

CHAPTER ONE

INTRODUCTION

This study is about the "Effectiveness of Individual and Pair Work Techniques in Teaching Grammar". This chapter consists of general background, teaching of the English language in Nepal, English language teaching technique, teaching grammar, experimental research, review of the related literature, objectives and significance of the study.

1.1 General Background

Language is a special gift possessed only by human beings. It is a very complex human phenomenon. No species other than human has been endowed with language. Animals can not acquire human language because of its complex structure and their physical inadequacies. It is the effective means of communication through which human can express their desire, experience and feelings. It is through which human can store knowledge, transmit message, transfer knowledge and experience from one person to another, from one generation to another.

According to an ancient linguist of India Patanjali, "language is that human expression which is uttered out by speech organs". Language is defined as a system of conventional spoken or written symbols by means of which human beings as a member of social group and participants in its culture and community can interact with each other (Encyclopedia Britannica vol.13).

Similarly, in Crystals' (1999) words:

Language is a voluntary vocal system of human communication which has the unique structure due to its structural and organizational patterns. The classical or structural linguists have described the concept of organization of a language in different

ways than the present once. Language has been playing an important role in transmitting the message from the history, culture and religion from one generation to another (p.112).

Likewise, Richards et al. (1999, p. 190) define language as the system of human communication which consists of the structural arrangement of sound into longer units e.g. morpheme arranges words, sentences and utterances.

There are more than 6000 languages spoken in the world. Among them English is one of the six official languages of the UN and this plays a vital role in international communication. Nearly half of the world's books of science and technology are written in English. Similarly, Crystal (2003) opines:

There are currently around 1.5 billion speakers of English worldwide of whom only some 329 million are native speaker.

The population growth in areas where English is a second language is about 1.3 times than in areas where it is a first language. A quarter of the world's population speaks English (as cited in Harmer, 2008, p. 13).

In the same manner, Kachru (1983, p.13) writes if the spread of English continues at the current rate, by 2000 its non-native speakers will out number its native speakers (as cited in Harmer, 2008, p. 13).

From the above we can say that the English language has occupied prestigious status in this present era. It has become a global language. If we look at the media, we can find that over fifty percent of world newspaper or radio station use English as a medium of communication. It has become a language of people from different nationalities. It is widely known as linguafranca.

Similarly, for the purpose of occupation languages e.g. guides or aircraft attendants need to have knowledge of English, waiters need English to serve

the customer, business executives need English for trade and so on. Similarly, language plays great role in classroom teaching and learning. Language teaching can be divided into two main categories viz. teaching about language and teaching language. The first refers to the teaching which is about language in general the nature of language, characteristics of language, system of language and so on. On the other hand, we usually call language teaching which refers to the teaching that enables learners to use language.

1.1.1 Teaching of English Language in Nepal

The origin of the English Language Teaching (ELT) in Nepal, goes back to the time of Janga Bahadur Rana, the then prime minister of Nepal. Awasthi (2003, p. 22) also opines that "English entered in the Nepalese education in 1854, when the then prime minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in higher education until 1918" (as cited in Ghimire 2001 p. 5). Similarly, Bhattarai (2006) also opines "in Nepal, English was introduced formally in the school level education system about one hundred years ago, that is, in 1854". After his Europe visit, Janga Bahadur Rana understood the growing importance of English and established Durbar high school in 1910 B.S. It was the first educational institution in Nepal which commenced the English education system. Thus, credit goes to Janga Bahadur Rana though the door of that school was open only for the children of Rana family and not for common people. However, it was inception of English language teaching in Nepal. Regmi (2004) writes:

After the democratic movement of 2007, the door of education opened for all common people of Nepal. Nepal also became the member of regional and international organizations such as UNO and UNICEF and recently SAARC establishing the diplomatic relationship with more than hundred countries of the world (p. 2).

Before the implementation of New Education System Plan (NESP, 2028 B.S.) "Grammar and translation formed an important component of English language teaching, the concept being that no English could be spoken or written without grammar and translation" (Kansakar 2035, as cited in Bhandari 2005, p.1).

NESP (2028 B.S.) adopted new outlook in the education system. Its praiseworthy step is that English began to be taught to serve the purpose of language, i.e. for communication not only for pleasure, English language teaching had been introduced from class IV in school curriculum.

At present, it has been prescribed as a compulsory subject right from Grade one to Bachelor level. The new syllabus for school has been designed on the basis of communicative approach in which language functions are taught and skills are developed. The main aim of teaching English is to make the learners able to communicate effectively and appropriately. When we think of English teaching, it naturally comes four skills and different aspects in our mind.

Listening and speaking are considered as primary skills and reading and writing are secondary skills. Similarly, listening and reading are receptive skill and speaking and writing are productive kills. Likewise, pronunciation and spelling, vocabulary, grammar and language functions are the aspects of the English language. Although so many methods and techniques have been adopted in English language teaching the aim of teaching English in Nepal has not been fully met. There are many reasons responsible for it. Lack of trained teachers, lack of professional skills and suitable techniques of teachers, lack of physical facilities, less attention of the government to teachers, lack of regular supervision are some of them.

1.1.2 English Language Teaching Techniques in Classroom

The term approach, methods and techniques are commonly used in the field of English language teaching. Sometimes, we can find these terms used synonymously by the general people. A technique is a classroom activity, a pedagogical device, a part of total classroom procedure. In other words each

part of what actually happens in the classroom is called a technique. Anthony (1963) says:

A technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with method and therefore in harmony with an approach (as cited in Phyak, 2009, p. 54).

Similarly, Richards, et al. (1985) assert that different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching (the method) and different methods make use of different kinds of classroom activity (techniques) (as cited in Nag raj, 2008).

A technique is a classroom activity. It is a procedural device used in the classroom teaching in order to imply a method of teaching successfully. It makes teaching easier, effective and meaningful. All the activities conducted inside the classroom situation in order to accomplish the aims of the lesson plan are known as techniques. Different kinds of activities e.g., drills, role playing, tape recorder, group work, strip story, sentence completion, drama etc. are techniques. So, we can say that a technique is a implementation device of language teaching which actually takes place in a classroom while teaching. Generally there are two types of techniques, they are:

- a. Teacher-centered technique
- b. Learner-centered technique

1.1.2.1 Teacher-centered Technique

In teacher centered technique, the teacher plays the central role in teaching learning activities. In other words, teacher-centered technique refers to the particular contrivance used in classroom teaching learning activities where teacher plays the dominant role. He/She is authority in the classroom. This technique focuses on product rather than the process. It is more logical than

psychological. In this technique, teacher becomes active and students become passive listeners, but not doers in teaching learning activities. The following types of teacher-centered techniques are included in our course:

-) Lecture
-) Explanation
-) Illustration
-) Demonstration

1.1.2.2 Learner-centered Technique

In learner-centered techniques, the learner plays the vital role. In this type of technique, learner becomes the active participant whereas teacher plays the role of facilitator or a guide. Learner-centered technique is such type of technique which emphasizes the student and his or her individual characteristics as central. Nunan (1990) says:

Learner centered techniques emerged as a reaction against cognitivist model of teaching and a cognate of communicative language teaching because of the relative inflexibility of centralized curricula, and a change in educational thinking which paid more attention to the learner and led the school based curriculum development movement (p. 21).

There will be an active participation of learners in learner-centered teaching learning activities; students are more enthusiastic to explore the language items they need to know. The teacher plays the role of monitor, facilitator, helper, resource person. This technique is more psychological than logical. It focuses the process rather than product. M.Ed. ELT syllabus has prescribed the following learner centered techniques.

-) Individualwork
-) Groupwork

-) Pairwork
-) Projectwork
-) Strip story
-) Drama
-) Role play
-) Simulation
-) Discovery

1.1.2.3 Individual Work

In the field of English language teaching, mainly two types of techniques are widely practiced. They are; teacher centered technique and learner centered technique. Individual work technique is one of the most effective techniques of learner centered technique in English classes. Geddes and Stutridge (1982, p. 1) clarify:

The term individualization is the umbrella title to cover such seemingly diverse topics as one to one teaching, home study. Individualized instruction, self access facilities, self directed learning and autonomy, because they all focus on the learner as an individual.

Geddes and Stutridge (1982) further say:

Individualized learning does not necessarily imply that the student is learning alone. It means simply that effort has been made to meet the needs and preferences of an individual learner. In the effort to meet these, it is assumed that he has been given some responsibility for his own learning, whether he is learning alone or in a group (p. 1).

Similarly, Ur (1996) says that individualization in language learning is "a situation where learners are given a measure of freedom to choose how and what they learn any particular time-implying less direct teacher supervision and more learner autonomy and responsibility for learning" (p. 233). Recent classroom research has shown that students, who spared a substantial portion of their time in small period, acquire more language than students whose teachers take a whole class, lockstep approach in short, controlling all students activity and having every student do the same thing at the same time is, generally speaking, less effective than breaking the class up and maximizing individual participation. Brumfit and Robert (1983) argue:

Individualization involves the organization of learning and teaching in such a way as to allow the abilities, interests and needs of the individual learner to be enhanced as effectively as possible, with the consequence that the traditional notion of the *average student* and *aiming for the middle* in teaching is abandoned (as cited in Donough & Shaw, 2003, p. 209).

Similarly, Trim (1976) has shown "It is possible to pursue individualization within a highly authoritarian framework. The teacher looks at the individual problems, but decides herself how different types of individual should be treated" (as cited in Donough & Shaw, p. 209).

Chaix and O'neil (1978) define individualistic instruction as "a learning process which is adopted to particular individual, taking his individual characteristics into consideration" (as cited in Dickenson, 1978, p. 11).

Similarly, Dickenson (1978) opines that individualization is concerned with the individual differences of the learners. It may not offer very much independence to the learners (p. 11). He further says that an individualized course in which each learner is directed to particular level by the teacher, where the students learning needs are anticipated.

Moreover, Allen (1997) opines that in an increasing number of schools, foreign language instruction is being individualized. Individual pacing plans allow each student to progress through the prescribed material at his or her own rate (p. 11). Likewise, there are also certain underlying basic assumptions about learning when we talk of individualization.

-) People learn even the same material in different ways.
-) People can learn from a variety of sources even if the final goals are the same implying that the instructional materials can vary.
-) Direct teaching by a teacher is not essential for learning it is only one of many possible experiences which mean that a teacher can be a facilitator instead of a preacher.
-) A variety of learning activities can take place simultaneously referring to integrative language learning activities.
-) People may have variety of goals or objectives for learning a second language - implying that learners learn for different reasons (Longman 1980, as cited in Kral, 1994, p. 202).

These five basic assumptions, different learning styles, a variety of sources, the teacher as facilitator, integrated meaning tasks and different learning goals lead towards individualization. Similarly, Gautam and Nath (2005, p. 147) also list some of the characteristics of individualization, they are;

-) Learners are given a measure of freedom to choose how and what they learn in particular time implying less direct teacher supervision and more learner autonomy and responsibility for learning.
-) Individual projects.
-) There is some attempts to adopt or select tasks and materials to suit the individual.
-) Attempt is made to provide for differing learner need within a class and to place higher proportion of responsibility for learning on the shoulders of the learners themselves.

-) Make responsible for their own learning. (as cited in Sharma 2010, p. 12)

Moreover, the following activities can be suitable in the classroom of individual learning.

-) Voluntary learning
-) Background questionnaire
-) Grouping
-) Library consult
-) Radio news
-) Projects
-) Self-learning tasks.

1.1.2.4 Advantages of Individual Work Technique

There are some advantages of individual work technique which can be presented as follows:

-) It allows teachers to respond to individual students differences in terms of pace of learning, learning styles and preferences.
-) It is likely to be less stressful for students than performing in a whole class stressful in pairs or groups.
-) It can develop learner's autonomy and promote skills of self reliance and investigation over teacher dependence.
-) It can be away of restoring peace and tranquility to a noisy and chaotic situation.

1.1.2.5 Disadvantages of Individual Work Technique

Along with advantages of individual work technique, the following are its disadvantages.

-) It does not help a class develop a sense of belongingness. It does not encourage cooperation in which students may be able to help and motivate each other.
-) When combined with giving individual students different tasks. It means a great deal with more thought and materials preparation than whole class teaching involves.
-) Teaching/learning on the basis of students needs and pace, becomes different and almost impossible in a large class.

1.1.3 Pair Work Technique

Pair work is a learning activity which involves learners working together in pair. It is one of the most effective learner-centered techniques which is widely used in English language teaching. Pair work teaching is mainly used in communicative classroom. It is a part of classroom management, each pair of the learner is assigned with a well prepared task that they attempt to accomplish. Pair work is a good idea because it immediately increases the amount of student practice. Pair work allows the students to use language and also increases students co-operation which is itself important for the classroom atmosphere. Harmer (1998, p. 244) opines that pair work allows the students to use language and also encourages them cooperation which itself important for the atmosphere of the class and for the motivation it gives to learning with others. Similarly, Cross (1992) says:

Pair work is a management task for developing communicative ability. During pair work a teacher has two roles, one is to act as a monitor and the second role is that of resource person, providing help, information and feedback upon request (p. 49).

Mc Donough and Shaw (2003) opine that pair work requires rather a little organization on the part of the teacher and at least in principle, can be activated

in most classroom by simply having learners work with the person sitting next to them (p. 196).

While introducing the task as pair work, the students need to be given clear instruction, they should be informed that their role would be changed so that each would practice the target language form. It is important to remember that the type of activity the class is working with students can work in pairs doing drills, or asking and answering questions using language that has just been presented while conducting activities using pair work technique. Harmer (1998) asserts that, the teacher should be able to act as an assessor, promoter or resource person (p. 224).

Pair work, then is a way of increasing students' participation and language use. It can be used for an enormous number of activities whether speaking, writing or reading. It encourages communicative efficiency. A dull exercise can be made fun and turned into real communication by putting two heads together on the task. It gives the students opportunity to speak. All the students are involved in activity. It encourages students to help each other and share their ideas.

Steps in Using Pair Work

Cross (1992, p. 50) has given the following steps to conduct a pair work.

Step One: Preparation

Teacher has to prepare students carefully, by means of presentation and practice, so that everyone is confident in using the language, leave any needed visual support on the black board.

Step Two: Teacher-students Model

The teacher has to call upon one student and he has to take one role himself and give one role to the students which make all the students familiar with what they have to do.

Step Three: Public Pairs

The teacher has to designate two students who are sitting well apart; that makes them speak loudly enough for all to hear.

Step Four: Timing

The teacher has to tell the students the time assigned for the pair work; that should be normally 2 or 3 minutes.

Step Five: Private Pairs

This is sometimes called simultaneous pair work. The teacher tells everyone to work in pair, while it is going on, the teacher goes around the room to monitor and assist.

Step Six: Public Check

The teacher has to move around and check whether students work in pair or not, the teacher can ask one pair to perform the activity publicly.

Cross (1992, p. 51) has further suggested the following activities can be suitable for pair work.

- i. Dialogues
- ii. Substitution drills
- iii. Grammar practice
- iv. Informal tests
- v. Describing pictures
- vi. Providing titles
- vii. Question and answer work
- viii. Illustrative sentences.

1.1.3.1 Advantages of Pair Work Technique

There are some advantages of pair work which can be presented as follows:

-) It dramatically increases the amount of speaking time any one student gets in the class.

-) It allows students to work and interact independently without necessary guidance to the teacher.
-) It allows teachers time to work on or two pair while other students continue working.
-) It recognized the old maxim that two heads are better than one' and in prompting co-operator helps the classroom to become a more relaxed and friendly place.
-) It is relatively quick and easy to organize.

1.1.3.2 Disadvantages of Pair Work Technique

Along with advantages, there are some disadvantages of pair work, which can be presented as follows:

-) Managing classroom becomes difficult because of noise.
-) It is difficult to monitor whether students are talking about the topic or not. They may talk about something else which is not concerned with the topic.
-) It is not beneficial for linguistically poor students.
-) The choice of pair can be problematic if students do not like to work with someone they do not like.

1.1.4 Teaching Grammar

Grammar is defined variously. Ur (1988) defines grammar as "The way a language manipulates and combines words (or bits of words) in order to form longer units of meaning" (p. 4). Similarly, Richards et al. (1985) say:

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in

the overall system of the language" (as cited in Saud 2008, p. 283).

Likewise, Harmer (2001) opines that "Grammar is not just concerned with syntax. However, the way words are formed and can change their form in order to express different meanings (p. 32).

In the same way, Freeman (1999) opines:

The term grammar has multiple meanings. It is used to refer both to language users sub conscious internal system and to linguists' attempts explicitly to codify or describe that system with regard to the latter. Its scope can be broad enough to refer to the abstract underlying all languages (i.e a universal grammar) or more narrowly to the system underlying a particular language (e.g. or grammar of English (as cited in Carter and Nunan, 2001, p. 4).

If we analyze the above definition in its broad sense, grammar holds all the levels of language i.e. phonology, morphology, syntax and semantics. So broadly speaking all the levels are studied under grammar. Grammar is the description, analysis and formalization of language patterns.

Grammar teaching has been playing a central role in language teaching. The teaching of grammar is one of the most important aspects of teaching language. Grammar is the backbone of language. There are mainly two methods of teaching Grammar they are:

- i. Deductive method
- ii. Inductive method

1.1.4.1 Deductive Method

In deductive method of teaching grammar, learners are first taught rules and given specific information about language. They then apply these rules when they use language. Allen (1997, p. 85) opines that "in a deductive method, the rules, patterns or generalizations are presented to the student and then he or she is given ample opportunity to practice the new texture of grammar." When the teacher applies deductive method for teaching any grammatical point, he follows the following steps or procedures:

-) Presentations of rules
-) Description and explanation of rules
-) Providing some examples
-) Explaining underlying rules mostly by using mother tongue
-) Asking students to practice the rule orally or in writing
-) Contrasting the areas of difference between mother tongue and target language.

1.1.4.2 Inductive Method

Inductive method is appeared as an opposition to deductive method. It contrasts with deductive method in its approach and procedure. While teaching grammar inductively, learners are not taught grammatical rules directly but are left to discover or induce rules from their experience of using the rules. Allen (1997, p. 90) opines that "In an inductive method, the teacher first gives the examples of the grammatical structure to be learned. After the examples have been practiced the students are guided in forming a generalization about the grammatical principle they have been working with". When the teacher applies inductive method for teaching any grammatical point, he follows the following steps or procedures:

-) Presentation of examples
-) Analysis of examples
-) Rule formulation

-) Generalization of rules that grow out of previous activity
-) Written and oral practice

1.1.4.3 Tense and Aspects

Generally, tense is defined as the form of verb that may be used to indicate the time of the action or state expressed by the verb. It is also defined as the form or category of verb that tells us the time of action and the degree of its completeness. Tense, in any language, is a grammatical system that uses notion of time to reflect the users' perspectives on events. It is a grammatical category which manifests itself in the verbal forms of a language.

Thomson and Martinet (1990) say, "Tense is a grammatical category which expresses the time that an action occurs in relation to the moment of speaking" (p. 159). Tense can be classified into three different types. They are as follows:

- i. Present Tense
- ii. Past Tense
- iii. Future Tense

i. The Present Tense

The present tense is generally that form of verb which shows that action in the present moment. It is a verb that expresses actions or states at the time of speaking. Present tense is divided into four sub types. They are:

- a. Simple present tense
- b. Present continuous tense
- c. Present perfect tense
- d. Present perfect continuous tense

a. The Simple Present Tense

Simple present is that form of the verb which shows that the action is mentioned simply, without anything being said about the completeness or incompleteness of the action. The main use of simple present tense is to express habitual actions.

b. The Present Continuous Tense

Present continuous tense is that form of verb which shows that the action is manifested as incomplete or continuous, that is, as still going on at the moment of speaking present continuous tense is formed with the present tense of the auxiliary verb be + the present participle.

c. The Present Perfect Tense

Present perfect tense is that form of a verb which shows that the action is mentioned or finished, complete or perfect at the moment of speaking. The present perfect tense is formed with the present tense of have + the past participle.

d. The Present Perfect Continuous Tense

Present perfect continuous is that form a verb which shows that an action on begin in the past and still going on continuously, and not completed at this present moment. This tense is formed by the present perfect of the verb to be + the present participle.

1.1.5 Experimental Research

Experimental research is a systematic and logical method of testing certain hypothesis or verifying existing body of knowledge. It comprises of both the pre and post tests and random assignment of subjects. Kumar (2006, p. 100) says, "In an experimental study the independent variable can be observed, introduced, controlled or manipulated by the researcher whereas in non experimental study this can not happen as the assumed case has already occurred." On the basis of the definitions mentioned above we can clearly say that an experimental research is a research in which research introduces an intervention and studies the effects of intervention.

There are two types of groups in any experimental research: experimental group and control group. Best and Kahn (2006, p. 166) distinguishing experimental and control groups say, "The experimental group is exposed to the influence of the factor under consideration: the control group is not." The

result from the experimental research is drawn by observing the differences between experimental and control groups.

1.1.5.1 Designs of Experimental Research

There are many designs of experimental research. Various scholars have given various experimental designs. Best and Kahn (2006, p. 177) have divided the experimental design into three categories. They are as follows:

a. Pre-Experimental Design

It is the least effective, for it provides either no control group or no way of equating the groups that used.

b. True Experimental Design

It employs randomization to provide for control of equivalence of groups and exposure to treatment. It is the strongest type of design.

c. Quasi-Experimental Design

It provides a less satisfactory degree of control, used only when randomization is not feasible.

1.1.5.2 True Experimental Design

It is one of the strongest designs. We normally understand experimental research as a true experimental design. Best and Kahn (2006, p. 179) say, "In a true experiment the equivalences of the experimental and control groups is provide by random assignment of subject to experimental and control treatment." There are three other designs of true experimental design. They are as follows:

a. The Posttest Only, Equivalent Groups Design

R	X	O ₁
R	C	O ₂

This is design where two groups i.e. experimental and control are equated by random assignment. In this design the researcher first divides the sampling population into two groups by random assignment. Both the groups should be

of equal level. Out of two groups one group receives special treatment whereas another does not. After treatment, a post-test is administered to both the groups and effectiveness of the special treatment is measured.

b. The Pretest-posttest Equivalent Groups Design

R	O ₁	X	O ₂	O ₁ O ₃ = Pretest
R	O ₃	C	O ₄	O ₂ O ₄ = Posttests

In this design the researcher divides the population into two groups and administers the pretest to both before the treatment. After pretest one group is taught with special treatment while another is not. After treatment posttest is administered and the difference between the groups is obtained. This design is different from the first one only in terms of the pretest administered to the subject.

c. The Solomon four group Design

R	O ₁	X	O ₂
R	O ₃	C	O ₄
		X	O ₅
		C	O ₆

The subjects are randomly assigned into four groups in this design. Out of four two groups receive special treatment but two do not. Pre-test is administered to one control and one experimental group whereas posttest is administered to all the groups. This design is the combination of the designs mentioned above.

1.2 Review of the Related Literature

Literature review, the central and most important section of research work that provides the information about the research works and other related literature of my research work. It is a written summary and critique of research relating to a particular issue or question. It reflects the fact that what has already done and what is remaining to be done in this section.

Sarwar (1990) has carried out a research on "Adopting individualization techniques for large classes" (as cited in Kral 1994, p. 201). In his research, he

found that the teacher faced four problems of larger class. First, they feel self-conscious, nervous and uncomfortable. It is indeed tiring to be the constant focus of 100⁺ pairs of eyes for three to four periods of a day, second, large classes pose disciplinary and classroom management problems. Third, it is difficult to evaluate the oral or written work of so many learners; teachers of large classes seem to be buried under an endless pile of homework and last finding was, teachers feel nervous because individual attention cannot be given to each students and very little learning takes place.

Sharma (2001) carried out a practical study entitled "Effectiveness of the role play technique in teaching communicative function". The study showed that students assigned to play roles inside the classroom could be better in communicative functions than those who were not assigned to.

Likewise, Dahal (2002) carried out a practical study entitled "Effectiveness of group work on oral performance". The finding showed that the group work teaching proved to be relatively more effective than the conventional one as the students' oral performance.

In the same way, Pant (2004) conducted A practical study entitled "Effectiveness of discovery technique in teaching Sub + Verb + agreement". The findings of this research work was that the students taught through discovery teaching should had better performance in Sub + Verb + agreement than the students taught by the explanation technique.

Similarly, Pandey (2004) carried out a research work Entitled "Effectiveness of project work technique in developing oral skill". On the whole, it was found that project work technique was effective in developing free writing.

By the same token, Bhandari (2005) conducted research entitled "Effectiveness of pair Work and group work techniques in teaching communicative functions of English". In his research he found that pair work technique is relatively more effective than the group work technique for teaching English communicative functions in general.

Likewise, Adhikari (2005) conducted a research entitled "The effectiveness of strip story in developing writing skill". It was found that both the groups (experimental and control) were benefited but comparatively the group thought by using strip story was found to perform better in all the cases.

Similarly, Sharma (2010) carried out research on "Use of individualization technique". In his research, he found that individual technique is still not so suitable to implement in government aided schools.

In the same way, Shah (2010) conducted a research on "The effectiveness of the teaching grammar through inductive method." In conclusion, he found that teaching grammar through inductive method is more effective than deductive method in teaching grammar.

Besides these, there are so many other researches carried out on different issues in the Department of English Education, T.U. There has not been any research conducted similar to my research study. So, I am interested to carry out a research entitled "Effectiveness of Individual and Pair Work Technique in teaching Grammar" to find out which technique is effective to teach grammar.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To find out the effectiveness of individual and pair work technique in teaching grammar.
- ii. To suggest some pedagogical implication.

1.4 Significance of the Study

Both techniques viz. individual work and pair work are widely used in the field of language teaching in western countries. But these techniques are rarely being practiced inside the classroom in our country. Both of these techniques are learner centered techniques so, they provide ample opportunity for the students so that, students can develop their inner potentialities through learning by doing themselves. Grammar teaching becomes monotonous, if we teach through teacher centered techniques. So, the effective way of teaching can be learner

centered which makes classroom teaching interactive and lively. According to the necessity of teaching we can apply both individual work and pair work techniques. So, I hope my research will be fruitful from the implementation point of view in Nepal.

This study attempts to find out the effectiveness of individual work technique and pair work technique in teaching grammar. So, the findings of the study will be significant in the field of language teaching. It will be significant to language planners, students, teachers, textbook writers and curriculum and syllabus designers, methodologist and those who involve themselves directly and indirectly in the field of English language teaching.

CHAPTER TWO

METHODOLOGY

This Chapter deals with the methodology adopted during the study. The researcher had followed the following methodology to fulfill the objectives of the study.

2.1 Sources of Data

Both primary and secondary sources were used to collect the information.

2.1.1 Primary Sources of Data

The primary data for the study were collected by administering a pre-test and post test to the students of grade eight in a public school of Rupandehi district named Shree Kerwani Higher Secondary School, Devdaha-1, Khaireni. The pre-test was given before starting actual teaching and posttest was given after teaching. So, the primary sources were the students of grade eight.

2.1.2 Secondary Sources of Data

Secondary Sources of data signify the written documents. Different books related to this study had been consulted for constructing test and teaching materials. Some of them are given below.

Harmer (2001), Carter and Nunan (2001), Dickenson (1987), Kral (1994), Cross (1996), Ur (1996), Larsen and Freeman (2000), Donough and Shaw (2003), Heddes and Sturtridge (1982).

2.2 Population of the Study

The population of the study included students of Grade Eight studying at the selected school.

2.3 Sampling Procedures

The researcher purposively selected Shree Kerwani Higher Secondary School, Devdaha-1, Khaireni as a research area of the study. The researcher used random sampling procedure to select the students of grade eight and 40 students of grade eight were taken for the study. Those students were divided into two groups, experimental group and controlled group using systematic sampling procedure on the basis of the personal score of the pre-test. The researcher tried to maintain equal proficiency level of both groups in the beginning.

2.4 Tools for Data Collection

The test items were the main tools for the collection of primary data. The test consisted of five different test items which carried all together 30 marks. The following types of test items were used for the collection of primary data.

S.N.	Types of Test Items	Mark Allocated
1	Multiple choice items	5
2	Transformations items	5
3	Answer to the questions	10
4	Fill in the blanks	5
5	Tick the best answer	5
Total		30

2.5 Process of Data Collection

For data collection, the researcher had followed the following procedures:

- i. First of all, the researcher visited the selected school and requested concerned authority for the permission to carry out the research.
- ii. Then, the researcher established the rapport with subject teacher as well as students and explained the purpose and process of the research.

- iii. Then, the researcher selected the 40 students of grade eight using simple random sampling.
- iv. A written pretest was administered to determine the proficiency level of the students.
- v. The total students were divided in two group 'A' and 'B' on the basis of odd and even status in the merit list prepared on the basis of the score obtained in the pretest. The ranking procedure and group division was made in the following ways.

Pre-test Rank	Group A	Group B
1-10	Odd	Even
11-20	Even	Odd
21-30	Odd	Even
31-40	Even	Odd

- vi. Teaching items were the same for the both groups but methods were different. One group was taught by using individual work technique and another group by using pair work technique.
- vii. Each group was taught 6 days per week and total period of teaching was of four weeks. At the end of the teaching the post test was administered and the score obtained in pretest and posttest were compared to determine the effectiveness of individual work and pair work technique in present tense.

2.6 Limitations of the Study

The study was limited to Shree Kerwani Higher Secondary School, Devdaha-1, Khairani.

- i. The teaching period was limited only up to four weeks.
- ii. The primary data was collected only from the written test.
- iii. The effectiveness of individual work technique and pair work technique was tested by teaching present tense.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected from primary source. The data have been analyzed under the following headings.

- 1) Holistic Comparison
- 2) Item wise comparison

The first heading i.e. holistic comparison summarizes the general performance of the students in experimental group and the controlled group. Likewise, the next heading i.e. item wise comparison is divided into the following five sub-headings:

-) The result in multiple choice item.
-) The result in transformation item.
-) The result in answer to the question.
-) The result in fill in the blank item.
-) The result in tick the best answer.

The analyses have been done in the following ways:

The individual score obtained in the tests i.e. pre-test and post-test were tabulated under each sub-headings. The average scores have been computed out of the individual scores (see Appendix iv). The difference between the average score of the pre-test and the post-test have been computed. The difference (D) has been converted into percentage (D%) and the two groups have been compared on the basis of percentages. The tables and charts have been given for making the 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 the groups only with variations in technique.

In the techniques, it was assumed that one group performed better than the other because the technique used for that group was relatively more effective. There is only one difference in teaching i.e. experimental group (A) was taught by using pair work technique and controlled group (B) was taught by using individual work technique in teaching grammar.

3.1 Holistic Comparison

In holistic comparison the average marks obtained by the students of both the groups in all the test items are compared. The average marks and percentage in all the test items is shown in the given table.

Table No.1
Comparison of Average Scores of Group A and Group B

	Test Items	Group A			Group B		
		P r e - t e s t	P o s t- t e s t		P r e - t e s t	P o s t- t e s t	
	Multiple Choice Item	2 . 1 5	3 . 4 2		2 . 5 5	3. 66	
	Transformation Item	0 . 9	2 . 4 6		1 . 0 0	2. 05	
	Answer to the Question	2 . 2 5	3 . 7 8		2 . 4	3. 10	
	Fill in the Blank	2 . 1 5	2 . 8 4		2 . 7 5	3. 25	

	Tick the best Answer	3	4		1	2.84	
	Total	10	16		10	14.00	
	Percentage	26	42		26	37.00	

The above table shows that the difference in average score in all the test items of group A is 6.88 (i.e. 27.2%) whereas the difference of group B is 4.09 (i.e.10.22%). Here, the score shows that group B obtained less score than that of group A. The difference between group A and group B is 2.79 (i.e. 6.98%). It shows that the group "A" excelled group "B" by 6.98%. we came to know that experimental group learned grammar better than that of the controlled group. So, the effectiveness of the pair work technique rather than the individual work technique in teaching grammar is proved.

3.2 Item Wise Comparison

In this comparison, all the test items are compared separately. The average score of the pre-test and post-test obtained by the students in each test items are compared and analyzed. There were five test items in the question paper. The analysis of each of them is presented separately below.

3.2.1 The Result in Multiple Choice Item

This test item included 5 different questions from the present tense. The full mark of this test item was 5. The average score in the test item is presented in the given table.

Table No. 2
The Result in Multiple Choice Item

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	2.15	3.42	1.21	24.2
B	2.55	3.66	0.84	16.8

The above table reveals that group A has average score of 2.15 in pre-test and 3.42 in post-test. The increment in average score of group A is 1.21 (24.2%). Group B has average score of 2.55 in pre-test and 3.65 in post-test. The increment in average score of group B is 0.84 (16.8%). The result shows that the experimental group (A) has made better progress than the group (B).

3.2.2 The Result in Transformation Item

This test item also consisted of 5 questions carrying 5 full marks. The average score of the students in both experimental and control groups have been presented as follows.

Table No. 3
The Result in Transformation Item

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	0.9	2.26	1.42	28.4
B	1.00	2.05	1.05	21

The above mentioned table shows that group A has the average score of 0.9 in pre-test and 2.26 in post-test. The difference between the scores in pre-test and post-test is 1.42 (i.e.28.4%). Similarly, group B has average score of 1.00 in pre-test and 2.05 in post-test. The difference between the scores is 1.05(21%). It indicates that group "A" excelled group "B" by 7.4%. It indicates that the group "A" learned grammar better than group "B".

3.2.3 The Result in Answer to the Question

This test item consisted of 5 questions. The questions were prepared to get the answer in the present tense. Each question was of two marks. The average score obtained by the students in this item is presented below.

Table No. 4
The Result in Answer to the Question

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	2.25	3.78	1.63	32.6
B	2.4	3.10	0.68	13.6

The above mentioned table reveals that the average score of group A is 2.25 in pre-test and 3.78 in post-test. This group has increased its marks by 1.63 or 32.6%. Likewise, the average score of group B is 2.4 in pre-test and 3.10 in post-test. This group has increased its marks by 0.68 or 13.6%. This result shows that that of group A has made better progress than group B in this test item.

3.2.4 The Result in Fill in the Blank

This test item included 5 items carrying 5 full marks. The average score of the student in both experimental and control group have been presented in the following table.

Table No. 5
The Result in Fill in the Blank Item

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	2.15	2.84	1.63	32.6
B	2.75	3.25	0.68	13.6

The above table shows that the average score of group A is 2.15 in pre-test and 2.84 in post-test. This group has increased its marks by 1.65 or 32.6%.

Similarly, the average score of group B is 2.75 in pre-test and 3.25 in post-test. This group has increased its mark by 0.68 or 13.6%. It shows that the group A is excelled B by 19%. This result shows that group A has made better progress than group B in this test item.

3.2.5 The Result in Tick the Best Answer

This test item included 5 test items carrying 5 full marks. The average score of the student in both experimental and control groups have been presented in the following table.

Table No. 6
The Result in Tick the Best Answers Item

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	3	4.69	1.94	38.8
B	1.9	2.84	0.84	16.8

The above mentioned table reveals that the average score of group A is 3 in pre-test and 4.69 in post-test. This group has increased its marks by 1.94 or 38.8%. Similarly, the average score of groups B is 2.9 in pre-test and 2.84 in post-test. This group has increased its marks by 0.84 or 16.8. It indicates that group A excelled group B by 22%. It shows that group A learned grammar better than group B.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings and recommendations of the study. At first, the findings of the study have been presented. On the basis of the findings recommendations have been made. The main aim of the study was to find the effectiveness of individual work and pair work in teaching grammar. So, I selected a government-aided school of Rupandehi district and 40 students of that school. The pre-test was administered to the students and they were divided into two groups on the basis of obtained marks. Both the groups were taught separately for four weeks. Group A was taught by using pair work technique and group B was taught by using individual work technique. After four weeks teaching a post-test was administered and the findings of the study were drawn comparing the results of pre-test and post-test of the both groups.

4.1 Findings

On the basis of the analysis and interpretation, the findings of this study are as follows.

- 1) Both groups have made progress in their total marks in the post-test but the progress of group "A" in total is greater than that of group "B". It means pair work technique is found effective rather than individual technique in teaching present tense.
- 2) The experimental group (i.e. A) has made better progress than the controlled group (i.e. B). The increment in average score of group A is 6.88 (i.e.17.2%) whereas the increment of group B is 4.09 (i.e. 10.22%). So, the use of pair work technique in teaching grammar is found effective.
- 3) The increment in average score of group A in multiple choice item is 1.21 (i.e. 24.2%) and increment of group B is 0.84 (i.e.

16.8). In this test item experimental group has done better than the controlled group.

- 4) In the same manner, group A has greater increment in average score in transformation item than group B by 0.37. It means group A has made increment of 1.42 (i.e. 28.4) whereas group B made increment of 1.05 (i.e. 21%) in transformations item.
- 5) Likewise, experimental group excelled the controlled group in answer to the questions by 19%.
- 6) The average score of group A in fill in the blanks item has increased by 1.65 (i.e. 32.6%) whereas the average score of group B has increased by 0.68 (i.e. 13.6%), Group A is found effective than group B in this test item, too.
- 7) In the same way, experimental group excelled the controlled group in tick the best answer by 22%.

Based on the above findings, we can say that pair work technique can be the effective rather than individual technique while teaching grammar in the classroom.

4.2 Recommendations

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

- 1) This research shows that the pair work technique in teaching grammar is effective than individual work technique. This implies that this technique should be used for teaching grammar.
- 2) As this research shows that students who were taught using pair work technique in the class room teaching obtained better marks than the other techniques such as, individual work, group work, project work. So, I the teachers especially who intend to teach grammar

should make the use of pair work technique for effective classroom teaching.

- 3) The textbook writers and curriculum designer should give priority to pair work technique in teaching English grammar.
- 4) This research was limited only to students of a government-aided 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 samples and more schools of different types in different parts of the country.
- 5) This research is also limited to teaching tense only. Therefore, the result of the research may not be fruitful in teaching other aspects or skills of the language. So, further research in unexplored areas is suggested.

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Appendix I

Questions for Pretest and Posttest

Name of the School: F.M.: 30
Name of the Students: P.M.: 10
Class: Roll No.:

Attempt All the Questions:

1. Complete the sentences using correct options: (1×5 = 5)

- (i) I usually to school at 9 o'clock. (go, went, gone).
- (ii) She is at me. (looks, looked, looking)
- (iii) He has his leg. (break, broke, broken)
- (iv) Students studying for two hours ago. (had been, has been, was)
- (v) He Nepali very well. (spoken, speaks, speak)

2. Change the following sentences into negatives: (1×5 = 5)

- (i) He eats rice.

- (ii) She is playing Tennis.

- (iii) Tom has written a letter.

- (iv) Shyam has been walking.

- (v) She has lived here all her life.

3. Use the correct form of the verbs given in the bracket: (1×5 = 5)

- (i) Gita always (go) to market.
- (ii) He is (work) in the hospital.
- (iii) She has just (arrive) at home.
- (iv) He has (teach) for two years.
- (v) I never (drink) cold water.

4. Tick the best answer: (1×5 = 5)

- (i) Hari writing a Novel.
(a) is (b) has (c) were
- (ii) She lived here all her life.
(a) had (b) was (c) has
- (iii) I known him for a long time.
(a) has (b) have (c) have been
- (iv) Ganesh living here since 2041 V.S.
(a) had been (b) has been (c) were
- (v) He never alcohol.
(a) drink (b) drinks (c) drunk

5. Answer the following questions: (2×5 = 10)

- (i) Where do you live?

- (ii) Which book are you studying Now?

- (iii) Which book do you like very much?

- (iv) Have you ever been Pokhara?

- (v) How many members are there in your family?

Appendix-III

Lesson Plan No. 1

Experimental Group A

Technique: Pairwork technique

Date:

Name of the School: Shree Kerwani Higher Secondary School

Class: 8

Name of the Teacher:

Period:

Subject: English

Time: 25 min.

Lesson/Unit:

No. of Students:

Topic: Simple Present Tense

1. Specific Objectives:

At the end of the lesson, the students will be able to:

- (a) Make the sentences using simple present tense.

2. Teaching Materials:

- (a) Flash cards of structure
- (b) Sentence cards

3. Motivation:

The teacher will write following sentences on the board.

- (a) He is reading a book.
- (b) Rohan writes a letter

Then, he will ask the students find out the structure of written sentences on the black board.

4. Presentation:

At this stage, the teacher will distribute the sentence cards having 5 sentences of simple present tense. Then, he will ask the students find out the structures of sentence.

5. Practice:

At this stage, he will divide the class into different pairs and ask the students practice in pairs. Then he will observe students activities Finally, he will ask questions in pairs.

6. Evaluation:

The teacher will evaluate the students asking following question.

- (a) Tell the structure of simple present tense.
- (b) Make two sentences using structure of simple present tense.

7. Home work:

Controlled Group B

Technique: Individual Work

Topic: Simple Present Tense

1. Specific Objectives:

At the end of the lesson, the students will be able to:

- (a) Make the sentences using simple present tense.

2. Teaching Materials:

- (a) Flash cards of structure

- (b) Sentence cards.

3. Motivation:

The teacher will write following sentences on the board.

- (a) He writes a letter.

- (b) She is repairing her bicycle.

Then, he will ask students individually, to find out the structures of the sentences.

4. Presentation:

At this stage, the teacher will distribute the sentence cards having five sentences of simple present tense. Then he will ask the students find out the structure of sentences.

5. Practice:

For practice, the teacher will provide some supplementary materials like, flash cards of structure, sentence cards etc. Then, he will ask the students practice individually. At last, he will ask the questions individually.

6. Evaluation:

The teacher will evaluate students asking following questions.

- (a) Tell structure of simple present tense.
- (b) Make 2 sentences using structures of simple present tense.

7. Homework:

Lesson Plan No. 2

Experimental Group A

Technique: Pair work technique

Date:

Name of the School: Shree Kerwani Higher Secondary School Class: 8

Name of the teacher:

Period:

Subject: English

Time: 25 min.

Lesson/Unit:

Topic: Simple present tense (Negation)

1. Specific Objectives:

At the end of the lesson, the students will be able to:

- (a) To change the sentences into negative

2. Teaching Materials:

A flash card having positive and negative sentences.

3. Motivation:

The teacher will motivate the students by asking following riddle question.

Why does a needle sink in water?

4. Presentation and Practice:

- (a) First of all, the teacher will ask some questions to the students believing that the answer from them will be in present tense.
- (b) Then, the teacher will note down the answers on the blackboard, given by the students and change them into negative.
- (c) He, then present a chart having positive sentences and ask them to change into Negative. If the difficulty will be seen he will facilitate them.
- (d) He, then, will divide the class into different pairs and give each pair a problem for e.g.

I like to play cricket.

Then, he will note down the answers of the each group.

- (e) At last, he will present the chart in which positive sentences are changed into negative and ask them to correct their answers.

5. Evaluation:

Change the following sentences into Negative

- (a) Hari goes to school.
- (b) Sunita writes a Letter.

6. Homework:

Controlled group B

Technique: Individual Work

Topic: Simple present tense (Negation)

1. Specific Objectives:

At the end of the lesson, the students will be able to:

- (a) To change the sentences into negative.

2. Teaching materials

A chart having positive and negative sentences

3. Motivation:

The teacher will motivate the students by asking following riddle question:

Why does a needle sink in water?

4. Presentation and Practice:

- (a) First of all, the teacher will ask some questions to the students believing that the answers from them will be in present tense.
- (b) The, the teacher will note down the answers on the black board, given by the students and change them into negative.
- (c) He, then, presents a chart having positive sentences and ask them to change into negative. If the difficulty will be seen he will facilitate them.
- (d) He, then, will give each student a problem and he will note down the answer of the Individual student.
- (e) At last, he will present the chart in which positive sentences are changed into negative and ask them to correct their answers .

5. Evaluation:

Change the following sentences into negative

- (a) I like to dance
- (b) Kapil plays cricket.

6. Homework:

Lesson Plan No. 3

Experimental Group A

Technique: Pair work technique

Date:

Name of the School: Shree Kerwani Higher Secondary School Class: 8

Name of the teacher:

Period:

Subject: English

Time: 25 min.

Lesson/Unit:

Topic: Simple present tense (Questions formation)

1. Specific Objectives:

At the end of the lesson, the students will be able to:

- (a) To make questions in simple present tense.

2. Teaching Materials:

- (a) Flash cards of structure
- (b) Sentence Cards

3. Motivation:

The teacher will motivate the students by asking questions from the previous lesson.

4. Presentation and Practice:

- (a) First of all, the teacher will ask the students to make some sentences in simple present tense. Then, the teacher changes those sentences into questions e.g.,

S: I like to dance.

T: Do you like to dance?

- (b) Then, the teacher will write 3 sentences on the black board and he will change these sentences into questions form with the help of flash cards to give the students clear idea.
- (c) Then, he will present a sentence card having different sentences and ask the students to change into questions form. If the difficulty will be seen he will facilitate them.
- (d) Then, he will divide the class into different pairs and give each pair a problem. e.g.,
- I like to watch movies.
- Then, he will note down the answers of the each group.
- (e) At last, he will present a chart in which sentences are changed into questions form and ask the students to correct their answers.

5. Evaluation:

Change the following statements into questions form.

- (a) I love him.
- (b) I like basketball.

6. Homework:

Controlled group B

Technique: Individual Work

Topic: Simple present tense (questions formation)

1. Specific Objectives:

At the end of the lesson, the students will be able to:

- (a) To make questions in simple present tense.

2. Teaching Materials:

- (a) Flash cards of structure
- (b) Sentence cards

3. Motivation:

The teacher will motivate the students by asking questions from the previous lesson.

4. Presentation and Practice:

- (a) First of all, the teacher will ask the students to make some sentences in simple present tense. Then, he will change those sentences into questions e.g.

S: I like to go cinema.

T: Do you like to go cinema?

- (b) Then, the teacher will write 3 sentences on the blackboard and he will change these sentences into questions form with the help of flash card to give the students clear idea.
- (c) Then, he will present a chart having different sentences and ask the students to change into questions form. If the difficulty will be seen he will facilitate them.

- (d) Then, he will give each individual problem for e.g.
Hari goes to school.
Then, he will note down the answers of the individual student.
- (e) At last, he will present a chart in which sentences are changed into questions from and ask the students to correct their answer.

(5) Evaluation:

Change the following statements in to questions form.

- (a) Sarita writes a letter.
(b) I like banana.

6. Homework:

Appendix IV

Rank of the Students According to Pretest

S.N.	Students	F.M	O.M
1	Ramila Baral	30	20
2	Dipak Thapa	30	20
3	Aashish Budhathoki	30	18
4	Prashant Chhetri	30	16
5	Amrit Paudel	30	16
6	Puja Basnet	30	16
7	Pratima Rimal	30	16
8	Pujan K.C	30	16
9	Ramesh Gautam	30	15
10	Manish Thapa	30	15
11	Pallawi Ghimire	30	15
12	Milan Pun	30	14

13	Usha Pathak	30	12
14	Sumita Paudel	30	12
15	Namuna Dhakal	30	12
16	Nabina Pandey	30	12
17	Kirti Chapagai	30	12
18	Salina Devkota	30	10
19	Manisha Kuwar	30	10
20	Suraj Tiwari	30	10
21	Laxman Banjade	30	10
22	Susan Pantha	30	9
23	Sumit Paudel	30	9
24	Bibek K.C	30	9
25	Mohan Nepal	30	8
26	Nitesh Thapa	30	8
27	Anjana Kafle	30	7
28	Karuna Basnet	30	7
29	Roman Adhikari	30	7
30	Puja Pandey	30	7
31	Laxi Gautam	30	7
32	Roshan Puri	30	6
33	Manoj Tiwari	30	6
34	Anita Magar	30	6
35	Shekhar Pokhrel	30	6
36	Tina K.C	30	6
37	Rohit Bushal	30	5
38	Umesh Dhakal	30	5
39	Raj Siwakoti	30	5
40	Kalpana Dumre	30	5

Pretest Result of Group A

S.N.	Students	F.M	O.M
1	Dipika Thapa	30	20
2	Prashant Chhetri	30	16
3	Puja Basnet	30	16
4	Pujan K.C	30	16
5	Manish Thapa	30	15
6	Milan Pun	30	14
7	Sumit Paudel	30	12
8	Nabin Pandey	30	12
9	Salina Devkota	30	10
10	Suraj Tiwari	30	10
11	Sushan Pantha	30	9
12	Bibek K.C	30	9
13	Nitesh Thapa	30	8
14	Karuna Basnet	30	7
15	Puja Pandey	30	7
16	Roshan Puri	30	6
17	Anita Magar	30	6
18	Tina K.C	30	6
19	Umesha Dhakal	30	5
20	Kalpana Dumre	30	5

Pretest Result of Group B

S.N.	Students	F.M	O.M
1	Ramila Baral	30	20
2	Aashish Budhathoki	30	18
3	Amrit Paudel	30	16
4	Pratima Rimal	30	16
5	Ramesh Gautam	30	15
6	Pallawi Ghimire	30	15
7	Usha pathak	30	12
8	Namun dhakal	30	12
9	Kirti Chapagai	30	12
10	Manisha Kuwar	30	10
11	Laxman Banjade	30	10
12	Sumit Bhusal	30	9
13	Mohan Nepal	30	8
14	Anjana Kafle	30	7
15	Roman Adhikari	30	7
16	Laxmi Gautam	30	7
17	Manoj Tiwari	30	6
18	Sekhar Pokhrel	30	6
19	Rohit Bhusal	30	5
20	Raj Siwakoti	30	5

Posttest Result of Group A (Experimental Group)

S.N.	Students	F.M	O.M
1	Dipika Thapa	30	26
2	Prashant Chhetri	30	24
3	Puja Basnet	30	23
4	Pujan K.C	30	23
5	Manish Thapa	30	22
6	Milan Pun	30	20
7	Sumit Paudel	30	18
8	Nabin Pandey	30	A
9	Salina Devkota	30	16
10	Suraj Tiwari	30	18
11	Susan Pantha	30	18
12	Bibek K.C	30	16
13	Nitesh Thapa	30	17
14	Karuna Basnet	30	17
15	Puja Pandey	30	15
16	Roshan Puri	30	14
17	Anita Magar	30	14
18	Tina K.C	30	10
19	Umesh Dhakal	30	8
20	Kalpana Dumre	30	8

Posttest Result of Group B (Controlled Group)

S.N.	Students	F.M	O.M.
1	Ramila Baral	30	24
2	Aashish Budhathoki	30	22
3	Amrit Paudel	30	21
4	Pratima Rimal	30	18
5	Ramesh Gautam	30	20
6	Pallawi Ghimire	30	16
7	Usha Pathak	30	17
8	Namuna Dhakal	30	18
9	Kirti Chapagai	30	18
10	Manisha Kuwar	30	A
11	Laxman Banjade	30	12
12	Sumit Bhusal	30	10
13	Mohan Nepal	30	12
14	Anjana Kafle	30	10
15	Roman Adhikari	30	11
16	Laxmi Gautam	30	12
17	Manoj Tiwari	30	12
18	Shekhar Pokhrel	30	8
19	Rohit Bushal	30	8
20	Raj Siwakoti	30	7

Appendix V

Item wise Table of Pretest and Posttest Result The Result in Multiple Choice Item (Group A)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Dipika Thapa	3	4	1	20
2	Prasant Chhetri	3	4	1	20
3	Puja Basnet	4	4	0	0
4	Pujan K.C	2	4	2	40
5	Manish Thapa	3	4	1	20
6	Milan Pun	2	4	2	40
7	Sumit Paudel	2	3	1	20
8	Nabin Pandey	1	-	-	-
9	Salina Devkota	3	3	0	0
10	Suraj Tiwari	2	4	2	40
11	Sushan Panth	2	3	1	20
12	Bibek K.C	2	3	1	20
13	Nitesh Thapa	3	4	1	20
14	Karuna Basnet	1	3	2	40
15	Puja Pandey	3	4	1	20
16	Roshan Puri	1	3	2	40
17	Anita Magar	0	3	3	60
18	Tina K.C	2	3	1	20
19	Umesh Dhakal	3	3	0	0
20	Kalpana Dumre	1	2	1	20
T.M		43	65	23	460
A.M		2.15	3.42	1.21	24.21

The Result in Multiple Choice Item (Group B)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Ramila Baral	3	4	1	20
2	Aashish Budhathoki	4	4	0	0
3	Amrita Paudel	2	4	2	40
4	Pratima Rimal	3	4	1	20
5	Ramesh Gautam	3	4	1	20
6	Pallawi Ghimire	3	4	1	20
7	Usha Pathak	2	4	2	40
8	Namuna Dhakal	3	4	1	20
9	Kirti Chapagai	4	5	1	20
10	Manisha Kuwar	3	A	-	-
11	Laxman Bausal	2	3	1	20
12	Sumit Bushal	2	3	1	20
13	Manoj Nepal	1	2	1	20
14	Anjana kafle	2	3	1	20
15	Roman adhikari	3	3	0	0
16	Laxmi gautam	2	3	1	20
17	Manoj tiwari	3	3	0	0
18	Shekhar pokhrel	3	3	0	0
19	Rohit Bushal	2	2	0	0
20	Raj siwakoti	1	2	1	20
T.M		51	64	16	320
A.M		2.55	3.36	0.84	16.84

The Result in Transformation Item (Group A)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Dipika thapa	3	4	1	20
2	Prashant Basnet	2	3	1	20
3	Puja Basnet	2	4	2	40
4	Pujan K.C	1	3	2	40
5	Manish Thapa	2	3	1	20
6	Milan Pun	1	2	1	20
7	Sumit Paudel	1	3	2	40
8	Nabin Pandey	2	A	-	-
9	Salina Devkota	1	3	2	40
10	Suraj Tiwari	1	2	1	20
11	Sushan Panth	0	2	2	40
12	Bibek K.C	0	2	2	40
13	Nitesh Thapa	0	2	2	40
14	Karuna Basnet	1	2	1	20
15	Puja Pandey	0	2	2	40
16	Roshan Puri	0	2	2	40
17	Anita Magar	0	2	2	40
18	Tina K.C	0	0	0	0
19	Umesh Dhakal	0	0	0	0
20	Kalpana Dumre	1	2	1	20
T.M		18	43	27	540
A.M		0.9	2.26	1.42	28.42

The Result in Transformation Item (Group B)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Ramila Baral	3	3	0	0
2	Aashish Budhathoki	2	3	1	20
3	Amrit Paudel	2	2	0	0
4	Pratima Rimal	2	3	1	20
5	Ramesh Gautam	1	2	1	20
6	Pallawi Ghimire	2	3	1	20
7	Usha Pathak	1	2	1	20
8	Namuna Dhakal	0	3	3	60
9	Kirti Chapagai	0	1	1	20
10	Manisha Kuwar	1	A	-	-
11	Laxman Banjade	1	1	0	0
12	Sumit Bushal	1	2	1	20
13	Mohan Nepal	0	2	2	40
14	Anjana Kafle	1	2	1	20
15	Roman Adhikari	0	2	2	40
16	Laxmi Gautam	1	2	1	20
17	Manoj Tiwari	0	2	2	40
18	Shekhar Pokhrel	0	1	1	20
19	Rohit Bhusal	0	1	1	20
20	Raj Siwakoti	1	1	0	0
T.M		19	39	20	400
A.M		1.00	2.05	1.05	21.05

The Result in Answer to the Question Item (Group A)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Dipika Thapa	6	8	2	20
2	Prashant Basnet	3	5	2	20
3	Puja Basnet	3	5	2	20
4	Pujan K.C	3	4	1	10
5	Manish thapa	3	5	2	20
6	Milan Pun	2	4	2	20
7	Sumit Paudel	3	4	1	10
8	Nabin Pandey	4	A	-	-
9	Salina Devkota	2	4	2	20
10	Suraj Tiwari	2	3	1	10
11	Sushan Panth	3	4	1	10
12	Bibek K.C	2	4	2	20
13	Nitesh Thapa	1	4	3	30
14	Karuna Basnet	0	4	4	40
15	Puja Pandey	2	3	1	10
16	Roshan Puri	1	3	2	20
17	Anita Magar	3	4	1	10
18	Tina K.C	2	2	0	0
19	Umesh Dhakal	0	1	1	10
20	Kalpana Dumre	0	1	1	10
T.M		45	72	31	310
A.M		2.25	3.78	1.63	16.31

The Result in Answer to the Question Item (Group B)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Ramila Baral	4	4	0	0
2	Aashish Budhathoki	3	5	2	20
3	Amrit Paudel	4	4	0	0
4	Pratima Rimal	3	4	1	10
5	Ramesh Gautam	3	4	1	10
6	Pallawi Ghimire	3	4	1	10
7	Usha Pathak	3	3	0	0
8	Namuna Dhakal	3	3	0	0
9	Kirti Chapagai	2	2	0	0
10	Manisha Kuwar	2	A	-	-
11	Laxman Banjade	3	4	1	10
12	Sumit Bushal	2	2	0	0
13	Manoj Nepal	2	4	2	20
14	Anjana Kafle	2	3	1	10
15	Roman Adhikari	1	2	1	10
16	Laxmi Gautam	2	3	1	10
17	Manoj Tiwari	1	2	1	10
18	Shekhar Pokhrel	1	2	1	10
19	Rohit Bushel	2	2	0	0
20	Raj Siwakoti	2	2	0	0
T.M		48	59	13	130
A.M		2.4	3.10	0.68	6.84

The Result in Fill in the Blanks Item (Group A)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Dipika Thapa	4	5	1	20
2	Prasant Chhetri	2	4	2	40
3	Puja Basnet	3	4	1	20
4	Pujan K.C.	3	4	1	20
5	Manish Thapa	3	4	1	20
6	Milan Pun	3	4	1	20
7	Sumit Paudel	2	4	2	40
8	Nabin Pandey	1	A	-	-
9	Salina Devkota	2	2	0	0
10	Suraj Tiwari	3	3	0	0
11	Sushan Panth	2	3	1	20
12	Bibek K.C	3	3	0	0
13	Nitesh Thapa	2	3	1	20
14	Karuna Basnet	3	4	1	20
15	Puja Pandey	2	2	0	0
16	Roshan Puri	0	0	0	0
17	Anita Magar	1	1	0	0
18	Tina K.C	0	1	1	20
19	Umesh Dhakal	2	2	0	0
20	Kalpana Dumre	1	4	0	0
T.M		43	54	13	260
A.M		2.15	2.84	0.68	13.68

The Result in Fill in The Blanks Item (Group B)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Ramila Baral	4	5	1	20
2	Aashish Budhathoki	3	4	1	20
3	Amrit Paudel	4	5	1	20
4	Pratima Rimal	4	3	3	60
5	Ramesh Gautam	4	4	0	0
6	Pallawi Ghimire	3	3	0	0
7	Usha Pathak	2	4	2	40
8	Namuna Dhakal	4	4	0	0
9	Kirti Chapagai	4	4	0	0
10	Manisha Kuwar	4	A	-	-
11	Laxman Banjade	2	2	0	0
12	Sumit Bhusal	3	3	0	0
13	Mohan Nepal	3	3	0	0
14	Anjana Kafle	2	2	0	0
15	Roman Adhikari	1	2	1	20
16	Laxmi Gautam	2	2	0	0
17	Manoj Tiwari	2	3	1	20
18	Shekhar Pokhrel	2	2	0	0
19	Rohit Bhusal	1	3	2	40
20	Raj Siwakoti	1	2	1	20
T.M		55	60	13	260
A.M		2.75	3.15	0.68	13.68

The Result in Tick The Best Question Item (Group A)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Dipika Thapa	4	5	1	20
2	Prasant Chhetri	6	8	2	40
3	Puja Basnet	4	6	2	40
4	Pujan K.C.	6	8	2	40
5	Manish Thapa	4	6	2	40
6	Milan Pun	4	6	2	40
7	Sumit Paudel	4	4	0	0
8	Nabin Pandey	4	A	–	–
9	Salina Devkota	2	4	2	40
10	Suraj Tiwari	2	6	4	80
11	Sushan Panth	2	6	4	80
12	Bibek K.C	2	4	2	40
13	Nitesh Thapa	2	4	2	40
14	Karuna Basnet	2	4	2	40
15	Puja Pandey	0	4	4	80
16	Roshan Puri	4	6	2	40
17	Anita Magar	2	4	2	40
18	Tina K.C	4	4	0	0
19	Umesh Dhakal	0	2	2	40
20	Kalpana Dumre	2	2	0	0
T.M		60	93	37	740
A.M		3	4.89	1.94	38.94

The Result in Tick the Best Question Item (Group A)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Dipika Thapa	4	5	1	20
2	Prasant Basnet	6	8	2	40
3	Puja Basnet	4	6	2	40
4	pujan K.c	6	8	2	40
5	Manish Thapa	4	6	2	40
6	Milan Pun	4	6	2	40
7	Sumit Paudel	4	4	0	0
8	Nabin Pandey	4	A	–	–
9	Salina Devkota	2	4	2	40
10	Suraj tiwari	2	6	4	80
11	Sushan panth	2	6	4	80
12	Bibek k.c	2	4	2	40
13	Nitesh Thapa	2	4	2	40
14	Karuna Basnet	1	4	2	40
15	Puja Pandey	0	4	4	80
16	Roshan Puri	4	6	2	40
17	Anita Magar	2	4	2	40
18	Tina K.C	4	4	0	0
19	Umesh Dhakal	0	2	2	40
20	Kalpana Dumre	2	2	0	0
T.M		60	93	37	740
A.M		3	4.89	1.94	38.94

The Result in Tick the Best Answer Item (Group B)

S.N	Name of the Student	Pretest	Posttest	D	D%
1	Ramila Baral	6	8	2	40
2	Aashish Budhathoki	4	4	0	0
3	Amrit Paudel	4	6	2	40
4	Pratima Rimal	4	4	0	0
5	Ramesh Gautam	4	6	2	40
6	Pallawi Ghimire	2	2	0	0
7	Usha Pathak	4	4	0	0
8	Namuna Dhakal	2	4	2	40
9	Kirti Dhakal	2	6	4	80
10	Manisha Kuwar	0	A	–	–
11	Laxman Bhusal	2	2	0	0
12	Sumit Bhusal	0	0	0	0
13	Mohan Nepal	2	2	0	0
14	Anjana Kafle	0	0	0	0
15	Roman Adhikari	2	2	0	0
16	Laxmi Gautam	0	2	2	40
17	Manoj Tiwari	0	2	2	40
18	Shekhar Pokhrel	0	0	0	0
19	Rohit Bhusal	0	0	0	0
20	Raj Siwakoti	0	0	0	0
T.M		38	54	16	320
A.M		1.9	2.84	0.84	16.84