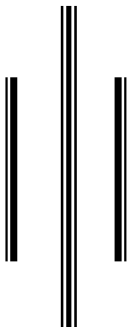
TEACHING LANGUAGE FUNCTIONS THROUGH INFORMATION GAP IN GRADE SEVEN



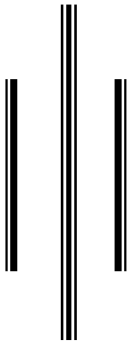
A Thesis Submitted to

The Department of English Language

Education, University Campus, Kirtipur

In Partial Fulfillment for Master's Degree in Education

(Specialization in English Education)



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M.Ed. Second Year

2007

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Dil Bahadur Khadka has worked and completed the dissertation entitled "Teaching Language Functions Through Information Gap in Grade Seven" under my guidance and supervision.

It is my great pleasure to recommend the dissertation for acceptance.

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DEDICATION

To My Parents in Memory,

Affection and Admiration

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January 2007 **Dil Bahadur Khadka**

ABSTRACT

This thesis entitled "Teaching Language Functions Through Information Gap in Grade Seven" aims at finding out the effectiveness of information gap technique in teaching communicative functions.

To carry out the research, thirty students of grade VII of a private school from Kathmandu district were taken as a sample population. Only ten functions of English language were taken for this research. A pre-test was taken to test the students' proficiency in communicative functions before applying the technique in teaching language functions. Then, the students were divided into two groups through simple random sampling procedure using fish bowl draw. The group 'A' i.e. experimental group, was taught language functions using information gap technique whereas the group 'B' (controlled group) was taught using usual classroom techniques although the teaching topics, medium, methods and somehow the materials were the same. The experimental teaching lasted about 20 days. Thirteen lesson plans were made and necessary teaching materials were developed during the teaching period. After that, post test was taken and the results of both tests were compared to determine the effectiveness of information gap technique in teaching language functions.

The information gap technique seemed to be a better technique in teaching language functions. The students who hesitated, felt very shy and could not speak a single word in the classroom in previous days showed great enthusiasm in speaking. At least, they could ask others for information and could reply anything (whether it was right or wrong) if they were asked.

The technique always created curiosity among the students. It remained inevitable in teaching language functions. And it will be partial if we don't use information gap during teaching language functions.

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ABBREVIATIONS AND SYMBOLS

AV	:	Average
D	:	Difference between the average marks of the pre test and post test
D%	:	It indicates the difference between the two tests (pre-test and post test) in percentage
e.g.	:	(Exampli gratia) for example
ELT	:	English Language Teaching
et al.	:	and other people or things
etc.	:	et cetera
gr	:	group
i.e.	:	that is to say (id est)
NELTA	:	Nepal English Language Teacher's Association
Post-T	:	Post-test
Pre-T	:	Pre-test
R.N.	:	Roll Number
S.N.	:	Serial Number
T.U.	:	Tribhuvan University
U.K.	:	United Kingdom