

**EFFECTIVENESS OF SIMULATION TECHNIQUE IN TEACHING  
LANGUAGE FUNCTIONS**

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

**Submitted by  
Govinda Rai**

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

**2010**

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2010**

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**Campus Roll No.: 969**

**2<sup>nd</sup> Year Exam Roll No.: 280311/2065**

**Date of Approval of the Thesis**

**Proposal: 2066-12-12**

**Date of Submission: 2067-03-03**

## DECLARATION

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

Date: 2067- 03-02

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Govinda Rai** has prepared this thesis entitled “**Effectiveness of Simulation Technique in Teaching Language Functions**” under my guidance and supervision.

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# **DEDICATION**

**Dedicated to...**

*My Late Mother*

## ACKNOWLEDGEMENTS

It is a matter of great pleasure and opportunity for me to express unforgettable indebtedness to **Mr. Prem Bahadur Phyak**, Teaching Assistant, Department of English Education, T.U. for his adorable supervision and guidance, vital advice and uninterrupted help and incessant encouragement during the research period. This research would not have been completed without his full support and co-operation.

I am extremely grateful to **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education, T.U. for his kind co-operation and invaluable suggestions and regular inspiration to develop this work.

I would also like to express my warm respect and sincere gratitude to **Prof. Dr. Jai Raj Awasthi**, Chairperson, English and Other Foreign Languages Education Subject Committee for his wonderful and remarkable lecture, expert advice, constructive suggestions, feedback and encouragements. Similarly, I would like to express my sincere gratitude to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Anju Giri, Dr. Anjana Bhattarai, Dr. Laxmi Bahadur Maharjan, Mr. Visnu Singh Rai, Mrs. Tapasi Bhattacharya, Dr. Bal Mukunda Bhandari, Mrs. Madhu Neupane, Mrs. Saraswati Dawadi, Mrs. Hima Rawal, Mr. Bhesh Raj Pokhrel**, and other faculty members of Department of English Education, T.U. for their valuable suggestions and academic supports.

I am also grateful to **Mrs. Madhavi Khanal**, librarian, Department of English Education for her kind co-operation and administrative work. I would like to express my thankfulness to all the teachers and students of Gokundeshwor Higher Secondary School, Dhankuta for their supports during the collection of data.



My deepest appreciation goes to my friends, **Mr. Amar Chemjong, Mrs. Shanti Thapa** and **Bhuijeet Rai** my brother, for their patience, serious encouragement and kind support during my thesis writing.

I am also thankful to my friends **Kranti, Suraj, Shiva, Gopal, Durga, Baburam, Nisha, Kumari, Shankar, Rajendra,** and **Durlav** for their friendly co-operation who directly and indirectly helped me while carrying out this work.

Govinda Rai

## **ABSTRACT**

The present study entitled “Effectiveness of Simulation Technique in Teaching Language Functions” endeavors to find out the effectiveness of simulation in teaching language functions at secondary level and aims at suggesting some pedagogical implications. To this end, I purposively selected a government school, Gokundeshwor Higher Secondary School from Dhankuta district. In order to collect data, both the primary and secondary sources were used. Twenty students of Grade IX who were selected by using simple random sampling procedure, were involved in this study. The students were divided into two groups’ experimental group and controlled group. The main tools for data were test items. A pre-test was administered before students were divided into two groups. Both the groups were taught for 25 days. The experimental group was taught by using simulation technique and the controlled group was taught as usual classroom techniques. After experimental teaching, the post-test was administered by using the same sets of test items that were administered in the pre-test. After analysis and interpretation of the data, the experimental group which was taught by using simulation excelled the controlled group by 27.73% in functional category and 29.93% in item category holistically. Thus, I can say that the simulation technique was more effective, interactive and interesting than usual classroom techniques like discussion and lecture.

The thesis has been divided into four chapters. The first chapter consists of the background of the study, review of the related literature and objectives of the study. Chapter two deals with the methodology adopted for the study under which the sources of data, sampling procedures, tools for data collection, process of data collection and limitations of the study are presented. Likewise, chapter three presents the analysis and interpretation of the collected data. In this section, both the statistical as well as descriptive approaches have been used. Finally, the present research summarizes the whole study by presenting findings and suggesting some recommendations. The references and appendices form the concluding part of the thesis.

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## **REFERENCE**

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## LIST OF ABBREVIATIONS

AV	:	Average
D	:	Difference
%	:	Percent
DM	:	Direct Method
ELT	:	English Language Teaching
etc	:	Etcetera
Gr	:	Group
i.e.	:	id est (that is)
NELTA	:	Nepal English Language Teachers Association
No	:	Number
OSS	:	Office of Strategies Service
Pre-T	:	Pre-test
Post-T	:	Post-test
R. N.	:	Roll number
U.S.	:	United State
Viz.	:	Namely
T.U	:	Tribhuvan University
Prof.	:	Professor
Dr.	:	Doctor