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Pradip Dangi

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Effectiveness of Pair Work Technique in Teaching Speaking at Secondary Level

# **Effectiveness of Pair Work Technique in Teaching Speaking at Secondary Level**

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

**Submitted by  
Pradip Dangi**

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

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## Declaration

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

Date: 18/04/2023

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**Pradip Dangi**

## **Recommendations for Acceptance**

## **Recommendation for Approval**

## **Evaluation and Approval**

## **Dedication**

To my parents

Who always inspired and

Devoted their entire life

To make me

What I am today

## Acknowledgement

At first, I would like to extend my sincere gratitude and appreciation to my thesis supervisor, **Dr. Renu Singh**, Lecturer, Department of English Education, Tribhuvan University, Kirtipur for her invaluable guidance, support, inspiration, enlightening ideas and encouragement throughout the work.

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**Pradip Dangi**



## Abstract

This thesis entitled **Effectiveness of Pair Work Technique in Teaching Speaking at Secondary Level** was an attempt to find out effectiveness of pair work technique in teaching speaking of grade ten students. I conducted an experimental research to determine the effectiveness of pair work. I collected the data from the sample population of 40 students of grade 10 of community and institutional schools in Tehrathum. A pre-test was administered to determine proficiency level on selected items. Then they were taught more than 25 periods altogether. Finally, a post test was administered. The test items given for the post test which was different than pre test. The data collected in the study were analyzed and interpreted using statistical tools such as frequency and percentages. The findings of the present study show that pair work techniques is more effective than that of usual classroom technique in developing speaking skills. The result reflects that the experiment group enhanced speaking better than that of controlled group in introducing, interpreting charts and tables, describing pictures, places, events and in giving advices.

This thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. The second chapter incorporates the review of related theoretical literature, implications of the review of the study and conceptual framework. The third chapter deals with the methods and procedures of this study. Similarly, the fourth chapter encompasses analysis and interpretation of data. Finally, the fifth chapter deals with findings, conclusions and recommendations of the study. And, in the final section, references and appendices are included.

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**List of Abbreviation and Symbols**

%:	Percentage
CUP:	Cambridge University Press
ELT:	English Language Teaching
L2:	Second Language
M.Ed.:	Master in Education
No. :	Number
P. :	Page
S.N. :	Serial Number
T.U. :	Tribhuvan University

## Chapter 1

### Introduction

This study is on **Effectiveness of Pair Work Technique in Teaching Speaking at Secondary level**, Students. This part includes background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitations of the study and operational definition of the key terms.

#### Background of the Study

Speaking is the productive skill which requires certain degree to speak something when we speak we have to give information to others, we have to produce some message for sharing our ideas. Speaking, the students try to produce outside something which they in their minds. Harmer (1998) defines, speaking as "the ability to speak fluently and appropriately in a foreign language context". From the above definition, it is clear that it enables the learners to communicate; share ideas interact with each other and to convey thoughts, intentions wishes and information through language. It is clear that speaking receives special focus in many second or foreign language teaching situations like in Nepal. There are number of reasons for this, firstly many foreign language students often have speaking is taken as one of the most important skill. They want to able to speak in order to convey information, pleasure and express their feelings, emotions, desires, etc. Secondly, speaking text can serve various pedagogical purposes. Various dimension of different speaking event in order to describe different speaking genres (Thornbury, 2005, p. 14). For example we can make a distinction between transactional and interpersonal functions. Transactional function has its main purpose conveying information and facilitating the exchange of goods and services, where the interpersonal function is all about maintaining and sustaining good relations between people. Linguistically, comprehensible spoken text can enhance the process of language acquisition. Speaking is a skill which is valuable for both students and teacher. If students want to be able to speak fluently in English they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.

Speaking has a lot of problems reminded to be addressed before research findings can be applied in the classroom. English will be taught and learned as a foreign language in our context. So it will be a complex task for both students and teacher in the classroom. First language acquisition is far easier than foreign language learning. In this way, pair work is one of the most important student centred technique based on communicative approach which makes classroom more active Cross. (1992) says "it emphasizes on learners interests and provides a chance to work together". More time is allocated to students but less empathy is given to this method due to some problems and difficulties. Any normal human child can acquire his or her mother tongue within a short span of time. A lot of strategies are to be applied like discussion, group work, and pair work and students interaction. Here in this reach I will try to find out the effectiveness of pair work in speaking skills on ELT classroom.

In the field of language teaching and learning there are three types of techniques (Richard and Rodgers (2011) defines three types of techniques as learner centred techniques, teacher centred technique and equip- centred technique. 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. Thus, language integrates all the four basic skills of language. Speaking can be well learned when the teachers provide time to speak in pairs or in the group. Getting students to speak in class can sometimes be extremely easy. In a good class atmosphere students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and tasks.

### **Statement of the Problem**

Teaching speech does not get much priority in our schooling system. The textbooks, workbooks and teaching and learning mostly concentrate on the reading and writing skills. Pair work is the technique which is applied in language teaching and learning either first language or second or foreign. It provides enough time to speak in foreign language and always assists to build up the confident of language learners. Pair work dramatically increases the amount of speaking time any one student gets in the class. It allows students to work and interact independently without the necessary guidance of the teacher. Thus promoting learners independence in

language learning. Students read a story, and essay etc. And do the writing activities. It seems that most of the teachers have forgotten the fact that speech is the primary manifestation of language. In this regard, Jonson (1994) claims that co-operative learning helps teachers to build positive relationship among students and also give students the experiences they need for healthy social, psychological and cognitive development. Particularly, teachers give less priority and emphasis were given to pair work because of many obvious reasons like: difficult in handling in a noise in a crowded class, difficulty in implementation, lack of management skill and limited time. Thus this study is concerned to develop accuracy and fluency in the students and I will be interested to promote the neglected language skills namely, speaking in our schooling system. Teachers generally do not focus on students centered techniques because of the overcrowded and large classes. Limitation of the time and teacher feels burden because of various reasons like; large classes, multilingual background of the students, etc. while implementing, pair work technique. For this reason, I will do research on this topic to find out the usefulness of pair work technique in teaching speaking.

Most of the teachers do not focus on pair work while teaching English language particularly speaking skill of learners. Most of the teachers teaching English language give higher priority for reading and writing but speaking skill of language is neglected by the teachers of English Language. Thus, this study specifies the problem in speaking skill and use of pair work for improving speaking skill of the students.

Similarly, in the past students were taught speaking skill in a different way in comparison to present technique of teaching speaking. In the past, the teachers are not much concerned about contextual use of language and they mostly focused on parroting teaching and learning. This parroting teaching did not promote the students communication skill. So I am interested to find out the effectiveness of pair work technique that promotes the oral or speaking proficiency of the students.



## **Objectives of the Study**

This present research had the following objectives

- To find out the effectiveness of pair work technique in teaching speaking skill to secondary level students.
- To suggest some pedagogical implications.

## **Research Questions**

This research had the following questions to get answer of the research

- What is the effect of pair work technique on students' speaking skills?
- What are the strengths and weaknesses of pair work technique?

## **Significance of the Study**

Learning English language is the most important and being necessary at present time because most of the international programs are being conducted in English and books, journals, documents and even literatures are written on it. Even though, we need English for higher studies and for communication. However, learning and teaching English is not easy job to teach student effectively. Teachers practice more and more methods and techniques in teaching English language. Among them, pair work technique is one of them that teacher can implement inside or outside the classroom according to the students ' interest, level, age and social status as well. This research study aimed to find out how the pair work technique will be more meaningful and effective in teaching English speaking. This study will be beneficial for teachers, trainers, and educationist and policy makers. Apart from these people, textbook writers, syllabus designers, methodologists, language planners will also be benefited to utilize this study for their purposes.

In the context of Nepal, most of the classes are full of diversity in terms of level, gender, culture, language, ethnicity of students. In such condition it creates a lot of barriers while implementing ELT classes like as difficult to manage seat, indiscipline and less interaction among students. Hence it is difficult to recognize the students and they get less time to interact to teacher as well. In order to handle above

problems one of the effective technique is pair work which is not only beneficial for high proficient student but weaker once as well, as they can even participate with others in order to grasp ideas through interactions. This research is expected to be useful for those teachers and researchers who are involved in the domain of teaching and learning. They would use the finding and suggestions of research in teaching and learning. Moreover, this study will be equally important to the subject expert and curriculum designer for the development of new syllabus.

### **Delimitations of the Study**

The research had following delimitations:

- This study was limited to the community school of Tehrathum district.
- This study was limited to experimental research design. Pre- test and Post test and Equivalent test.
- This study was limited to only forty students of class ten.
- The data was collected using both pre- test and post- test.
- Data was collected only conducting oral test.

### **Operational Definitions of key Terms**

**Pair work.** Pair work is a learner centered activity in which pair of people work together for same purpose.

**Speaking skill.** Ability to interact successfully in a language in questions for comprehension and production.

**Approach.** It is a set of correlative assumptions dealing with the nature of language teaching and learning.

**Method.** It is an overall plan for the orderly presentation of language materials.

**Technique.** It is a particular trick, stratagem or contrivance use to accomplish an immediate objective.

**First language.** The language that is acquired first time in natural setting is called first language. It is also called mother tongue.

**Experimental research.** The research which refers as intervening the natural order to get or find something.

## Chapter 2

### Review of Related Literature and Conceptual Framework

Literature review is an essential task for any researcher to acquire theoretical knowledge about the related topic. This chapter comprises several sub chapters like review of related theoretical literature, review of related empirical literature, implication of review of the study and conceptual framework.

#### Review of the Related Theoretical Literature

I have reviewed the literature related to pair work and speaking skill. The theories related to pair work and speaking skill accredited by scholars and researcher are reviewed are as follows.

**Brief introduction of approach, method and technique.** Teaching English is a challenging task to make the task easier there are various approaches, methods, and techniques are used in an educational field. These terms approach, method, procedures and techniques have been taken synonymously. Moreover, they encompass various but related activities. Anthony (1963, as cited in Richards & Rodgers, 2001, p. 19). An American Applied Linguist identifies three levels of conceptualization and organization of them.

**Approach.** The term approach is a theoretical assumption to language teaching. It is the ultimate level of language teaching. It refers various theories about language learning and teaching process. Anthony (1990) says that an approach is set of correlative assumptions dealing with nature of language teaching and learning. An approach is axiomatic. It describes the nature of subject matter to be taught (as cited in Richards & Rodgers, 2001, p. 19). It is the level at which assumption and beliefs about language teaching and learning are specified. In simple words, we can say that an approach is theoretical position and belief about the nature of language the nature of language learning and the applicability of both to pedagogical setting.

**Method.** Method is to be implemented in the real classroom. It serves as a link between the theory and practicing of language teaching. It is procedural in the sense that it tells about the ways of language teaching in a principal way, Anthony (1996)

says, an overall plan for the orderly presentation of language materials, no part of which contradicts and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural within the approach and there can be many methods (as cited in Richards & Rodgers, 2001, p. 19).

Method is generalized set of classroom specifications for accomplishing linguistic objectives. Method turns to be concerned with teachers, the students' roles and behaviors, sequencing and materials.

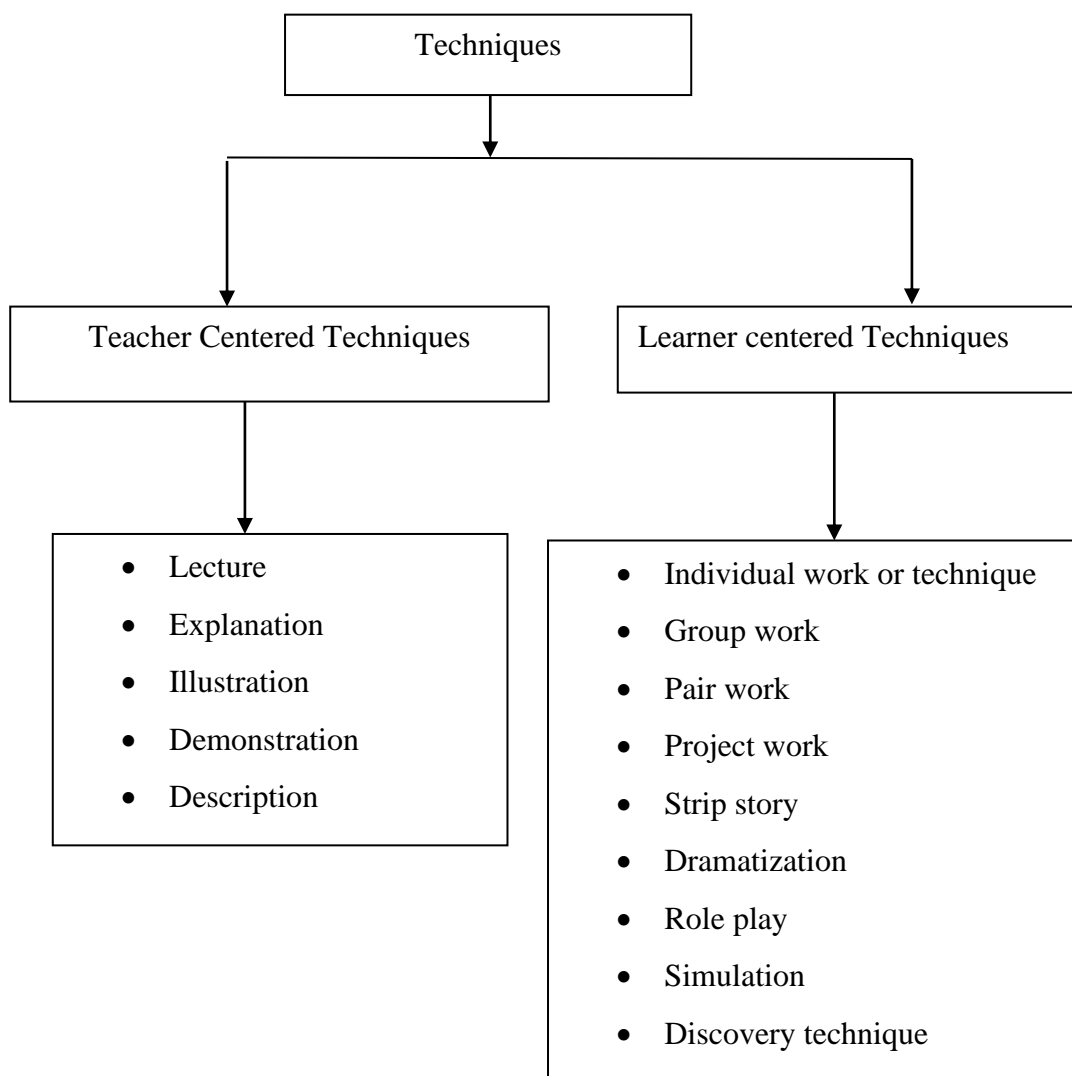
***Technique.*** The term 'technique' refers to the activities which are used in the classroom in order to achieve the immediate goals of teaching and learning process in the field of education.

Technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance use to accomplish an immediate objective. Techniques must be consistent with method and therefore in harmony with an approach as well (as cited in Richards & Rodgers, 2001, p. 11). An approach, methods, procedures which influence the current state of English language teaching.

***Classifications of techniques.*** Major categories of techniques can be classified into two types in teaching and learning they are:

Teacher-Centered Techniques

Learner-Centered Techniques



*Teacher- Centered Techniques.* In teacher –centered techniques, teachers are remarkably active to deliver the contents through illustration and explanations. In these techniques, the teacher presents himself or herself as a sole person. Teacher presents the lesson actively. He is an authority in the classroom students' interests and activities are given less importance than the subject matter and educational requirement. This technique focuses on product rather than process. The teacher-centered techniques include: lecture, illustration, explanation, demonstration and description, etc. The teacher-centered techniques have been criticized principally for their restrictions in allowing the learners to experience and act out with the target language features.

When the learners remain passive in learning the rate of success of learning may not be as satisfactory as in the situation where they can actively participate in

learning. A number of limitations can be outlined despite some conditional strength of the teacher –centered techniques.

***Pair Works.*** Pair work is a type of group work. It is an important learner-centered technique commonly used in the second or foreign language classroom. The communicative language teaching CLT and task based language teaching (TBLT) over-emphasizes the role of the pair work in the acquisition of the language.

Generally, the activities such as split reading split introduction, information gap, information exchange, role plays etc. are used in the pair work technique.

Harmer (1998, p. 244) opines:

Pair work allows the students to use language and also encourage student's cooperation which itself important for the atmosphere of the learner and for the motivation it gives the learning with others. Since the teacher as controller is no language appropriately present students can help each other to use and learn language. The teacher will still be able to act as an assessor, prompter or resources of course with pair work; the students can practice language also and join learning.

Similarly, Dorough and Show (2003) say, pair work requires little organization or the part of teacher and at least in principle, can be activated in most classroom by? simply having learners work with the person sitting next to them (although other kinds of paring for example, according to proficiency may be more suitable depending on work (p. 196)

In pair work technique, students have the chance to work with and learn from their peers: struggling students can learn one capable peer: it is especially useful for students who perform interpersonal learning settings it recognizes the old maxim two heads are batter then one and in promoting cooperation helps the classroom to become a more related and friendly place. If we get students to make decisions in pairs (such as deciding on the correct answer to questions about a reading text) we allows than to share responsibility, rather than having to bear the whole weight themselves.

*Pair works technique.* Increases the students' interest in learning activities. It can be used for various activities whether speaking, writing or reading, it makes the classroom full of fun and interactive.

*Steps in using pair work.* According to the Cross (1992, 50-51), pair work can be conducted within a series of steps that include:

*Step 1 preparation.* The teacher as a guide prepares students carefully by means of preparation and practice; so that everyone is confident in using text language have any needs visual support on the white board. The teacher prepares the students to pair work in this step. He provides some rules and the various reasons for using this pair work. The teacher tries to energize student's confidence and interact.

*Step 2 teacher- student model.* The teacher calls one student and he has to take one role himself and give another role to the students which make all the students familiar with what they have to do. The pair of a student and the teacher himself works as a model for other students of the class. This step helps other students to understand what to do and how to do.

*Step 3 public pairs.* To make the students speak loud enough for all to hear the teacher has to designate two students who are sitting well apart. The task is prepared if needed. The students are selected from different parts of the class and the students are making to talk each other loudly so that other students in the class can hear them and get idea to take part in pair work.

*Step 4 timing.* In this step the teacher tells the students the time assigned for the pair work; that should be generally 2 or 3 minutes.

For example the teacher gives the 2/3 minutes time to give a short speech on Dashain.

*Step 5 private pairs.* In this step teacher tells every pairs to begin. This is sometimes called simultaneous pair work. The teacher tells everyone to work in pair, while it is going on; the teacher goes around the room to monitor and assist. The role of the teacher is just the facilitator and monitor.

*Step 6 public check.* The teacher has to stop the activities when he finished most of the class have completed the task. To insure it he moves around and check whatever students work pair or not.

Regarding the activities suitable to the pair work technique, Cross (1992, p.51-53) has further given the following activities:

- Dialogues
- Substitution skill
- Grammar practice
- Information texts
- Describing
- Providing title
- Question and answer work
- Illustrative sentences

***Advantage of pair work technique.*** Pair work technique is one of the widely used learner-centered techniques in the field of language teaching. Everything has its own merits and demerits likewise; pair work is not an exception. Therefore, it has also some advantage which is mentioned below:

- For the teacher managing classroom becomes different because of noise.
- It is not beneficial for linguistically poor students.
- It becomes a challenging job for the teacher to find whether they are talking about the topic or not. There is the risk of students talk out of the topic.
- The selection of the proper pair becomes problematic for the teacher because some of the students may not want to talk to the friend whom they don't they like.

***Principles of creating pairs.*** Harmer (p. 1968) suggests a set of principles to be used as guided /lives while creating pairs and grows. Harmer states that 'one we have decided to have students working in pair, we need to consider how we are going to put them into those pair and groups on the basis of one or the following pairs:

- Friendship



- Streaming
- Chance
- Changing groups
- The task
- Gender and status

**Teaching speaking.** When our prime goal of teaching English or any foreign language is to develop communicative competence in our students teaching of speaking of them is essential when students learn to speak appropriately in the context of both accurately and fluently, they have developed basics of communication competence.

Speaking is a complex skill since it is a network of skills including pronouncing words and utterances with proper stress and intonation, making speech as accurate and fluent as possible selecting and using appropriate forms according to the context, and so on. Though it is complex, it is the most common, normal and extensively used means of communication, such as an important skill certainly needs better planning and teaching.

**Stages of teaching speaking.** Every language skills are taught in stepwise procedures. It means teaching speaking also follows some stages though which is a teacher can go. According to Harmer (1991) these stages are as follows:

*Presentation stage (Early stage).* Introduction of new languages frequently is an activity that is non-communicative in nature. Here the teacher will work with controlled techniques asking students to repeat and perform in drills. At the same time, the teacher will insist on according, correctly where students make mistakes.

*Practice (controlled conversation).* At this stage, students perform some activities in pairs or in group and the teacher may intervene slightly to help guide and to point out in accurately.

*Communicative activities (Free conversation).* At this stage, the students are involved in several of communication activities independently.

**Talks/activities used in teaching speaking.** Many of the speaking activities which are currently in use fall at or near the communicative end of the communication continuum (see page 70) they may vary in terms of their nature and goals, however, they are all important for the promotion of different skills of speaking. Thus maximum opportunities should be provided for learners to take part in natural communication. Harmer presents some of the activities that can be used in the speaking lessons are as below:

**Oral drills and recitation.** In communicative language teaching (CLT), the role of drill is not much emphasized saying that here are very controlled and have only very limited potential. However, for the beginners they are useful speaking activity recitations is also very useful technique for regulating the pronunciation skills of the learner. It promotes accuracy in their performance.

**Acting form scripts (Dramatization).** Acting form a script is an important activity that promotes natural speaking behavior of the learners. Learners act out scenes from plays and dialogues these kinds of speaking activities help to built students' confidence, to contextualize language, and to these appropriately generous facial expressions etc. in communication.

Acting form script is also known as dramatization, or simulation activity in which real- life situations are created in the classroom.

**Unscripted role-play (simulation).** These are the different form scripted acting because students have only a description of a situation and remodeled script. The students are more imaginative and creative while they are performing in the unscripted role-plays.

**Problem solving activities.** The learner are given a situation with a problem, and then they are asked to discuss each other may be in points or groups. They discussed and try to find out the best possible solution of that problem.

**Speeches and prepared tasks.** One popular kind of activity is prepared talk where student makes a presentation a topic of their own choice. For students benefit from doing oral presentations, we need to invest sometime in the procedures and

process they are involved in. In the first place we need to give them time to prepare their tasks, and then students need a chance to rehearse their presentation.

**Pair work and group work.** pair work and group work are the techniques in which various activities can be presented. Harmer (2007) says more specifically that from debates, discussion, and decision mainly activities are better prepared in pair and groups. These activities can be helpful to develop overall skills of speaking including pronunciation and real- life communication.

**Communication games.** A number of communication games or game like tasks can be used in the speaking lesson so that students can be engaged in taking as possible some of the common categories of communication game are discussed here.

**Information- gap games.** Many games depend on information gap activities; one student has to talk to a partner in order to solve a puzzle, draw a picture, and put things in order, or find similarities and differences between pictures.

**Fluency based games.** These games requires students to speech more one of the students things as an object and gives more clues about it other in different groups may try to find out the name of that object by asking as most yes/no questions to the leader.

**Action based games.** Action is the often accompanied with actions such as mine, gesture, etc. Different games are based on such actions. In mine a students' describes a situation, and his friends have to mine on the basis of the description.

### **Review of Related Empirical Literature**

There are several researches on pair work technique which are carried out by many researchers under different universities around the world. In Nepal too, there are many researches carried out under the Department of English Education T.U, Kirtipur among them, some of the research works related to this study are observed. I get much ideas to carry out my research work. I have reviewed some of the previous work that are as follow:

Dahal (2002) carried out a research entitled "Effectiveness of Group Work on Oral Performance". His objective of the study was to find out the effectiveness of group work on oral performance. He used experimental research design. He used pre-test and post-test as the research tool. The findings of the study was that the group work technique is relatively more effective than the conversational one on the students' oral performance.

Bhandari (2005) conducted a research entitled "Effectiveness of Group Work and Pair work Technique in Teaching Communicative Function of English". The objective of the research study was to explore the effectiveness of group work in students. He selected an experimental research design. He used pre test and post test as the research tools. The finding of the study reveled that the pair work is relatively more effective than group work technique for teaching communicative functions of English in lower secondary level in general.

In the same way, Shah (2010) conducted a research on "The effectiveness of Teacher Grammar Through Inductive Method". His main objective of the research was to find out the effectiveness of teaching grammar through inductive method. He used experimental as the design of study. Pre- test and post- test items were as data collection tools and followed random sampling procedure. The finding showed out that teaching grammar through inductive method is more effective than deductive method in teaching grammar.

Gautam (2011) carried out a research entitled "Effectiveness of Pair Work Techniques in Teaching Grammar". His main objective was to find out the effectiveness of pair work techniques in teaching grammar. He selected experimental research design. He followed random sampling procedures. He used pre text and post text as data collection tools. He found that pair work is more effective than lecture method to teach grammar and he shows that the experimental group is able to make batter progress then the controlled group.

Likewise, Subedi (2015) carried out the research entitle "Effectiveness of Discussion Technique in Teaching Speaking". The main objectives are to find out the effectiveness of discussion techniques in teaching speaking. He selected experimental research design. He followed random sampling procedure. He applied pre- test and

post- test as a data collection tools. His finding of on the study was that discussion technique is more effective than other teacher centered technique to teach speaking. He shows that experimental group was able to make batter progress than that of controlled group.

Similarly, Bhatt (2017) carried out the research on "Effectiveness of Group Work in Teaching Communicative Function". In his study, the objective of the study was to find out the effectiveness of group work in teaching communicative function. His design of the study was experimental. He used pre test post test equivalent group as the research tools. The findings of the research was 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.

Likewise, Giri (2019) did the research on "Effectiveness of Pair Work in Reading Comprehension". Her Objective of the study was to find out the effectiveness of pair work in reading comprehension of the students. She used action research and tools were the pre test and different three progressive test. The finding of the study was the student reading comprehension was enhanced when they were taught using pair work because pair work is student centered technique.

Tharu (2021) carried out the research on "Effectiveness of Communication Technology in Teaching English" . The objective of the study was to find out the use of ICT for learning English language. The study was based on ethnography research design. The population of the study were all the secondary level English teachers. They were selected through purposive non random sampling procedure. The findings show that the teachers use online dictionary, mobile phone, computer, email and internet as well as power point as the ICT tools in the classroom.

Dulal (2021) carried out the research on "Effectiveness of You Tube Videos in Teaching Vocabulary" with the aim of investigating the effectiveness of You Tube in teaching vocabulary at grade six. The design of the research was action. Twenty students were selected as population through non random purposive sampling procedure. A preliminary test, two progressive test and a final test were the research

tolls. The findings of the study clearly demonstrated that You Tube videos statically significant effect on students' vocabulary acquisition.

### **Implications of the Review for the Study**

As we know that literature review is the central focus to examine the relevance of this information to our own research. It is very important task for any researcher while conducting the research work in any topics or subject matter. For conducting the research work successfully the researcher can review from various resources like books, journals, magazines, articles, reports, websites, Google, etc. Literature review helps to obtain the theoretical and practical knowledge from the previous researches.

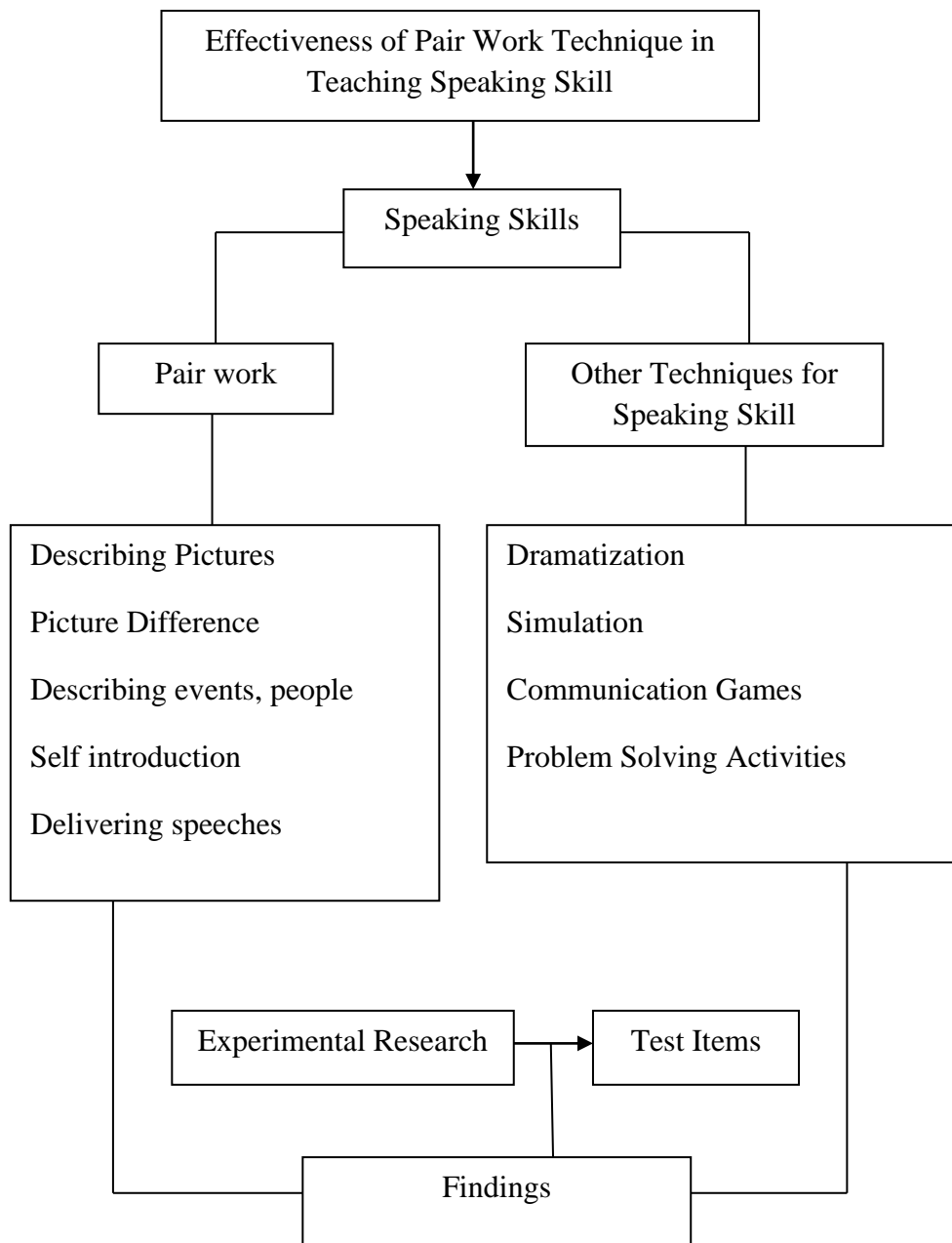
The above mentioned review of related literature is supportive documents in my research. I reviewed some of the previous research work of many scholars like: I have consulted Gautam (2011) M. Ed thesis supported me to framework my background of the study. Bhandari (2005) M. Ed thesis assisted to draw the objectives and research design. Rgmi and Subadi (2015) M.Ed thesis helped me to create conceptual framework . Shah (2010) and Dahal (2002) M.Ed thesis helped me to formulate research questions in a better way. Likewise, they provide me the prefect index to develop data collection tools, to select sampling population and to select sampling procedure. Finally the aforementioned research work has significant value to make this research scientific, systematic, relevant and consistent.

After the review of the different thesis, I come to know that there is research gap with group work in speaking skills. I found that no research have been conducted on it. So that it appears to be the new topic in English Language teaching.

### **Conceptual Framework**

Speaking is one of the important skills of language teaching and learning. There are different student-centered techniques that we use to develop students' speaking proficiency. Among them pair work is one of the most effective techniques there are various activities like; describing pictures, picture differences, describing people or events, etc. If we use these activities carefully into the classroom then the

speaking proficiency of the students will be highly enhanced. The conceptual framework of my study will be as follows:



## Chapter 3

### Methods and Procedures of the Study

To achieve the objectives of the study, the following methodologies and the procedures were adopted.

#### Design and Method of the Study

Research is a multidimensional activity that is done to cover the truth. It is a hearing and interactive process. Kerlinger (2000) defines the scientific research is a systematic controlled empirical and critical investigation of natural phenomena guided by theory and hypothesis about the presumed relations among such problems.

Further Nunan (1992) says that research is the systematic process of formulating questions, collecting relevant data, relating to such questions, analysis and interpreting the data and making the result publicly accessible.

There are different designs of collecting research. A research design is a fixed set of procedures of conducting a research. Research design which are used to find out answer to a problematic question among them, an experimental research is one of the research design in my study.

The experimental research is a systematic and scientific approach to research in which the researcher manipulates one or more variables and controls and measures any change in other variables. It is a research design that uses manipulation and controlled testing to understand causes processes. In this regard, Cohen, Minion and Morrison (2010), "The essential features of this experimental research design is that investigates deliberately control and manipulate the conditions which determines the events in which they are interested introduce the intervention and measure the difference that is marked". Similarly Best and Khan (2002, p.133) define it as the most sophisticated exacting and powerful methods for discovering and developing on organized body of knowledge".



## Design of Experimental Research

Campbell and Stanley (1966) the major designs of experimental research I would like to design's about them,

Design : A

This design uses the post test only. There is no any pre-test taken in this design. Both the groups must have similar level of protest only. Since there is no provision of pre-test, the research collect's information about the each groups of the subject's.

R	X	01
R	C	02

Where,

R = Random assignment

X = Experimental group

C = Control group

O = Observation

The finding = 01-02

Design : B

This design is used to compare two different new treatment's. The researcher introduces experimentation in the both groups. In this design, there is not any pre-test given. The purpose of using this design is to find out which one is better treatment out of two.

R	X1	01
R	X2	02

Design : C

This design is very much similar with design no. A but it is different from A design became it has pre-test bedews the post-test. It is known as more scientific design experimental research.

R 01 X 02

R 03 C 04

Design : D

In this design, the subject's are randomly divided into four groups. Research gives pre-test in two groups but in other groups pre-test are not. The researcher tries to find out the effectiveness of pre-test.

R 01 X 02

R 03 C 04

R \_\_\_\_\_ x 05

R \_\_\_\_\_ c 06

From the aforementioned design of experimental research, I would like to follow "Design : C".

### **Process/Steps of Experimental Research**

There are various aspects or steps to remember whole constructing on experimental research. Whole conducting an experimental research the following procedural steps are followed. The procedure of carrying out experimental research are as follows :-

- 1) Forming the topic
- 2) Speed tying the objectives
- 3) Constructing the hypothesis
- 4) Expanding theoretical knowledge
- 5) Writing research proposal and preparing research tools
- 6) Collecting required materials experiment
- 7) Visiting the field
- 8) Establishing rapport with authority and the subjects
- 9) Assigning subjects randomly into two groups

- 10) Giving a pre-test
- 11) Checking answer sheet
- 12) Listing the raw score
- 13) Calculating the mean(average) of both groups
- 14) Finding the differences between mean score of both groups and adjusting it.
- 15) Starting out the treatment experiment
- 16) Completing the experiment
- 17) Giving the post-test
- 18) Making the answer-sheet
- 19) Listing the raw scores
- 20) Calculating the answer (mean) of both groups
- 21) Comparing the mean of both the groups in pre-test and post-test
- 22) Using T-test

### **Population, Sample and Sampling Strategy**

The population of the study were all the students of class ten of Shree Ram Sanskrit Secondary School, Khelpur-Terhathum. The sample consisted of 40 students of grade10. Sample random sampling procedure was followed to sample the students from the total population of grade ten.

### **Study Area/Field**

The study area for this research was grade ten as community school named Shree Ram Sanskrit Secondary School, Terhathum.

### **Data Collection Tools and Techniques**

Test items were the main tools for data collection. They consisted of five different test items via introducing, Interpreting Tables and charts, describing pictures, describing people and events, Giving advices. Each item carries 8 Marks.

<b>S.N</b>	<b>Test items</b>	<b>Marks allocated</b>
1	Introducing	8
2	Interpreting Tables and Charts	8
3	Describing pictures	8
4	Describing people and events	8
5	Giving advice	8
Total		40

### **Data Collection Procedures**

For collecting the data of research work, the following procedures were followed :

1. First of all, suitable test items were prepared on the basis of the English text book of grade 10.
2. Test items were designed which were used for both pre-test and pro-test. The researcher divided the students into groups which were named as "Experimental groups" and next the "Controlled groups". The ranking procedure and group division were as follows:

<b>Pretest rank</b>	<b>Group 'A'</b>	<b>Group 'B'</b>
1-10	odd	even
10-20	even	odd
20-30	odd	even
30-40	odd	even

3. The researcher taught for 30 days where experimental group was intervened. That is to say, experimental group was taught by using pair work technique and controlled group was taught by using traditional techniques.
4. Each groups was taught 10 days a week. It took 30 days to finish all the teaching items. Via: introducing, interpreting table and charts, describing pictures, describing people and events, giving advices.
5. After 30 days, a post test was administered to both groups.
6. The scores of both groups were computed and compared.

7. Eventually, the obtained data were compared to determine the Effectiveness of pair work techniques. The collected data were analyzed, manipulated and presented with the help of appropriate statistical tools like tables, figures and so on.

## Chapter 4

### Analysis and Interpretation of Results

In this chapter, based on analysis and interpretation of the data, findings were discussed.

#### Analysis of Data and Interpretation of the Results

Forty six students were divided into two groups as experimental and controlled. The data were collected through tests before and after the intervention of the particular techniques in both the groups. Experimental group was intervened by using pair work techniques to teach speaking and the controlled group was taught by using teacher centered techniques. The data collected from both the groups were presented in table descriptively and analyzed in the subsequent sections.

**Holistic comparisons of pre-test and post-test.** The average marks and percentages obtained by the students of both groups A and B in both pre-test and post-test items along with their progresses were presented and compared in this section. Following table shows the detail :

**Table 1: Comparison of Average Scores and Percentages of Both the Groups**

S.N.	Testing Items	Group A			Group B		
		Pre-Test	Post Test	D	Pre-Test	Post-Test	D
1	Introducing	2.8	4.6	1.8	2.00	2.6	0.6
2	Interpreting tables and charts	3.5	5.00	1.5	2.5	3.5	1
3	Describing Pictures	4.00	6.25	2.25	3.4	3.8	0.4
4	Describing people and events	3.55	5.25	1.7	2.25	2.72	0.5
5	Giving advices	3.25	5.75	2.5	2.10	2.15	0.05
Total		17.1	26.85	9.75	9.75	14.8	2.55
Percent		42.75	67.12	24.37	30.62	37	6.37

Group A= Experimental Group

B= Controlled

D=Difference

Table1 shows, the average score of group A in pre-test was 17.1, i.e. (42.75%) and the average score of group A in post-test was 26.85, i.e. (67.12). Likewise, the average score of group B in pre-test was 12.25, i.e. (30.62%) and the average score in post-test of group B was 14.7, i.e. (37). The difference in all the test items of group A was 9.75, i.e.(24.37%) . Similarly, difference in average score in all test items of group B was 2.55, i.e.(6.37%). Hence, the above table shows that the average score of group B in the post test. The difference between group A and group B in their progress was 17.2, i.e.(18%). That is to say, group A excelled group B by 17.2, i.e.,(18%). Being based on this comparison, we know that experimental group enhanced speaking better than that of controlled group. The best progress was made in giving advices item with at.5, i.e. (20%) by group A and the progress made in interpreting table and charts and describing with 1.5(12%) and 1.7(13.6%) respectively. It is seen that giving advices item can be better taught through pair work technique.

Teaching speaking through lecture technique can't be as progressive as teaching through pair work techniques. Group B obtained lowest difference is giving advices as 0.09, i.e.(0.4%). The highest marks difference obtained by group B was 1, i.e.(8%) in interpreting tables and charts. The average marks of pre-test and post-test of group B was 2.55 i.e.(6.37%) in the tests.

These, the effectiveness of the pair work technique in teaching speaking is better than giving the lecture techniques.

**Table 2: Comparison of Average, Above, Average, Below Average, Highest and Lowest Score of the Both Groups**

S.N.	Basic of Comparison	Group 'A'		Group 'B'	
		Pre-test	Post-test	Pre-test	Post-test
1	Average score	17.1	26.35	12.25	14.8
2	Above average	6	12	8	10
3	Below average	13	7	9	7
4	Highest average	23	31	22	29
5	Lowest average	11	21	10	14

Table two (2) demonstrates that the average score of group A in pre-test was 17.1 but it was increased in post-test average score in post-test of this group was 26.58. It shows that group A improved their speaking ability in the post-test marks obtained by six students of group A was higher level than average score in pre-test. Similarly, the mark obtained by twelve students was above the average score is post-test. This score represented that group A acquired better progress in their post-test than in pre-test. The marks obtained by thirteen students of Group A was below average scores in the pre-test. Likewise, the marks obtained by seven students of Group A was below average score in post-test. This score also shows group A made better progress in speaking proficiency in post-test than in the pre-test. The highest score of group A was twenty three in pre-test which was obtained by one students. Similarly, the highest score obtained by group A in post-test was thirty one which was obtained by 4 students. The lowest score obtained by group A in pre-test was 11 which was obtained by one students. The lowest score obtained by group A in post-test was 21 which was obtained by two students. This score also reveals that group A increased their speaking proficiency in post test than in pre-test. Likewise, the average score of group B in pre-test was 12.21 and 14.8 in post-test. This measures shows that group B made little progress in comparison to group A. The scores obtained by 8 students of group B was above average score in pre-test. Similarly, the mark obtained 10 students of group B was above average score in the post test. This results reflects that the number of students who obtained above average score of group B was slightly increased in the post test than that of pre-test. The marks obtained by nine students of group B was below average in the pre-test and the marks obtained by seven students of group B was below average score in post-test. This result shows the truth that group A made better progress after the intervention. For e.g. in post-test than that of group B. The highest score in pre-test of group B was 22 which was obtained by 3 students and the highest score of group B in post-test was 23 which was obtained by 2 students. Moreover, the lowest score of group B in pre-test was 10 which was obtained by one students and the lowest score of group B in post-test was 14 which was obtained by two students.

This results shows that group B would note enhance better speaking proficiency than that of group A.



**Item wise comparison of the test items.** All the test were compared in this session. The average score of pre-test and post-test obtained by the students in every test items were compared and analyzed simultaneously. There were all together five test items in pre-test and post-test which are presented below.

**Introducing.** In this item, students had to give their introduction themselves. Under which there were five questions. Each of the questions answer consisted of 8 marks. The results of pre-test of both groups in this item was quite similar but after intervention of group work technique i.e., in post-test, the result showed different progress. That is to say, group A which was taught using fair works technique did better. The table below presents the average score of both groups in the test.

**Table 3: The Result of Students in Introducing**

Group	Average score in pre-test	Average score in post test	D	D%
A	2.8	4.6	1.8	14.4
B	2.00	2.6	0.6	4.8

Table layouts that group A had the average score 2.8 in pre-test and 4.5 in post-test. The increment in average score of group A was 1.8 (18%). Whereas group B had the average score of 2.00 in pre-test and 2.6 in post-test. The increment in average score of group B was 0.7(6%). This result distresses that the experimental group in group A enhanced better speaking proficiency than that of controlled group, i.e. group B.

**Interpreting table and charts.** Students were asked to interpret tables and charts by showing them certain tables and charts consisting same kinds of information. This item consisted at the following section in terms of marking.

Information based on tables and charts = 2 subject matter knowledge = 2, thinly, accuracy and confidence. Conclusion within allocated time. This item carries 8 full marks. The average score of both the groups in pre-test was some how similar but in the post-test group A did better. The following table shows the average scores of the students in both groups.

**Table 4: The Result of Students in Interpretation Tables and Charts**

<b>Group</b>	<b>Average score in pre-test</b>	<b>Average score in post test</b>	<b>D</b>	<b>D%</b>
A	3.5	5.00	15	12
B	2.5	3.5	1	8

Table 4 depicts that group A has average score of 3.5 in pre-test and 5:00 in post-test. This increment in average score of group A was 1.5(12%). Similarly, Group B had the average score of group B was 2.5 in pre-test and 3.5 in post-test. The increment in average score of group B was 1 (8%). This shows that the experimental group, achieved better speaking proficiency than that of controlled group, group B.

**Describing pictures.** This is one of the test items in which students were asked to describe the pictures. This test item required five responses from the students, five responses carried five marks 5 out of 8 (Eight) full marks. Out of which five marks 5 for correct responses 2<sup>nd</sup> three for fluency, accuracy and confidence. Last difference could not be seen in pre-test of both the groups but in post-test better progress could be seen in the result of group A than group B. The following table shows the average score of the both the groups.

**Table 5: The Result of Students in Describing Pictures**

<b>Group</b>	<b>Average score in pro-test</b>	<b>Average score in post test</b>	<b>D</b>	<b>D%</b>
A	4	6.25	2.25	18
B	3.4	3.8	0.4	3.2

Table 5 shows that group A had the average score of 4 in pre-test and 6.25 in post test. The difference in score on pre-test and post-test was 2.25 (18%). Likewise, group B had the average score of 3.4 in pre-test and 3.8 in post-test. The difference in score was on (3.2%). It reveals the fact that group A got better speaking proficiency than group B.

**Describing people and events.** Under this item, students were asked to describe the people or any events. This test items consisted 8 full marks under this

item, marking scheme was 1 mark for saying their nationality, 4 marks for saying their contribution to the nation and 3 marks. The average score of the students obtained by both the groups, group A and group B is given below:

**Table 6: The Result of Students in Describing People and Events**

Group	Average score in pro-test	Average score in post test	D	D%
A	3.55	5.25	1.7D	
B	2.25	2.75	0.5	

Table.6 flashes that the average score of group A in pre-test was 3.55 and 5.25 in post-test. Group A increases its marks by 1.7(13.6%).Likewise, the average score of group B in pre-test was 2.25 and 2.75 in post-test. Group B increased its marks by 0.5 (4%) in post-test. This also shows that group A excelled group B by 9.6%. Hence, group A get better speaking proficiency than group B.

**Giving advices.** It is also one of the test items in which students were asked to five advices to others. This test item consisted of four different segments for marking. The segments were 1 advices 2 marks. Likewise, 2 advices were carry 2 marks and other respectively. The average sum obtained by the students in this test item is mentioned below:

**Table 7: The Result of Students in Giving Advices**

Group	Average score in pro-test	Average score in post test	D	D%
A	3.25	5.75	2.5	
B	2.10	2.15	0.05	

Table 7 focuses that the average score of group A in pretest was 3.25 and 5.75 in post-test. Group A increased its marks by 2.5 (20%). Similarly, the average score of group B in pre-test was 2.10 and 2.15 in post-test. This group increased its marks by 0.05(4%). In this test item, group A excelled group B by 19.6%.

## Chapter 5

### Findings, Conclusion and Implications

The implications of this research work is suggested in terms of policy level, practice level and further research level on the bows of the finding discovered from the study.

#### **Findings**

The summary and conclusion of the study were drawn from the collected data which were minutely analyzed. The implications were drawn from the summary and conclusion.

This study entitled "Effectiveness of Pair Work Technique in Teaching Speaking" was on expression investigation of Pair work technique in improving speaking skill. This study was conducted at Shree Ram Sanskrit Secondary school of Tehrathum district. To the fulfillment of the study, statements of the problems, objectives of the study, research questions and delimitations of the study and operational definition of the key terms are presented in the first chapter.

The reviews of the theoretical and empirical literature was done to develop the theoretical beach up for this study. Empirical literature of the former studies scores olds a lot to conduct this study. Hence, empirical literature provides with the clear pictures of what had been done before bond. The conceptual framework gave the route a researching to the study. They study was on experimental research. To collect the data for this study, two test items were used, i.e. pre-test and post-test as research this. The sample of the study was 36 students of grade 10. They were divided into experimental group and controlled group Experimental group was taught by using pair work technique to find out the effectiveness of pair work technique in teaching speaking. Similarly, the controlled group was taught by using teacher centered technique.

The results of pre-test was not satisfactory. However, the result of post-test showed that the students did progress. The progress of the students could not be seen immediately but the progress was found gradually improved after the few days of

intervention interference. These students started to take part actively in the study. By the end of the two weeks, pair work technique had been seen effective in teaching speaking skills.

### **Discussion of Findings**

In the study, two test (pre-test and post-test) were administered for the two different groups. The groups were divided only after administering the pre-test. The groups were equivalent. The study was conducted in the community school of Teherathum district. The collected data were analyzed quantitatively by using marks, average marks and percentages. These data were tabulated. For the systematic analysis of data, the result of the study have been drawn as the following ways:

- 1) The use of pair work technique was found to be more effective in teaching speaking than others. The experimental group made better progress than controlled groups within a certain time.
- 2) Group A made better progress than group B. It was marked that the average progress score of pre-test and post-test of group A was 9.75 whereas the average progress score of pre-test and post-test of group B was 2.55.
- 3) The best progress was made in giving advice items with 2.5, (20%) by group A and the post-test progress was made in interpreting tables and charts items with 1.5, i.e.(12%). This results showed that giving advices can be better taught through pair work technique.
- 4) The students were more motivated and participated more actively in the latter experimental classes than that of earlier classes.
- 5) In terms of holistic comparisons, both the groups showed progress in their average score but the progress of group A was better than the Group B. Group A achieved better result in post-test by 24.37% than in pre-test. But group B achieved better result in post-test only by 6.37% than in pre-test. It showed that the pair work technique has better impact on teaching speaking skill.
- 6) The pair work techniques seems to be more fruitful and effective in teaching speaking skill at secondary level. That is to say, the performance of the students of group A in introducing interpreting tables and charts.

Describing pictures, describing people and events, giving advices is better than group B. Group B also has progress but in comparison to group A it has been progresses. So far teaching speaking, the pair work technique is more appropriate than other teacher conferred techniques.

## **Conclusions**

All the students were found to have better performances on speaking proficiency as per the analysis and comparison of the results of pre-test and post-test the total score of a present was 267, 33.37% and the total score of the post-test was 432, 54%. The increased marks of the post test was 165. Therefore, it can be said that there was vast difference in the results between the pre-test and post-test of group A. Similarly, group B also showed the progress, they secured 256 marks in the pre-test, 32% and they secured 321 marks in post test 40.12%. The increased marks of group B was 65. It showed that group A excelled group B by 100 marks, 12.5%. This result showed that students enhanced better performances on the given tasks related to speaking tests after teaching through pair work technique was seen to be effective in order to develop speaking skill to the students.

## **Recommendations**

On the basis of the conclusions of the research, the following pedagogical implications were made:

**Policy level.** Policy is an action of government to systematic the activities of the people belonging to the particular area. It is the long term vision of the nation. Policy helps to archive the objectives. The study conducted on effectiveness of pair work technique in developing speaking skill formulates policies related to English language teaching. The major implications of the study in policy level are given below:

- Syllabus designers, methodologists, language teachers, textbook writers are requested to follow, focus and explore pair work activities or technique in the course of teaching and learning to the greater extent as far as possible.

- The ELT personalities should encourage and provide the opportunities for exploring pair work technique in the language classroom to enhance better speaking skill in the language learners.

**Practice level.** The implications in the research study in the practical field or day is kept under practice level. This study is related to the particular field of the English Language teaching and learning. The ELT practitioners such as, curriculum developed, linguists, textbook writers, material procedures, teacher's supervisors and so on can utilize the study. The major implications of the study in practice level are given below:

- Based on the analysis interpretation and comparison all the data, it was found that the student had been increasing the scores in all the tests. Therefore, it was proved that the pair work technique seems to be very fruitful and effective in order to enhance speaking proficiency. Thus the students should be provided with pair work activities to develop their speaking skill in language classroom.
- Pair work activities should be carried out in English Language class and student should be given more focus in practicing freely under the teachers' guidance and supervision as far as possible.
- Various pair work techniques describing pictures, communication games, debate role play, presentation should be given higher priority.
- Pair work is an effective technique for developing confidence, co-operation, positive attitude, decreasing unfair competition and shyness of the students. Hence, pair work should be implemented by all the English language teachers.
- In order to make the students more active and alert in the classroom, pair work should be used in enhancing speaking proficiency. These activities should help learners to build up their accuracy and fluency in speaking.

**Further research.** This study which was carried out in a community school situated in Tehrathum. The result of the single study is not sufficient to decide the effectiveness of pair work technique in teaching speaking in all conditions. Thus, more experimental researches, action researches, survey researches should be carried out.

Other researches which will help to increase speaking proficiency such as debate, dialogue technique, dramatization technique, role play technique etc. should be carried out.

- Researchers can carry out such kind of researches including more samples and data from different parts of the country.
- This research is only limited to speaking skill. So, the findings, may not be appropriate in other skills and aspects of language. Thus, other researches are suggested to carry out in different aspects and skills.
- Researcher can have a research on effectiveness of pair work techniques in junior class (4-7) students at vocabularies.



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## Appendices

### Appendix I

#### A Model Lesson Plan-1 (For Experimental Group)

Name of School: Shree Ram Sanskrit Secondary School

Date 17/08/

Class: 10

Teaching Item: Making Plans

Time:40 mins

Focused Language Skill Speaking

At first I divided the students in to pairs and distribute the handouts to each pairs.

Then, asked to read handouts for five minutes. Students are asking for discussion on the topic. They have chance for asking questions orally in each pair.

#### Handout

Hello, I am Miss Sapana. I read in class ten. My school is being closed for ten days in winter vacation. So, I have leisure time. I am planning to visit Illam in this vacation. There are many beautiful places in Illam to visit. I am going with my parents' and staying in a hotel in Illam. It is one of the beautiful cities of Nepal. At first I will observe tea garden and take some photos. I am intending to visit Shree Antu. I will watch the rising sun in the morning.

#### 1. Specific Objective

At the end of the lesson, the students were able to:

- a) Make plan using will +verb
- b) Make plan using planning to +verb

#### 2. Instructional Materials

Daily used, handouts

#### 3. Instructional Activities

##### Step-1

In this step I warmed up the students by revise the previous lesson. I asked What they were going to do. I suggested working in their own pair.

##### Step-2

In this step, I distributed the hands out and asked them to discuss in pair; interact on the contents for seven-eight minutes. I monitored all the pairs on their discussion. I facilitated them with their confusion.

**Step-3 (Evaluation)**

In this step, I will ask those following questions orally in each pair.

- a) Please make a plan using will + verb
- b) Where was Sapana going to do during her winter vacation?

**Step-4 (Homework)**

In this step, I asked each pair to make plan for coming holiday presented orally.

**Step-5 (Homework)**

I asked them to make any 5 plans and ask to present orally.

## **A Model Lesson No: 1 (For Controlled Group)**

Name of School: Shree Ram Sanskrit Secondary School

Class:10

Date 17/08

Teaching Item: Making Plans

Time: 45 mins

Focused Language Skill: Speaking

The students of this group were totally depending upon teacher. This is to say, the teaching procedure was teacher centered, for this group. Teacher has been described a plan of Miss Sapana during winter vacation. Moreover, I wrote questions with their answer on the board.

### **1. Specific Objectives**

By the completion of the class, students will be able to:

- a) Making plan planning to + verb
- b) Say What Sapana has been doing during her winter vacation.

### **2. Instructional Materials**

Daily used

### **3. Instructional Activities**

#### **Step-1**

I warmed up students revised the previous lesson and give the background information about the topic.

#### **Step-2**

In this step, I will explain the topic "Making Plan" with an example.

Step-3 I will be explained planning of Miss Sapana and I will write questions and answers on board. I will ask to copy answers, I will provide five minutes for reading.)

#### **Step-4(Evaluation)**

In this step, I will be asked them following questions orally.

#### **Step-5(Homework)**

I will be asked to make plan, for coming holiday orally.

## **Model Lesson Plan 2 (For Controlled Group)**

Name of School Shree Ram Sanskrit Secondary School Date 18/08

Teaching Item (Weathers) Poem

Class 10

Focused Language Skill Speaking

Time 45 mins

### **1. Specific Objective**

At the completion of this class, students will be able to:

- a) Say the similar meaning of the following.
- b) Which weather do you like, why?
- c) What is happening in second stanza?

### **2. Instructional Materials**

Daily used

### **3. Instructional Activities**

#### **Step-1**

I

will warm up them, revised previous lesson slightly and give background information about the lesson will be taught.

#### **Step-2**

I will ask students to listen carefully by looking line by line in lesson. I will explain poem "Weathers" in own sentences.

#### **Step-3**

I will say difficult similar meaning and answer orally. Then ask to write and read. I will suggest memorizing.

#### **Step-4(Evaluation)**

In this step, I will ask them following questions orally.

- a) Say the similar meaning of following words

Shun, showers, maid, nestlings

- b) What is happening in second verse?

#### **Step-5 (Homework)**

In this step, I will ask to students make short summary of the poem which will be tell verbally in following day.

## **A Model Lesson Plan 2 (For Experimental Group)**

Name of School	Shree Ram Sanskrit Secondary School	18/08
Teaching Item	Weathers (poem)	Class 10
Focused element	Speaking Skill	Time 45 mins

### **1. Specific Objectives**

By the completion of the class, students will be able to:

- a) Say similar meaning of following words

Shun, showers, maid, nestlings

- b) What things are happening in second verse?
- c) Which weather does you like and why?

### **2. Instructional Materials**

Sentence cards containing answer of questions, meaning cards, daily used

### **3. Instructional Activities**

#### **Step-1**

I

will ask to students sit in their respective pair and instruct them that what they are going to do then.

#### **Step-2**

In this step, they are working out with task which are assigning in each pair for fifteen minutes. I will guide all pairs according to their need like, pronunciation similar meaning.

#### **Step-3**

In this step, I will ask them to come to the conclusion and ask if they have any confusion.

#### **Step-4**

I will ask the following questions orally

- a) Please say similar meaning of following:

Shun, showers, maid, nestlings

- b) What thing is happening in the second verse?
- c) Which weather does you like and why?

#### **Step-5**

I will ask students to do the follow-up a .

### **A Model Lesson Plan 3 (For controlled Group)**

Name of School Shree Ram Sanskrit Secondary School Date 19/08

Teaching Item Parsa Wild Life Reserve Class 10

Focused element Speaking Skill Time 45 mins

#### **1. Specific Objectives**

By the completion of this class, students will be able to:

- a) Where is Parsa Wild Life situated?
- b) Does it have an entrance fee?
- c) What are the main features of it?

#### **2. Instructional Materials**

Daily used

#### **3. Instructional Activities**

##### **Step-1**

In this step, I will warm up students, revising previous lesson and give the background information about the lesson.

##### **Step-2**

I will direct students to listen carefully and I will start lesson.

##### **Step-3**

I will ask them to go through the lesson.

##### **Step-4**

In this step, I will ask following questions orally.

- a) Where is Parsa Wild Life situated?
- b) What are main features of it?
- c) Does it have an entrance fee?

##### **Step-5 (Homework)**

I will ask students to do follow-up activities.



### **A Model Lesson Plan 3 (For Experimental Group)**

Name of School: Shree Ram Sanskrit Secondary School Date: 19/08

Teaching Item: Persa Wild Life

Class 10

Focused element: Speaking Skill

Time 45mins

#### **1. Specific Objectives**

By the completion of lesson, students will be able to:

- a) Where is Persa Wild Life situated?
- b) What are main feature of it?
- c) Does it have an entrance fee?

#### **2. Instructional Materials**

Daily used, sentence card

#### **3. Instructional Activities**

##### **Step-1**

In this step, I will warm up students introducing about lesson. What they are going to be read.

##### **Step-2**

In this step I ask to students to go through the text carefully and ask to search answer of follow-up questions.

##### **Step-3**

In this step, I will help them if they feel difficult. I will observe in every pair and facilitate students to read answer in sentence card in their respective pair. While they are given answer orally.

##### **Step-4 (Evaluation)**

I will ask following questions orally:

- a) Where is Persa Wild Life situated?
- b) What are main feature of it?
- c) Does it have an entrance fee?

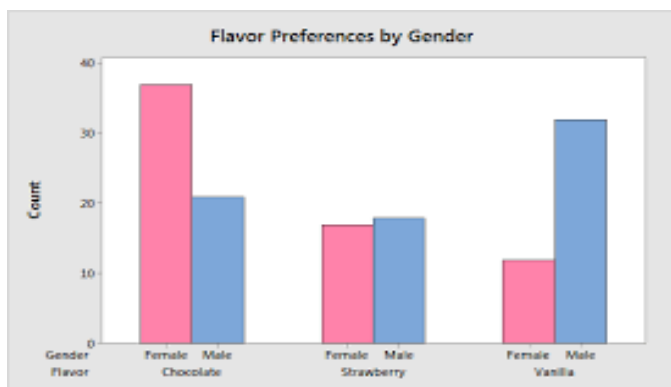
##### **Step-5 (Homework)**

I will ask students to do above-mentioned activities orally.

## Appendix II

### Test items for Experimental Group

1. Describe the given bar graphs with appropriate information given. 5



2. Make a telephone conversation and ask direction of your school with your teacher.

5

3. Give any five suggestions to your friend who has bad habit. 5

4. Describe the given pictures including relevant information. 5



5. Introduce yourself (include your personal details, interests, hobbies, likes, dislikes and your locality) with your partner. 5

6. Make a dialogue of you past picnic at least seven exchanges with your bench mates that you had made. 5

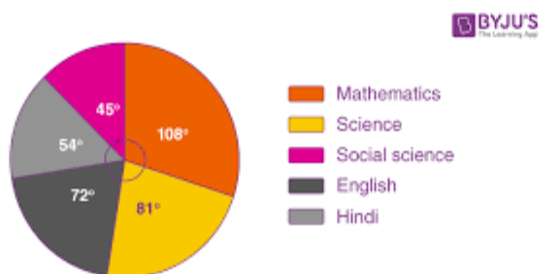
7. Ask permission with your friends about the use of his/her story books. 5

8. Prepare a short speech on your mobile phone on The Importance of English Language in modern era. 5

### Appendix III

#### Test items for Controlled Group

1. Describe your past activities with five sentences. 5
2. Ask the direction of post office in telephone conversation with your friend. 5
3. Describe the given picture with the appropriate information. 5



4. Make a dialogue with your class mates about your educational tour using past tense. 5
5. Ask any five reasons why does your friend like to watch English movie. 5
6. Describe the given pictures with five sentences. 5



7. Give any five suggestions to improve your speaking English habit orally. 5
8. Tell your agreement and disagreement on selecting a best politician.