CHAPTER - ONE
INTRODUCTION

This study is about the "Effectiveness of Simulation Technique in Teaching Language Functions: A Practical Study." This chapter consists of the general background, review of the related literature, objectives of the study and significance of the study which has been discussed as follows:

1.1 General Background

English language teaching (ELT) 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 developments to reach this day. To give a comprehensive picture of the theoretical foundation of language teaching and learning is a challenging task in language pedagogy i.e. it is a tough task to bridge gaps between theory and practice. According to Brown (1994, p.15), "There are no instant recipes. No quick and easy method is guaranteed to provide success. Every learner is unique. Every-teacher is unique. And every learner-teacher relationship is unique."

In the history of ELT, there are different approaches, methods, and techniques which deal with issues of language teaching by referring to general principles and theories concerning how languages are learned, how knowledge of language is represented and organized, or how language itself is structured. Defining approaches, Anthony (1963 as cited in Richards and Rodgers, 2007, p.19) says:

> An approach is the level at which assumptions and beliefs about language and
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> language learning are specified; method is the level at which theory is put into
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> practice and at which choices are made about the particular skills to be taught, the

content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

This definition suggests that an approach is concerned with general principles of learning. It also deals with linguistic theories and language learning process. Method, on the other hand, is concerned with how theories of language learning are put into practice. In this regard, Brown says:

As schools of thought have come and gone, so have language teaching methods waxed and waned in popularity. Teaching methods are the application of theoretical findings and positions. They may be thought as 'theories in practice. It is no surprise that in a field as young and dynamic as second language teaching there have been a variety of such applications, some in opposition to other's (p.14).

He further says that to bridge gaps between theory and practice, today the term 'Communicative Language Teaching' (CLT) is a byword for language teachers. Indeed, the single greatest challenge in the profession is to move significantly beyond the teaching of rules, patterns, definitions, and other knowledge 'about' language to the point that we are teaching our students to communicate genuinely, spontaneously and meaningfully in the second language. This is the day of enabling students to be communicatively competent in language they are studying.

Moreover, the traditional concept of teaching is different from the modern one. Traditionally, teachers were taken as the source of knowledge and the students' as a creature having an empty mind, where the teachers could fill in things whatever s/he wanted to put. Traditional methods of teaching did not include communicative activities in the classroom. Students do not get a chance to interact each other. Still there is the

influence of teacher-centered techniques such as lecture, illustration and explanation in teaching learning processes. Different researches and investigations were done to make classes learner-centered. Unfortunately, the concerned institutes or people do not follow learner-centered techniques in actual teaching. Teachers are not using simulation, individual work, group work and role play techniques while teaching English. But in the field of ELT over the last few decades a gradual but significant shift has taken place, resulting in less emphasis on teachers and great stress on learners and learning. In this study, I have tried to explore the effectiveness of simulation technique in teaching language functions.

1.1.1 A Brief Account of ELT Approaches and Methods

In the past, several approaches and methods emerged focusing on only the particular skills and aspects of language. As mentioned earlier, an approach is the level at which assumptions and beliefs about language and language learning are specified. In this regard, an approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching.

Among the various approaches, the behaviorist approach is related to structuralism in linguistics and empiricism in philosophy. The focus of this approach is the stimulus-response chain in learning. For example, *Skinner's Verbal Behavior (1957),* believes that language learning is the matter of habit formation. In this regard Brown (2003) says that "Organisms can be conditioned to respond in desired ways, gives the correct degree of reinforcement. Thus, the behaviorists' holds believe on human beings learn the behavior in the same way as animals do" (p.22).

Another approach is the nativist approach which is the outcome of the shortcomings of the behaviouristic approach. The main focus of the approach is the use of introspection, insight, and intuition in language learning. According to this approach, language learning

is a matter of using logic and insight. In other words, learning is a creative task which is the result of intuition but not the matter of habit formation. The role of mind is active or dynamic, and there is a constant interaction between organism and the environment. Nativists believe that human behavior can be understood in terms of mind which is not publicly observable. They considered mistakes as a natural phenomenon and inevitable part of the learning process.

One of the major approaches in ELT is the communicative approach which is considered as a current trend in ELT. It gives an emphasis on communication in the classroom. The advocates of this approach came up with the view that focus should be given on communicative proficiency rather than on mere mastery of structure in language teaching. Communication is a process. It is insufficient for students to simply have knowledge of target language forms, meanings and functions.

The most important characteristics of the communicative approach are that almost everything is done with a communicative intent. Students use language with a great deal through communicative activities such as games, role plays, problem solving tasks, information gap, simulation, pair work, group work, etc. Therefore, the goal of language learning in communicative approach is to develop communicative competence in students. So, the learner of any language should be able to use the language according to the demand of the situation.

The above discussion makes clear that at the level of approach, we are concerned with theoretical principles, with respect to language theory; we are concerned with a model of language competence and account of the basic features of linguistic organization and language use. With respect to learning theory; we are concerned with an account of the central process of learning and an account of the conditions believed to promote successful language learning. However, it is not always true that teachers should accept

the assumptions of various approaches as granted while teaching English. Teachers may, for example, develop their own teaching procedures, informed by a particular theory of learning. They may constantly revise, vary, and modify teaching or learning procedures on the basis of performance of the learners and their reactions to instructional practice. A group of   teachers holding similar beliefs about language and language learning may each implement the same principles in different way. An approach does not specify procedures and theory does not dictate a particular set of teaching techniques and activities in practice.

An approach is translated into practice through one or more methods. Richards and Rodgers (2007) define method as,

> An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach an axiomatic, a method is procedural. Within one approach, there can be many methods. According to Anthony method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented (p.19).

We can say that a 'method' is a generalized set of classroom specification for accomplishing linguistic activity. Methods tend to be primarily concerned with teachers and student roles, behaviors and secondarily with such as features of linguistic and subject matters, objectives, sequencing, and materials.

There are several methods emerged focusing on the teaching of different skills and aspects of language. In the 19th century, Grammar Translation (GT) method began to be used to teach English. The method gave a greater emphasis on grammar study along with

the 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 particular language. It is widely recognized that the GT method is still one of the most popular and favorite methods of teaching English in some parts of the world like Nepal. However, this method is said to be merely translational, unnatural and inappropriate in language teaching. The GT method interprets the target language primarily as a system of rules to be observed in the texts and sentences and relates to first language rules and meanings.

As there are many disadvantages of GT method as mentioned above the Direct Method (DM) was developed as a reaction against the GT method. The basic principle of the method is that second language learning is similar to the first language learning. In this light, there should be lots of oral interaction and spontaneous use of language in the classroom. There should be no translation and little if there is any analysis of grammatical rules and syntactic structures. This method enjoyed a great popularity in the 2o[th] century. However, it was difficult to use, mainly because of the constraints of budget, time and classroom size. It demands teachers with native like proficiency, a lot of demonstration of visual materials, neglects the grammar and is very difficult to convey the meaning in the target language.

The Audio-lingual Method (ALM), another method of ELT, was developed during the World War II. The goal of the method was to make learners proficient in the English language. It adapted many of the principles and procedures of the DM. Theoretical assumptions behind the method are derived from the structural linguistics and the behavioral psychology of learning. Foreign language learning was seen as a process of habit formation. It assumed that language could be learned by memorizing dialogues and performing pattern drills of the structure of language. But its popularity decreased after 1970s because of its shortcomings. The ALM failed in promoting communicative ability

as it paid undue attention to memorization and drilling while ignoring the role of context and world knowledge in language learning.

As the ALM began to fade away, varieties of methods emerged to fill the vacuum created by the demerits of ALM such as the Silent Way, Total Physical Response, Suggestopedia, Counseling Learning, Situational Language Teaching, and many more. Among them, Communicative Method (CM) is the one which focuses on helping students to use the target language in a variety of contexts and learning language functions. The main goal of language teaching under this method is to develop communicative competence in students i.e. to use language according to context which includes linguistic, socio-linguistic and strategic and discourse competence.

Moreover, CM has the features of an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation. There are opportunities for learners to focus on the learning process itself and an attempt to link classroom language learning with language activities outside the classroom.

To teach language functions, there are several techniques such as role play, group work, games, interviews and problem solving. But simulation technique in teaching language functions is the focus of the study. Thus, discussions have been made on Simulation in the following sections.

1.1.2 Simulation: A Learner-Centered Technique

Simulation is a learner-centered technique in which learners play an active role in performing classroom activities. The role of teacher is only a facilitator. Harmer (2003, pp.58-62) says "teachers' roles in learner-centered techniques are: controller, organizer, assessor, prompter, participant, resource, tutor, and observer."

The idea of a simulation is to create the presence of a real-life situation in the classroom-students 'simulate' the real world. In simulation, students become participants and take various responsibilities such as ecologists, king, manager, explorer, reporter and supervisor, administer within a structured situation involving problem-solving and decision making. Jones (1992, p.5) defines simulation as "a simulation is reality of function in simulated and structured environment".

Simulation is one of the most widely used techniques in language teaching. This technique emphasizes more on doing things by learners themselves and stresses upon working in the actual situation and environment. Efforts are made to put students in to actual conditions for better learning. Although students learn by doing things, actual conditions are more difficult to perform than the learning when the activity is being carried out in a created situation. Such created environment and work conditions are termed as simulators. Simulated learning is provided in the specially created environment which reproduces the important conditions of the working situation in which formal situation can be followed and opportunity is given for practising and applying the skills learned in classroom. Although a simulation is not taught, the teacher, as a controller, is the most important person during a simulation. His role is similar to that of a traffic controller. By selecting suitable simulation and introducing it to the students, the teacher should participate actively. The reason is to avoid disasters, and to improve the presentation of the simulation. Since a simulation is a structured event it requires some preparation keeping the levels and experience of students.

Regarding the participation of teachers in simulation, Jones (1992) provides a two- phase assessment: First, the teacher does not simply read the documents, but takes an imaginary journey into what it would be like to have one of the functions. This involves imagining how much reading needs to be done in a role, how much has already been explained by the controller, what the problem is, what the options for

taking action are, and which other participants would help in the task. The first phase should be sufficient to reduce the number of possible simulations to convenient short lists.

The second phase is physical interactive participation with colleagues or friends. By trying it out, the teacher will be in a much better position to handle the simulation in the classroom. The interactive participation can reveal unclear details, inadequate instructions and problem involving passive or part-time roles. It also reveals imaginative options, exciting interaction, and opportunities for the development of language and communication skills. Teacher participation can either be in the function of controller or as one of the student participants.

Moreover, Jones (1992, pp.4-5) provides the following characteristics of simulation:

i. **Reality of function:** This covers not only what the participants say and do, but also what they think. They must mentally accept the function the simulation requires of them. They must stop thinking of themselves as students, and avoid standing one step away from their own activities. They must stop inside the function mentally and behaviorally, and do the best they can to carry out their duties and responsibilities in the situation in which they find themselves.

ii. **Simulated environment:** The environment must be simulated; otherwise it is not a simulation. A learner driver under instruction on the roads or a student teacher involved in the practice is not in simulated environment. There are real traffic and real pupils. In order to fulfill simulated environment, there must be no contact, interaction or consequences between the participants and the world outside the classroom. The outside world remains untouched.

iii. **Structure:** A simulation requires a structure built around some problem, and the structure must be sufficiently explicit to preserve reality of function. The essential 'facts' of the simulation must be provided, and not invented, by the participants.

1.1.3 Benefits of Simulation

Initially simulation was developed in the field of business management in the US during the World War II when America had a problem to recruit suitable agents and spies for the Office of Strategies Service (OSS). In the period of 1950s and 1960s, simulation was introduced as a technique to teach language in the classroom. The areas which are fertile for simulation design are economics, business, ecology, geography, social studies, war and politics where simulation has developed to meet the educational needs. In education generally, simulations are now fairly well established as a tool for learning.

Educational use of simulation can be beneficial for several reasons. First, there is a growing appreciation that many learning styles involve generalization from specific experiences, experience which can be provided by simulation based experiments and demonstration. Second, simulation can be a useful means of integrating material from several sources, as when a manufacturing simulation is used to illustrate the impact reliability and financial success of a simulated firm.

Littlewood (1981, pp.49-50) provides the following points in order to justify how simulation promotes classroom interaction:

a. Learners are asked to imagine themselves in a situation which could occur in a classroom. This could be anything from a simple occurrence like meeting a friend in the street, to a much more complex event such as a series of business negotiations.

b. They are asked to adopt a specific role in this situation. In some cases, they may simply have to act as themselves. In others, they may have to adopt a simulated identity.

c. They are asked to behave as if the situation really existed, in accordance with their roles.

Jones (1992, pp. 7-18) says "Simulations are both popular and effective in the language classroom." To justify this he gives the following arguments:

First, remove the teacher, who as controller, is in an ideal position to monitor the language and behavior. As controller, the teacher learns a great deal that otherwise would not be observable, from the points of view of language skills, behavior and character.

Second, it provides realism of both action and (usually) documentation. Since simulations are language in action, they reveal what really has been learned at a practical level, as distinct from things the students thought they knew, but did not , or were unable to use in communication outside the graded exercises or question and answer sessions with the teacher.

Third, simulation helps to build motivation, and language which is cohesive in action, focusing on points of duty and function. Motivation in a simulation tends to equalize power, and equalize opportunities, and can thus produce same surprising results. From the view point of educational psychology and learning theory, the motivation arising from simulations provides fruitful source of study. And certainly from the view point of the practicing language teacher, the motivation in a good simulation has considerable and diverse benefits.

Fourth, it helps to break the ice and can be used for cross cultural purpose too. Candidates for the job of icebreaking are those simulations which are fully

participatory; having no passive roles, reasonably short, involve plenty of interaction and movement among participants and groups. And which are interesting, stimulating and exciting to fulfill the purpose of cross- cultural simulation.

Fifth, it is an excellent means of assessing language ability. The language of simulation has two dominant characteristics- cohesive and functional. To place the language and communication skills as the first criterion of choice is to open the door to a great many well-tested and fascinating simulation.

Moreover, Jones (1992) gives some of the checklists of criteria for choosing simulations. They are:

First, decide on the priority of aims – icebreakers, assessment and so on. Second, estimate the interactive language competence of the students. Third, search for simulations in as wide an area as possible. Fourth, if the language level of a simulation is suitable, then examine the mechanics of the simulation; time, number, interactive possibilities and so on. Fifth, if it seems to be a suitable choice, then participate in it yourself first. Finally, consider whether it needs adapting, bearing in mind the danger of over adaptation.

It is valuable to be able to recognize various types and categories of simulation. This helps the teacher to judge and compare simulation, to see whether they are likely to work

well or badly in the classroom. Jones (1992, pp.64-65) divides the simulation technique in the following categories:

a) Open ended and closed: This category is categorized from the point of view of subject matter. A closed simulation has a 'right' answer, usually concentrates the language on a wider range of options, mainly analytical language. On the other hand, open-ended simulations have no 'right' answer, these encourage a wide range of language skills.

b) Interactive and non-interactive: This category is considered by the level of interaction. Are there part time or passive roles, or is the simulation fully participatory? Is the interaction between groups; or between individuals?

c) Imaginative and non-imaginative: The non-imaginative is likely to be useful for practicing forms of speech which are routine transaction, whereas the imaginative type of simulation encourages speculation, analogies, and invention.

1.1.4 Role Play and Simulation

The terms simulation, gaming, and role play are frequently confused in literature. The development and implementation of the role play is outlined and the influence of the debate on teaching vocational skills in university settings is considered. The role play design was influenced by the debate on vocational skills in universities. Ments (1989, cited in Gupta and Gupta (2009, p.31) considered 'role play' as part of a wider set of techniques collectively known as 'simulation and gaming'. He stated that simulation is a simplified reproduction of part of a real or imaginary world where participants maintain their own role and personality and the focus is on the simulated environment; "gaming" is

a structured system of competitive play that incorporated the material to be learnt, whereas "role play" is an interactive representation of same real-life event, carried out in order to help participants who play or role get better all managing the event itself. The word 'play' demonstrates its close relationships to playing a game. The frivolity of game is not necessarily on intended outcome but the atmosphere of role play- does permit suspension of belief and exercise of imagination. This allows participants to experiment with new behaviors' skills in a risk free environment. Furthermore, role play does not usually focus on winning; the emphasis is frequently on how you play the game and reflection on the game. In role play participants assume a specific role, enter simulated scenarios and, behave as they should in the circumstances. Role plays can be remarkably heterogeneous; they may be very simple or complex. The reality of the scenario and its linkage to personal experience is also flexible.

Johnson and Morrow (1986, pp.126-130) discuss role play and simulation as "a vehicle to use in a communicative approach to language teaching in the classroom activities. Used well, they can reduce the artificiality of the classroom, provide a reason for talking and allow the learner to talk meaningfully to other learners." In a simulation the learner is given a task to perform or a problem to solve; the background information and the environment of the problem is simulated. Regarding this there are two types of playing roles within a simulation: with a role play card and without one. When the learner has role card, it can support him in different ways. It may describe in detail the personality or opinions of the character whose role he is taking. It may tell him how he feels to other member of the group or how to react to a particular situation if it arises certain types of interaction can be built into the situation through the role card.

Simulation deserves a more considered place within the teaching program; they are more than just 'fun' activities or the answer to the conversation classes. They are motivating in themselves, they provide a test and feedback on communicative competence and help to

develop empathy between learners; furthermore they provide a 'rehearsal for life.' In this regard, Harmer (2003), argues that

> Many students derive great benefit from simulation and role play. Students 'simulate' a real-life encounter (such as business meeting, in an aeroplane cabin, or an interview) as if they were doing so in the real world. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situation especially where they are studying. In a role play we add the element of giving the participants information about which they are, and what they think and feel (pp.274-275).

Similarly, Kochhar (1990), claims simulation

> As role playing in which the process of teaching is artificial and an effort is made to practice some important skills of communication through this technique. The pupil- teacher and the students simulate the particular role of a person or actual life situation. The whole program thus becomes training in role perception and role playing (p.234).

He points out that the simulation technique comprising role-playing, socio drama, gaming, etc, is based on the following assumptions (ibid): i) there are certain patterns of behaviors which are crucial to effective classroom instruction, ii) These patterns of behavior can be described, iii) These patterns of behavior can be practiced and iv) their appropriate use in teaching can be discussed and understood.

1.1.5 Stages of Simulation in the Classroom

In order to implement a simulation into classroom teaching there are some logical stages to be followed. Kochhar (1990, pp.234-235) gives the following procedures for the successful simulation in the classroom:

i.   Selecting the role play: A small group of 4-5 students are selected and assign to alphabetical order. Every number of the group gets an opportunity to be an actor, foil and the observer.

ii. Selecting and discussing skills: The skills to be practiced are discussed and topics that fit in the skill are suggested. One topic each is selected by the group member for exercise.

iii. Playing: It has to be decided who starts the conversation, who will stop the interaction and when.

iv. Deciding the procedure of evaluation: How to record the interaction and how present it to the actor has to be decided. So that a proper feedback on his performance could be given.

v.   Providing practical lesson: The role players should be provided reinforcements on their performances to give them training for playing their role well.

Herbert (1983, p.4) shows the above mentioned stages diagrammatically as follows:

The above diagram shows that the study of the students' profiles and their language needs should also point to what language skills, functions and to some extent, items the simulation should provide opportunities to practice. For this, selection of suitable learning objectives, decision on appropriate scenario, construction of scenario and description of roles are main factors. It has also be included explicit language inputs to satisfy the language learning objectives resulting from the analysis of the student profiles. Finally, the collection and production of the appropriate realia and materials for simulation and encourage the students to treat the activity with more serious.

1.1.6 Activities for Simulation in the Classroom

Different kinds of simulation need different kinds of organization. So, for designing a simulation, the first thing we have to do is to be specific about the objectives of an exercise. While considering the method, we should ensure that every participant is involved in playing their role. Roles are organized and developed by a group of pupils or the class which are divided into sets. We should also be clear about the length of the simulation period. The period should be just long enough to fit into the class. To achieve this aim, the designer may first rehearse, see how long it takes and then modify it accordingly to the length of time. It is also possible that a simulation is broken into different parts so that it becomes an ongoing game and each part fits into a time pattern. Some of the activities for simulation are discussed below:

  i.   Role playing: The role, false or actual, is performed in an artificial environment. This may give the pupil understanding of a situation or relationship among real life participants of a social process. He'll gain some perceptions of the action, attitudes and insight of person or situation.

  ii.   Socio-drama: It seeks to utilize role-playing as a means of finding out the solution to a problem situation assigned to the role players. The problem may be false or based on real life situation, and the actor is required to find out an acceptable solution of the situation.

  iii. Gaming: Here the situations employed involve outcomes affected by decisions made by one or more decisions. The game may be designed in a manner which enables chance to affect the outcome.

Kochhar (1990, p.236) have suggested following points for simulation:

  i.   Simulation establishes a setting where theory and practice can be combined.

  ii.   Simulation requires the teachers to be active participants in the process.

iii. There is no risk involved. The decision are made and carried out without physical or psychological harm to children or school as a result of practice teaching.

iv. Controlled teaching assignments are possible. Student teachers obtain experiences which are realistic and thus they become critical.

v. Simulation is teaching devices that motivate students and involve students. It changes student-teacher behavior. It has been said to impart at least an equal amount of student teaching.

vi. Students in a simulation program are not expected to identify the group time and follow it. Every student is expected to have experiences which are different from the usual laboratory type experiences communication to all. Thus simulation enables the students to be him.

vii. Simulation simulates the students for the acquisition of purposeful activities and they feel keenly interested in role-playing, socio-drama and gaming.

Simulation is well-established as a technique for organizing controlled, pre-communicative language practice. The following diagram shows from control activity to creativity of students.

Control	Performing memorized dialogues
	Contextualized drills
	Cued dialogues
	Role playing
Creativity	Improvisation
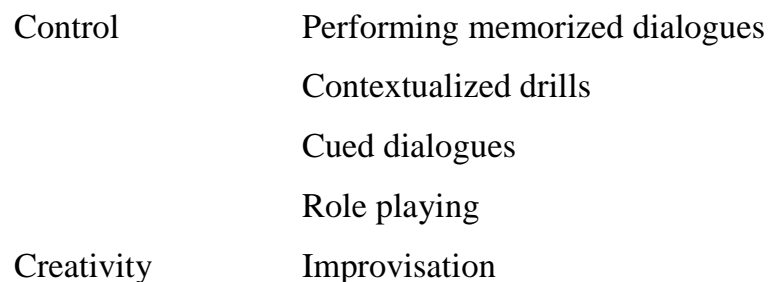
All of these activities involve simulation, but differ in terms of teacher-control and learner creativity. Thus in dialogue-performance, the teachers control is at a maximum and the learners' creativity is at a minimum. In contextual drills, the learner creates sentences that may be new to him/her, but they have been predetermined by the teacher. In cued dialogue, we are on the border line between pre-communicative and communicative situation: the teacher exercises direct control over the meanings that are expressed, but not over the language that is used for expressing them. In the more creative types of simulation, the teacher controls only the situation and the learners' roles in it, but leaves the learners themselves to create the interaction.

1.1.7 Language Functions

Language function can be broadly classified as grammatical and communicative. Grammatical functions deal with the relationship that a constituent in a sentence has with another constituent. For example, in the sentence, 'Ram throws the ball.' 'Ram' is the subjects of the verb 'throw' and the 'ball' have the function of the object of the verb. The scope of the present study does not cover grammatical functions. It mainly concerns with language functions. But, for our purpose, language functions mean communicative functions of language. Communicative function of a language refers to the communicative goal for which a language is used in a community. For example, greeting, requesting, inviting, denying, promising etc are the functions of language. Language functions can be realized through language items. Thus, communicative function is what specific communicative need the language is used for in a community. The detail of communicative function is given in the following section:

1.1.7.1 Communicative functions

Richards et al. (1999, p.148) define communicative function of a language as "the purpose for which an utterance or unit of a language is used. In language teaching, language functions are often described as categories of behavior, e.g. request, apologies,

compliments". Similarly, Ur (2001, p.92) defines function as "some kind of communicative act; it is use of language to achieve a purpose usually involving interaction between at least two people. Examples would be suggesting, promising, apologizing and greeting." A 'language' can be said to have the following three facets:

Substance: sounds/letters and punctuation marks.
Form: patterns of sounds/letters, words and phrases.
Function: communicating message.

So, the function of language is the purpose it serves or the use it is put to. From this discussion, it becomes clear that language function is the purpose for which language is used. The purpose of using language is to communicate something. Human beings use a very sophisticated form of language to communicate their feelings, intentions, and desires and so on. They use language to greet others, to bid farewell, to express gratitude, to ask for permission, to request for something, to get things done and so on.

In other words, what we can do through the use of language is its function. We can communicate through the use of language; therefore, communication is an overall global function of language. This function of language is also reflected in the definition of language as "a system for communication" and "a vehicle for the sake of communication." But under communication there are several functions of language. For example, we can ask or make a query, we can command, request, order, caution, direct, instruct, propose, advise, report, threaten or persuade through the use of language and hence asking (i.e. What is your name?), commanding (i.e. Get out.), requesting (i.e. Please, come in.), ordering (i.e. Could I have a beer?), cautioning (i.e. Mind your business,) etc are the functions of language.

1.1.7.2 Classification of the Communicative Functions

Linguists do not seem to follow a consistent system of classifying communicative functions? Sthapit (2000), says

> This question answered definitely, partly because the complex nature of language an society and their relationship defines any such enumeration and partly because there is nothing like the only right or proper way of classifying language depends on how broad or how narrow a given classification is. So, one can claim that his/her system of classification is the only way or only right way of doing the job of classifying the complex system language functions. However, a writer or a pedagogue has to follow one or the other system so as to make his description consistent and complete (p.10).

 It is thus important to have a look at some linguists' classification of communicative functions which are given below:

Corder (1973, p.44) classifies communicative functions on the basis of the factors of a speech event, which are as follows:

a. Personal: if the orientation is towards the speaker we have the personal function of language. It is through this function that the speaker reveals his attitude towards what he is speaking about.
b. Directive: if the orientation is towards the hearer we have the directive function of language. It is the function of controlling the behavior of the participant.
c. Phatic: if the focus is on the contact between the participants we have the phatic function of language which establishes relations, maintains them, and promotes feelings of goodwill and fellowship or social solidarity.
d. Referential: if the focus is on topic we have referential function of language.

e. Meta-linguistic: this function is associated with the code. When language is used to talk about language itself, it is the meta-linguistic function of language.

f. Imaginative: When the focus is on the message, we have the imaginative function of language.

Similarly, Finocchiaro (1986, p.1) classified communicative functions into the following categories:

a) Personal: this function helps to express ones emotions, needs, thoughts, desires, attitudes.

b) Impersonal: this function helps to maintain good social relations with individuals and groups. For example, expressions of praise, sympathy, joy at another's success.

c) Directives: this function helps to control the behavior of others through advice, warnings, requests, permissions, discussions.

d) Referential: it talks about objects of events in the immediate settings or environments or on the culture.

e) Meta-linguistic: it talks about the language itself.

f) Imaginative: it is the use of language creativity in rhyming, composing poetry etc.

The purpose of classifying the language function is to group the similar ones in a category. The same thing can be seen from different perspectives and can be placed in several groups depending on the way it is looked on. Hence, it is all but natural for different linguists to have different systems of classification. Even though the terminologies given by several linguists are different, the classification is more or less the same.

1.1.8 Activities for Teaching Language Functions

When we communicate we use the language to accomplish some function, such as arguing, persuading or promising, greeting, etc. Moreover, we carry out these functions

within a social context. A speaker will choose not only a particular way to express his/her level of emotion, but also to whom s/he is addressing and what his/her relationship with that person is. Since language is a means of communication and it is a process, it is insufficient to have knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge in negotiating meaning. It is possible through the interaction between speaker and listener. Students learn to speak in a second language by interacting. For this, the classroom environment should be like real life situation. The teacher should promote meaningful situation in the classroom. The students should be encouraged to have oral communication. Communicative and cooperative language learning are really helpful in teaching language functions. Littlewood (1981, p.86), presents the following framework for different types of communicative activities:

Structural activities

Pre-communicative activities

Quasi-communicative activities

Functional communicative activities

Communicative activities

Social Interaction activities
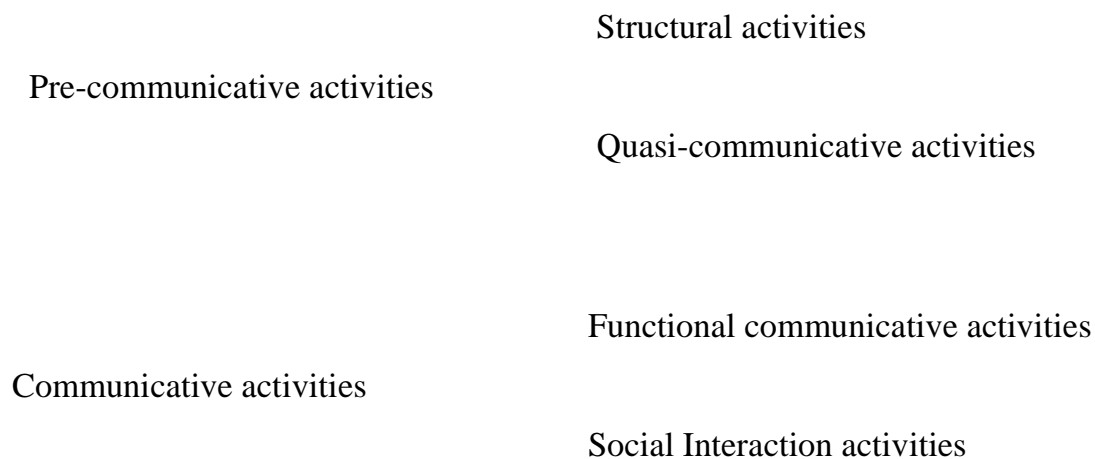
Through communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the learner with opportunities to practise them separately. Through communicative activities a learner develops a fluent command of the linguistic system, without actually requiring them to use this system for communicative purpose. The learners' main purpose is to produce language which is acceptable and conveys meanings in context. In this regard, the function of pre-communicative activities is a subordinate one: they serve to prepare for learners for later

communication. These activities aim to give the learners a fluent control over linguistic forms, so that the lower-level processes will be capable of unfolding automatically in response to higher level decision based on meanings. Although the activities may emphasize the links between forms and meanings, the main criterion for success is whether the learner produces acceptable language.

In communicative activities, the learner has to activate and integrate his/her pre-communicative knowledge and skills, in order to use them for the communication of meanings. S/he is, therefore, engaged in practicing the total skill of communication. There are two subcategories, depending upon the degree of importance attached to social as well as functional meaning. In 'functional communication activities', the learner is placed in a situation where s/he must perform a task by communicating as best s/he can, with whatever resources s/he has available. The criterion for success is practical: how effectively the task is performed. In 'social interaction activities' the learner is also encountered to take account of the social context on which communication takes place.

1.2   Review of the Related Literature

We find a number of research works carried out the effectiveness of the different approaches, methods, and techniques in teaching English language. Some major studies have been reviewed as follows:

Sharma (2002) carried out a research on "Effectiveness of Role Play Technique in Teaching Communicative Functions: A Practical Study". The objective of the study was to find out the effectiveness of role play technique in teaching communicative functions. The study was an experimental research. The researcher used both primary and secondary data to meet the objectives of the study. The population of the data was confined to 84 students of grade X from a school of Kapilvastu district. As a tool of data collection he used questionnaire to measure the proficiency level of the students. The mode of the test

was oral. It showed that role-play technique had relatively a better impact in teaching language functions on the whole.

Panta (2004) carried out a practical study on "The Effectiveness of Discovery Technique in Teaching Subject-Verb Agreement". The study was aiming at determining the effectiveness of the discovery technique in teaching S-V agreement in English. The researcher selected 30 students of Grade IX from a government school of Rupandehi district by using random sampling procedure for the sample of the study. The main tool of data was a test paper consisting of 60 items carrying a total of 60 marks. The study was experimental and the results of study had derived from the compression of the achievement of the experimental group and controlled group. The findings of the study showed that the students taught through discovery technique have done relatively better in comparison to those taught through explanation technique. The students should be encouraged to discover the rules themselves rather than directly exposing the rules by the teacher.

Rawal (2004) conducted an experimental research on "The Effectiveness of Drill Technique in Teaching Passivisation: A Practical Study". The research primarily aims at finding out the effectiveness of drill techniques in teaching English passivisation. The researcher used both primary and secondary sources for data collection. The primary sources of data were collected by administering a pre-test and post-test. The research area of the study was a public high school of Kailali district. The research showed that the drill technique had relatively better impact on teaching passivisation on the whole. The findings of the study were determined on the basis of the result of the whole group, not on the basis of individual student. This is new area of study that widens the scope of instruction in language teaching.

Regmi (2004) carried out an experimental practical research study on "The Effectiveness of Group Work Technique in Teaching English Tenses". The aim of research study was to find out the effectiveness of group work technique in teaching English tenses. He used both primary and secondary sources for data collection and selected a public school of Chitawan district as the population of the study. The researcher used pre-test and post-test for primary data collection by dividing the students into two groups i.e. experimental and controlled group. It was found that the students who were taught by using Group-work progressed relatively better than the students who were taught using explanation.

Khadka (2007) carried out a research on "Teaching Language Functions Through Information-gap in Grade Seven", aiming to find out the effectiveness of information gap in teaching communicative functions. The study was experimental one. The researcher used a simple random sampling procedure while conducting the research and used both primary and secondary sources for data collection. The main tool for data collection was test i.e. pre-test and post-test. The test items were limited to English language functions. The study found out that the information gap technique was relatively more effective than usual classroom techniques for teaching language functions of English.

Gupta and Gupta (2008) carried out a research on "The Comparative Study of Effectiveness of Teaching by Simulation and Conventional Classroom Methods". An attempt was made to compare effectiveness of teaching simulation on one hand and conventional classroom teaching using blackboard and lecture method. The study was an experimental research conducted at Institute of Hotel Management in Bhopal on 120 students. The effects of the two groups (experimental and controlled) were evaluated by written test i.e. pre-test and post-test. They found out that simulation technique was interesting and effective technique and suggest that it should be used in teaching language. Apart from this they participated in learning and absorbed the details in a

better way when taught by this technique. Eighty six percent (86%) of the students found simulation technique of teaching to be enjoyable and easy to follow.

Poudel (2008) carried out a research on "Teaching of Communication Functions: An Analysis of Classroom Activities." The objectives of the study were to find out the classroom activities conducted by the teachers in teaching communicative functions and problems encountered by them while teaching communicative functions. The researcher followed a non-random sampling procedure for sampling population. He used both primary and secondary sources for data. Students and teachers of English at secondary level were the primary sources of data. Kathmandu was the area of the population of the study. The finding was that discussion, pair work, role play and group work were the commonly used activities and the hesitation of the students to speak, lack of adequate exposure to the students, teacher as an authority in the classroom, use of mother tongue in the classroom and lack of required physical facilities were the major problems encountered by the teachers in the teaching on communicative functions.

Baniya (2009) carried out a survey research on "Teaching Techniques Used by English Teachers." The objectives of the study were to find out the techniques used by teachers in English classroom and to compare the teaching techniques used by the teachers in public and private schools. The researcher selected 10 schools (five public and five private) of Lalitpur district by using stratified random sampling procedure for the sample of the study. The main tools used for data collection were questionnaire and an interview. The research showed that the teachers of private schools used more learner centered technique than public ones.

Chhetri (2009) conducted an experimental research an "Effectiveness of Modeling Technique in Teaching Pronunciation: A Practical Study." The main objective of the study was to find out the effectiveness of modeling technique in teaching pronunciation

at lower secondary level. The researcher used both primary and secondary sources for data collection. He used simple random sampling procedure to select thirty students of Jana Viswash Madhaynik School, Kathmandu studying at grade-VII. The main tool for data collection was test i.e. pre-test and post-test. The researcher found out that both groups (experimental and controlled) had shown better performance in words in isolation than those in contexts.

We see that these research studies are related only with different approaches, methods and techniques. Some of them are practical and comparative studies in different levels of schools. However, there is no any importance given to 'simulation' technique. Thus, I claim that my study is new in the Department of English Education.

1.3   Objectives of the study
The objectives of the study were as follows:
   I.   To find out the effectiveness of simulation technique in teaching language functions.
   II.   To suggest some pedagogical implications.

1.4   Significance of the Study
All language teachers undeniably accept that appropriate technique provides the main impetus to language teaching and it makes teaching effective and successful too. So, the appropriate choice of teaching technique is indisputable for successful language teaching in the classroom. As this study has revealed the effectiveness of 'simulation' technique in teaching language functions, it is expected to give some insights on using simulation technique in teaching English. The findings will also be helpful to those who are interested in language teaching, particularly to those who are involved in teaching English. It will, thus, be useful to language teachers to understand simulation technique and plan their teaching accordingly. This study will be relevant for the prospective

researchers, language teachers, textbook writers, subject experts, language trainers in particular and for others who directly or indirectly are involved in ELT.

CHAPTER - TWO
METHODOLOGY

This chapter deals with the methodology adopted during the study. The study was carried out by following the methodology mentioned below:

2.1 Sources of Data

Both primary and secondary sources of data were used for the collection of data. The sources were as follows:

2.1.1 Primary Sources of Data

The primary sources of data of this study were the students of Grade IX of Gokundeshwor Higher Secondary School, Dhankuta.

2.1.2 Secondary Sources of Data

Brown (2003), Corder (1973), Finocchiaro (1986), Harmer (2003), Herbert (1983), Jones (1992), Kochhar (1990), Littlewood (1981), Matrayek (1983), Ur (1996), van Ek and Alexander (1977), Wilkins (1976), and the textbook of Grade Nine were major secondary sources of data.

2.2 Sampling Procedure

In any study, we cannot make use of all population. We select a small number and on the basis of this, we make prediction about the whole population. Thus, sampling procedure is the process of selecting a few from bigger group to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation, or outcome regarding the bigger group. For this study, I purposively selected a government school, Gokundeshwor Higher Secondary School from Dhankuta district. I used simple random sampling procedure to select 20 students from Grade IX of the school. Again, I divided

the students into two groups (i.e. experimental and controlled) through random sampling design using the fishbowl draw technique.

2.3 Tools for Data Collection

The main tool for the collection of data was test i.e. pre-test and post-test. It consisted of subjective and objective items (questions) carrying 15 and 20 full marks respectively. The test items were constructed by including English language functions selected to teach. The numbers of items from each of the selected language functions were as follows:

Table No. 1

Functions of Language

S.N.	Types of function	No. of items	Marks
1	Introducing	4	3.5
2	Greetings and farewell	3	2.5
3	Describing places/person	3	6.5
4	Seeking information	2	1.5
5	Requesting	4	3.5
6	Expressing needs/wants	4	3.5
7	Making suggestions	3	2.5
8	Thanking	2	2
9	Expressing obligation	4	3.5
10	Stating Purpose	3	2.5
11	Seeking confirmation	4	3.5

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

Table No. 2

Types of Questions

S.N.	Types of items	No. of items	Marks
1	Short answer	10	10
2	Free composition	1	5
3	Multiple choice	5	5
4	Fill in the gaps	5	5
5	Matching	10	5
6	True/false	5	5

2.4 Process of Data Collection

The process of data collection was as follows:

a. I developed two types of question 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.

b. A pre-test was given to the student. After getting the result of pre-test, the students were divided into two groups through simple random sampling procedure by using fishbowl draw. I taught 15 lessons. One group of students was taught by using simulation technique and another group as usual classroom teaching.

c. At the end of the teaching, a post-test was administered. The same question set used in the pre-test was used for the post-test. Then, the results of the two tests were compared to determine the effectiveness of simulation technique in teaching language functions.

2.5 Limitations of the Study

I attempted to carry out this study by taking the following limitations and considerations to make it more precise and systematic.

a. The study was confined only to a secondary school of Dhankuta district.

b. The population of this study included the students of Gokundeshwor Higher Secondary School, Dhankuta.

c. Only the ninth graders of the school were included for this practical study.

d. The sample size was only twenty.

e. This study was related only to 11 selected language functions (See Table-1)**.**

CHAPTER - THREE
ANALYSIS AND INTERPRETATION

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

  i.   Holistic comparison
  ii.   Function based comparison
  iii. Item based comparison

The first sub-heading (holistic comparison) summarizes the general performance of the students in experimental group and the controlled group. Other two sub-headings (function and item) are divided into different sub-headings. The individual scores are taken from the test (pre-test and post-test) and tabulated under each sub-heading. The average scores have been computed out of the individual scores (see Appendix- IV). The difference between the average scores of the pre-test and the post-test have been computed. The differences have been converted into percentage. The two groups have been compared on the basis of the percentage. The tables have been given for making ideas clear. The group which got a higher percentage is 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 teaching technique i.e. the experimental group (Group-A) was taught with simulation technique whereas the controlled group (Group-B) was taught as usual.

3.1 Holistic Comparison

The holistic comparison indicates two major components: functional and item category. In other words, it is the summary of the interpretation and analysis of the data comparing the average scores of the pre-test and post-test of the both groups i.e. experimental group and controlled group in terms of language function and test items.

Comparative table of average increment percentage of Group-A and Group-B have been presented as follows.

Table No. 3

Holistic comparison

Category	Gr. A in %	Gr. B in %	D%
Functional Category	58.03	30.29	27.73
Item Category	69.83	39.90	29.93

The above table shows that the average increment percentage of Group-A has 58.03 in different functional categories of the English language functions and the Group-B has 30.30% average increment. The difference between both groups has increment percentage of 27.74%. It indicates that the Group-A has learnt the language functions relatively better than that of the Group-B as a whole.

Similarly, in item wise category the average increment percentage of Group-A has 69.83 in different categories of items, whereas Group-B has 39.90%. The difference between increment percentages of both groups is 29.93%. It also indicates that the Group-A has done better than the Group-B as a whole.

3.2 Function Based Comparison

The functional comparison indicates the average performance of the two groups (i.e. Group-A and Group-B) in terms of language functions which are purposively selected in this study. The comparative tables of average increment percentage of function based comparison of Group-A and Group-B have been presented as follows:

I. Introducing

This category consisted of 4 items carrying 3.5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 4

Result of average score of introducing

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	2.65	3.15	0.5	18.86
B	2.65	3.1	0.45	16.98

The table shows that the Group-A has the average score of 2.65 in the pre-test and 3.15 in the post-test. It has increased its marks by 0.5 or 18.86%. Likewise, the Group-B has scored 2.65 in the pre-test and 3.1 in the post-test. It has increased its marks by 0.45 or 16.98%. It shows that the Group-A excelled Group-B by 1.88%. It indicates that in this language function Group-A has made greater progress than the Group-B but the increment percent of two groups are not significant.

II. Greetings and Farewell

This category consisted of 3 items carrying 2.5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 5

Result of average score of greetings and farewell

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	2.05	2.4	0.35	17.07
B	2.35	2.4	0.05	21.27

The table shows that the Group-A has the average score of 2.05 in the pre-test and 2.4 in the post-test. It has increased its marks by 0.35 or 17.07%. Likewise, the Group-B has the average score of 2.35 in the pre-test and 2.4 in the post. It has increased its marks by 0.05 or 21.27%. It shows that the Group-B excelled the Group-B by 4.2%. It indicates that the

Group-B learned this language function better than the Group-A, but there is no significant difference between Group-A and Group-B.

III. Describing Places/Person

This category consisted of 3 items carrying 6.5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 6

Result of average score of describing places/person

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	2.2	3.1	0.9	40.90
B	2.3	3.4	1.1	47.82

The table shows that Group-A has the average score of 2.2 in the pre-test and 3.1 in the post-test. It has increased its marks by 0.9 or 40.90%. Likewise, Group-B has 2.3 average score in the pre-test and 3.4 in the post test. It has increased its marks by 1.1 or 47.82%. It shows that the Group-B excelled Group-A by 6.92%. It indicates that Group-B learned this language function more effectively than the Group-A.

IV. Seeking Information

This category consisted of 2 items carrying 1.5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 7

Result of average score of seeking confirmation

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	0.4	1.05	0.65	162.58
B	0.6	1.1	0.5	83.33

The table shows that Group-A has the average score of 0.4 in the pre-test and 1.05 in the post-test. It has increased its marks by 0.65 or 162.5%. Likewise, Group-B has the average score of 0.6 in the pre-test and 1.1 in the post-test. It has increased its marks by 0.5 or 83.33%. It shows that the Group-A excelled Group-B by 79.25%. It indicates that Group-A learned this language function more effectively than the Group-B.

V. Requesting

This category consisted of 4 items carrying 3.5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 8

Result of average score of requesting

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	1.45	2.4	0.95	65.51
B	2.5	3.2	0.7	28

The table shows that Group-A has the average score of 1.45 in the pre-test and 2.4 in the post-test. It has increased its score by 0.95 or 65.51%. Likewise, Group-B has the average score of 2.5 in the pre-test and 3.2 in the post-test. It has increased its marks by 0.7 or 28%. It shows that the Group-A excelled the Group-B by 37.51%. It indicates that Group-A progressed better than the Group-B.

VI. Expressing Needs/Wants

This category consisted of 4 items carrying 3.5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 9

Result of average score of expressing needs/wants

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	1.4	2.6	1.2	85.71
B	2.1	2.8	0.7	33.33

The table shows that Group-A has the average score of 1.4 in the pre-test and 2.6 in the post-test. It has increased its marks by 1.2 or 85.71%. Likewise, Group-B has the average score of 2.1 in the pre-test and 2.8 in the post-test. It has increased its marks by 0.7 or 33.33%. It shows that the Group-A excelled the Group-B by 52.38%. It indicates that the Group-A learned this language function better than that of the Group-B.

VII. Expressing Obligation

This category consisted of 3 items carrying 2.5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 10

Result of average score of expressing obligation

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	0.45	2.45	2	44.44
B	0.9	2.9	1.6	17.77

The table shows that Group-A has the average score of 0.45 in the pre-test and 2.45 in the post-test. It has increased its marks by 2 or 44.44%. Likewise, Group-B has the average score of 0.9 in the pre-test and 2.9 in the post-test. It has increased its marks by 1.6 or 17.77%. Here, Group-A excelled the Group-B by 26.67%. It indicates that the Group-A has made better progress than the Group-B in this language function.

VIII. Stating Purpose

This category consisted of 3 items carrying 2.5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 11

Result of average score of stating purpose

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	0.2	1.35	1.15	57.5
B	0.55	1.3	0.75	36.36

The table shows that Group-A has the average score of 0.2 in the pre-test and 1.35 in the post-test. It has increased its marks by 1.15 or 57.5%. Similarly, Group-B has the average score of 0.55 in the pre-test and 1.3 in the post-test. It has increased its marks by 0.75 or 36.36%. Here, Group-A excelled the Group-B by 21.14%. It indicates that the Group-A has made better progress than the Group-B in this language function.

IX. Making Suggestions

This category consisted of 3 items carrying 2.5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 12

Result of average score of making suggestions

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	0.85	1.1	0.25	29.41
B	0.75	1.9	1.15	15.33

The table shows that Group-A has the average score of 0.85 in the pre-test and 1.1 in the post-test. It has increased its marks by 0.25 or 29.41%. Likewise, Group-B has the

average score of 0.75 in the pre-test and 1.9 in the post-test. It has increased its marks by 1.15 or 15.33%. It shows that the Group-A excelled the Group-B by 14.08%. It indicates that Group-A learned this language functions better than Group-B.

X. Seeking Confirmation

This category consisted of 4 items carrying 3.5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 13

Result of average score of seeking confirmation

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	0.55	2.15	1.6	90.90
B	1.35	2.3	0.95	70.37

The table shows that Group-A has average score of 0.55 in the pre-test and 2.15 in the post-test. It has increased its marks by 1.6 or 90.90%. Likewise, Group-B has the average score of 1.35 in the pre-test and 2.3 in the post-test. It has increased its marks by 0.95 or 70.37%. Here, the Group-A excelled the Group-B by 20.53%. It indicates that the Group-A has made better progress than the Group-B in this language function.

XI. Thanking

This category consisted of 2 items carrying 2 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table: **Table No.14**

Result of average score of thanking

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	1.1	1.8	0.8	72.72
B	1.3	1.9	0.5	38.46

The table shows that Group-A has average score of 1.1 in the pre-test and 1.8 in the post-test. It has increased its marks by 0.8 or 72.72%. Similarly, Group-B has average score of 1.3 in the pre-test and 1.9 in the post-test. It has increased its marks by 0.5 or 38.46%. It shows that Group-A excelled the Group-B by 34.27%. It indicates that the Group-A has learned this language function more effectively than that of the Group-B.

3.3 Item Based Comparison

The item based comparison indicates the average performance of the two groups i.e. Group-A and Group-B in terms of question items. The comparative tables of average increment percentage of item based comparison of Group-A and Group-B have been presented as follows:

I. Subjective Items

This category consisted of 11 items carrying 15 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 15

Result of average score of subjective items

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	3.85	7.6	3.75	97.40
B	5.4	7.25	1.85	34.25

The table shows that Group-A has average score of 3.85 in the pre-test and 7.6 in the post test. It has increased its marks by 3.75 or 97.40%. Likewise, Group-B has the average score of 5.4 in the pre-test and 7.25in the post-test. It has increased its marks by 1.85 or 34.25%. This shows that the Group-A excelled the Group-B by 63.15%. It indicates that the Group-A has progressed better than that of the Group-B.

II. Objective Items

This category consisted of 20 items carrying 20 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 16

Result of average score of objective items

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	7.1	13.4	6.3	88.73
B	9.4	14.3	4.9	52.12

The table shows that Group-A has average score of 7.1 in the pre-test and 13.4 in the post-test. It has increased its marks by 6.3 or 88.73%. Likewise, Group-B has the average score of 9.4 in the pre-test and 14.3 in the post-test. It has increased its marks by 4.9 or 52.12%. It shows that the Group-A excelled the Group-B by 36.61%. It indicates that the Group-A has performed the objective items better than the Group-B.

III. Multiple Choices

This category consisted of 5 items carrying 5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 17

Result of average score of multiple choices

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	3	4	1	33.33
B	3.15	4.2	1.05	33.33

The table shows that Group-A has the average score of 3 in the pre-test and 4 in the post-test. It has increased its marks by 1 or 33.33%. Likewise, Group-B has the average score

of 3.15 in the pre-test and 4.2 the post-test. It has increased its marks by 1.05 or 33.33%. It shows that both the groups performed equally in the multiple choice item.

IV. Fill in the Gap

This category consisted of 5 items carrying 5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 18

Result of average score of fill in the gap

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	1.1	3.4	2.3	20.9
B	1.6	3.6	2	12.5

The table shows that Group-A has the average score of 1.1 in the pre-test and 3.4 in the post-test. It has increased its marks by 2.3 or 20.9%. Group-B has the average score of 1.6 in the pre-test and 3.6 in the post-test. It has increased its marks by 2or12.5%. Here, Group-A excelled the Group-B by 8.4%. It indicates that the Group-A has learned better than the Group-B. So they learn the fill in the gap items.

V. Matching Item

This category consisted of 10 items carrying 5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 19

Result of average score of matching item

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	2.85	4.55	1.7	59.64
B	3.75	5	1.75	40.66

The table shows that Group-A has the average score of 2.85 in the pre-test and 4.55 in the post-test. It increased its marks by 1.7 or 59.64%. Likewise, Group-B has the average score of 3.75 in the pre-test and 5 in the post-test. It has increased its marks by 1.75 or 40.66%. The data shows that Group-A excelled Group-B by 18.98%. It indicates that Group-A had progressed in matching items than the Group-B.

VI. True/False

This category consisted of 5 items carrying 5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 20

Result of average score of true/false

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	2	3.9	1.9	95
B	2.5	3.3	0.8	32

The table shows that Group-A has the average score of 2 in the pre-test and 3.9 in the post-test. It has increased its marks by 1.9 or 95%.Similarly, Group-B has the average score of 2.5 in the pre-test and 3.3 in the post-test. It has increased its marks by 0.8 or 32%. The above data shows that Group-A has excelled the Group-B by 63%. It indicates that the Group-A has progressed more than that of the Group-B in true/false items.

VII. Short Answer

This category consisted of 10 items carrying 10 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 21

Result of average score of short answer

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	2.7	6.4	3.7	87.03
B	4.4	6.3	1.9	43.18

The table shows that Group-A has the average score of 2.7 in the pre-test and 6.4 in the post-test. It has increased its marks by 3.7 or 87.03%. Similarly, Group-B has the average score of 4.4 in the pre test and 6.3 in the post-test. It has increased its marks by 1.9 or 43.18%. It shows that Group-A has excelled the Group-B by 43.85%. It indicates that the Group-A has progressed better than that of the Group-B in short answers items.

VIII. Free Composition

This category consisted of 1 item carrying 5 full marks. The average scores of the students in both controlled and experimental groups have been presented in the following table:

Table No. 22

Result of average score of free composition

Gr.	Av. score in pre-test	Av. score in post-test	D	D%
A	0.9	1.95	1.05	116.66
B	1.15	1.9	0.75	65.21

The table shows that Group-A has the average score of 0.9 in the pre-test and 1.95 in the post-test. It has increased its marks by 1.06 or 116.66%. Likewise, Group-B has the average score of 1.15 in the pre-test and 1.9 in the post-test. It has increased its marks by 0.75 or 65.21%. Here, Group-A excelled the Group-B by 51.45%. It indicates that the Group-A has learned better, the item of free composition, than the Group-B.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

In this chapter findings of the study have been presented. Based on the findings recommendations have been made. In this context, as the data showed up, the experimental group was found better than the controlled group. The major findings of the study have been presented as follows:

   i. The experimental group excelled the controlled group by 27.73% on functional category in total performance. Likewise, experimental group excelled controlled group by 29.93% on item category in total performance.

   ii. The experimental group excelled the controlled group on functional categories such as introducing (1.88%), seeking information (79.25%), requesting (37.51%), expressing needs/wants (52.38%), stating purpose (21.14%), thanking (34.27%), making suggestions (14.08%), expressing obligation (26.67%), and seeking confirmation (20.53%).

   iii. The controlled group excelled the experimental group on functional categories of greetings and farewell (4.2%) and describing person/places (6.92%).

   iv. The experimental group excelled the controlled group on the test items such as subjective (63.15%), objective (36.61%), fill in the gap (8.4%), matching (18.98%), true/false (63%), short answer (43.83%) and free composition (51.45%).

   v. Both experimental and controlled groups had shown equal performance on the multiple choice items which was 33.33% in item category.

4.2 Recommendations

The following recommendations have been drawn on the basis of the findings. Major recommendations have been presented as follows:

i.   Group-A performed relatively better in most of the categories of language functions. Therefore, the simulation technique is found effective. This implies that this technique should be used for teaching language/communicative functions of English in general.

ii. Group-B has a greater average increment percentage on the functional categories on greetings and farewell and describing places/person than the Group-A. This is not significant because this kind of difference may sometimes happen due to several variations such as absence of the students in any group while teaching, carelessness of the students while writing answers, forgetting, etc. Therefore, we can minimize such variables as far as possible while teaching language functions using this technique i.e. simulation technique. But further studies can also be conducted in this regard.

iii. This research was limited only to the 20 students of a government school. So, it cannot be claimed that the findings of this research are applicable everywhere. Researchers can carry out this type of research including more sample and more schools of different types in different parts of the country.

iv. This research was limited to 11 areas of language functions only. The similar type of researches can be carried out on the other areas of language functions like-announcing, welcoming, warning, likes/dislikes, expressing condolences and sympathy, making apologies and responses, etc.

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APPENDIX –I

Test Items

School's name: F.M.: 35

Name: P.M.: 14

Grade: IX

Subject: Comp. English (Language Functions).

Attempt all the questions.

1   How do you express in the following situations? Write one sentence for each of them.   (10x1=10).

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

        ………………………………………………………………..

    b) You think your father's friend is a doctor but you aren't confirmed. It by asking him………………………………………………………………………………..

    c) You are shopping and carrying a lot of packages. You drop one and another person picks it up to for you. Express your thanks to him/her.

        …………………………………………………………………………………

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

        ………………………………………………………………..

    e) Suppose you are hungry. Express your need.

        ………………………………………………………………..

    f) Your room is dirty. Express your obligation.

        ………………………………………………………………….

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

        ………………………………………………………………..

    h) Your friend says, "Hi my name is Sujata." Give a reply to it.

        ………………………………………………………………….

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

        ………………………………………………………………..

j) You need money to buy exercise book. Request your father to give Rs.20.

…………………………………………………………………………………….

2. Describe your favorite place in about 50 words.   (5)

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………….

3. Choose the best alternatives.   (5x1=5)

   I.   Which of the following statement is the example of the language function of
        "introducing"?
        a) Hi. I'm Suleman Manandhar.   c) You should go to medical.
        b) See you again.   d) Could you give some water?
  II.   "Good morning." Serves the communicative function of?
        a) Suggesting   b) Introducing   c) Greeting   d) Requesting
 III.   "I'm supposed to guide you." is an example of?
        a) Expressing wants   c) Expressing obligations
        b) Seeking confirmation   d) Making suggestions
  IV.   "How many members are there in your family?" represents the language function
        of?
        a) Requesting   c) Describing person
        b) Seeking confirmation   d) Seeking information
   V.   Which of the following exponents serves language functions of "Requesting"?
        a) Would you mind giving me a pen?   c) I want to play volleyball.
        b) He's a teacher, isn't he?   d) You mustn't drink any alcohol.

4. Fill in the appropriate language functions and forms in the following gaps.   (5x1=5)

   a. "Do you live in Dhankuta?" Indicates the language function of

…………………………………………………………………

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

…………………………………………………………………

c. "……………………………………………………………………………………
…is an example of 'Requesting"?

d. "…………………………………………….." indicates the language function of "Expressing wants."

e. "…………………………………………..shows the language function of "suggesting."

5. Match the following language functions with their appropriate exponents. (10x0.5=5)

a. Introducing   ( ) where do you live?

b. Taking leave   ( ) are you sure?

c. Describing person   ( ) why don't you call me 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 suggestions   ( ) Hello! My name is Roshan Rai.

j. Seeking confirmation   ( ) see you later.

6. Write "T" for true and "F" for false.   (5x1=5)

a. "I can't thank you enough." is an example of "Making suggestions."

b. "Dhankuta is the very beautiful place." Is an example of "Describing Objects"?

c. The example of "Introducing" is, "Hi. My name is Romio. What is your name?"

d. "Sabita is not a nurse, is she?" is an example of "seeking confirmation."

e. The language functions of "Expressing needs' is "I would like to talk with you?"

Thank You

APPENDIX –II

Lesson plan N.: 1

Class: - IX   Date: 2066-12-19

Subject: - comp. English (language functions).

Teaching item: - Introducing.

Objectives: - On completion of this the students will be able to:

     i.   Introduce themselves with others.

    ii.   Reply in someone's introduction.

Materials: - Picture and flashcards.

Group-A

Activities: -The teacher will show a picture in which people are introducing themselves with shaking their hands. Then, he will give a situation- suppose all of you are member of a student's club, and your club is having a membership drive. You are at an open house, and you see some people come in. You want to interest them in the club. Again he will show them a picture and flash cards of exponents and responses.

A:	Hi. My name is………….	B:	Nice to meet you.
	Hello. My name is Paul, Paul Khan.		Glad to meet you.
	I'd like to introduce myself. I'm……….		How do you do?
	May I introduce myself? My name is……..		I'm……………

Then they simulate the situation. The teacher will guide them as a facilitator and he will check their activities.

Evaluation: - If someone says, "Hi. I am Khan" while giving introduction. How do you respond him?

Group 'B'

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

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

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 khan" Give a reply to it.

Lesson plan N.: 2

Class: - IX   Date: 2066-12-10

Subject: - comp. English (language functions).

Teaching item: - greetings and farewell.

Objectives: - On completion of this the students will be able to:

         i.   Express the exponents and response of greetings.

        ii.   Express the exponents of taking leave.

        iii.   Express to the expression of leave taking.

Materials: - usual materials.

Group-A

Activities: the teacher will give the situation to the whole class to interact- Your head master came at your students club to talk about the activities of your club. Simulate the situation from greeting to farewell for your headmaster. He will ask them to take their roles of headmaster, chief of students' club and the real students. Let them to simulate the situation and he will help them if they face problems during the activities.

Evaluation: -You unexpectedly meet a friend in the drug store. You haven't seen each other for at least a couple of months. How do you greet and respond?

Group: B

Activities: -The teacher will write both the exponents of greetings and farewell and it's responses on the board. Then ask them to write on their exercise books.

Exponents of greetings: Exponents of farewell:

Hi. How's it going?	Fine.	Bye (Bye-bye).	Bye.
Hey, ….How're you doing?	O.K.	See you later.	Hope so.
Hello! Bob. How are you?	So-so.	Take it easy.	You, too
Good morning. Long time no see?	Not bad.	Goodbye.	Goodbye.

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

Evaluation:

i.   You meet your uncle early in the morning. Express your greetings for him.

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

APPENDIX –III

Sample Teaching Aids

L.P. Number-1

Exponents: Responses:

    Hi. I am……   Glad to meet you.

    Hello! My name is ……..   I'm happy to meet you.

    I'd like to introduce myself.   Nice to meet you!

    May I introduce myself? I am…   It's a pleasure to meet you.
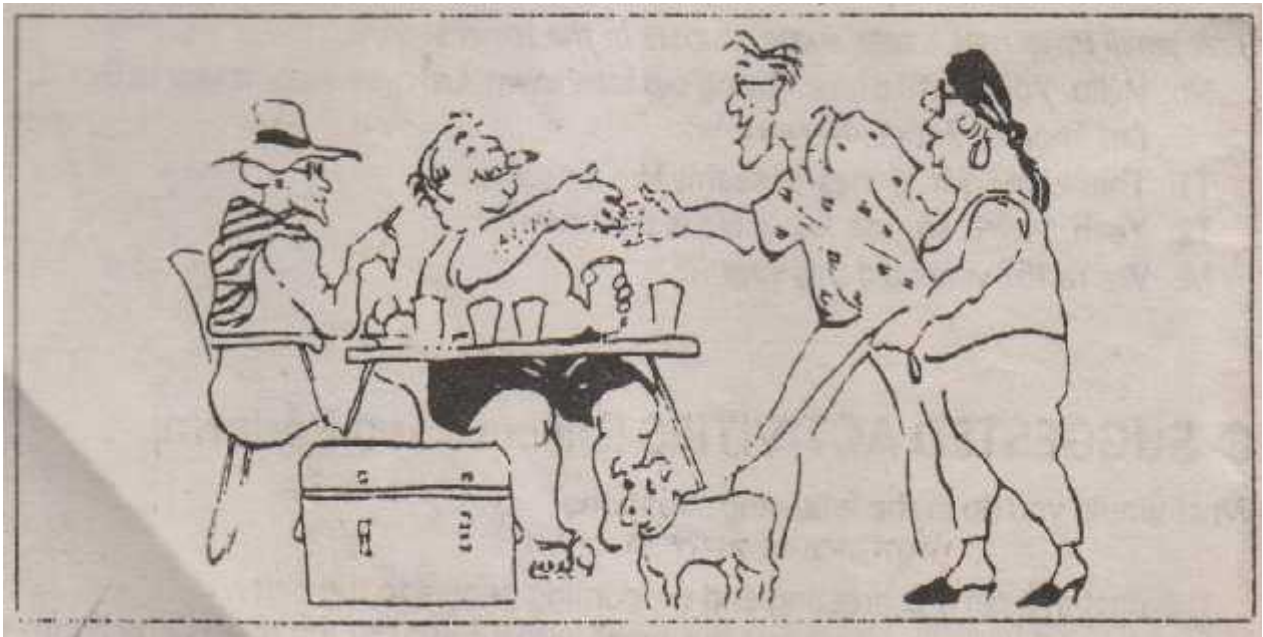
L.P Number: 3

    General background   Age

    Clothes   Character

    Interests, sports and habits   Job

    Their life so far: achievements, family background

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	Rupa Bhujel	20.5	24
2	Ladipma Rai	15.5	32
4	Subash Dhungana	22	23.5
6	Muna Magar	9.5	23.5
8	Yubak Timsina	10.5	23
11	Samiksha Guragain	20.5	24
13	Arun Rai	13	23.5
17	Sirjana Bishankhe	12.5	20
19	Bipana Adhikari	17.5	20
20	Shanty Moktan	7	18.5

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

R.N.	Name	Marks obtained	
		Pre-test	Post-test
3	Sujata Rai	26.5	32.5
5	Hangmasen Rai	13.5	33
7	Nitesh Subedi	16	17
9	Om Prakash Sardar	15.5	27.5
10	Ram Bdr. Deuwa	22.5	22
12	Priyanka Rai	13.5	15.5
14	Mithun Karmakar	13	24
15	Diksha Dahal	23.5	28
16	Bimal Mishra	15	26
18	Bikash Dahal	12.5	23.5

Appendix- V

Holistic Results for Pre and Post Test

I. Function Based Comparison

Table	Functional Category	Gr. A in %	Gr. B in %
3	Introducing	18.86	16.98
4	Greetings and farewell	17.07	21.27
5	Describing places/ person	40.92	47.82
6	Seeking information	83.33	16.25
7	Requesting	65.51	28
8	Expressing needs/wants	85.71	33.33
9	Making suggestions	53.33	29.41
10	Stating purpose	57.5	13.63
11	Thanking	72.7	38.46
12	Expressing obligation	44.44	17.77
13	Seeking confirmation	99	70.3.
Average increment		58.03	30.30

II. Item Based Comparison

Table	Item Category	Gr. A in %	Gr. B in %
14	Subjective item	97.40	34.25
15	Objective item	88.73	52.12
16	Multiple choice	33.33	33.33
17	Fill in the gap	20.9	12.5
18	Matching item	59.64	46.66
19	True/false	95	32
20	Short answer	87.03	43.18
21	Free composition	76.66	43.18
Average increment		69.83	39.90

APPENDIX –VI

Function-Based Table for Pre and Post Test Results

I.   The result in Introducing

Total: 4   Total Marks: 3.5

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R.N.	Pre-test	Post-test	D	D%
1	3.5	3.5			3	3.5	3.5		
2	2.5	3.5			5	2.5	3.5		
4	3.5	3.5			7	2.5	2.5		
6	2.5	3.5			9	1	2.5		
8	1.5	1.5			10	3.5	3.5		
11	3.5	3.5			12	2.5	2.5		
13	3.5	3.5			14	1.5	2.5		
17	2.5	3.5			15	3.5	3.5		
19	2.5	3.5			16	3.5	3.5		
20	1	2			18	2.5	3.5		
Average	2.65	3.15	0.5	18.86		2.65	3.1	0.45	16.98

II.   Greetings and Farewell

Total: 3   Total Marks: 2.5

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R.N.	Pre-test	Post-test	D	D%
1	1.5	2.5			3	2.5	2.5		
2	2.5	2.5			5	2.5	2.5		
4	2.5	2.5			7	1.5	2.5		
6	1.5	2.5			9	2.5	2.5		
8	2.5	2.5			10	2.5	1.5		
11	1.5	2.5			12	2.5	2.5		
13	2	2.5			14	2.5	2.5		
17	2.5	2.5			15	2.5	2.5		
19	2.5	2.5			16	2.5	2.5		
20	1.5	1.5			18	2	2.5		
Average	2.05	2.4	0.35	17.07		2.35	2.4	0.05	21.27

III. Describing Places/person

Total Items: 3   Total Marks: 6.5

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R.N.	Pre-test	Post-test	D	D%
1	.5	3.5			3	3	5		
2	3.5	4.5			5	1	4.5		
4	2.5	5			7	1.5	2.5		
6	1.5	3			9	4.5	3		
8	3	4.5			10	2	2.5		
11	2.5	1.5			12	3	3		
13	2.5	3			14	1.5	.5		
17	3	3			15	2.5	5.5		
19	2.5	3.5			16	2.5	1.5		
20	1.5	2.5			18	.5	3		
Average	2.5	3.4	0.9	40.9		2.2	3.1	1.1	47.82

IV. Seeking Information

Total Items: 2   Total Marks: 1.5

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R.N.	Pre-test	Post-test	D	D%
1	0	1.5			3	1.5	1.5		
2	0	1.5			5	0	1.5		
4	.5	0.5			7	0.5	0.5		
6	0	1.5			9	1	1.5		
8	0	0.5			10	1.5	1.5		
11	1	0.5			12	0.5	0.5		
13	1	1.5			14	0.5	0.5		
17	1	0			15	0.5	1.5		
19	.5	1.5			16	0	1.5		
20	0	1.5			18	0	0.5		
Average	0.4	1.05	0.65	83.33		0.6	1.1	0.5	162.5

V.   The Result of Requesting

Total Items: 4   Total Marks: 3.5

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R.N.	Pre-test	Post-test	D	D%
1	0.5	2.5			3	3.5	3.5		
2	0.5	2.5			5	1.5	3.5		
4	2.5	2.5			7	3.5	3.5		
6	0.5	2.5			9	2.5	3.5		
8	0.5	2.5			10	3.5	3.5		
11	3.5	2.5			12	1.5	1.5		
13	1.5	1.5			14	1.5	3.5		
17	1	2.5			15	3.5	3.5		
19	3.5	2.5			16	2.5	3.5		
20	0.5	1.5			18	0.5	2.5		
Average	1.45	2.4	0.95	65.51		2.4	3.2	0.7	28

VI.   The Result of Expressing Needs/wants

Total Items: 4   Total Marks: 3.5

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R.N.	Pre-test	Post-test	D	D%
1	0	3.5			3	3.5	3.5		
2	2.5	3.5			5	2.5	3.5		
4	3.5	3.5			7	1.5	1.5		
6	1	2.5			9	1.5	3.5		
8	1.5	3.5			10	1.5	1.5		
11	1.5	2.5			12	0.5	1.5		
13	0.5	2.5			14	2.5	3.5		
17	1	1.5			15	2.5	2.5		
19	1.5	1.5			16	2.5	3.5		
20	1	1.5			18	2.5	3.5		
Average	1.4	2.5	1.2	85.71		2.1	2.8	0.7	33.33

VII. The Result in Expressing Obligations

Total Items: 4   Total Marks: 3.5

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R.N.	Pre-test	Post-test	D	D%
1	0	2.5			3	2.5	3.5		
2	0	3.5			5	1.5	3.5		
4	2.5	3.5			7	0.5	0.5		
6	0	1.5			9	1	3.5		
8	0	3.5			10	2.5	2.5		
11	0.5	2.5			12	0.5	0.5		
13	1	3.5			14	0	2.5		
17	0	2			15	0.5	0.5		
19	0.5	0.5			16	0	2.5		
20	0	1.5			18	0	1.5		
Average	0.45	2.45	2	44.44		0.9	2.5	1.6	17.77

VIII. The Result in Stating Purpose

Total Items: 3   Total Marks: 2.5

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R.N.	Pre-test	Post-test	D	D%
1	0	2.5			3	0.5	1.5		
2	0.5	2.5			5	0	2.5		
4	0.5	0.5			7	1.5	0.5		
6	0	1.5			9	0	2.5		
8	0	0.5			10	0.5	0.5		
11	0.5	1.5			12	0.5	0.5		
13	0	0.5			14	0.5	1.5		
17	0	2			15	0.5	0.5		
19	0.5	0.5			16	0	1.5		
20	0	1.5			18	1.5	1.5		
Average	0.2	1.35	1.15	57.5		0.55	1.3	0.75	13.6

IX. The Result in Making Suggestions

Total Items: 3   Total Marks: 2.5

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R. N.	Pre-test	Post-test	D	D%
1	1.5	2			3	1.5	2.5		
2	1.5	1.5			5	0.5	2.5		
4	0.5	0.5			7	0.5	1.5		
6	0.5	1.5			9	0.5	1.5		
8	0.5	0.5			10	0.5	0.5		
11	2.5	0.5			12	0.5	0.5		
13	0	1.5			14	0	2.5		
17	0.5	1			15	2.5	2.5		
19	0.5	0.5			16	0	2.5		
20	0.5	1.5			18	1	2.5		
Average	0.85	1.1	1.15	153.33		0.75	1.9	0.25	29.41

X.   The Result in Thanking

Total Items: 2   Total Marks: 2

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R.N.	Pre-test	Post-test	D	D%
1	1	2			3	2	2		
2	1	2			5	1	2		
4	2	2			7	1	1		
6	1	2			9	0	2		
8	1	2			10	2	2		
11	1	2			12	1	2		
13	1	2			14	1	2		
17	1	1			15	2	2		
19	1	2			16	1	1		
20	1	2			18	2	2		
Average	1.1	1.9	0.8	72.72		1.3	1.8	0.5	38.46

XI.   The Result in Seeking Confirmation

Total Items: 4   Total Marks: 3.5

Group-A					Group-B				
R.N.	Pre-test	Post-test	D	D%	R.N.	Pre-test	Post-test	D	D%
1	0	3.5			3	2.5	3.5		
2	1	3.5			5	0.5	3.5		
4	1.5	1.5			7	1.5	0.5		
6	0	2.5			9	1	1.5		
8	0	1.5			10	2.5	2.5		
11	2.5	3.5			12	0.5	0.5		
13	0	1.5			14	1.5	2.5		
17	0	1			15	3	3.5		
19	0.5	1.5			16	0.5	2.5		
20	0	1.5			18	0	2.5		
Average	0.55	2.15	3.75	97.40		1.35	2.3	1.85	34.25