CHAPTER ONE
INTRODUCTION

1.1 General Background

English language teaching includes teaching of language aspects: spelling, pronunciation, vocabulary, grammar and functions as well as language skills: listening, speaking, reading and writing. ELT has crossed many bends and steepness to reach this day. This is the day of enabling students to be communicatively competent in language they are studying.

1.1.1 A Brief Account of ELT Methods and Approaches

In the past, several approaches and methods emerged focusing only the particular skills and aspects of language in English language teaching. In the 19th century, Grammar translation method began to be used to teach English and there was a greater emphasis on grammar study along with rote memorization of vocabulary and translation of literary texts. It also focused on reading and writing skills rather than the ability to communicate in a language. It is widely recognized that the grammar translation method is still one of the most popular and favorite models of language teaching in some parts of the world, however, this method is said to be merely traditional, unnatural and inappropriate in language teaching.

Then, the Direct Method was developed by Gouin and Berlitz in the late 19th century as reaction against the grammar translation method. Mainly, Charles Berlitz gave this name and the basic principle of this method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation and little if any analysis of grammatical rules and syntactic structures.

The Direct method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth century but it was difficult to use, mainly because of the constraints of budget, time and classroom size.

The audio-lingual method was the third phase in the history of English language teaching. The outbreak of World War II heightened the need for Americans to become orally proficient in the language of their allies and enemies alike. To this end, bits and pieces of the direct method were appropriated in order to form and support this new method, the 'Army method', which came to be known in the 1950s as the Audio lingual method. Foreign language learning was seen as a process of habit formation. It was assumed that language could be learned by memorizing dialogues and performing pattern drills of the structures of language.

But its popularity waned after 1970 because of its shortcomings. This method failed in promoting communicative ability as it paid undue attention to memorization and drilling while downgrading the role of context and world knowledge in language learning. After all, it was discovered that language was not acquired through a process of habit formation.

As the Audio-lingual method began to fade in 1970s, a variety of methods emerged to fill the vacuum created by the demerits of audiolingualism such as the silent way, total physical response, suggestopedia, counselling learning, situational language teaching and many more.

Among them, communicative approach is the current trend in English language teaching. It gives emphasis on communication. The advocates of this approach such as Candlin, Widdowson, Firth, Halliday, Hymes, Gumperz, Wilkins, Labov and et. al. came with the view that the focus

should be given on communicative proficiency rather than on mere mastery of structure in language teaching.

Communicative approach is an approach to foreign or second language teaching which emphasizes that the goal of language learning is to develop communicative competence. This approach has been developed particularly by British applied linguists as a reaction to grammar based approaches such as Audio-lingual method. They needed to focus communicative proficiency rather than mere mastery of structure.

This approach views language learning as a means of communication. Communication is a process. It is insufficient for students to simply have knowledge of target language forms, meanings and functions. Students must be able to apply the knowledge in negotiating meaning. It is through the interaction between speaker and listener that the meaning becomes clear.

The most important characteristic of the communicative approach is that almost everything is done with communicative intent. Students use language a great deal through communicative activities such as games, role plays, problem solving tasks, information gap, pair work, group work, etc. Therefore, the goal of language learning in the communicative approach is developing communicative competence in students because language is not used in vacuum, so the learners of any language should be able to use the language according to the demand of the situation then only the language teaching becomes effective.

1.1.2 Communicative Competence

Communicative competence is a linguistic term which refers to a person's language ability. It not only refers to a student's ability to apply and use grammatical rules but also to form correct utterances and know how to use these utterances appropriately. The term was coined by Dell Hymes in

1966, reacting against the inadequacy of Noam Chomsky's distinction between competence and performance.

Communicative competence has been one of the great key words and buzz-words of language teaching for many years. Communication is not just a matter of language. When we speak, our speech is accompanied to a greater or lesser extent by so-called non-verbal communication gestures, facial expressions, distance, body attitudes, sighs etc. visual texts such as images, films which are highly important modes of communication nowadays are also in language teaching. So, communicative competence is extremely comprehensive and complex.

Non-verbal communication is something we share with human as well as other living creatures but language is a specifically human mode of communication and a complex system of units of meaning that are expressed with the aid of sounds produced by the speech organs or with the written words. So, we should not only focus on the verbal aspect of communicative competence but also on the non-verbal communication.

The verbal part of communicative competence comprises all the four skills: listening, reading, speaking and writing. We shouldn't misunderstand that communicative competence only refers to the ability to speak. Hence communicative competence is both productive and receptive.

We can also talk of communicative competence at lower and higher levels i.e. a competence that an individual has or is in the process of developing and the communicative competence of the group, the institution, the company, the state etc. In other words, there is use of individual and non-individual communicative competence while communication. For example, public relations, marketing and international politics are some of the examples of non-individual communicative competence.

Canale and Swain (1980) maintain that communicative competence consists of four different components:

1. Grammatical competence : Words and rules i.e. knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology.
2. Sociolinguistic competence : Appropriateness i.e. knowledge of the socio-cultural rules of language and discourse.
3. Discourse competence : Cohesion and coherence i.e. the ability to produce unified written or spoken discourse.
4. Strategic competence : Appropriate use of communication strategies i.e. the ability of speakers to use verbal and non-verbal communication strategies to compensate for breakdowns in communication or to improve the effectiveness of communication.

Bachman (1990) divides the communicative competence into the broad headings of "organizational competence" which includes both grammatical and discourse competence and "pragmatic competence" which includes both sociolinguistic and illocutionary competence.

Communicative competence means being able to use the language appropriate to a given social context. To do this, students need knowledge of linguistic forms, meanings and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose the most appropriate form in the given social context and the roles of the interlocutors.

1.1.3 Language Functions

Language function is one of the important language aspects in teaching language. It includes both grammatical functions and

communicative functions of language. But, for our purpose, language functions mean communicative functions of language. According to Sharma (2004) "A communicative function of language refers to anything that we can do with language. For example, greeting, requesting, inviting, denying, promising and so on are the functions of language. Language functions can be realized through language items. In other words, the language function refers to the purpose for which an utterance or a piece of language is used and any possible utterance or piece of language that can be used for the function is its exponent."

According to Longman Dictionary of Language Teaching and Applied Linguistics (1999) "In language teaching, language functions are often described as categories of behaviour, e.g. requests, apologies, complaints, offers, compliments. The functional uses of language can't be determined simply by studying the grammatical structures of sentences. For example, sentences in the imperative form may perform a variety of different functions.

Imperative forms	Communicative functions
Give me that book.	Order
Pass the jam.	Request
Turn right at the corner.	Instruction
Try the smoked salmon.	Suggestion
Come round on Sunday.	Invitation

In communicative approach to language teaching, a syllabus is often organized in terms of the different language functions the learner needs to express or understand."

Language functions have been classified in different ways by several applied linguists in the field of language teaching. Among them, the

following classifications have their special significance in language teaching.

1. Wilkins DA's Classification

Wilkins, D.A. has mentioned eight functions of language in his notional syllabus under the categories of communicative functions. They are:

i. Modality : to express degree of certainty, necessary etc.

ii. Moral discipline and evaluation : judgments approval, disapproval etc.

iii. Suasion : persuation, recommendation, prediction etc.

iv. Argument : agreement, disagreement, denial etc.

v. Rational inquiry and exposition : rational organization of thought and speech.

vi. Personal emotions : positive, negative etc.

vii. Emotional relations : greeting, flattering, hostility etc.

viii. Interpersonal relations : politeness and status, degree of formality and informality.

2. Van EK's Classification

Van EK distinguishes six functions of communication. They are :

i. Imparting and seeking factual information : identifying, reporting, correcting, asking etc.

ii. Expressing and finding out intellectual attitudes : expressing and inquiring about agreement and disagreement.

iii. Expressing and finding out emotional attitudes : pleasure, displeasure, surprise, hope, intention etc.

iv. Expressing and finding out moral attitudes : apologizing, granting forgiveness.

v.   Getting things done : suggesting, advising, warning.

vi.   Socializing : greeting, attracting, attention etc.

3.   Finocchairo's Classification

Finocchairo classifies communicative functions into the following five categories:

i.   Personal : clarifying or arranging one's ideas, expressing one's thoughts of feelings etc.

ii.   Interpersonal : establishing and maintaining desirable social and working relationships.

iii.   Directive : attempting to influence the action of others, accepting or refusing direction.

iv.   Referential : talking or reporting about things, actions, events or people in environment in the past or in the future, talking about language.

v.   Imaginative : discussing, expressing ideas, suggestion, solving problems etc.

4.   Sthapit's Classification (Based on Van EK's Classification)

Using Van EK's Classification, Sthapit (The Journal of NELTA 5.1:117) has classified language functions into the following eight types in the course of designing a syllabus called "English for Day-to-Day communication".

1.   Socializing
2.   Making queries
3.   Getting things done
4.   Expressing moral and emotional attitudes
5.   Expressing modal attitudes
6.   Imparting factual information
7.   Expressing intellectual attitudes

8.   Using the telephone

To teach language functions, there are several activities such as, Role plays, simulation, group work, games, interviews, problem solving, information gap etc. But information gap in teaching language functions is the subject matter of study of this research. So, this activity is given emphasis in this study.

1.1.4 Information Gap

Information gap refers to the difference or gap of information between two interlocutors in communication. For example, if there are two students, 'A' and 'B' and if A has some information which 'B' doesn't and possibly vice-versa, then there is a difference or gap between the two students. A task which requires 'B' to find out the information that 'A' has (i.e. a task which closes the gap) will provide a reason for communication. In other words, information gap is a technique or activity which creates the environment for authentic language use in the classroom because it is a part of everyday communication.

"In an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decision" (Neu and Reeser, 1997).

Xiao Qing Liao (2001) Says "Language students should be involved in as many situations as possible where one of them has some information and another doesn't but has to get it".

Defining the term 'information gap', Prabhu (1987) says "For genuine communication to occur in the language classroom, teacher-student (and student-student) exchange must go beyond display questions and should be based on the gap that occurs between interlocutors when one doesn't know in advance what the other is going to say".

Johnson and Morrow (1981:62) recognized the value of information gap activities in the language classroom 20 years ago, calling the concept "one of the most fundamentals in the whole area of communicative teaching".

Therefore, we should understand that there is an information gap if a speaker has some information and the lack of that information in the listener while they communicate. Information gap activity is a such type of activity in which one interlocutor is full of information and at the same time the other interlocutor is zero of information. So, this condition compels the latter to grow information in his mind and to fulfil his needs. As a result successful communication may hold between them.

In information gap activity, the speaker or writer informant is saying something that the receiver doesn't know already. The listener or reader is actively decoding or reacting. Then, the listener speaks becoming the informant for a while. The new receiver (i.e. previous speaker) can't predict exactly what will be said and so on.

1.1.5 Types of Gap

According to Gareth Rees (2002), there are four types of gap that can be used to provide a reason for communication. They are :

i.   The Information Gap

This is the classic gap exploited by the communicative approach. For example, student 'A' has some information, perhaps concerning the prices of food. Student 'B' needs to know these prices and so asks 'A' questions to find the information. The information gap is ideally suited to pair and small group work and usually relies upon pre-prepared information cards.

ii.   The Experience Gap

All students in classes have had differences in their lives so this is immediately a gap. In some classes, this gap is very marked. For example, a multi-lingual adult class in the U.K. provide great difference between the backgrounds of the students. But a monolingual primary class will obviously show less difference or gap. The experience gap is easily exploited in questionnaires – particularly those that aim to practice past forms.

iii.   The Opinion Gap

Most people have differing opinions, feelings and reactions to situations, events and propositions. Finding out about someone's feelings and opinions is all about closing the gap between people.

iv.   The Knowledge Gap

Students know different things about the world. This gap can be exploited in brainstorms and general knowledge quizzes.

The information gap is the general term of all these gaps. So, this is an important topic of study in communicative language teaching.

Information gap activities are extremely effective in L_2 classroom. They give every student the opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise. They stimulate learners to manipulate their foreign language skills and linguistic knowledge to the full extent in order to close the gap. In these activities, each participant plays an important role and the task cannot be accomplished without everyone's participation. Many information gap activities are highly motivational because of the nature of the various tasks. Activities that require solving of a problem or a mystery are especially effective. Information gap activities can also reinforce

vocabulary and a variety of grammatical structures taught in class. They allow students to use linguistic forms and functions in a communicative way.

1.1.6 How to Create Information Gaps

When a teacher exploits a text with questions (i.e. display questions), there is no information gap because everyone in the room can predict the content of the response. But when a hypothetical question is put, no one can be certain of the responses that will be given. Then, there is an information gap.

For genuine communication to occur in the language classroom, teacher – students or student – student exchanges must go beyond display questions. Display questions are those for which the students already know the answers. For example, while presenting the function of introducing the teacher introduces himself and asks, "I am Mr. Khadka: who am I ?"

The teachers must thoughtfully prepare the activities so that oral interaction involves a transfer of information from one person to another. Teachers should begin by using appropriate questioning and conversation strategies, particularly by asking referential questions (i.e. questions they don't know the answer to) for example, the teacher may ask, I am Mr. Khadka. And you ?

According to Xiao Qing Liao (2001), we can create information gap through communicative drills and communicative activities.

A.   Communicative Drills

"The communicative drill is the one in which the type of response is controlled but the student provides his or her own content or information" (Richard, Platt and Platt, 1992:223).

In communicative drills, the teacher controls the learners' speech primarily by ensuring that they produce short utterances. Here are some of the ways of communicative drills.

i. **Practical Situations :** Students can practise requesting and providing information in situations such as asking for directions in a city and ordering meals in a restaurant. Students work in pairs, with one asking for directions to a specific location and the other giving directions according to a map.

ii. **Guessing Games :** Students can do guessing activities in pairs or groups. There are many variations. For example, one student chooses a famous person and the others ask yes – no questions until the identity of the person is determined. Or one student draws a picture of a fruit and turns it over on the desk. The partner guesses what the item is by asking could/would you give me a ….. ? until the correct answer is found.

iii. **True Answers :** Unlike typical substitution drills, these questions are related to the student's life. For example, after modeling a sentence such as, 'My father is a doctor", the teacher asks students to construct similar sentences in this case, truthfully describing the occupation of someone in their family.

B. **Communicative Activities**

In communicative activities, learners have opportunities to produce sustained speech with more variation in possible responses. Here are some examples of communicative activities that provide practice in speaking in a social context.

i. **Role Play :** This involves the teacher giving role cards to students for pair work. Paired students are asked to provide sustained speech for the specific purpose of communication.

ii. **Opinion gap activity :** This involves identifying and expressing a personal preference, feeling or attitude. The activity may require using factual information, formulating arguments and justifying one's opinions. For some topics, there may be no right or wrong responses and no reason to expect the same answers or responses from different individuals or different groups. For example, the teacher divides the class in to several groups that will discuss or describe from different perspectives.

iii. **Reasoning Gap Activity :** It involves deriving some new information from given information through the process of inference or deduction and the perception of relationship or patterns. The activities necessarily involve comprehending and conveying information.

We can also create information gap through other communicative activities, such as oral descriptions, strip stories, telling stories and experiences, guessing games, interviews, opinion polls etc.

Therefore information gap activities are used to give students opportunities to use English appropriately inside and outside the classroom. Unlike teacher-initiated display questions which do not reflect real life language, information gap activities have genuine communicative value. If our goal as second language educators is to have our learners speak with confidence in the target language, then we must make an effort to provide our students with a greater variety of opportunities to speak in the target language. Information gap activities are an effective means for accomplishing this goal.

To measure effectiveness of information gap activities in teaching communicative functions, we should be very careful in creating information gap among the groups of students or between students and the teacher. In other words, there should always be curiosity among the learners or they need to communicate real messages. Another important thing is that how the learners are able to close the gap using the appropriate information in the given situation. Only then, we can find out the effectiveness of information gap technique in teaching communicative function.

1.1.7 Definition of Specific Terms of Communicative Functions Selected for the Study

1.1.7.1 Introducing

This language function indicates that it is a way of being familiar with each other. Particularly, a person's name is given while introducing. There are informal and formal ways of giving introduction. The reply of introducing shows some sorts of pleasure/happiness. For example:

A : I'd like to introduce myself. I'm Dilip Khadka.

B : Glad to meet you.

1.1.7.2 Taking Leave

It is the act of saying good bye at the time of separating each other. In this function, one should show the signal of separation saying, good bye, bye-bye, see you again, take care, O.K.? etc.

1.1.7.3 Describing Persons/Places/Objects

Descriptions are made using statements or the given clues while describing persons, their physical appearance, age, colour of hair and eyes, height, occupation etc. should be given. For example, Sujan is a thin boy. He is 15 years old. His face is pale. He has dark eyes. He is 4 feet tall etc.

While describing places, location of the place, its size, its people and their culture, famous temple, special characteristics etc. should be mentioned. Likewise, size, colour and structure of object, characteristics of object, use of it, cost of it etc. are described while describing objects.

1.1.7.4 Seeking Information

It is a way of getting information from others by asking various types of questions such as,

What is your name ?

Do you live in Thankot ?

How many members are there in your family ?

1.1.7.5 Requesting

It is an act of asking others politely or not politely to do something. The speaker expects the listener to do some tasks. For example,

Close the window, will you ?

Would you mind giving me your pen ?

1.1.7.6 Expressing Needs/Wants

Expressing needs refer to the circumstances that force one to do something or it is necessary to do or have something. Expressing wants refer to showing a desire for something or wishing for something.

1.1.7.7 Expressing Obligations

Obligation indicates a law, promise, duty etc. that force one to do something. It is a kind of compulsion. For example:

I must help my father.

We mustn't smoke in a public place.

1.1.7.8 Stating Purposes

Purpose is an intention, aim or function of something. It is a reason for doing something. For example:

I go to school to read and write.

1.1.7.9 Making Suggestions

Suggesting refuses to putting an idea as a form of advice or recommending a course of action to somebody. For example :

Why don't you go to hospital ?

1.1.7.10 Seeking Confirmations

It is a way of confirming whether something is true, correct or definite. Generally, we can use tag questions to confirm something. For example:

You are a teacher, aren't you ?
He went to Pokhara, didn't he ?

1.2 Literature Review

Various attempts at comparing methods in terms of their effectiveness have been made. Regarding the techniques, only few studies have been carried out to determine their effectiveness and no study has been carried out to find the effectiveness of information gap activity in language teaching.

Sharma (2000), conducted a practical study to find out the effectiveness of Role play in teaching communicative functions. It was found that Role play technique was relatively more effective than the general classroom techniques.

A practical study carried out by Pokhrel (2000) to find out which method (deductive or inductive) is more effective to teach selected communicative functions for the students of grade seven proved inductive method more effective than deductive method for teaching communicative functions of English in general.

Regmi (2004), carried out a study to determine the effectiveness of group work technique in teaching English tenses. It was found that the students who were taught using group work progressed relatively better than the students who were taught using explanation. This is a very useful work and gives insight into the nature of group work technique.

Bhandari (2005), has made a study on the effectiveness of pair work and group work techniques by comparing each other in teaching language functions. It was found that pair work was more effective than group work activity in teaching language functions.

Apart from these studies, no any practical studies have been carried out to determine the effectiveness of information gap technique in teaching communicative functions of English. Therefore, this research attempted to assess the effectiveness of information gap in teaching language functions.

1.3   Objectives of the Study

The objectives of the study were:

i.   To find out the effectiveness of information gap in teaching language functions.
ii.   To suggest pedagogical implications based on the findings.

1.4   Significance of the Study

It is believed that this study will be significant mainly for language teachers (especially English language teachers). And it is equally useful for the syllabus designers, textbook writers, students, material producers, researchers, methodologists and all persons who are directly or indirectly involved in teaching and learning process.

CHAPTER TWO
METHODOLOGY

This chapter deals with the methodology used during the study. The study was carried out as follows:

2.1 Sources of Data

In this study both primary and secondary sources of data were used for the collection of data. The sources are as follows.

2.1.1 Primary Sources

The primary sources of data was the performance result of the students obtained through pre-test and post test compared. Thirty students studying in grade seven in Thankot secondary school, Thankot, Kathmandu were taken for the purpose of obtaining primary data.

2.1.2 Secondary Sources

The secondary sources were the related literature, books written on teaching techniques and the information collected from ELT practitioners (Aggarwal, J.C. 1996. Principles, Methods and Techniques of Teaching. Cross, D. 1992. A Practical Handbook of Language Teaching). Textbooks on communicative functions and the textbook of grade seven were used to develop tools for collecting primary data.

2.2 Sampling Procedure

The researcher used simple random sampling procedure to select 30 students from class seven of Thankot secondary school, Thankot of Kathmandu district. Again, he divided the students into two groups (i.e. experimental and controlled group) through random sampling design using fish bowl draw.

2.3 Tools for Data Collection

The main tool for collection of data was a test. It consisted of subjective and objective items (questions) carrying 20 full marks and 30 full marks respectively. The items were constructed out of English language functions selected to teach. The number of items from each of the selected functions were as follows:

S.N.	Types of function	No. of Items	Marks
1.	Introducing	5	5
2.	Taking leave	3	3
3.	Describing persons/places/objects	5	8
4.	Seeking information	5	5
5.	Requesting	5	5
6.	Expressing needs/wants	4	4
7.	Expressing obligation	6	6
8.	Stating purpose	5	5
9.	Making suggestion	5	5
10.	Seeking confirmation	4	4

Again, the test consisted of 6 different items. The types of item and the number of items with full marks were as follows.

S.N.	Types of Item	No. of Items	Marks
1.	Short answer	16	16
2.	Free composition	1	4
3.	Multiple choice	6	6
4.	Fill in the gap	7	7
5.	Matching	10	10
6.	True/False	7	7

The same set of test item was used in both the pre-test and the post test.

2.4 Process of Data Collection

The process of data collection was as follows:

1. The researcher developed two types of questions to measure the proficiency of the students before and after experimental teaching (See : Appendix – I). Lesson plans and teaching materials were developed for selected teaching functions.

2. A pre-test was given by administering the test. After getting the result of pre-test, the students were divided into two groups through simple random sampling using fish bowl draw. The teacher taught one group of students using information gap technique for about 20 days and another group was taught as usual classroom teaching.

3. At the end of the classroom teaching, a post-test was given. The same question set used in pre-test was used for the post test. Then, the result of the two tests were compared to determine the effectiveness of information gap in teaching language functions.

2.5 Limitations of the Study

The researcher attempted to carry out this study taking the following limitations and considerations to make the study precise and systematic.

1. This study was related only to information gap technique.
2. Area of this study was confined only to a secondary school of Kathmandu district.
3. Population this study was limited to only one school (i.e. Thankot Secondary School, Thankot).
4. Only the seventh graders of the school were included for this practical study.
5. The number of sample population was only thirty.

6. This study was related only to 10 selected teaching language functions as: Introducing, Taking leave, Describing person/places/objects, seeking information, Requesting, Expressing needs/wants, Expressing obligation, Stating purposes, Making suggestions and Seeking confirmations.

7. The researcher's knowledge and the book 'Communicating in English' by Matreyek (1983) were the determinant factors of language exponents for the selected language functions while testing students' performance.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of data. The data have been analyzed under the following headings.

a.   Function based comparison.

b.   Item based comparison.

c.   Holistic comparison.

The first two headings (i.e. function and item) were divided into sub-headings. The individual scores taken from the tests (pre-test and post test_ were tabulated under each sub-headings group-wise. The average scores were computed out of the individual scores tabulated (See : Appendix IV and V). The difference between the average scores of the pre-test and post test was computed. If it was higher than zero, it showed the progress of the group. The difference was converted into percentage. The two groups were compared on the basis of the percentage. The group which got a higher increment percentage was considered to be better than the one which got lower percentage. The same method, materials, medium etc. were used for both groups but the difference was in the use of technique i.e. experimental group was taught with information gap technique whereas control group was taught as usual. It was observed that the group which performed better was taught with relatively more effective technique than the others.

The analysis and interpretation of the study is given below:

(Note: Throughout the study, Group 'A' indicates the experimental group to which information gap technique was applied and Group B indicates the control group which was deprived of the information gap technique).

3.1 Function Based Comparison

1. Introducing

Table 1

Gr.	AV. Score in Pre I	Av. Score Post-T	D	D%
A	3.73	4.53	0.8	21.44
B	3.93	4.26	0.33	8.39

This category consisted of 5 items carrying 5 full marks. The above table shows that group 'A' has the average score of 3.73 in the pre-test and 4.53 in the post test. This group has increased its percentage mark by 0.8 or 21.44 percent. The group B has scored 3.93 in the pre-test and 4.26 in the post test. The group has increased its marks by 0.33 or 8.39 percent.

It shows that the increase in the mark in group A is greater than the latter. It indicates that group A made better progress than group B at this function of English language.

II. Taking Leave

Table 2

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	2	2.73	0.73	36.5
B	2.33	2.73	0.4	17.16

This category consisted of 3 items carrying 3 full marks. The above table shows that group A has the average score of 2 in the pre test and 2.73 in the post test. This group has increased its marks by 0.73 or 36.5 percent. Group B has the average score of 2.33 in the pre-test and 2.73 in the post-test. This group has increased its marks by 0.4 or 17.16 percent.

It shows that group A learned this language function better than group B.

III. Describing Persons/Places/Objects

Table 3

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	4.46	5.33	0.87	19.50
B	5.4	4.73	0.67	12.40

This category consisted of 5 items and carried 8 marks. Group A has the average score of 4.46 in the pre test and 5.33 in the post test. It has increased its marks by 0.87 or 19.50 percent.

Group B has the average score of 5.4 in the pre test and 4.73 in the post test. This group has decreased its marks by 0.67 or 12.40 percent.

It shows that group A learned this function more effectively than Group B.

IV. Seeking Information

Table 4

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	2.53	3.6	1.07	42.29
B	2.4	3.4	1.0	41.66

This category consisted of 5 items carrying 5 marks. Group A has the average score of 2.53 in the pre-test and 3.6 in the post test. This group has increased its marks by 1.07 or 42.29 percent.

Group B has the average score of 2.4 in the pre-test and 3.4 in the post test. It has improved by 1 or 41.66 percent.

V.   Requesting

Table 5

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	2.86	3.6	0.74	25.87
B	2.66	3.66	1.0	37.59

This category consisted of 5 items carrying 5 full marks. Group A got the average score of 2.86 in the pre-test and 3.6 in the post test. This group has increased its marks by 0.74 or 25.87 percent.

Group B has the average score of 2.66 in the pre-test and 3.66 in the post test. It has improved by 1.0 or 37.59 percent.

It shows that the group B has progressed better than the group A.

VI.   Expressing Needs/Wants

Table 6

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	2.33	3.33	1	42.91
B	2.33	3.33	1	42.91

This category consisted of 4 items having 4 full marks.

The average score of group A is 2.33 in the pre-test and 3.33 in the post test. This group has increased its marks by 1 or 42.91 percent.

The average score of group B is 2.33 in the pre-test and 3.33 in the post test. This group has increased its marks by 1 or 42.91 percent.

It shows that both groups have learned this function equally well.

VII.   Expressing Obligation

Table 7

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	2.86	4.8	1.94	67.83
B	3	3.33	0.33	11

This category consisted of 6 items having 6 full marks. Group A has secured the average score of 2.86 in the pre-test and 4.8 in the post test. It has progressed by 1.94 or 67.83 percent.

Group B has secured the average score of 3 in the pre-test and 3.33 in the post test. It has progressed by 0.33 or 11 percent. Therefore, the group A has done better in expressing obligation.

VIII. Stating Purpose

Table 8

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	2.66	3.66	1	37.59
B	2	3.6	1.6	80

The category consisted of 5 items having 5 full marks. Group A has the average score of 2.66 in the pre-test and 3.66 in the post test. It has increased its marks 1 or 37.59 percent only.

But group B has the average score of 2 in the pre-test and 3.6 in the post test. This group has improved by 1.6 or 80 percent.

Here, the group B has made progress better than the group A in stating purpose.

IX.   Making Suggestion

Table 9

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	2.73	3.46	0.73	26.73
B	2.26	3.26	1	44.24

This category consisted of 5 items carrying 5 full marks. Group A has got the average score of 2.73 in the pre-test and 3.46 in the post test. It has improved by 0.73 or 26.73 percent.

Group B has got the average score of 2.26 in the pre-test and 3.26 in the post test. It has improved by 1 or 44.24 percent.

Therefore, the Group B learned this function better again.

X.   Seeking Confirmation

Table 10

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	1.26	2.6	1.34	106.34
B	1.46	2.4	0.94	64.38

This category consisted of 4 items having 4 full marks. Group A has the average score of 1.26 in the pre-test and 2.6 in the post test. It has increased its marks by 1.34 or 106.34 percent.

Likewise Group B has the average score of 1.46 in the pre-test and 2.4 in the post test. It has increased its marks by 0.94 or 64.38 percent.

It shows that the group A has done better than the group B in this language function.

3.2 Item Based Comparison

A. Subjective Items

Table 11

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	8	12.13	4.13	51.62
B	7.6	11.2	3.6	47.36

This category consisted of 17 items carrying 20 full marks. Group A has the average score of 8 in the pre-test and 12.13 in the post test. The group has increased its marks by 4.13 or 51.62 percent.

Group B has the average score of 7.6 in the pre test and 11.2 in the post test. This group has increased its marks by 3.6 or 47.36 percent.

It shows that the group A has progressed better than the group B.

B. Objective Items

Table 12

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	19.53	25.46	5.93	30.36
B	20.06	23.53	3.47	17.29

This category consisted of 30 items and each item carried 1 marks. Group A has the average score of 19.53 in the pre-test and 25.46 in the post test. This group has increased its marks by 5.93 or 30.36 percent.

Group B has the average score of 20.06 in the pre test and 23.53 in the post test. This group has increased its marks by 3.47 or 17.29 percent.

It shows that the group A performed the objective items better than the group B.

Item Category – Based Comparison

I.   Multiple Choice

Table 13

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	4.26	5.26	1	23.47
B	4.2	5.13	0.93	22.14

This category consisted of 6 items. Each item carried 1 mark. Group A has the average score of 4.26 in the pre test and 5.26 in the post test. This group has increased its marks by 1 or 23.47 percent.

Group B has scored the average score of 4.2 in the pre test and 5.13 in the post test. This group has increased its marks by 0.93 or 22.14 percent.

It shows that the group A learned better the multiple choice items.

II.   Fill in the Gap

Table 8

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	2.66	4.8	2.14	80.45
B	3.46	4.13	0.67	17.34

This category consisted of 7 items carrying 7 full marks. Group A has scored the average score of 2.66 in the pre-test and 4.8 in the post test. The difference of average score between the pre-test and post test is 2.14 or 80.45percent.

Group has scored the average score of 3.46 in the pre-test and 4.13 in the post test. The difference of average score between pre-test and post test is 0.67 or 17.34 percent.

It shows that the group A learned better the fill in the gaps.

III.   Matching

Table 15

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	7.26	9.26	2	27.54
B	7.26	9	1.74	23.96

This category consisted of 10 items. Each carried 1 mark. According to the table, group A has the average score of 7.26 in the pre test and 9.26 in the post test. This group has increased its marks by 2 or 27.54 percent.

Group B has the average score of 7.26 in the pre test and 9 in the post test. This group has increased its marks by 1.74 or 23.96 percent.

The data shows that the group A has done much progress in matching items than the group B.

IV.   True/False

Table 16

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	5.26	5.66	0.4	7.60
B	5.13	5.26	0.13	2.53

This category consisted of 7 items. Each carried 1 mark. Group A has the average score of 5.26 in the pre-test and 5.66 in the post test. This group has increased its mark by 0.4 or 7.60 percent.

Group B has the average score of 5.13 in the pre-test and 5.26 in the post test. This group has increased its marks by 0.13 or 2.53 percent.

It shows that the group A has better performance than the group B in True or False items.

V.   Short Answer

Table 17

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	6.53	10.2	3.67	56.20
B	5.73	9.2	3.47	60.55

This category consisted of 16 items each carrying 1 mark. Group A has the average score of 6.53 in the pre-test and 10.2 in the post test. The difference between the two tests of this group is 3.67 or it is 56.20 percent.

Group B has the average score of 5.73 in the pre-test and 9.2 in the post test. The difference of the average scores in 3.47 and it is 60.55 percent.

Therefore, it shows that the group B has progressed better than the group A in short answer items.

VI.   Free Composition

Table 18

Gr.	AV. Score in Pre Test	Av. Score Post-T	D	D%
A	1.46	1.86	0.4	27.39
B	1.8	2	0.2	11.11

This category consisted of 1 item. It carried 4 marks. Group A has the average score of 1.46 in the pre-test and 1.86 in the post test. This group has increased its marks by 0.4 or 27.39 percent.

Group B has the average score of 1.8 in the pre-test and 2 in the post test. The difference of average scores is seen by 0.2 or 11.11 percent.

It shows that the group A has performed better than the group B in free composition.

3.3   Holistic Comparison

This holistic comparison has two parts i.e. function based comparison and item-based comparison. In other words, it is the summary of interpretation and analysis of data comparing the average scores in the pre-test and the post test of both groups in terms of language functions and question items.

Comparative chart of average increment percentage of Gr. A and Gr. B.

I.   In Function-Based Comparison

Difference in percentage between pre-test and post test.

Table 19

Table	Function Category	Gr. A in %	Gr. B in %
1	Introducing	21.44	8.39
2	Taking leave	36.5	17.16
3	Describing persons/places/objects	19.50	12.40
4	Seeking information	42.29	41.66
5	Requesting	25.87	37.59
6	Expressing needs/wants	42.91	42.91
7	Expressing obligation	67.83	11.00
8	Stating purpose	37.59	80.00
9	Making suggestion	26.73	44.24
10	Seeking confirmation	106.34	64.38
	Total increment	427.00	359.73
	Average increment	42.70	35.97

The above table 19 shows that the average increment percentage of group A is 42.70 in different categories of the English language functions and the group B has 35.97 percentage average increment. The group B has less increment percentage than that of the group A. It indicates that the

group A has learnt the language/communicative functions of English relatively better than the group B on the whole.

II.   In Item – Based Comparison

Difference in percentage between pre-test and post test.

Table 20

Table	Function Category	Gr. A in %	Gr. B in %
1	Multiple Choice	23.47	22.14
2	Fill in the gap	80.45	17.34
3	Matching	27.54	23.96
4	True/False	7.60	2.53
5	Short Answer	56.20	60.55
6	Free composition	27.39	11.11
	Total increment	222.65	137.63
	Average increment	37.11	22.94

The table 20 shows that the average increment percentage of group A is 37.11 in different categories of items, where as group B has 22.94. It also indicates that the group A has done better in both types of questions than the group B on the whole.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation, the study has the following findings:

A. The holistic comparison shows that the group A has better result in both the functions and items than the group B. For instance,

	Group A	Group B
Functions :	42.70%	35.97%
Items :	37.11%	22.94%

B. There is a mixed result in the function based comparison.

1. Group B has better performance on the functional categories of requesting, stating purposes and making suggestions than group A.

   It suggests that usual classroom techniques had a relatively better impact in teaching the functions of stating purpose and making suggestions (Appendix V).

2. But Group A has a higher average increment percentage in remaining functional categories i.e. introducing, taking leave, describing persons/places/objects, seeking information, expressing obligation and seeking confirmation etc. It shows that the group A made relatively a better progress than the group B at the functions on the whole.

3. Both groups have the same average increment percentage i.e., 42.91 on the functional category of expressing needs/wants. It indicates that

there was no effect of information gap technique during teaching of this language function.

C.   There is also a mixed result in item-based comparison.

1.   Group B has a better result in the category of short answer type. This group has the average increment percentage of 60.55 in short answer type, whereas group A has the average increment percentage of 56.20. The group B has a greater average increment percentage by 4.35 (Appendix VI).

2.   Group A performed the items of the following categories better than group B (Appendix VI).

   a)   Multiple choice
   b)   Fill in the gap
   c)   Matching
   d)   True/False
   e)   Free composition

Group A performed the multiple choice items better than group B by the average increment percentage of 1.33, performed fill in the gap items by 63.11 percentage, the matching items by 3.58 percentage, the true/false items by 5.07 percentage and the item of free composition by 16.28 percentage than the group B.

Therefore, group A has a higher average increment percentage than group B in the objective items by 13.07 on the whole.

The above results show that group A performed the items better than group B on the whole.

The finding of this study were determined on the basis of the results of a group, not of an individual student. The results show that group A was

benefited in most of the cases although the both groups were taught the subject matter using the same medium, method and materials. Only the information gap technique was provided to the group A. The result came with positive impression that the group A learned the selected language functions of English better.

Therefore, the information gap technique is relatively more effective than usual classroom techniques for teaching language functions of English. From the researcher's point of view, we can say that this technique will certainly be a better and inevitable technique than any other techniques specially for teaching language functions.

4.2   Recommendations

The following recommendations have been made on the basis of these findings. These are also taken as pedagogical implications.

1.   Group A performed relatively better in most of the categories of function. Therefore, the information gap technique is more effective. This implies that this technique should be used for teaching the language/communicative functions of English in general.

2.   Group B has a greater average increment percentage on the functional categories of stating purpose and making suggestions than the group A. This is not significant because this kind of difference may sometimes happen due to several variables such as absence of the students in any group while teaching, carelessness of the students writing answers, forgetting etc. For example, a student in the group A has made a suggestion in this way.

-         Why don't you go to hospital (not given question mark).

There, we should minimize such variables as far as possible while teaching language function using this technique i.e. information gap.

3. This research was limited only to the thirty students of a private school. So, it can not be claimed that the findings of this research are applicable every where. Researchers can carry out this type of research including more students and more schools in different types in different parts of the country.

4. This research was limited to 10 areas of function only. The similar type of researches can be carried out on the other areas of functions like Greeting, welcoming warning, likes/dislikes, expressing condolence and sympathy, making apologies and responses, etc.

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APPENDIX - I
TEST ITEMS

School's Name :   F.M. : 50

Name :   P.M. : 20

Grade : VII   Time : 1.30 Hrs.

Subject : Language Functions

Attempt all the questions.

1.   How do you express in the following situations ? Write one sentence for each of them.   [16×1=16]

    i)   You met a new friend. Introduce yourself.

       ………………………………………………………………………

    ii) Your sister says, "Good bye" to you. Write a reply to it.

       ………………………………………………………………………

    iii) Suppose you want to know the number of rooms in your friend's house. How do you ask him/her ?

       ………………………………………………………………………

    iv) You are feeling cold in the classroom. Request your friend to close the windows.

       ………………………………………………………………………

    v)   Suppose your friend is seriously ill. Suggest him or her.

       ………………………………………………………………………

    vi) You think you father's friend is a doctor but you aren't confirmed. Confirm it asking him.

       ………………………………………………………………………

    vii) Your room is dirty. Express your obligation.

       ………………………………………………………………………

    viii) You sometimes go to market. State your purpose.

       ………………………………………………………………………

    ix) Suppose you are hungry. Express your need.

       ………………………………………………………………………

x) Your brother has dental plaque in his teeth. Suggest him to clean out that.

………………………………………………………………

xi) You believe your friend hasn't finished his homework. Confirm it by asking him.

………………………………………………………………

xii) Your teacher is going to Australia. State his purpose.

………………………………………………………………

xiii) Your friend says, "Hi. My name is Kabita." Give a reply to it.

………………………………………………………………

xiv) You want to know the age of your friend. How do you ask him/her?

………………………………………………………………

xv) You need money to buy an exercise book. Request your father to give 20 rupees.

………………………………………………………………

xvi) Your principal always complains to you when you are late. Express your obligation.

………………………………………………………………

2. Describe your favourite place in about 60 words. [4]

………………………………………………………………………

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………………………………………………………………………

………………………………………………………………………

3. Choose the best alternatives : [6×1=6]

i. "Take Care, O.K.?" serves the communicative function of :

(a) Suggesting (b) Introducing (c) Taking leave (d) Requesting

ii. Which of the following statement is the example of the language function of "Introducing" ?

(a) Hi. I'm Kabita Khadka (b) See you again (c) Could you give me some water ? (d) you should go to hospital.

iii. "How many members are there in your family ?" represents the language function of :

(a) describing persons   (b) seeking confirmation

(c) seeking information   (d) requesting

iv. Which of the following exponents serves language function of "Requesting".

(a) Would you mind giving me a paper ?

(b) I want to play volleyball.

(c) You mustn't drink any alcohol.

(d) He's a teacher, isn't he ?

v. "I'm supposed to guide you" is an example of :

(a) Expressing wants   (b) Making suggestions

(c) Expressing obligation   (d) Seeking confirmation

vi. Which of the following is the example of "stating purpose" ?

(a) Pokhara is a very beautiful place.

(b) Sopnil is a dancer, isn't she ?

(c) I need a beautiful house.

(d) She listens to the BBC to improve her English.

4. Fill in the appropriate language functions and forms in the following gaps.   [7×1=7]

a. "The books are gray". It is an example of ……………………..

b. "Do you live in Thankot ?" Indicates the language function of ……………………………………………………..

c. "He is preparing the test to study in Australia" is an example of ……………………………………………………..

d. "You mustn't smoke in a public place" represents the language function of ……………………………………………..

e. "…………………………….." is an example of "Requesting".

f. "……………………………….." indicates the language function of "Expressing needs".

g. "……………………………….." shows the language function of "Suggesting".

5. Match the following language functions with their appropriate exponents. [10×1=10]

a) Introducing ( ) where do you live ?

b) Taking leave ( ) Are you sure ?

c) Describing persons ( ) why don't you call sopnil for help ?

d) Seeking information ( ) I go to school to read and write.

e) Requesting ( ) You must obey the rules.

f) Expressing needs ( ) I need a computer.

g) Expressing obligation ( ) could you give me a hand ?

h) Stating purpose ( ) She has dark eyes.

i) Making suggestion ( ) Hello ! My name is Dilip Khadka.

j) Seeking confirmation ( ) See you later.

6. Write 'T' for true and 'F' for false statements. [7×1=7]

a) The example of "introducing" is, "Hi, My name is Dilip. What's your name ?"

b) "Pokhara is a very beautiful place" is the language function of "Describing objects".

c) "How about going to hospital ?" is an example of "Making suggestions".

d) The language function of "Expressing needs" is "I would like to talk with you ?"

e) "Sabita isn't a teacher, is she ?" is an example of "Seeking confirmation".

f) "There are four rooms in the house" expresses the language function of "Describing places".

g) "You ought to ask her soon" is an example of "Making suggestions".

Lesson Plan No. 1

School : Thankot Secondary School   Date : 2063-8-18

Class : VII   Time : 40 minutes

Subject : Comp. English (Language Functions)   Period : III/V

Teaching Item : Introducing

1.   Objectives : On completion of this lesson, the students will be enabled to:

    i.   introduce themselves with others

    ii.   reply in someone's introduction

2.   Teaching materials : A picture and written strips of paper

Group A

3.   Presentation : The teacher will show a picture in which two persons are introducing with shaking their hands. Then, a group of students will be provided the exponents of introducing in a strip of paper. They will also be asked to share the information among each other.

Hi. I am Dilip Khadka
Hello. My name is Dilip Khadka.
I'd like to introduce myself. I'm Dilip Khadka.
May I introduce myself ? My name is Dilip Khadka.

On the other hand, the next group of students will be provided with the quest ions plus replies of introducing to get information. For example,

What's your name ?
May I have your introduction ?
Nice to meet you.
Glad to meet you.
It's may pleasure.
Pleased to meet you.

Then, pair students will be arranged choosing two students from both groups. Necessary instructions will be given for pair work. Then, the teacher will conduct a pair work activity. After this activity, he will check their activities.

Evaluation : If some one says, "Hi, I'm Dilip Khadka" while giving his introduction, how do you respond it ?

Group B

(Using usual classroom techniques)

Presentation : First of all, the teacher will ask the name of each students and will express his pleasure or happiness after the introduction. Then, he will the teacher will write the language exponents of introducing function along with its replies on the blackboard.

Hi. I am Dilip Khadka	Glad to meet you.
Hello. My name is Dilip Khadka.	I'm happy to meet you.
I'd like to introduce myself.	Nice to meet you.
I'm Dilip Khadka.	It's a pleasure to meet you.
May I introduce myself ?	It's my pleasure.
My name is Dilip Khadka.	

He will conduct a pair work activity getting them to ask and reply for practice of introducing function.

Evaluation :

i.   Give your introduction.

ii.   "Hello, I am Dilip Khadka" Give a reply of it.

Lesson Plan No. 2

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Taking leave   Date : 2063-8-19

1.   Objectives : On completion of this lesson, the students will be enabled to:

i)   express the leave taking.

ii)   reply to the expression of leave taking.

2.   Materials : Role Cards

Group A

3.   Presentation : The teacher will distribute the different role cards to the group of students to conduct role play activity. The exponents of leave taking will be written in the one sheet of role cards and the replies of them will be given in the other one. The situation plus problem will also be given in one side of each role cards. They don't know the information written in the role cards of other group. Then, the two students from both groups as a model will be asked to express the leave taking and reply it respectively. All the students will be asked to do role play for exchanging information.

4.   Evaluation : Suppose you are having a long school holiday and you are going to your house. Express your leave taking with your friends.

Group B

Presentation: The teacher will write both the exponents of leaving taking and its replies on the blackboard and will get the students to write on their exercise books.

Exponents of leave taking	Its replies
Good bye	Good bye
Bye (bye – bye)	Bye
See you later	Hope so
See you again	Sure thing
Take care, O.K. ?	You, too
Take it easy	
Have a nice day.	

The students will be asked to read the both types of exponents. Then they will be asked to do the pair work activity.

Evaluation: Suppose you are having a long school holiday and you are going to your house. Express your leave taking with your friends.

Lesson Plan No. 3

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Describing persons   Date : 2063-8-20

1.   Objectives : On completion of this lesson, the students will be enabled to:

    i)   describe a particular person

2.   Teaching materials : pictures

<u>Group A</u>

Presentation : By showing the picture of a person, the teacher will ask the questions and get the students to guess the name, address, age, his/her occupation, physical appearance etc. After this guessing activity. Each student will be asked to get the information about their friend's father or mother by using the questions. For example,

    What is his/her name ?

    Where does he/she live ?

    How old is he/she ?

    What is he/she ?

    What colour are his/her hair, eyes ?

They will also be asked to write a short description about their friends' parent.

Evaluation : Describe your friend's mother orally.

Group B

Presentation : First of all, the teacher will describe a particular student showing him/her. He will say his/her name, living place, age, height, hair colour, physical appearance etc. Then, the teacher will ask every students to describe their own father or mother according to the above criteria. He will also practise them in other kinds of situation such as giving the description of famous leader, Giraja Prasad Koirala etc.

Evaluation : Describe your brother.

Lesson Plan No. 4

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Describing Places   Date : 2063-8-21

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

i)   to describe a particular place.

Materials : A scene/picture

Group A

Presentation : The teacher will choose a place which is not known by the students. For example, Jhapa district will be selected. The students will have to find out information by asking several questions to the teacher about location of this place, size, its people, famous temple, special characteristics, weather etc.

Then the teacher will select two of the students ensuring that they have known some new places. He will start an interview session by asking them some questions about those places. After that, he will get all the other students to ask and find out information about the places evaluation; describe about Kathmandu city.

The teacher will show the picture of a place and describe it. He will also describe Kathmandu city. He will again explain that the location of a place, size, its people, life style, weather, special features should be mentioned while describing any places. He will ask all the students to describe Thankot village.

Evaluation : Describe Kathmandu City.

Lesson Plan No. 5

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Describing Objects   Date : 2063-8-22

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

i)   To describe a particular object.

Materials : Pictures

Group A

Presentation : The teacher will give two types of picture to both groups after dividing the students into two groups. Each student in a group will ask to the every student of other group to get information about the object given in the picture. They will not be allowed to show each others pictures. Some of the clues will be given to conduct the communication smoothly. For example, size and colour of object, use of object, characteristics of object etc.

Then, pair work will be conducted in the classroom.

Evaluation : Describe about your bag.

Group B

Presentation : The teacher will show a picture of house and he will ask the students several questions and the answers of which may describe the house. For example,

How big is it ?

How many rooms are there ?

How many doors, windows are there ?

What is its colour ? etc.

The students will have to mention the size of house, number of rooms, windows, doors, its colour, etc.

The teacher will also practise the students about how to describe the blackboard, table, their bags etc.

Evaluation : Describe your table.

Lesson Plan No. 6

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Seeking Information   Date : 2063-8-24

Objectives : The students will be enabled to:

i)   To ask other persons for information

Materials : Pictures

<u>Group A</u>

Presentation : Two students i.e. a boy and a girl will be chosen. They will be provided with some clues such as, please ask me about my family, village or myself etc. Then all the students will be asked to get information by asking the two students turn by turn. When they reach to the information, the boy will request them to get information from him in the one group and the girl will request the same in the other group. For example, the students may ask the information, "how many members are there in your family ?" Is your father a farmer ? etc.

Evaluation : "Ask your friend for some information". The two students will be called in front of the class and given this task.

Group B

Presentation : The teacher will show a picture of a person. He will get the students to ask some of the questions about the picture for information. He will also tell them to ask about him for any information. He will give as much information as possible. He will also ask the students to provide information about themselves.

Evaluation : Indicating a student, 'ask your friend for some information'.

Lesson Plan No. 7

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Requesting   Date : 2063-8-25

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

i)   to use request and responses appropriately among friends and juniors.

Teaching Materials : Written strips of paper.

Group A

Presentation : The teacher will divide the students into two groups for group work. One group will be given information about making and replying requests. The other group will be deprived of such information but they will be encouraged to get information from each member of the informed group.

The informed group will have some information about making requests and its replies for friends and juniors such as,

Making request	Replies
1. Please give me some water.	Yes/Yes, please
2. Give me some water, will you ?	Sure.
3. Can you give a glass of water ?	Of Course
	Why not ?
	I am sorry

Here, the deprived group will be put in a problem that they are thirsty and only the other group has a bottle of water but they don't know how to ask/request for water. At this time, they will be enriched with some of the clues to ask the informed group for making requests such as, what do you ask to drink water if you are thirsty? What do you say to your friend of water? etc. Each member of the deprived group will ask this question to every member of the informed group turn by turn to get information.

Evaluation : Request your friend for water.

If you are feeling hot in the room, how do you request to your sister to open the window ?

Group B

Presentation : The list of language exponents of making requests and replies among friends and juniors will be written on the blackboard and the teacher will get the students to write them in their exercise books and to learn by heart. Then, he will conduct a pair work for some time getting one student to make a request and the other one to reply it. At the end of the lesson, the teacher will call the two students as a model pair work.

Evaluation : Request to your friend for water.

Lesson Plan No. 8

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Requesting   Date : 2063-8-26

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

i)   to use request and responses to seniors and strangers.

Teaching Materials : Written strips of paper.

Group A

Presentation : The teacher will divide the students into two groups for group work. One group will be given information about making and replying polite

requests i.e. for seniors and strangers. The other group will not be given such information but they will be encouraged to get information from each member of the informed group.

The informed group will have some information about making politic requests and their replies such as:

Making request (for seniors and strangers)	Replies
1. May I have a glass of water, please?	1. Yes, please
2. Could you please give me a bottle of water ?	2. Yes, please/of course
	3. Sure
3. Would you give me some water?	4. I don't mind.
4. Would you mind giving me some water ?	5. Why not
	6. I am sorry
5. Would it be possible to close the door ?	

The deprived group will ask the information about making polite requests and replies to the informed group.

Evaluation : Request your teacher to close the door.

Group B

Presentation : The list of language exponents of making polite requests and their replies will be written on the blackboard. The teacher will get the students to write them in their exercise books and to learn by heart. Then he will conduct a pair work for same time. He will check the activity calling the two students as a model pair work.

Evaluation : Request to your teacher to close the door.

Lesson Plan No. 9

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Expressing Needs/Wants   Date : 2063-9-3

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

i)   express their needs

ii)   express their wants

Teaching Materials : Pictures

Group A

Presentation : Three of the students will be selected and they will be enriched with information about expressing needs/wants. They will practise those functions silently and they will be put in three different places. All the other students will be given different pictures individually and will be based to stand in a row. Each of the students will go with picture to the students' seat and will ask to express needs and wants. The students will ask the questions such as: suppose you are in this condition, how do you express your need ? Or if you are hungry, express your need.

Evaluation : Suppose you are in a café in the winter season. Express your wants.

Group B

Presentation : The teacher will give the exponents of expressing wants and needs.

Expressing wants	Expressing needs
I want to have a cup of tea.	I need a computer.
I would like to swim.	I need a bandage.
I want to buy a car.	It is necessary to go home.

The students will read for sometime. They will also be taught to create different problems like as, suppose your are hungry, thirstily, if you cut your finger, failed the exam etc. Then pair work activity will be conducted. One student will present a problem and the other one will express his/her wants and needs.

Evaluation : Suppose you cut your finger. Express your need.

Lesson Plan No. 10

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Expressing Obligation   Date : 2063-9-4

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

i)   express their obligation in a particular situation.

Teaching Materials : Written strips of paper.

Group A

Presentation : Two of the students will be selected and they will be enriched with the information about expressing obligation with the help of written strips of papers as :

> I should work heard.
>
> I have to help my sister.
>
> I am obliged to work in the house.
>
> I have an obligation to support my family.

They will be put in two different places/corners of the classroom. All the other students will be given situations which they will have to present before the two students turn by turn. They will express their obligations on those situations.

Evaluation : Suppose you are poor. Express your obligation.

ii)   Your sister can't walk. Express your obligation.

Group B

Presentation : The teacher will write the language exponents of expressing obligation. The students will copy them in their exercise books. They will read those exponents for some time. Then pair work activity will be conducted in which one student will present a problem and another one will express his/her obligation.

Evaluation : Your room is dirty. How do you express your obligation ?

Lesson Plan No. 11

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Stating Purpose   Date : 2063-9-5

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

i)   state purpose of doing something.

Teaching Materials : Written strips of paper.

Group A

Presentation : The one group of the students will be provided the written strips of paper where language exponents of stating purpose are given. The other group of students will not be given such information. Then pair students will be married by taking one student from informed group and the other student from deprived group for pair work activity. To conduct pair work, the student in deprived group should ask the question such as, why do you come to school ? Why do you go to school ? and the student in informed group will give an answer which will state the purpose.

Evaluation : Why do you read story books ?

Group B

Presentation : The teacher will ask the students these questions such as, why do you come to school ? Why do you buy your pen ?, Why do you greet your teacher ? etc.

        Then he will ask them to identify the language function they are going to learn. He will give some of the examples of stating purpose on the blackboard. Fore example,

            I go to market in order to buy vegetables.

            To ask my teacher because I want to know about it.

        The teacher will ask the students to seek information from their friends by why questions.

Evaluation : Why do you go to bazaar ?

            Why do you take tuition ?

Lesson Plan No. 12

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Making Suggestions   Date : 2063-9-6

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

i)   give suggestions to other persons.

Materials : Written strips of paper.

Group A

Presentation : There will be two groups in the classroom. Both groups have a group leader to help each member of the group of necessary. They will practice both in oral and written form about how to give suggestions to others.

On the other hand, the other group will have many problems and the teacher will also help them to create problems. Then, one group will present the problems and the other group will give some suggestions on those problems.

The group leader will start at first by presenting problems and giving suggestions as:

Group leader$_1$: I am sick, please, suggest me.

Group leader$_2$: Why don't you go to hospital ?

In this way, each member of one of group will put problems and every member of the other group will suggest something useful

Evaluation : Your friend failed in the exam.

Ho do you suggest him ?

Group B

Presentation : The teacher will present a problem and ask the students to give suggestions to him. For example, I am thirsty. Give me a suggestion. If they can't give suggestions, he will ask every students to present their own problems and the teacher will write them on the backward. He will also

write suggestions to each problems. The teacher will ask one student to present a problem and the other student to give suggestions.

Evaluation : If your friend is fired. Give him a suggestion.

Lesson Plan No. 13

Class : VII   Time : 40 minutes

Subject : Comp. English   Period : III/V

Teaching Item : Seeking confirmation   Date : 2063-9-7

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

i)   confirm something about other :

Materials : Daily used materials.

Group A

Presentation : The teacher will have information about something but the students won't have such information. For this, they will have to ask some questions to the teacher. They may ask these questions – please ask me to confirm something / Do you have any doubt about me ? Then the teacher will ask them as,

> You live in Thankot, don't you ?
>
> Your father is a businessman, isn't he ?
>
> Are you sure in passing the example ?
>
> After this, the students will also ask the teacher to confirm something about him.

Evaluation : Ask your friend to confirm something.

Group B

Presentation : The teacher will write the language exponents of seeking confirmation on the blackboard and the students will copy them in their exercise books.

> You are living in Thankot, aren't you ?
>
> You always do homework, don't you ?

Your sister reads in grade five, doesn't she ?

You are a player, aren't you ?

Are you sure in passing the exam ?

Then, the teacher will conduct the pair work activity.

Evaluation : You think your friend is 12 years old. Ask him to confirm it.

Sample Teaching Aids

L.P. Number – 1

Exponents of introducing
Hi. I am Dilip Khadka
Hello. My name is Dilip Khadka.
I'd like to introduce myself. I'm Dilip Khadka.
May I introduce myself ? My name is Dilip Khadka.

Questions + Replies
What's your name ?
May I have your introduction ?
Nice to meet you.
Glad to meet you.
It's may pleasure.
Pleased to meet you.

L.P. Number – 2

Bye (Bye – Bye). See you later. See you again. Take it easy. Take care, O.K. ? Have a nice-day. good bye.
Suppose you are going to have a long school holiday and you are going to your house today. What do you say to your friend ?

| Good bye. |
| Bye |
| Hope so. |
| You, too. |
| Sure thing. |

| Suppose your friend is going to have a long school holiday and he is going to his house today. He says "good bye" to you. What do you say to him ? |

L.P. Number – 7

Making requests	Replies
(For Friends & Juniors)	
1. Please give me some water.	1. Yes.
2 Give me some water, will you ?	2. Of Course.
3 Can you give me a glass of water ?	3. Why not ?
	4. I am sorry.

L.P. Number – 8

Making requests	Replies
(For Seniors and Strangers)	
1. May I have a glass of water ?	1. Sure
2. Could you give me a bottle of water ?	2. Yes, please.
3. Would you please give me some water ?	3. Yes, please.
4. Would you mind giving me some water ?	4. I don't mind.
5. Would it be possible to open the window ?	5. Of course.
6. I wonder if you could give me a pen.	

L.P. Number – 9

| **Ways of Making Suggestions** |
| 1.   You should go to hospital. |
| 2.   Why don't you take tuition ? |
| 3.   How about buying a new one ? |
| 4.   If I were you, I'd go to hospital. |
| 5.   I suggest that you should work hard. |
| 6.   Let me suggest that you should go to hospital. |

APPENDIX – IV

Group-Based Table for Pre and Post Test Results

1. The Result of Pre and Post Test of Group A

R.N.	Name	Marks Obtained	
		Pre Test	Post Test
1.	Purushottam Bhujel	38	48
3.	Bipana Chapagain	39	45
4.	Reena Ranamagar	35	46
6.	Manila Shahi	33	41
7.	Sujata Pradhan	33	44
8.	Dipesh Bhujel	33	39
11.	Ashish Sigdel	30	36
12.	Prerana Shrestha	33	44
20.	Ajit Shrestha	19	32
22.	Sabin Shahi	20	36
24.	Birat Maharjan	18	34
25.	Nabin Shrestha	20	24
26.	Sunita Thapa	16	25
27.	Anu Shahi	26	35
28.	Kapil Maharjan	19	37

2.   The Result of Pre and Post Test of Group B

R.N.	Name	Marks Obtained	
		Pre Test	Post Test
2.	Sabita Shrestha	28	41
5.	Reeju Maharjan	44	45
8.	Bonny Shrestha	31	41
10.	Sabin Ghimire	33	35
13.	Ramesh Gurung	28	34
14.	Pranil Khatri	24	38
15.	Madan Gurung	21	31
16.	Sandeep Kumar Khulal	33	39
17.	Prashamsa Mangarati	30	34
18.	Bikram Pradhan	23	36
19.	Bidhyan Shrestha	19	32
21.	Bishow Thapamagar	22	34
23.	Anup Moktan	28	27
29.	Suresh Gopali	30	27
30.	Saraswati Ghimire	21	27

Function-Based Table for Pre and Post Test Results

I.   The Result in Introducing

Total Items : 5   Total Marks : 5

Group A

R.N.	Name	Pre-Test	Post Test	D	D%
1.	Purushottam Bhujel	4	5	1	
3.	Bipana Chapagain	4	5	1	
4.	Reena Ranamagar	4	5	1	
6.	Manila Shahi	4	4	0	
7.	Sujata Pradhan	4	5	1	
8.	Dipesh Bhujel	4	5	1	
11.	Ashish Sigdel	4	5	1	
12.	Prerana Shrestha	3	4	1	
20.	Ajit Shrestha	3	5	2	
22.	Sabin Shahi	3	5	2	
24.	Birat Maharjan	4	3	1	
25.	Nabin Shrestha	4	4	0	
26.	Sunita Thapa	3	4	1	
27.	Anu Shahi	4	4	0	
28.	Kapil Maharjan	4	5	1	
	Total marks	56	68	14	
	Average marks	3.73	4.53	0.8	21.44

Group B

R.N.	Name	Pre-Test	Post Test	D	D%
2.	Sabita Shrestha	4	5	1	
5.	Reeju Maharjan	4	4	0	
8.	Bonny Shrestha	5	5	0	
10.	Sabin Ghimire	3	5	2	
13.	Ramesh Gurung	4	3	1	
14.	Pranil Khatri	4	4	0	
15.	Madan Gurung	4	3	1	
16.	Sandeep Kumar Khulal	4	4	0	
17.	Prashamsa Mangarati	4	5	1	
18.	Bikram Pradhan	3	4	1	
19.	Bidhyan Shrestha	4	4	0	
21.	Bishow Thapamagar	3	5	2	
23.	Anup Moktan	4	5	1	
29.	Suresh Gopali	5	5	0	
30.	Saraswati Ghimire	4	3	1	
	Total marks	59	64	11	
	Average marks	3.93	4.26	0.33	8.39

II. Taking Leave

Total Items : 3   Total Marks : 3

	Group A					Group B			
R.N.	Pre Test	Post Test	D	D%	R.N.	Pre Test	Post Test	D	D%
1.	3	3	0		2.	2	3	1	
3.	2	3	1		5.	3	3	0	
4.	2	3	1		8.	3	3	0	
6.	3	3	0		10.	3	3	0	
7.	3	3	0		13.	3	2	-1	
8.	2	2	0		14.	3	2	-1	
11.	3	3	0		15.	1	3	2	
12.	2	3	1		16.	2	3	1	
20.	2	2	0		17.	2	3	1	
22.	1	3	2		18.	2	2	0	
24.	0	2	2		19.	1	2	1	
25.	2	2	0		21.	2	3	1	
26.	1	3	2		23.	2	3	1	
27.	3	3	0		29.	3	3	0	
28.	1	3	2		30.	3	3	0	
Total	30	41	11		Total	35	41	6	
Average	2	2.73	0.73	36.5	Average	2.33	2.73	0.4	17.16

III. Describing Persons/ places/ objects

Total Item : 5   Total Marks : 5

	Group A					Group B			
R.N.	Pre Test	Post Test	D	D%	R.N.	Pre Test	Post Test	D	D%
1.	7	7	0		2.	2	7	1	
3.	6	7	1		5.	5	5	-2	
4.	7	7	0		8.	8	6	-1	
6.	5	6	1		10.	10	3	-3	
7.	6	7	1		13.	13	4	-2	
8.	6	5	-1		14.	14	5	-1	
11.	4	6	2		15.	15	6	1	
12.	4	7	3		16.	16	6	1	
20.	3	4	1		17.	17	5	0	
22.	3	3	0		18.	18	5	1	
24.	2	5	3		19.	19	4	0	
25.	3	3	0		21.	21	5	1	
26.	3	3	0		23.	23	4	-1	
27.	4	5	1		29.	29	2	-4	
28.	4	5	1		30.	30	4	-1	
Total	67	80	13		Total	81	71	-10	
Average	4.46	5.33	0.87	19.50	Average	5.4	4.73	0.67	12.40

IV.   Seeking information

Total Items : 5   Total Marks : 5

	Group A					Group B			
R.N.	Pre Test	Post Test	D	D%	R.N.	Pre Test	Post Test	D	D%
1.	3	5	2		2.	2	5	3	
3.	4	4	0		5.	5	5	0	
4.	4	5	1		8.	3	5	2	
6.	4	3	-1		10.	1	2	1	
7.	2	5	3		13.	3	4	1	
8.	2	4	2		14.	2	3	1	
11.	2	4	2		15.	1	4	3	
12.	2	4	2		16.	3	4	1	
20.	3	3	0		17.	4	3	-1	
22.	3	3	0		18.	2	3	1	
24.	1	4	3		19.	2	2	0	
25.	1	1	0		21.	2	2	0	
26.	2	2	0		23.	3	5	2	
27.	3	3	0		29.	2	2	0	
28.	2	4	2		30.	0	2	2	
Total	38	54	16		Total	36	51	15	
Average	2.53	3.6	1.07	42.29	Average	2.4	3.4	1.0	41.66

V. The Result in Requesting

Total Items : 5   Total Marks : 5

Group A					Group B				
R.N.	Pre Test	Post Test	D	D%	R.N.	Pre Test	Post Test	D	D%
1.	3	5	2		2.	2	5	3	
3.	3	3	0		5.	3	5	2	
4.	3	5	2		8.	3	4	1	
6.	3	3	0		10.	4	4	0	
7.	3	3	0		13.	3	4	1	
8.	3	5	2		14.	1	3	2	
11.	3	2	-1		15.	2	2	0	
12.	4	5	1		16.	4	5	1	
20.	4	3	-1		17.	3	5	2	
22.	2	5	3		18.	4	4	0	
24.	3	4	1		19.	2	2	0	
25.	2	2	0		21.	1	3	2	
26.	3	3	0		23.	3	2	-1	
27.	2	2	0		29.	3	3	0	
28.	2	4	2		30.	2	4	2	
Total	43	54	11		Total	40	55	15	
Average	2.86	3.6	0.74	25.87	Average	2.66	3.66	1.0	37.59

VI.   The Result in Expressing Needs/Wants

Total Items : 4   Total Marks : 4

	Group A					Group B			
R.N.	Pre Test	Post Test	D	D%	R.N.	Pre Test	Post Test	D	D%
1.	2	4	2		2.	3	4	1	
3.	3	4	1		5.	3	4	1	
4.	3	4	1		8.	3	4	1	
6.	3	4	1		10.	2	4	2	
7.	4	4	0		13.	2	3	1	
8.	2	1	-1		14.	2	4	2	
11.	2	3	1		15.	3	4	1	
12.	3	4	1		16.	2	3	1	
20.	2	3	1		17.	1	2	1	
22.	2	4	2		18.	2	4	2	
24.	3	2	-1		19.	2	3	1	
25.	1	4	3		21.	3	4	1	
26.	0	2	2		23.	3	2	-1	
27.	3	4	1		29.	2	2	0	
28.	2	3	1		30.	2	3	1	
Total	35	50	15		Total	35	50	15	
Average	2.33	3.33	1.0	42.91	Average	2.33	3.33	1.0	42.91

VII. The Result in Expressing Obligation

Total Items : 6   Total Marks : 6

	Group A					Group B			
R.N.	Pre Test	Post Test	D	D%	R.N.	Pre Test	Post Test	D	D%
1.	4	5	1		2.	2	2	0	
3.	6	5	-1		5.	6	6	0	
4.	4	5	1		8.	1	4	3	
6.	2	5	3		10.	5	3	-2	
7.	5	6	1		13.	1	3	2	
8.	3	6	3		14.	3	5	2	
11.	4	5	1		15.	1	0	-1	
12.	6	5	-1		16.	4	2	-2	
20.	0	5	5		17.	3	5	2	
22.	1	6	5		18.	3	5	2	
24.	3	3	0		19.	3	5	2	
25.	2	3	1		21.	4	3	-1	
26.	1	3	2		23.	3	2	-1	
27.	1	4	3		29.	4	3	-1	
28.	1	6	5		30.	2	2	0	
Total	43	72	29		Total	45	50	5	
Average	2.86	4.8	1.94	67.83	Average	3.0	3.33	0.33	11.0

VIII. The Result in Stating Purpose

Total Items : 5   Total Marks : 5

R.N.	Pre Test	Post Test	D	D%	R.N.	Pre Test	Post Test	D	D%
	Group A					Group B			
1.	5	5	0		2.	3	5	2	
3.	5	5	0		5.	5	5	0	
4.	3	4	1		8.	2	4	2	
6.	3	4	1		10.	4	3	-1	
7.	1	5	4		13.	2	5	3	
8.	4	3	-1		14.	0	5	5	
11.	4	3	-1		15.	1	2	1	
12.	5	5	0		16.	4	5	1	
20.	0	2	2		17.	3	3	0	
22.	2	3	1		18.	2	5	3	
24.	1	3	2		19.	1	4	3	
25.	2	3	1		21.	0	3	3	
26.	0	2	2		23.	1	0	-1	
27.	3	5	2		29.	1	3	2	
28.	2	3	1		30.	1	2	1	
Total	40	55	15		Total	30	54	24	
Average	2.66	3.66	1.0	37.59	Average	2.0	3.6	1.6	80.0

IX. The Result in Making Suggestions

Total Items : 5   Total Marks : 5

	Group A					Group B			
R.N.	Pre Test	Post Test	D	D%	R.N.	Pre Test	Post Test	D	D%
1.	5	5	0		2.	2	3	1	
3.	4	5	1		5.	4	4	0	
4.	3	4	1		8.	2	4	2	
6.	4	5	1		10.	3	4	1	
7.	3	3	0		13.	2	4	2	
8.	5	5	0		14.	2	4	2	
11.	2	2	0		15.	2	5	3	
12.	3	5	2		16.	3	4	1	
20.	2	3	1		17.	4	1	-3	
22.	3	3	0		18.	0	2	2	
24.	0	5	5		19.	0	3	3	
25.	2	1	-1		21.	2	3	1	
26.	2	1	-1		23.	3	3	0	
27.	2	3	1		29.	3	2	-1	
28.	1	2	1		30.	2	3	1	
Total	41	52	11		Total	34	49	15	
Average	2.73	3.46	0.73	26.73	Average	2.26	3.26	1.0	44.24

X. The Result in Seeking Confirmation

Total Items : 4   Total Marks : 4

Group A					Group B				
R.N.	Pre Test	Post Test	D	D%	R.N.	Pre Test	Post Test	D	D%
1.	2	4	2		2.	2	2	0	
3.	2	4	2		5.	4	4	0	
4.	2	4	2		8.	2	2	0	
6.	2	4	2		10.	2	4	2	
7.	2	3	1		13.	2	2	0	
8.	2	2	0		14.	1	3	2	
11.	2	3	1		15.	1	2	1	
12.	1	2	1		16.	2	3	1	
20.	0	2	2		17.	1	2	1	
22.	0	1	1		18.	1	2	1	
24.	1	3	2		19.	1	3	2	
25.	1	1	0		21.	1	3	2	
26.	1	2	1		23.	1	1	0	
27.	1	2	1		29.	1	2	1	
28.	0	2	2		30.	0	1	1	
Total	19	39	20		Total	22	36	14	
Average	1.26	2.6	1.34	106.34	Average	1.46	2.4	0.94	64.38

2.   Item-Based Tables of Pre and Post Test Result

Group A

R.N.	Name	Subjectives		Objectives		Multiple Choice		Fill in the gap		Matching		True/False		Short answer		Free composition	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	Purushottam Bhujel	13	19	25	29	6	6	4	7	10	10	5	6	10	16	3	3
3.	Bipana Chapagain	12	17	27	28	6	5	4	6	10	10	7	7	9	14	3	3
4.	Rina Rana Magar	8	16	27	30	5	6	5	7	10	10	7	7	5	13	3	3
6.	Manila Shahi	11	13	22	28	4	6	4	6	8	10	6	6	9	11	2	2
7.	Sujata Pradhan	10	15	23	29	4	5	4	7	8	8	7	4	8	13	2	2
9.	Dipesh Bhujel	8	15	25	24	5	5	5	6	10	10	5	7	6	12	2	3
11.	Ashish Sigdel	6	12	24	24	5	5	3	5	10	10	6	4	5	9	1	3
12.	Prerana Shrestha	12	15	21	27	5	5	3	6	8	10	5	6	10	12	2	3
22.	Ajit Shrestha	7	9	12	23	4	5	0	3	6	10	2	5	6	8	1	1
22.	Sabin Shahi	5	11	15	25	3	6	0	6	7	8	5	5	5	10	0	0
24.	Birat Maharjan	6	9	13	25	3	4	1	6	4	10	4	5	5	8	1	1
25.	Nabin Shrestha	5	6	15	18	2	4	1	2	5	5	7	7	5	6	0	0
26.	Sunita Thapa	5	7	11	18	3	5	0	2	3	8	5	3	4	5	1	2
27.	Anu Shahi	6	10	20	25	5	6	4	3	6	10	5	6	6	9	0	1
28.	Kapil Maharjan	6	8	13	29	4	6	2	6	4	10	3	7	5	7	1	1
	Average	8	12.13	19.53	25.46	4.26	5.24	2.66	4.8	7.26	9.26	5.26	5.66	6.53	10.2	1.46	1.86

Group B

R.N.	Name	Subjectives		Objectives		Multiple Choice		Fill in the gap		Matching		True/False		Short answer		Free composition	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
2.	Sabita Shrestha	7	14	21	27	2	5	5	6	8	10	6	6	5	11	2	3
5.	Reeju Maharjan	16	17	28	28	6	6	5	6	10	10	7	6	13	15	3	2
8.	Bonny Shrestha	11	14	20	27	3	6	4	6	8	10	5	5	8	11	3	3
10.	Sabin Ghimire	8	12	25	23	5	5	4	3	10	10	6	5	6	10	2	2
13.	Ramesh Gurung	8	11	20	23	4	4	4	5	7	10	4	4	6	9	2	0
14.	Pranil Khatri	5	13	19	25	5	5	3	6	4	8	7	6	3	11	2	2
15.	Madan Gurung	7	8	14	23	4	5	2	5	3	7	5	6	6	6	1	2
16.	Sandeep K. Khulal	8	13	25	26	5	5	5	6	10	10	5	5	6	11	2	2
17.	Prashamsa Mangarati	9	10	21	24	5	6	3	4	8	10	5	4	7	8	2	2
18.	Bikram Pradhan	5	12	18	24	5	6	3	4	6	10	4	4	4	10	1	2
19.	Bidhyan Shrestha	7	10	12	22	4	5	2	3	3	8	3	6	6	8	1	2
21.	Bishow Thapa Magar	3	11	19	23	4	4	3	4	7	10	5	5	2	9	1	2
23.	Anup Moktan	6	8	22	19	5	5	4	2	8	6	5	6	4	6	2	2
29.	Suresh Gopali	9	5	21	22	3	5	3	1	10	10	5	6	7	5	1	2
30.	Saraswati Ghimire	5	10	16	17	3	5	2	1	7	6	5	5	3	8	2	2
	Average	7.6	11.2	20.06	23.53	4.2	5.13	3.46	4.13	7.26	9.00	5.13	5.26	5.73	9.2	1.8	2.0

APPENDIX III

L.P. Number – 1

Ways of Introducing	Replies
1. Hi. I am ……….	1. Nice to meet you.
2. Hello. My name is ……….	2. Glad to meet you.
3. I'd like to introduce myself. I'm ……….	3. I'm happy to meet you.
4. May I introduce myself? My name is ……….'	4. It's my pleasure.
	5. It's a pleasure to meet you.

L.P. Number – 2

Bye (Bye – Bye).	Good bye.
See you later.	Bye
See you again.	Hope so.
Take it easy.	You, too.
Take care, O.K. ?	Sure thing.
Have a nice-day.	
good bye.	

Suppose you are going to have a long school holiday and you are going to your house today. What do you say to your friend ?

L.P. Number – 7

(For Friends & Juniors)	
1. Please give me some water.	1. Yes.
2 Give me some water, will you ?	2. Of Course.
3 Can you give me a glass of water ?	3. Why not ?
	4. a sorry

L.P. Number – 8

(For Seniors and Strangers)	
1. May I have a glass of water ?	1. Sure
2. Could you give me a bottle of water ?	2. Yes, please.
3. Would you please give me some water ?	3. Yes, please.
4. Would you mind giving me some water ?	4. I don't mind.
5. Would it be possible to open the window ?	5. Of course.
6. I wonder if you could give me a pen.	

L.P. Number – 9

Ways of Making Suggestions

1. You should go to hospital.
2. Why don't you take tuition ?
3. How about buying a new one ?
4. If I were you, I'd go to hospital.
5. I suggest that you should work hard.
6. Let me suggest that you should go to hospital.