providing learners with opportunities to use their English for communicative purposes and characteristically attempts to integrate such activities into wider program of language teaching. The strong version of communicative teaching, on the other hand, claims that language is acquired through communication so that it is not merely a question of achieving existing knowledge of language but of stimulating the development of language system itself. If the former could be described as learning to use English the later entails using English to learn it. (p.220)

So, to teach communicative functions, both strong and weak version of communicative language teaching should be applied in the classroom, which focuses on meaning aspect, contextualization, comprehensive pronunciation, regular conversation, role play, drill, fluency and acceptable language and intrinsic motivation.

2.1.8 Teaching Communicative Functions through Group Work

Group work technique is one of the modern techniques emerged in the field of language teaching. Different aspects and skills are taught through this technique and teaching communicative function is also an important aspect of language teaching.

In recent years, teaching and learning of communicative functions are given more importance, since the aim of language teaching is to make the students communicatively competent. Thus, teaching communicative functions at secondary level has been given more priority by using student-centered techniques.

Communicative function can be taught in different ways such as: whole class teaching, one to one teaching, group teaching, through pair work, by explanations, etc. However, group technique is one new and effective technique in teaching communicative function. It encourages students for active participation in learning. It is obvious that giving more explanation and definitions of communicative functions, presenting their exponents, making students to memorize the components is quite boring to the students as there is little chance of students' participation. Teaching communicative functions is an interactive activity and is more effective by using students centered techniques like; group work.

Ingroup work technique, students do works in group while learning communicative functions rather than memorizing the language exponents individually. They practice the exponents by engaging in groups. The teacher monitors them from distance. The teacher's role in this technique is to prepare the learners for works. Group work technique helps to create a context in natural way while teaching communicative functions. Communicative functions are best taught through creating situation or in natural context. Different activities can be done under group work techniques in the classroom such as: group work presentation, discussion, debate, etc. Thus, the researcher is interested to find out the usefulness of group work technique in teaching communicative functions.

2.2 Review of Empirical Literature

While making an attempt to find out previous studies on similar topics I came across a limited number of studies carried out on the learner-centered techniques of teaching under the department of English Education, T.U. Kirtipur. The proposal was primarily concern with the learner-centered technique of teaching. So, some of the research works carried out as a practical study on the learner-centered techniques of teaching are reviewed here

Regmi (2004) carried out a practical study on the "Effectiveness of Group Work Technique in Teaching English Tenses." The purpose of his study was to find out the effectiveness of group work technique in teaching English

tenses. He used random sampling procedure for his study. His study design was experimental. He has administrated per test and post test as a research tool. His study found that the students who were taught using group work progressed relatively better than the students who were taught using explanation for teaching English tense.

Rimal (2004) made a study on the "Effectiveness of Group Work on Learning Writing Skills in English of Grade IX Students". The objective of the study was to find out the effectiveness of group work on learning writing skill. He has administrated pre and post test to collect the data and his research design is experimental. The findings of the research showed the positive effect of group work on students learning. He did his study through judge mental non-random sampling procedure.

Poudel (2011) conducted a comparative study entitled "Effectiveness of Individual Work and Pair Work Techniques in Teaching Grammar." The main purpose of the study was to find out the effectiveness of individual work and pair work techniques in teaching grammar. He collected data by using test items. His research design was experimental where test items are the tools to collect the data. Adopting simple random sampling procedure, it was found that there was the obvious effect of pair work technique in teaching grammar.

Gautam (2011) carried out the research entitled "Effectiveness of Pair Work Technique in Teaching Grammar". His main objective was to find out the effectiveness of pair work technique in teaching grammar. He used an

experimental research design i.e. pre-test, post-test equivalent group design where random sampling process was the process of sampling. He used pretest and post test as data collection tools. He found that pair work was more effective than lecture technique to teach grammar and his findings showed the experimental group was able to make better progress than the controlled group.

Acharya (2013) conducted the study on "The Effectiveness of Group Work Technique in Teaching Reading Comprehension." Her main aim of the study was to find out the effectiveness of group work in teaching reading comprehension. She has adopted non-random judgmental sampling procedure for sampling process and experiential design was the study design. Where the result was learner centered teaching technique is more effective than the traditional ways of teaching. She has used pre and post test having different test items to collect the data.

Subedi (2015) carried out the research entitled "Effectiveness of Discussion Technique in Teaching Speaking." His main objective was to find out the effectiveness of discussion technique in developing speaking skill. He has used experimental research design where pre-test and post-test are the data collection tools and random sampling were the procedure to collect the data. He found out that discussion technique is more effective in developing students' speaking skill than other traditional teacher centered techniques. Experimental group did more progress in speaking than the controlled one.

Bhatt (2015) carried a research on "Effectiveness of Pair Work Techniques in Teaching Communicative Function." Her main objectives were to find out the effectiveness of pair work technique while teaching communication function in secondary level. She has implemented experimental research design for her study and random sampling were the process of sampling. Pre and post test were the tool to collect data and school was one of the community school of Kanchanpur district.

Khadka (2015) carried out the research entitled "Effectiveness of Group Work Technique in Teaching English Grammar." His main aim of study was to find out the effectiveness of group work in teaching comparative and superlative degree of adjective. Experimental research design was the study design where he has used random sampling process for sampling process. He has used both pre test and post test to collect data and the conclusion is made that the students were more active and learning is also meaningful.

2.3 Implications of the Review for the study.

Literature review helps to obtain the theoretical and practical knowledge from the previous researches. By review of theoretical and empirical literature, I got the significant ideas, information, and guidelines about communicative functions and group work technique. General concept of communicative function and group work has become clear by consulting different books, theses in the department and web searches. For conducting the research

work successfully the researcher can review from various resources like books, journals, magazines, articles, reports, websites, and Google.

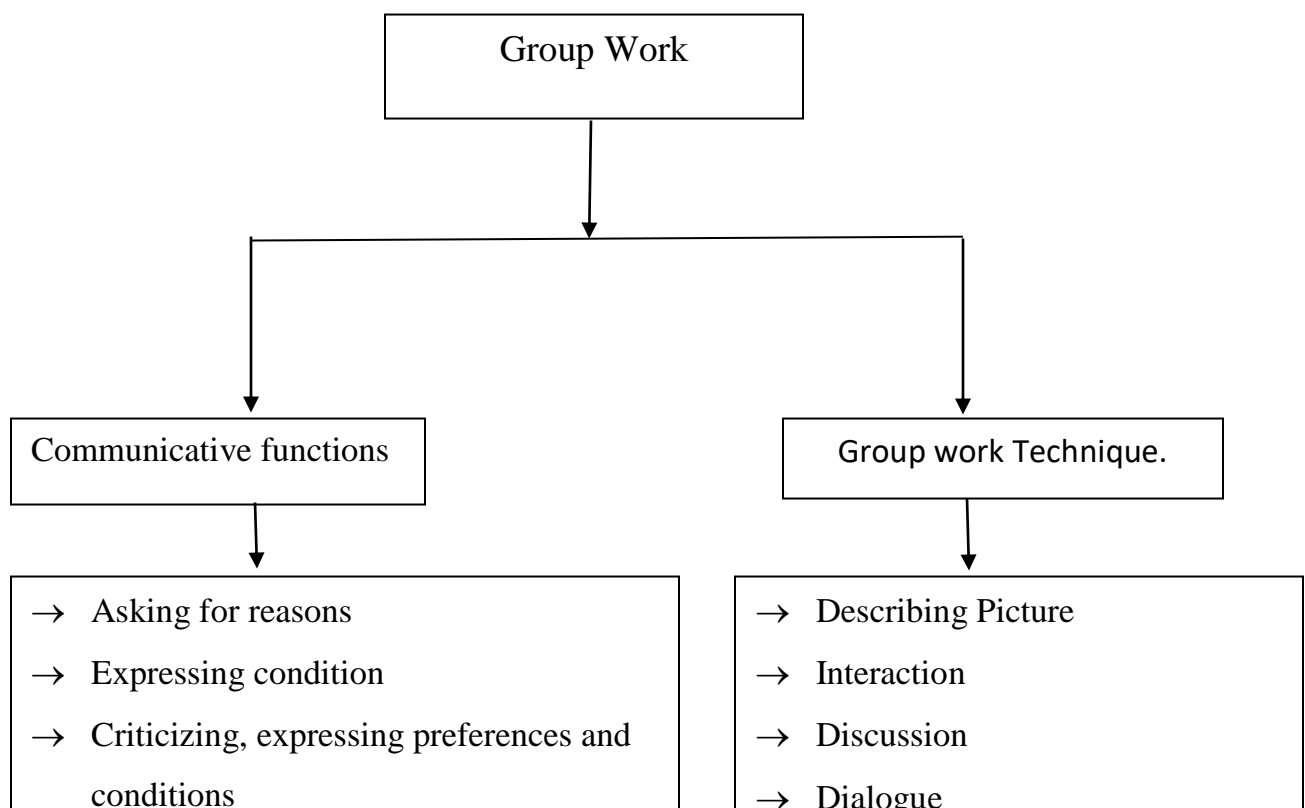
I consulted various books written by many scholars such as Cross (1992) ,Nunan (1998), Harmer (2001), Richards and Rodgers (2003), Kumar (2005), Ur (2005) andHedge (2009).They helped me to gain ideas regarding communicative competence, group work , types ,and its advantages and disadvantages, teaching communicative function, classification of the communicative function and so on.

I have reviewed Regmi (2011) work and have got the good idea of writing background of the study. Similarly, Poudel's (2011) "An effectiveness of individual and pair work technique in teaching grammar" andRimal (2004)'s work "Effectiveness of group work technique in learning writing" have given me the ideas of research questions and methodology. Gautam(2011)'s "Effectiveness of pair work technique in teaching grammar" helped me in forming objectives and research questions in experimental research. Likewise, Acharya(2013), Subedi (2015) and Bhatt (2015) provided me different techniques to implement group work techniques in classroom. Khadka (2015) has contributed in analyzing the data.

These studies are to some extent related to my study. After reviewing these works, I have got lots of ideas regarding the group work technique in teaching communicative function. In order to conduct those researches, they had used experimental research design and

I also have followed the same experimental research design. These all studies provided insights and information helped to explore the practical concepts. Finally, above mentioned researches played a significant role in making my research scientific, systematic, consistent and relevant.

2.4 Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

Methodology is the study of the methods and it deals with the philosophical assumptions of underlying the research process. It constitutes the theory and analysis of how research can be conducted. Methodology is the process to discover new facts and information about the particular subject matter. To achieve the objectives of this research, the following methodologies and procedures will be adopted.

3.1 Design and Methods of the Study

Research refers to the careful, systematic and patient investigation in any field of knowledge undertaken to establish facts and principle. Research is systematic way of generating new knowledge through the application of

scientific procedure. According to Burns (1994,p.2, as cited in Kumar 2005, p.7) ' research is the systematic investigation to find answer to the problem'.

Richardset.al(1992) define research as "the study of an event, problem or phenomenon using systematic and objective methods in order to understand it better and to develop principles and theories about it." Research consists of systematic observation, classification and interpretation of data. It is the process of describing a series of sequential steps, beginning with the identification of a research question or problem, than to a statement of a conceptual model, data collection and finally analysis and conclusion.

There are various research designs to investigate and to find out the answer of many problematic questions. Among them, an experimental research is of the research designs.

Experimental research design is a kind of research design which finds out the cause and effective relationship between variables. Experimental research method is a way to test hypothesis and verifying the existing the theory.

Experimental design is one kind of design for obtaining and treating data. Experimental method is a method in which one or more independent variables are manipulated and responses on one or more dependent variables are used. Experiment is an activity which intervene the natural situation and aims at finding out truth by verifying the existing truth.

Creswell(2012, p. 295) states:

You use an experiment when you want to establish possible cause and effect between your independent and dependent variables. This means that you attempt to control all variables that influence the outcome except for the independent variable. Then, when the independent variable influences the dependent variable, we can say the independent variable "caused" or "probably caused" the dependent variable. Because experiments are controlled, they are the best of the quantitative designs to use to establish probable cause and effect.

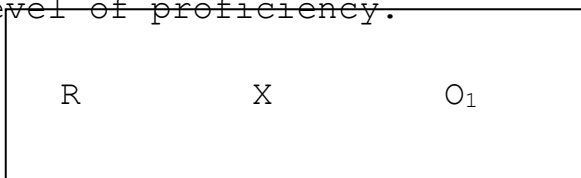
Experimental research is carried out in an artificial situation/controlled situation by manipulating situations to find out the magnitude of the cause and effect relationship between variables.

3.1.1 Designs of Experimental Research

With reference to Campbell and Stanley (1966), the major designs of experimental research are discussed below:

Design 1: The Post - test Only Equivalent - Groups Design

This design uses the post -test only. There is no any pre - test in this design. Both the groups must have similar level of proficiency.



R C O₂

Where,

R= Random sampling

S= Experimental Group

C= Controlled Group

O= Observation

Design 2: The Post - test Only Equivalent Research Design

This design is used to compare two treatments where the researcher introduces experimentation to both the groups. Not any pre-test is given in this research design.

R	X ₁	O ₁
R	X ₂	O ₂

Where,

R= Random sampling

X₁ = One type of experimental treatment.

X₂ = Second type of experimental treatment

O = Observation

Design 3: The Pre -test, Post - test Equivalent Groups Design

This design is similar to the first design (i.e. design 1). But the difference is that it has a pre - test. This design is also known as more scientific design of experimental

research. This is a classical or traditional design as well.

R	O ₁	X	O ₂
R	O ₃	C	O ₄

Where,

R= Random Sampling

O₁&O₃ = Pre- tests

O₂&O₄ = Post - tests

X = Experimental Group

C = Control Group

Design 4: The Solomon Four Group Design

Here, in this design, the subjects are divided into four groups. The researcher gives pre-test in two groups but in other groups pre-test is not given. Here the researcher tries to find out the effectiveness of pre-test.

R	O ₁	X	O ₂
R	O ₃	X	O ₄
R	-	C	O ₅
R	-	C	O ₆

Where,

R= Random Sampling

O₁&O₃ = Pre-tests

O₂, O₄, O₅&O₆ = Post-tests

X = Experimental

C = Controlled Group

Among the above mentioned designs of experimental research, I followed "Design 3: The pre-test, post-test Equivalent Groups Design" for my study.

3.1.2 Process of Experimental Research

The process of Experimental research refers to the way of carrying out an experimental research. According to Creswell(2012) following are the process of this design:

1. Framing the topic
2. Specifying the objectives
3. Formulating hypothesis
4. Expanding theoretical knowledge
5. Writing research proposal and preparing topics
6. Collecting required materials for experiment
7. Visiting the field
8. Establishing the rapport with the authority
9. Assigning subjects randomly into two groups
10. Giving pre-test
11. Checking answer sheet
12. Listing raw score
13. Calculating the mean of both groups
14. Finding out the differences between mean score of both group and their adjusting it

15. Starting the treatment/ experiment
16. Completing the experiment
17. Giving post-test
18. Checking answer sheet
19. Listing raw score
20. Calculating the mean of both the groups
21. Comparing the mean of both the groups in pre-test and post-test
22. If the finding is not very clear then the special statistical process called t-test is used.

In the following ways I will go to the field by making clear objectives. There I collect data and analyze the findings. Finally I will make conclusion by being based on the findings.

3.2 Population, Sample and Sampling Strategy

The population of my study was all secondary level students, studying in Rainbow International Higher Secondary School, Dallu/Chhauni, Kathmandu. Twenty four students of class ten were the sample of my study. I followed simple random sampling procedure.

3.3 Source of Data

I used both primary and secondary sources to collect data.

3.3.1 Primary Source of Data

Primary source of data were the students of class ten . The school's name was Rainbow International Higher Secondary School, Dallu/Chhauni, Kathmandu.

3.3.1 Secondary Source of Data

I consulted books, thesis, journals, articles, websites, magazines and materials available in the internet related to the present research. I basically consulted Richards (1999), Harmer (1998), Brown (1994) Kumar (2005), Cross (1992), Richards and Rodgers (2003), and others too.

3.4 Data Collection Tools and Techniques

The main tools for the data collection were the test items. They consisted of four different test items viz. multiple choice, matching, fill in the blanks, guided conversation which carried 50 marks.

3.5 Data Collection Procedures

In order to collect the required data, I followed the following procedures:

1. The test items were developed on the basis of grade ten English textbook to measure the communicative language proficiency of the students before and after teaching. Teaching methods and approaches were fixed before teaching the selected language functions/teaching items. The same test-items were used for both Pre-test and Post-test.

2. A good rapport with the students was established by visiting the school administration and a pre-test will be administered by using test items to determine the language proficiency of the students.
3. The students were divided into two groups: Controlled and Experimental on the basis of odd - even ranking of the individual.

The ranking procedure and group division were as follows:

Pre-test rank	Group 'A'	Group 'B'
1-12	odd	
even		
13-24	even	
odd		

4. The two groups of the students were taught side by side. Group 'B' (Experimental group) was taught communicative functions through group work technique and group 'A' (Controlled group) was taught through traditional methods, e.g. lecture method or explanation technique.
5. Each group was taught six days a week, one period a day and each period was last for forty five minutes. Each item was taught four weeks altogether.
6. After six days of teaching and twenty days of teaching, progressive test was administrated.
7. After 30 days, a post test was administered to both groups.

8. The scores of both groups were compared and tabulated.
9. At last, the obtained results/data were compared to determine the effectiveness of groupwork technique.

3.6 Data Analysis and Interpretation Procedures

The collected data were analyzed, interpreted and presented with the help of appropriate tools like, tables, figures and so on. Then average marks in the pre and post-tests of both the groups were shown in the table and the average difference between pre-test and post-test of the groups was presented in the tables.

3.7 Ethnical Considerations

While carry out research, the researcher should pay attention on different ethnical considerations, during my study I took consent with respondents and I maintained confidentiality regarding the information of respondents. Similarly, I did not use the data except for my study without permission of respondents and I did not make manipulation in collected data. In the same way, I did not do any harm to informants while collecting data and I analyzed data objectively. Finally, I have paid attention on accurate, accuracy, honesty, and truthfulness of data in my study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

Based on the collected data from the primary source, data were analyzed and interpretation was done in the following sub-headings.

4.1 Analysis of Data and Interpretation of the Results

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out the effectiveness of group work technique in teaching communicative functions. For the very purpose, I selected 24 students of grade 10 of Rainbow International Boarding School Dallu/Chhauni Kathmandu. This section comprises the comparative analysis and interpretation of the data obtained through test results by the students on the pre-test, progress tests viz. the first progress test, the second progress test, the third progress test and post-test. The collected data have been analyzed and interpreted under the following headings.

4.1.1 Holistic Analysis

Throughout the study controlled group was taught with the technique used conventionally and experimental group which was taught using group work activity.

For this analysis, total average marks of both groups in both tests were computed and tabulated in the following table:

Table 1

Holistic Analysis Between Controlled Group and Experimental Group

Group	Pre-test		Post-test		Difference	
	Av. Score	Percentage	Av. Score	Percentage	Score	Percentage
Controlled Group	32.5	65	39.33	78.66	6.83	13.66
Experimental Group	31.83	63.66	43.75	87.5	11.92	23.84

Above table shows that controlled group has the average score of 32.5 (65%) and 39.33 (78.66)% in the pre-test and

post-test respectively. This group has increased its average score by 6.83(13.66%). Similarly, experimental group has its average score of 31.83(63.66) in the pre-test and 43.75(87.5%) in the post-test. This group has made its increment in marks by 11.92(23.84%).

This shows that both groups have made improvement in the post-test than in the pre-test. Experimental group has made greater progress than controlled group in the holistic comparison. So, the difference between two groups is significant.

4.1.2 Pre-Test Scores

Before starting the experimental teaching, I administered a set of written test items (i.e. pre-test) to determine the students' initial proficiency in communicative competence. The test items consisted of multiple choice, matching, fill in the blanks and guided conversation.

After getting scores from the pre-test, I divided the students into two groups on the basis of odd even ranking process. Then I analyzed their scores separately. Accordingly, the scores are presented as follows:

Table 2

Individual Scores on Pre-test

Controlled Group

S.N.	FM	Scores	Percentage	No of Students	Percentage of Students
1	50	36	72	1	8.33
2	50	35	70	4	33.32
3	50	34	68	1	8.33
4	50	32	64	1	8.33
5	50	31	62	2	16.66
6	50	30	60	2	16.66
7	50	25	50	1	8.33

Average Score 32.5

Table 3

Individual Scores on Pre-test

Experimental Group

S.N.	FM	Scores	Percentage	No of Students	Percentage of

					Students
1	50	42	84	1	8.33
2	50	39	78	1	8.33
3	50	37	74	1	8.33
4	50	35	70	1	8.33
5	50	34	68	1	8.33
6	50	32	64	1	8.33
7	50	28	56	2	16.66
8	50	26	52	2	16.66
9	50	22	44	1	8.33

Average Score 31.83

The above table shows that 8.33 percent of the students in controlled group have scored 36 marks and 42 in experimental group out of 50 full marks. These are the highest score on the pre-test. The lowest score in controlled group is 25 and 22 in experimental group which is obtained by equal percent of students that is 8.33%. The average score is 32.5 in controlled group and 31.83 in experimental group. In both of the groups 50/50 percent of the students are above and below the average.

4.1.3 Post -Test Scores

After teaching the communicative functions for twenty eight days using group work technique, I administered a post-test. The post-test items were same as assigned in the pre-test. Individual scores on post-test are given below:

Table 4
Individual Scores on Post-test
Control Group

S.N.	FM	Scores	Percentage	No. of Students	Percentage of Students
1	50	44	88	2	16.66
2	50	42	84	2	16.66
3	50	40	80	1	8.33
4	50	39	78	2	16.66
5	50	38	76	2	16.66
6	50	36	72	1	8.33
7	50	35	70	2	16.66

Average Score 39.33

Table 5
Individual Scores on Post-test

Experimental Group

S.N.	FM	Scores	Percentage	No. of Students	Percentage of Students
1	50	48	96	2	16.66
2	50	45	90	3	24.99
3	50	43	86	3	24.99
4	50	42	84	2	16.66
5	50	41	82	1	8.33
6	50	40	80	1	8.33

Average Score 43.75.

The above table shows that 16.66% of the students in control group in post-test have obtained 44 marks out of 50 full marks. The lowest score is 35 which is obtained by 16.66% of the students. The difference between the highest score of control group in pre-test and post-test is 16%.

Similarly, the highest score of experimental group in post-test is 48 that is 96% of the full marks. It is obtained by 16.66% of the students. This score is greater by 4% than in pre-test. The lowest marks of this group in post-test is 40 which is also increased by 36% than in pre-test. In post-test the average score of control group is 39.33 whereas it

is 43.75 in experimental group which is greater by 4.42 than control group.

In comparison to the pre-test and the scores of both of the groups in post-test show the significant progress. However, the progress of experimental group is far better than that of control group.

4.2 Function Based Comparison

It is clear that the function based comparison is one of the most important comparisons in this research. The research was based on different fourteen English language functions which were used while collecting the required data for the research. The item-wise analysis is presented below:

4.2.1 Giving/Withdraw Permission

We ask for permission when we want to do something and it is accepted or rejected according to the situation. For this research, three items having seven marks were chosen for both pre and post- tests.

Table 6

Results in Giving/Withdraw Permission

Group	Pre-test		Post- test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
Controlled Group	4.55	65	5	71.42	0.45	6.42
Experimental Group	4.06	58	6.25	89.28	1.94	31.28

The above table shows that controlled group has average score of 4.55 or 65% in the pre-test and 5 of 71.42% in the

post-test. On the other hand, experimental group has average score 4.06 or 58% in the pre-test and 6.25 or 89.28 in the post test. It shows that the experimental group has increased it's marks by 31.28%.

From the scores above mentioned, it is crystal clear that the increase in the marks of experimental group is better than the very controlled group. It symbolizes that group 'B' made better progress than group 'A' at the communicative function of giving/withdraw permission.

4.2.2 Requesting

The term requesting refers to asking somebody to do something in a polite and formal way. Three items carrying three marks were selected for pre and post- tests.

Table 7 Results in Requesting

Group	Pre-test		Post- test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
Controlled Group	1.95	65	2.7	90	0.75	25
Experimental Group	1.83	61	2.69	89	0.86	28

According to the above mentioned table, it is vivid clear that controlled group has the average score of 1.95 r 65% in the pre test whilst 2.7 or 90% in the post test. On the other hand, experimental group has the average score of 1.83 or 61% in the pre -test but 2.69 or 89% in the post-test. It shows that the controlled group has increased its average marks by 25% and group has increased its average by 28%.

From this data, it can be said that the increase in the marks of group 'B' is better than the controlled group. So,

experimental group has made better progress than controlled group at the very communicative function of requesting.

4.2.3 Describing Events or Situation

Describing events or situation means to say the condition of any event or situation. For this study, two items carrying three marks were selected for the pre and post-test.

Table 8
Results in Describing Events or Situation

Group	Pre-test		Post- test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
Controlled Group	1.5	50	3	100	1.5	50
Experimental Group	1.84	61.37	2.6	86.66	0.76	25.29

From the table 6, it can be said that the controlled group has the average score of 1.5 or 50% in the pre-test and 3 or 100% in the post-test i.e. the group has increased its marks by 1.5 of the total. But, the experimental group has the average score of 1.84 or 61.37 % and 2.6 or 86.66 % in the post- test. It clearly shows that this group has increased its marks by 25.29%.

So, it can be said that increase in the marks of controlled group is better than the experimental group which indicates that the controlled group has made better progress than experimental group at the communicative function for describing events or situation.

4.2.4 Persuading

Persuading is used when we made someone accept our proposal. Two items carrying two marks were selected for pre and post-tests for this research.

Table 9
Results in Persuading

Group	Pre-test		Post- test		Difference	
	Avera ge	Percenta ge	Avera ge	Percenta ge	Avera ge	Percenta ge
Controlle d Group	1.32	66	1.38	69	0.06	3
Experimen tal Group	1.43	71.5	1.86	93.21	0.43	21.71

The aforementioned table shows that controlled group has the average score of 1.32 or 66% in the pre-test and 1.38 or 69% in the post test. It indicates that this group has increased the average marks by 3%. On the contrary, experimental group has the average score by 1.43 or 71.5 in pre test and 1.86 or 93.21 in pos test. This group has increased its average marks by 21.71%.

From the above mentioned discussion, it is vivid that the increase in the marks of experimental group is better than the controlled group which shows that experimental group is better progressed at the communicative function of persuading.

4.2.5 Expressing Certainty

The communicative function expressing certainty is used to show the conformity about any action or event. Only one item having same mark was selected for the study.

Table 10
Results Expressing Certainty

Group	Pre-test		Post- test		Difference	
	Avera ge	Percenta ge	Avera ge	Percenta ge	Avera ge	Percenta ge
Controlle d Group	0.8	80	1	100	0.2	20

Experimental Group	0.6	60	1	100	0.4	40
--------------------	-----	----	---	-----	-----	----

The table indicates that controlled group has the average score of 0.8 or 80% in the pre-test whilst 1 or 100% in the post-test. This group has increased its marks by average 20%. Whereas experimental group has the average score of 0.6 or 60% and average score 1 or 100% in the pre and post-tests respectively. This group has increased its average marks by 40%.

From the scores seen in table 8, it is summed up that the increase in the marks of experimental group is better than controlled group. It shows that experimental group has done well progress at the communicative function of expressing certainty.

4.2.6 Congratulating

We congratulate the people to add energy in their success and make them happy. In this study five items carrying six marks were selected for the pre and post-test.

Table 11
Results in Congratulating

Group	Pre-test		Post-test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
Controlled Group	4.5	75	5	83.33	0.5	8.33
Experimental Group	2.44	40.66	4.30	71.66	1.86	31

The above table shows controlled group has average score of 4.5 or 75% in the pre-test and 5 or 83.33% in the post-test. On the other hand, experimental group has average score 2.44 or 40.66% in the pre-test and 4.30 or 71.66% in

the post test. It shows that the experimental group has increased its marks by average 31%.

From the above mentioned scores, it is crystal clear that the increase in the marks of experimental group is better than the very controlled group. It symbolizes that experimental group made better progress than controlled group at the communicative function of congratulating.

4.2.7 Comparison

Comparison is done when we find two or more things, events, places different. In this research three items having six marks were chosen for the pre and post- tests.

Table 12
Results in Comparison

Group	Pre-test		Post- test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
Controlled Group	3.48	58	4.9	81.66	1.42	23.66
Experimental Group	3.49	58.3	4.91	81.83	1.42	23.53

The table indicates that controlled group has the average score of 3.48 or 58% in the pre-test whilst 4.9 or 81.66% in the post-test. This group has increased its marks by average 23.66%. Whereas experimental group has the average score of 3.49 or 58.3% and average score 4.91 or 81.83% in the pre and post-tests respectively. This group has increased its average marks by 23.53%.

From the scores seen in table 12, it is summed up that the increase in the marks of experimental group is better than controlled group. It shows that experimental group has done well progress at the communicative function of comparison.

4.2.8 Greeting

Greeting shows the level civilization and the culture. We express greeting to show respect and manner. One item having same marks is chosen for pre and post-tests in this study.

Table 13
Results in Greeting

Group	Pre-test		Post- test		Difference	
	Avera ge	Percenta ge	Avera ge	Percenta ge	Avera ge	Percenta ge
Controlle d Group	1	100	1	100	0	0
Experimen tal Group	1	100	1	100	0	0

The aforementioned table shows that controlled group has the average score of 1 or 100% in the pre-test and 100 or 100% in the post test. Likewise, experimental group has the average score by 1 or 100 in pre test and 1 or 100 in pos test. It indicates that both groups have constant scores.

4.2.9 Giving Instruction

Instructions are the detail information about how to do something. Two questions having five marks items are selected for pre and post-test in this research.

Table 14
Results in Giving Instruction

Group	Pre-test		Post- test		Difference	
	Avera ge	Percenta ge	Avera ge	Percenta ge	Avera ge	Percenta ge
Controlle d Group	2.95	59	3.5	70	0.55	11
Experimen tal Group	3.31	66.25	3.73	74.6	0.42	8.35

The table indicates that controlled group has the average score of 2.95 or 59% in the pre-test whilst 3.5 or 70 % in the post-test. This group has increased its marks by average 11%. Whereas experimental group has the average score of 3.31 or 66.25% and average score 3.73 or 74.6% in the pre and post-tests respectively. This group has increased its average marks by 8.35%.

From the scores seen in table 14, it is summed up that the increase in the marks of experimental group is better than controlled group. It shows that experimental group has done well progress at the communicative function of giving instruction.

4.2.10 Commanding

Commands are the expressing to order somebody to do according to the speakers wish. In this study two items having three marks are selected for pre and post- test.

Table 15
Results in Commanding

Group	Pre-test		Post- test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
Controlled Group	1.89	63	2.1	70	0.21	7
Experimental Group	2.37	79.13	2.7	90	0.33	10.87

The aforementioned table shows that controlled group has the average score of 1.89 or 63% in the pre-test and 2.1 or 70% in the post test. It indicates that this group has increased the average marks by 7%. on the contrary, experimental group has the average score by 2.37 or 79.13 in pre test and 2.7 or 90% in pos test. This group has increased its average marks by 10.87%.

From the above mentioned discussion, it is vivid that the increase in the marks of experimental group is better than controlled group which shows that experimental group is better progressed at the communicative function of commanding.

4.2.11 Showing Concern

When we also want to show the interest we express certain expression that is showing concern. In this study two items having three marks are selected for pre and post- test.

Table 16
Results in Showing Concern

Group	Pre-test		Post- test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
Controlled Group	1.86	62	1.89	63	0.03	1
Experimental Group	2.02	67.34	2.52	84.2	0.5	16.86

The above table shows that controlled group has average score of 1.86 or 62% in the pre-test and 1.89 of 63% in the post-test. On the other hand, experimental group has average score 2.02 or 67.34% in the pre-test and 2.52 or

84.2% in the post test. It shows that the experimental group has increased its marks by average 16.86%.

From the above mentioned scores, it is crystal clear that the increase in the marks of experimental group is better than the very controlled group. It symbolizes that experimental group made better progress than controlled group at the communicative function of showing concern.

4.2.12 Making Plans

Plans are the expression for the future. In this study two items having five marks are chosen for pre-test and post-test.

Table 17
Results in Making Plans

Group	Pre-test		Post- test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
Controlled Group	3	60	3.96	79.2	0.96	19.2
Experimental Group	3.2	64	4.56	91.3	1.36	27.3

The table indicates that controlled group has the average score of 3 or 60% in the pre-test whilst 3.96 or 79.2 % in the post-test. This group has increased its marks by average 19.2%. Whereas, experimental group has the average score of 3.2 or 64% and average score 4.56 or 91.3% in the pre and post-tests respectively. This group has increased its average marks by 27.3%.

From the scores seen in table, it is summed up that the increase in the marks of experimental group is better than controlled group. It shows that experimental group has done well progress at the communicative function of making plans.

4.2.13 Suggesting

A type of communicative function which is used for giving proper ideas for betterment in bad situation is called suggesting. In this study only one question having four marks is selected for pre and post- test.

Table 18
Results in Suggesting

Group	Pre-test		Post- test		Difference	
	Average	Percentage	Average	Percentage	Average	Percentage
Controlled Group	2.8	70	2.9	72.5	0.1	2.5
Experimental Group	3.24	81.2	3.48	87.3	0.24	6.1

According to the above mentioned table, it is vivid clear that controlled group has the average score of 2.8 or 70% in the pre test whilst 2.9 or 72.5 % in the post test. On the other hand, experimental group has the average score of 3.24 or 81.2% in the pre -test but 3.45 or 87.3% in the post- test. It shows that the controlled group has increased its average marks by 2.5% and group has increased its average marks by 6.1%.

From this data, it can be said that the increase in the marks of experimental group is better than the controlled group. So, experimental group has made better progress than controlled group at the very communicative function of suggesting.

4.2.14 Asking for Reason

When someone want to know the answer of why he/she uses certain expression that is called asking for reason. In this study only question having same mark is selected for pre and post-test.

Table 19

Results in Asking

for Reason

Group	Pre-test		Post- test		Difference	
	Avera ge	Percenta ge	Avera ge	Percenta ge	Avera ge	Percenta ge
Controlle d Group	0.9	90	1	100	0.1	10
Experimen tal Group	1	100	1	100	0	0

The aforementioned table shows that controlled group has the average score of 0.9 or 90% in the pre-test and 1 or 100% in the post test. It indicates that this group has increased the average marks by 10%. On the contrary, experimental group has the average score by 1 or 100% in pre test and 1 or 100% in pos test. This group has constant average.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

This research has made an effort to find out the effectiveness of group work technique in teaching communicative function in secondary level students. The research was conducted in Rainbow International Boarding secondary School Dallu / Chhauni, Kathmandu. The selected students were divided into two groups; experimental and control group. By analyzing and interpreting the collected data during 28 days teaching, I have come to some findings which are as follows:

- The use of group work technique is effective in teaching communicative function.
- The use of group work technique is effective in teaching requesting permission, expressing certainty, congratulating, greeting, commanding showing concern making plan, suggesting, asking for reason. But it seems less effective in teaching describing events, comparison, giving instruction and asking for reason.
- Teaching results in giving/withdraw permission, congratulating, and commanding using group work technique was better than other communicative functions. The increment of marks of giving/withdraw

permission and congratulating was average 31.28% and 31% respectively.

- Both experimental and controlled group has done progress but comparatively experimental group has done greater progress.
- In terms of holistic comparison experimental group has less average score (31.83 or 63.66%) than controlled group (32.5 or 65) but slowly and gradually experimental group has increased its average score by 11.92 (23.84%). Whereas controlled group has increased its score only by 6.83 (13.66%). o from this it is claimed that group technique is appropriate and effective than the other conventional techniques: lecture, dictation, etc.

5.2 Conclusion

Teaching and learning of language consists of its function. Mastery over communicative function is vital for successful learning of language. There are several ways of teaching learning of communicative function. There are different techniques of teaching communicative functions. Researcher has selected 14 communicative function of secondary level (i.e. grade ten). In his 28 days teaching communicative function using group work technique in grade ten students were divided in two groups. Experimental group was taught through group work whereas control group was taught through other conventional techniques: lecture, dictation, etc. While comparing score of pre-test and post-test, it was found, experimental group obtained higher score than

control group in the post test. So, the use of group work technique is effective for teaching communicative function.

5.3 Recommendations

The following recommendations have been made on the basis of the findings of the study. The major recommendations at different level have been presented as follows:

5.2.1 Policy Related

The policy related recommendation of this study is as follows:

- This research shows that experimental group performed relatively better language function. So, text book writers, methodologists and syllabus designers are advised to give emphasis on group work technique in course of study.

5.2.2 Practice Related

The practice related recommendations of this study are as follows:

- The instructors and teachers of language should provide and encourage for group work technique the language learners in language classroom.
- The learners should be involved in group work technique to teach communicative functions in language class.

- Teachers are to be given proper training for appropriate use of group work techniques.
- Various activities under group work like discussion, dramatization conversation should be practiced in the classroom.
- To enhance the competence over communicative function group work techniques should be used effectively.

5.2.3 Further Research Related

This study is experimental study. It was only limited to the 24 students of grade ten of Rainbow International Boarding School Dallu/Chhauni , Kathmandu. Therefore, I don't claim that it is complete in itself. As it is an experimental study it could not cover in the greater number of population. So, further research can be carried out in this area. I have tried to mention some suggestion and related area for the further research.

- Similar study can be conducted in other grades: eight and nine.
- Researcher can carry similar types of research in other part of the country.
- A study can be teaching communicative function through other technique like pair work and peer work.
- Similar type's researches can be done by using other research designs like survey and action.
- The effect of group work technique in other language skill/ aspects can be studied.

References

- Acharya, B.(2013). *The effectiveness of group work technique in teaching reading comprehension*. An unpublished M.Ed. thesis, TU.Kirtipur.
- Billows, F. L. (1961). *The techniques of language teaching*. London: Longman.
- Bhatt, J.K. (2015). *The effectiveness of pair work technique in teaching communicative function*. An unpublished M.Ed. thesis, TU.Kirtipur.
- Brown, J. D. (1994). *Principles of language learning and teaching*. New Jersey: Prentice Hall regents.
- Campbell, G.R. & Stanley, J.C. (1966). *Experimental and quasi- experimental designs for Research*. USA: John Hopkins University Press.
- Christie, A. (2005). Constructivism and its implications for educators. <http://alicechristie.com/edtech/learning/constructivism/index.htm>
- Creswell, J.W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Pearson: New York
- Cross, D. (1992). *A practical handbook of language teaching*. London: Prentice Hall.
- Crystal, D. (2003). *A dictionary of linguistics*. London : Blackwell publishing.
- Gautam, S. (2011). *Effectiveness of pair work technique in teaching grammar*. An unpublished M.Ed. thesis TU, Kirtipur.
- Harmer, J. (1998). *The practice of English language teaching*. London : Pearson Langman
- Harmer, J. (2001). *The practice of English language teaching*. London : Pearson Langman.
- Hedge, T. (2009). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hein, G.E. (2009). *Constructivist learning theory*. Hein Lesley College. Massachusetts USA
- Khadka, H. (2015). *Effectiveness of group work technique in teaching English grammar*. An unpublished M.Ed. thesis, TU, Kirtipur.

- Kumar, R. (2005). *Research Methodology: A step by step guide for beginners (2nd edition)*. India: Dorling Kindersley.
- Kumar, R. (2006). *Research methodology*. Delhi: Pearson Education.
- Nunan, D. (1998). *Language teaching methodology*. New York: Prentice Hall.
- Poudel, M. (2011). *Effectiveness of individual work and pair work techniques in teaching grammar*. An unpublished M.Ed. thesis, T.U., Kirtipur.
- Richards, J.C., Platt, J, & Platt, H. (1992). *Dictionary of language teaching and applied linguistics*. London: Langman.
- Richards, J.C. & Rodgers, T.S. (2003). *Approaches and methods in language teaching*. Cambridge : CUP.
- Richards, J.C. (1999). *Dictionary of language teaching and applied linguistics*. London: Longman.
- Regmi, C.R. (2004). *A Study on the effectiveness of group work technique in the teaching English tenses*. An unpublished M.Ed. thesis. T.U.
- Rimal, L.N. (2004). *A study on the effectiveness of group work on learning writing skills in English: a case of grade IX*. An unpublished M.Ed. thesis. T.U.
- Subedi, D.R. (2015). *Effectiveness of discussion technique in teaching speaking skill*. An Unpublished M.Ed. thesis, TU. Kirtipur.
- Ur, p (2001). *A Course in language teaching: Practice and theory*. Cambridge: CUP.

Appendix I

Test Items

Name of the student.....

Full marks: 50

1). Match the following communicative functions in 'A' and expressions in 'B'.

(10x1=10)

A	B
Giving Permission	I wonder If you pass that glass of water.
Rejecting Permission	Congratulation on your grand success.
Asking for permission	Yes, certainly you can.
Requesting	I am afraid I can let you.....
Describing event/situation.	Do you mind if I use your cell phone?
Persuading	The city in the first picture is clean but when the population growth the city become polluted.
Expressing certainty	Hello! Good morning.
Congratulating	If I were you I would finish this work within few minute.
Comparison	That party will be a success. I am sure
Greeting	I used to play marbles but now I play videogames.

1. Tick the best answer. (10X1=10)

A) "Put the water in pot first. Then mix a piece of ice and sugar with a spoon of fruit powder."

This is the expression of

a) Directing

b) Instructing

c) Persuading

d) Urging

B) The expression "We are going to boat in Pokhara this weekend", is the language exponent of:

- a) Suggestion
- b) Making plans
- c) Giving instructions
- d) Making request

C) ' I used to ask my mother too buy an ice-cream for me when I was in class four, but now I ask him to buy watch and copies'. The expression functions as:

- a) Describe past event.
- b) Showing interest
- c) Expressing love
- d) Comparison

D) The expression "complete your task first ", is the language exponent of:

- a) Suggestion
- b) command
- c) Giving instructions
- d) Making request

E) Two friends are talking in the bus stop with news paper is in their hand:

F1: Do you know! Today, PM is giving speech in parliament.

F2 : Yes, but I am not interested in political speeches.

Here, The F2's response is an example of: a) Showing less concern

b) Giving information

- c) Requesting
- d) Giving instruction

F) Two girls are talking on the telephone.

First girl says "Well done for your success". Here it is

- a) Advising
- b) Thanking
- c) Congratulating
- d) Suggesting

G) Here is a piece of conversation between Rasmi and her mother.

Rasmi: Mom, can we take photographs in Pashupati premises?

Mom: Yes you can but

Which of the following completes the above?

- a) you should switch on the camera.
- b) You can't take of statue inside.
- c) I will do anything you want me to.
- d) God will be angry.

H) Which of the following expression function as ' asking for reasons?

- a) When did she slap a boy?
- b) Why did she slap a boy?
- c) Where did they fight? .
- d) How they start fighting?

I) Which of the following responses go with the expression ' let me congratulate you'.

- a) Thank you
- b) That's very kind of you
- c) There is nothing that can be done about it
- d) You are welcome

J) In the following conversation old man talks to a young boy at Sundhara.

A: Excuse me; I have to go to a QFX Cinemas ,

B: Of course, go straight until you get the Civil Mall and there it is in fifth floor.

Which of the following expression completes the above?

- a) Would you mind telling me the way of it?
- b) Where is QFX Cinemas?
- c) Tell me the way to QFX Cinemas.
- d) QFX cinemas please.

3. Fill in the blank spaces with correct expressions: (5*2=10)

a) A tourist and a boy are talking:

T: Excuse me. Can I have cigarette here.

B: Umm. Sorry you can't. This is public place. Here it is prohibited

T:

B: You can have there, (pointing) is authorized restaurant.

T: Thank you.

b) Two friends are talking about their interest.

F1 : Hi, how are you?

F2: I am good and you?

F1: I am good too. Do you like cold drinks? I prefer it too much.

F2:

F1: Our interests match.

c) Silu and Nanda are talking math subject.

Nanda: Silu, How can I improve math?

Silu : Why don't you join tuition class?

Nanda : I did it already but didn't work.

Silu: If so,

Nanda: That's good idea. Thank you.

Silu: Keep on practicing. Welcome.

d) Brother is telling about the zoo visit to his sister.

B: Sister, I have enjoyed a lot in zoo/

S: What did you see there?

B: I saw many animals, birds but monkey and ostrich interesting.

S: What was monkey doing that made interesting?

B: It was.....

S: And ostrich?

B:.....

S: How funny!

e) Two friends are talking about shopping.

A: Excuse me, where can I buy T-shirt?

B:

A: I wonder if you could tell me how I can get there.

B: Go straight up this road

A: Thank you.

4. Make conversation in the following situations. (5X4=20)

a) Write a conversation between you and your mom to say your plans on school excursion which is in next week.

A:

B:

A:

B:

A:

B:

b) You went Dipayal to fill the form of Public Service Commission. You have short of photos and you don't know where photo studio is. Now make conversation between you and stranger.

A:

B:

A:

B:

A:

B:

c) Suppose your best Friend is very poor in English, make a conversation between you and your friend by giving appropriate suggestions.

A:

B:

A:

B:

A:

B:

d- Suppose you are at your friend's birthday party. Your friend is asking you to stay there. You have to ask to your parents for permission. Have a conversation between you and your parents.

A:

B:

A:

B:

A:

B:

e) Your friend has recently arrived home from abroad study. He found many changes in village. Now make short conversations between you and your friend comparing past and present scenario of the village.

A:

B:

A:

B:

A:

B:

Appendix II

Marking Schema for Guided Writing

Marks	Criteria
4 (This is the highest rating)	<ul style="list-style-type: none">• Good starting.• Appropriate use of communicative exponents and responses.• Proper way of concluding the conversation.
3	<ul style="list-style-type: none">• Good starting.• Appropriate use of communicative exponents and responses.• Lack of appropriate of concluding the conversation.
2	<ul style="list-style-type: none">• Not suitable starting or ending but the exponents are contextual.
1	<ul style="list-style-type: none">• Mismatch / lack between exponents and responses.
0 This is the lowest rating)	<ul style="list-style-type: none">• Neither of the parts of the conversation are appropriate.

Appendix III

Lesson Plan No: 1 Controlled Group

Part: One - Class Profile

Class size: 12

Class: 10

Time: 40 minutes Teaching Item: Congratulation

Subject: Our English

Date:

Part: Two

Specific Objectives: Students are expected to:

1. express congratulation on particular situation
2. have situational conversations.

Teaching Learning Materials: Daily used materials, chart

Teaching Learning Activities:

- Teacher will write the topic and explain about it.
- Teacher will write exponents of expressing congratulations.
- Teacher will ask a student to read aloud.
- Teacher will ask students to learn all the exponents.
- Teacher will make a model dialogue and ask the students to make some dialogues and help them in their difficulties.

Evaluation: If you were in the following situation, what would you do?

- Your father has got promotion.
- Your best friend won the match, etc.

Homework: Write a congratulation letter to your uncle who have just win chess match.

Lesson Plan No: 1Experimental Group

Part: One - Class Profile

Class size: 12

Class : 10

Time: 40 minutes Teaching Item: Congratulation

Subject: Our English

Date:

Part: Two

Specific Objectives: Students are expected to:

3. express congratulation on particular situation
4. having situational conversations.

Teaching Learning Materials: Daily used materials, exponent chart, modal dialogue.

Teaching Learning Activities:

- Teacher will show model dialogues as following and ask the students to tell the particular communicative function about which they are going to discuss.

Hari: Hello Jitu, you are looking happy today. What is the reason?

Jitu: Hi!Hari, nothing much- I just came from poem competition where I got second position.

Hari: Oh, congratulations.

Jitu: Thank you.

- Teacher will show the chart paper where following exponents of congratulations will be written.
 - Congratulations
 - Let me congratulate
 - Congratulations on your grand success
 - This is what I expect from you

- Well done
- I would like to congratulate you
- Congratulations go to...
- Teacher will present model conversation on a particular situation as:

Santosh has arrived to principal after winning under school district level chess competition.

Santosh: Good morning Sir.

Principal: Good morning Santosh. Let me congratulate you. This is what I expect from you.

Santosh: Thank You sir. Thank you so much for your support.

Principal: Well come. Keep it up.

- Teacher will divide students into different groups, give separate situations to each group and ask them to have conversation.

Evaluation: If you were in the following situation, what would you do?

- Your father has got promotion.
- Your best friend won the match, etc.

Homework: Write a congratulation letter to your uncle who has just won chess match.

Lesson Plan No: 2 Controlled Group

Part: One - Class Profile

Class size: 12

Class: 10

Time: 40 minutes Teaching Item: Asking for Permission

Subject: Our English

Date:

Part: Two

Specific Objectives: Students are expected to:

1. ask for permission.
2. act out situational conversation.

Part Three: Teaching Materials:

- Daily used materials

Part: Four Teaching Learning Activities

- Teacher will write topic and exponents of asking for permission on the board.
- Teacher will explain when we get permission and what might be the responses.
- Teacher will present model conversation.
- Now students will play different role given by teacher and take help of exponents written in the board.
- Teacher will change the students to perform in different situations.
- Finally teacher will wrap of class giving more example of getting permission.

Evaluation: Teacher will ask 5 -5 exponents of getting permission.

Home work: You are at your friend house. He is in-forcing you to stay there. You know you are not allowed to stay out without permission. Now make a telephonic conversation with your parents.

Lesson Plan No: 2 Experimental Group

Part: One - Class Profile

Class size: 12

Class: 10

Time: 40 minutes Teaching Item: Asking for Permission

Subject: Our English

Date:

Part: Two

Specific Objectives: Students are expected to:

3. ask for permission.
4. act out situational conversation.

Part Three: Teaching Materials:

- Daily used materials
- Big chart of exponents

Part: Four Teaching Learning Activities

- Teacher will call a student in front of the class and ask him if you want to go out, what you will say. Student will reply.
- Than teacher will show chart where will be following polite ways of asking for permission.
 - May I.....
 - Is it ok.....
 - Would you mind.....
 - Is it all right.....
 - Would it be possible
 - Can I
- Now students will make group and play different role given by teacher and take help of exponents written in the board.
- Teacher will change the students of groups to perform in different situations.
- Finally teacher will wrap of class giving more example of getting permission.

Evaluation: Teacher will ask 5 -5 exponents of getting permission.

Home work: You are at your friend house. He is in-forcing you to stay there. You know you are not allowed to stay out without permission. Now make a telephonic conversation with your parents.

Lesson Plan No: 3 Controlled Group

Part: One - Class Profile

Class size: 12

Class : 10

Time: 40 minutes Teaching Item: Giving and withholding

permission

Subject: Our English

Date:

Part: Two

Specific Objectives: Students are expected to:

1. reject of accept permission politely.
2. giving permission
3. act out situational conversation.

Part Three: Teaching Materials:

- Daily used materials

Part: Four Teaching Learning Activities

- Teacher will write the topic in the board and ask student to guess the exponents.
- Students will guess and teacher will list out them in the board.
- Now teacher will make the list of exponents of proper way of giving and rejecting permission. .
- Students will make the list of ways to giving and withholding permission.
- Teacher will give different situation where one should ask for permission and another will give of withhold permission.
- Students will perform and ask if they have confusion.
- Teacher will conclude with answer to student's questions.

Evaluation: Teacher will ask to reply in the following situation.

Home work: You are at your friend house. He is in-forcing you to stay there. You know you are not allowed to stay out without permission. Now make a telephonic conversation with your parents.

Lesson Plan No: 3 Experimental Group

Part: One - Class Profile

Class size: 12

Class : 10

Time: 40 minutes Teaching Item: Giving and withholding

permission

Subject: Our English

Date:

Part: Two

Specific Objectives: Students are expected to:

1. reject of accept permission politely.
2. giving permission
3. act out situational conversation

Part Three: Teaching Materials:

- Daily used materials
- Big chart of exponents

Part: Four Teaching Learning Activities

- Teacher will write following exponents of withholding permission and ask students to find out the ways to reject the permission.
 - I am afraid.
 - I can't possible
 - You canbut you mustn't
 - Don't let them...
 - Sorry
 - Sorry I am afraid.... you cant
 - I can't let you .
- Students will make the list of ways to withholding permission.
- Teacher will now ask student to make groupand discuss these exponents situationally.

- Again teacher will write following exponents and ask students to list out the ways to accept permission. Student will make list from board.
 - Of course.
 - Yes , certainly
 - By all means.
 - Yes \, That's fine.
 - That's all right.
 - Sure.
 - Hats ok.
 - That's fine
 - Let
- Teacher will give different situation where one should ask for permission and another will give or withhold permission.
- Students will perform and ask if they have confusion.
- Teacher will conclude with answer to student's questions.

Evaluation: Teacher will ask to reply in the following situation.

Home work: You are at your friend house. He is in-forcing you to stay there. You know you are not allowed to stay out without permission. Now make a telephonic conversation with your parents.

Lesson Plan No:4 Controlled Group

Part: One - Class Profile

Class size: 12

Class: 10

Time: 40 minutes Teaching Item: Requesting

Subject: Our English

Date:

Part: Two

Specific Objectives: Students are expected to:

- a. tell the language exponents of making request.
- b. make conversation by using language exponents of making request.

Teaching Materials: Daily used materials, Chart of conversation

Teaching Learning Activities::

- The teacher will write the topic on the board and some exponents of making request then explain briefly.
- The teacher will display the dialogue chart based on the communicative function of requesting, ask the students to read within few minutes.
- The teacher will show a table of exponents of making request and ask the students to make as many sentences as possible from the table.

Evaluation: You are short of money you need some money request your mother or father.

Homework: Write a short conversation between you and your uncle requesting him to lend you story book.

Lesson Plan No: 4 Experimental Group

Part: One - Class Profile

Class size: 12

Class: 10

Time: 40 minutes Teaching Item: Requesting

Subject: Our English

Date:

Part: Two

Specific Objectives: Students are expected to:

- a. tell the language exponents of making request.
- b. make conversation by using language exponents of making request.

Teaching Materials: Daily used materials, Chart of language exponents of requesting.

Teaching Learning Activities

- The teacher will show the chart where following exponent written and ask the students to make as many requests as possible from the chart.
 - Does this for me will you?
 - Can you help me?
 - Could you please
 - May I.....
 - May I please have a
 - Would it be possible for you to
 - If I can make request, I would like to listen music?
 - Would you please
 - Can you possibly
 - Couldn't you possible
 - I wonder if you would mind
 - Would you be kind enough to switch the light on?
 - I wonder if you could / could kindly

- Do you think you could possibly
- I hope you don't mind doing this for me.
- The teacher will write some responses of request on the board and some questions for asking requests and explain them.
- The teacher will divide the class into group of two by mixing student from different level of intelligence and give them different situation cards for requesting and ask them to make conversations. If the help is needed the teacher will help them.(Situations will be as follows)
 - You are having lunch in restaurant. You need water to drink and it is away from you. Ask your friend who is next to you for water.
 - You want to listen music and music player is with your friend.
 - You are in your friend's room and it's hot. Request your friend for switching on the fan
- The teacher will display a char having polite request in group A and responses in group B and ask the students to match the requests with their corresponding responses.

Evaluation: You are short of money you need some money request your mother or father.

Homework: Write a short conversation between you and your uncle requesting him to lend you story book.

Modal dialogue

A: Excuse me miss. Can I please have another glass of water?

B: of course. I will bring it in a minute. (A few minutes later)

I am sorry to take a long time. Here you are. How is your meal?

A: It's fine.

B: Is there anything else I can get for you?

A: Ah. Would you please bring me a salad?

B: Sure.

A: Thank you.