CHAPTER ONE
INTRODUCTION

The present study is on 'Developing Grammatical Competence Through Group Work'. Introduction consists of general background, importance of teaching English, meaning of grammar, techniques of teaching grammar, action research, review of related literature, objectives of the study and significance of the study.

1.1   General Background

Language is a very complex phenomenon in human life. So it has been taken as one of the mysteries that have confronted people, a topic on which there has been much speculation and no ultimate conclusion. Simply speaking, language is a means of communication with the help of which we can transmit and share our ideas, thoughts and feelings. Though there are other means of communication viz. olfactory system, gustatory system, tactile system etc. language is the most widely used communication system among humans.

Different scholars have defined language in a various ways .According to Crystal (1996), "There is both a functional side to language-the jobs language does in human society-and there is a formal side-the way language is structured"(as cited in Rai 1999, p.7). In the same way, Sapir (1978, as cited in Balal, 2010, p. 1) defines language as "a purely human and non-instinctive method of communicating ideas, feelings and desires by means of a structured system of voluntarily produced symbols".

Similarly, Richards et al. (1999, p.9) have defined language as, "the system of human communication which consists of the structured arrangement of sounds into large units, e.g. morphemes, words, phrases, sentences and utterances".

From the above definitions it can be said that language is functional in the sense that it is primarily used as a means of communication and formal in the

sense that it consists of the structured arrangement of sounds into the large units.

1.1.1   Importance of Teaching English

English is the language which is spoken all over the world. It is the most popular lingua franca which helps people to share ideas and feelings with each others. There is a great significance of teaching English for a number of reasons in the context of Nepal. Since English has been prescribed in the curricula of primary to university levels, students must study it. Besides this, it is important for the technical development of the county because most of the innovations, books, magazines, research works, knowledge and information are available in English. Moreover, importance of teaching English in our context is also justified by the point that it offers a better chance for the advancement in professional growth.

Skilled manpower is the pre-requisite to develop any country. Doctors, pilots, engineers and so on are considered to be skilled persons and to be such person we need the sound knowledge of English. Anyone who can read English can keep in touch with the world without leaving his own home.

A young person starting a career with the knowledge of English holds a key which will open many doors including easier access to a good job. So English can also be viewed as a way to get better job, to improve social status or to solve economic problems.

The discussion above proves the position and importance of English in the world and in Nepal too. In a nutshell, we can say that cultivating knowledge, earning money and prestige and turning the life towards betterment, English language is very important.

1.1.2 Meaning of Grammar

Grammar is one of the aspects of language, the other two being vocabulary and language function. It plays pivotal role in language both in spoken and written form. Grammar is underlying structure of language to be stored subconsciously in the form of linguistic boxes by speakers. According to Lado (1961, p.144) "Grammar governs the central structure of an utterance". Palmer (1971, p.9) says "Grammar is a device that specifies the infinite set of well formed sentences and assigns to each of them one or more structural description". For Slobin (1974, p.6)

> Grammar is a theory of language. It is a theory which should be able to distinguish grammatical sentence from non-grammatical sentences, relate sentence structure to the meanings and sounds, and it is a theory which should be able to generate grammatically well-formed sentences of language.

In the same way Ur (1998, p.76) opines that grammar gives rules on "how words are combined and changed to form suitable units of meaning within a language".

Similarly, Harmer (1991, p.1) defines grammar as "The study and practice of the rules by which words change their forms and are combined into sentences". There are two basic elements in this definition: 'the rules of grammar' and 'the study and practice of the rules'. Likewise, Thornbury (1999, p.1) says, "Grammar is a description of the rules that govern how language's sentences are formed".

From the above definitions it can be said that grammar is a systematic presentation of rules and principles of language and applying these rules and principles any acceptable structure is formed. In other words, grammar is one

of the aspects of language which is concerned with combination and ordering of words into sentences using appropriate rules both in oral and written form of language.

1.1.2.1 Arguments for Teaching Grammar in Language Classroom

There are many arguments for teaching grammar in language class room. Grammatical rules are essential for the mastery of language. A sound knowledge of grammar is essential if pupils are going to use English creatively. The majority of languages have a very complex grammar. Experts say that knowledge of grammar is inevitable for systematic analysis of language form and to develop accuracy.

However, Ur (1998, p. 76) talks about controversial nature of teaching grammar in the following way:

> The place of grammar in teaching of foreign language is controversial. Most people agree that knowledge of language means, among other things, knowing its grammar; but this knowledge may be infinitive and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned. Or is it?

Thornbury (1999, p. 15) gives the following arguments for teaching grammar in language classroom:

i.   **The Sentence-machine Argument**

Grammar has limited rules but they can be used to generate infinite number of sentences. It is a description of the regularities in a language and knowledge of these regularities provides the learner with the means to generate a potentially enormous number of original sentences. So grammar is a kind of 'sentence making machine'.

ii.   The Fine-tuning Argument

The teaching of grammar enables the learners to use correct kind of structures of language. When someone uses ambiguous and wrong sentences they can monitor and correct them.

iii.   The Fossilization Argument

This argument shows that when we learn language without any mastery of grammar the language learning rate fossilizes. To put simply, the linguistic competence stops to develop.

iv.   The Advance-Organizer argument

This argument states that when we learn formal system of language from the very beginning that helps to notice something progress in the use of language for our later acquisition of language.

v.   The Discrete Item Argument

We learn language means we learn different aspects of a language. This argument advocates that there are infinite number of sentences in language but these can be cut into different grammatical items so that there will not be confusion to learn language. The mastery of grammar makes neatness in the use of language.

vi.   The Rule-of-law Argument

This argument argues that the kind of institutionalized learning where rules, order and discipline are highly valued. The need of rules, order and discipline are particularly acute in large classes of unruly and unmotivated teenagers. In this sort of situation grammar offers the teacher a structured system that can be taught and tested in methodical steps.

vii.   The Learner Expectations Argument

This argument states that grammar is put in language teaching simply because of learners' expectation to learn grammar. We see many learners who wish if they could develop their grammatical competence in a particular language.

The above arguments prove the need of teaching grammar in language classroom for one or the other reasons.

1.1.2.2 Techniques of Teaching Grammar

There are different methods and techniques for teaching different aspects and skills of language. These methods and techniques have been changing in course of time with the change of their underlying principles. As the tradition of language teaching passed through different era, one principle, method or technique is highly used as a great achievement and after some time the same principle, method or technique becomes outdated. Thus, there is no absolute or perfect method or technique of teaching language. It depends upon the nature of course, subject matter, situation, learner etc. Mainly there are two types of techniques for teaching language skills and aspects. They are teacher centered and learner centered techniques. Lecture, explanation, illustration, demonstration etc. are some of the teacher centered techniques whereas role play, simulation, strip story, pair work, group work etc. are some of the examples of learner-centered techniques. The present work is related to group work technique. So group work is discussed in the following section.

1.1.3   Group Work

Group work is a learner-centered technique that can be used in a language class. In a large class the teacher cannot keep contact with each student individually because of time limitation provided for a class period. Therefore, the teacher divides the class into different groups on the basis of student number, their cognitive and linguistic levels, the nature of teaching item etc. Race (2000, VII, as cited in Regmi, 2004, p.5) believes "Group learning is

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about getting people to work together well in carefully set up learning environments. Learning from other people is the most instinctive and natural of the learning contexts we experience".

Group work is learning activity in which students get far more chance to use the target language to communicate with each other. It encourages students to participate actively in the task given to them. For Harmer (1991, p. 245) "Group work is more dynamic than pair work. There are more people to react with and against in a group and therefore there is a greater possibility of discussion". This technique essentially seems to be suitable in a our context where a large number of students sit in a single class. In such a situation, it is almost impossible for a teacher to treat the individual student personally because of time limitation. Therefore, the teacher divides the students into different small groups so that he/she can control and teach such large class effectively.

Regarding the group work as a technique, Celce-Murcia and Hilles (1988, p. 74) write:

> Pair work or group work activities demand that the teacher prepares all materials in advance and plans pair or group assignments well, so students can perform their tasks efficiently. If group is not well planned, students become confused and demand a great deal of attention simply because they are trying to understand the task. The classroom becomes quite chaotic when ten or more groups are demanding clarification of additional directions for a task. Under such circumstances, it becomes virtually impossible for the class to work or for the teacher to move around the room and check each group's progress.

Sharma and Phayak (2009, p. 122) write that for a successful group work a teacher has to follow the following strategies:

a.   Plan for each stage of group work.

b.   Carefully explain to your class how the groups will operate and how students will be graded.

c.   Give students the skills they need to succeed in group.

d.   Create group task that require interdependence

e.   Make the group work relevant.

f.   Create assignments that fit the student's skills and abilities.

g.   Assign group tasks that allow for a fair division of labor.

1.1.3.1 Types of Group Work

According to the distribution of the information needed to do the activity, group work can be divided into four different types which are discussed below:

a.   The Combining Arrangement

This is an ideal arrangement for group work because it ensures interests and participation of students. In this type of group work each learner in a group has a piece of information that the others do not have and learners sit in an equal distance from each other, facing each other so that they can communicate easily.

Completion, providing directions, classifying, distinguishing and ordering are suitable tasks for this group.

b.   The Co-operating Arrangement

This type of group work is the most common types of group work. In this type of group work all learners have equal access to the same information and to each others view of it. All learners in a group should be at the some distance form the material and from each other. Ranking, ordering, choosing, finding, causes or uses etc. are the most suitable activities for the co-operative arrangement group work.

c.   The Superior–inferior Arrangement

In this type of group work one or more learners have all the information that the others need in the group to complete their task. Therefore, the persons having information (superior) face to others who do not have information(inferior). Data gathering, completion and providing directions are suitable tasks for this group work.

d.   The Individual Arrangement

In individual group work arrangement each learner has the same information but has to perform different part of it. Each learner should have equal access to information. So sitting in a circle is the most convenient. Problem solving and completion exercises are suitable tasks for this type of group work.

The above stated types of group work are utilized for different sorts of goals and activities and require different kinds of sitting arrangements, encouraging the various types of social relationships.

1.1.3.2 Group Formation

To achieve the purpose of group work there should be systematic and careful organization of groups in the class. While forming the group in the class, the following points should be taken into consideration:

a.   Size of the Group

The size of the group matters a lot for the success or failure of the activity given to the student. The ideal number of students in a group is two to six. The smaller the group , the more likely each student will be able to contribute to the discussion. The number of students in a group directly depends on the difficulty and complexity of the task where the groups of two or three students are sufficient for simple tasks but groups of four to six are better for more complex tasks. However, groups having more than six or seven students may be unmanageable.

**b.	Selection**

While forming the groups, the students can be selected using the following ways:

i.	Random Selection: In this way of selecting students in a group, students may be selected from any corner or benches where all the students get equal chance of selecting in a group.

ii.	Mixed ability Group selection: In this type of group selection students of different ability are selected i.e. both weak and strong. This type of group selection is helpful especially for weak students where they get a lot of opportunity to learn from their colleagues. However, attention should be paid that strong student do not dominate the weak students.

iii.	Same ability Group selection: In this technique of selection of group member, the students having same ability are put in one group i.e. strong students in one group and weak students in another. The main drawback of this technique is that strong students progress in high speed but the weak students go in the slow pace.

iv.	Socio-gram Group: In this technique of selecting members of group, the students are left free to choose the group they like to work in. Thus, the students themselves form the group in this technique if they are well familiar with each other.

Among these different techniques of selecting the members of groups, the mixed ability group selection is the best one since weak and backward students get benefit from the bright students.

Regarding group formation, it is equally important to assign a group leader to each group. Rimal (2004, p.17) writes "It is reasonable to have a group leader in each group so that each group may be doing different tasks". He further says that a group leader should be given two responsibilities, viz. to act as a group organizer and to act as a mini-teacher.

1.1.3.3 Advantage and Disadvantage of Group work

Harmer (2008,p.166) gives the following advantages and disadvantages of group work:

a.   It dramatically increases the number of talking opportunities for individual students.

b.   As there are different members in a group, there is a greater chance of different opinions and varied contributions.

c.   It encourages boarder skills of cooperation and negotiation and yet is more private than work in front of the whole class.

d.   It promotes learner autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.

e.   It is more dynamic than pair work.

f.   It is likely to be noisy.

g.   Not all the students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with pairs.

h.   Individual may fall into group roles that become fossilized, so that some are passive whereas others may dominate.

i.   Groups can take longer time to organize than pairs.

1.1.4   Action Research

The term 'Action research' was first coined by Lewin in 1946 to bridge the gap between theoretical and applied researches. Thus action research refers to a research which is carried out to improve the current affairs through the process of identifying and solving problem in a specific context.

Regarding action research various Scholars have given various definitions. According to Cohen and Manion(1985, p. 174),"Action research is a small-scale investigation in the functioning of real world and a close examination of the effectiveness of such investigation." following this definition some kind of intervention is superimposed upon the working situation. Such an intervention is usually in a small scale and in course of research particular attention lays on

examining whether and to what extent there are effects of the intervention in the working situation.

Similarly, in the words of Lier (1990, as cited in Luitel, 2000, p. 56), "Action research refers to the process of studying activities through changing them and seeing the effects." In other words, change is made in the existing work activities and the effects of change in the activities are carefully watched in action research.

Likewise, Nunan (1992, p. 229) defined action research as, "a form of self reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding". In this definition Nunan focuses on 'self reflective inquiry' which seems to be equivalent to what Cohen and Manion call 'close examination' and Lier as 'seeing the effects'. Moreover Nunan gives emphasis on the aims of action research, which is conducted to solve the problems, improve practice or enhance understanding in any related matter.

From the above definitions, it can be said that action research is done by practitioners involved in the concerned work such as an action research carried out by a teacher in the field of language teaching and learning. It is done by analyzing the results of the teacher's own actions or reflecting upon them. The aim of such research is to bring about improvement in classroom teaching learning.

1.1.4.1 Steps of Action Research

Action research, by its characteristics, is not a single stage operation, so it requires multiple steps for completion. Regarding the steps of action research different scholars have given different name and number of stages for conducting it. Nunan (1992, p. 19) gives the following steps of action research with reference to classroom language teaching:

i.   Initiation

First of all, the teacher is confronted with a problem in course of his or her job. This is a point where the process of action research begins. Now the teacher asks: Why has the problem come and what is its solution?

ii.   Preliminary Investigation

In an attempt to get answer of those questions, the teacher spends some times to observe the classroom interaction (if possible) and collects baseline data related to the concerned problems.

iii.   Hypothesis

The initial data are reviewed; all the relevant factors possible to play role in the problems are considered, and hypothesis is postulated regarding the causes of the problems.

iv.   Intervention

The teacher needs to devise some new strategy by means of which the factor causing the immediate problem can be neutralized. Thereafter, the new strategy is implemented in the same learners with whom there is the real problem.

v.   Evaluation

After the intervention period is over, the concerned learners need to be evaluated, and their performance should be observed again.

vi.   Dissemination

The findings of the action research are disseminated among colleagues so that all can share the ideas and get benefit from the feedback derived from the research findings. This is done especially in the form of a workshop or a seminar.

vii.   Follow-up

Since the work of an action research can "take the form of an ongoing cycle" until the teacher-cum researcher gets the satisfactory conclusion, some of the above mentioned steps can be repeated again e.g. hypothesis, intervention and

evaluation. The cycle should be revised particularly if the intervening measure so far tried out does not work to satisfy the hypothesis. In such case, another hypothesis is postulated and alternative intervening measure is devised; or only the intervening measure is altered, keeping the hypothesis the same. Therefore, the remaining steps that follow intervention are followed again.

1.2   Review of the Related Literature

A number of research studies have been carried out to find out the effectiveness of different methods and techniques for teaching different aspects of grammar under the department of English education, T.U. Kirtipur, some of the researches which are related to the present research have been reviewed as follows.

The present work is concerned with finding out the effectiveness of group work in teaching grammar especially in teaching preposition (of location/purpose) conditional sentence (second type) and simple past.

Rimal (2004) carried out a practical study on "The Effectiveness of Group work in Writing Skill in English A Case of Grade IX". The objective of this study was to find out the effectiveness of group work in teaching writing skill. For this purpose he carried out an experimental research where he divided the whole class into two groups as control group and experimental group. The researcher concluded that group work was very useful technique in teaching writing.

Regmi (2004) also carried out a research on "A Study on the Effectiveness of Group Work Technique in Teaching English Tenses". The objective of this study was to find out whether or not group work technique is effective in teaching English Tenses. For this purpose, he carried out an experimental research. He divided the students into two groups viz. control and experimental group and taught the experimental group using group work technique. He

found that this technique was really useful in teaching tenses. However, the research was limited only to the present tense.

Pandey (2004) carried out a study on "Effectiveness of Language Games in Teaching Grammar". The objective of this study was to find out the effectiveness of language games in teaching grammar. For the very purpose, the researcher carried out an experimental research. It was found that using games in teaching grammar was relatively more effective than teaching grammar without using it.

Khadka (2007) has carried a practical study on "Task Based and Form Focused Techniques of Teaching Grammar: A comparative study. The objective of this study was to find out the effectiveness of task-based technique of the teaching grammar. For this purpose, he carried out an experimental research and compared between task-based and form focused techniques of teaching grammar. It was found that the use of task-based technique was very useful and effective in teaching simple past than form focused technique.

Shah (2007) carried out a research on the study of "Effectiveness of Matchstick Figures in Teaching preposition at Primary Level". The objective of the study was to find out the effectiveness of matchstick figures in teaching prepositions. This was an experimental research. Pre-test and post test were administrated to both experimental and controlled group. He found that the students who were taught using matchstick figures progressed significantly better than another group.

Neupane (2008) carried out a research on "Effectiveness of Total Physical Response (TPR) in Teaching Imperatives". The objective of this study was to find out the effectiveness of 'total physical response' in teaching imperatives. The researcher has carried out an experimental research. For this purpose, the researcher divided the total students into two group viz. controlled and experimental group. The researcher concluded that the experimental group

taught using 'TPR' showed better results than the controlled group who were taught using traditional method.

Gahiwar (2009) carried out a research to find out "The Effectiveness of Using Power Point in Teaching English Tenses". The main objectives of the study was to find out how effectively power point works in teaching English tenses in terms of time on task and progressive test. It was concluded that the use of power point facilitated students more effectively than the normal presentation.

Kushwale (2010) carried out research on "The Effectiveness of Discovery Technique in Teaching Article". The objective of this research was to find out the effectiveness of discovery technique in teaching article. For this purpose, the researcher carried out an experimental research. The researcher found that discovery technique was more effective than the traditional way of teaching.

Balal (2010) did a study entitled "Effectiveness of Inductive Method in Teaching English Adjectives and Adverbs". The objective of this study was to find out the effectiveness of inductive method in teaching English adjectives and adverbs. For this purpose, the researcher also carried out an experimental research. From this research, the researcher revealed that inductive method was very useful and meaningful in teaching English adjectives and adverbs.

Besides these, there are other research works done in other areas of grammar at various levels. But so far no research work has been done to investigate the effectiveness of group in teaching preposition(of purpose and location) conditional sentence(unreal past) and simple past tense. Hence the present study is different from all the above mentioned studies. Therefore, the researcher attempts to find out the effectiveness of group work in teaching grammar mainly preposition (of purpose and location), conditional sentences (second type) and simple past tense.

1.3. Objectives of the Study

The objectives of the study were as follows:

i.   To develop students' proficiency in grammar through group work.

ii.   To suggest some pedagogical implications.

1.4   Significance of the Study

This study will mainly be significant for those who are directly involved in language teaching. This study aims at finding out the effectiveness of group work-in teaching grammar mainly in teaching preposition (of purpose, location), conditional sentence (second type) and simple past tense. Now-a-days group work technique has been quite popular and widely used technique in foreign countries such as the USA and many other European countries but this technique is rarely being practiced inside the class room in our country.

Grammar teaching becomes monotonous, if it is taught through teacher-centered techniques. The students feel boring, if no communicative activities are conducted while teaching in the classroom. So group activities become quite helpful to avoid the students' laziness and make teaching learning activities fruitful. So the researcher carried out the present work which will equally be useful from the implementation point of view in case of our country.

The present work also seems to be useful for both teachers and students if it is applied inside the class room. Since group work technique does not require more materials rather students participate actively in their learning, the students of both public and private schools will highly be benefited if it is implemented. This study also provides the way of organizing and conducting group activities inside the class room where the focus is on the students.

Finally apart from the teachers and students, text book writer, syllabus designers, methodologists and language planners will also be benefited from the study.

CHAPTER TWO
METHODOLOGY

In this research following methodology was adopted to achieve the set objectives of the study.

2.1   Sources of Data

The study was based on both the primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of the study were the students studying in grade nine at Gyanodaya English School, Bahuni-6 Morang. The first hand data were the performance on the test items of prepositions (purpose and location), conditional sentences (second type) and simple past tense.

2.1.2   Secondary Sources of Data

The researcher consulted various books, dissertations, journals, reports, articles, research works and other internet sources related to the study as the secondary sources of data for making theoretical backup of the study to facilitate the resolution of the research. Some of them included Larsen-Freeman (1986), Nunan (1989), Thornbury (1999), Kumar (1999), Harmer (2001) , Sharma and Phyak (2009), Bitchner (2010), etc.

2.2   Population of Study

The population of this study was the students of grade nine of Gyanodaya English School, Bahuni-06, Morang.

2.3   Sampling Procedure

The researcher selected a Private School of Morang district adopting judgmental non random sampling procedure. All the students of grade nine

were the subjects of the study. So he did not use any procedure for sampling students.

2.4   Tools for Data Collection

The tools for the collection of data from the primary source were the test items. The test items were developed from the specific areas of grammar viz. preposition (of location and purpose) conditional sentences (second type) and simple past tense. Prepositions of purpose are *to, in order to, for* and *so that*. These propositions are used to express purpose. Similarly, prepositions of location are *opposite to, behind, side by side, against, across from, to the left of, to the right of, in front of, between, in*. These prepositions are used to locate a particular object, person or thing. These prepositions were selected as they were given in the target text book. The full mark of the test items was fifty. Those test items were:

- Fill in the blanks
- Making dialogue
- Making sentences

2.5   Process of the Data Collection

To collect the primary data, the following procedure was followed:

a. First of all the researcher visited the selected school and requested the authority for permission to carry out the study.

b. After getting the permission from the concerned authority, he established the rapport with the subject teacher as well as the subjects and explained the purpose and process of the research.

c. Appropriate test items which met the target of the study were developed.

d. A written pre-test was administered to determine the proficiency level of the students in the respective aspect of grammar.

e. The researcher, then, taught the selected students for a month using group work technique. Within this period he administered two progressive tests after the interval of seven days class.

f.   He administered a post test and kept record of the result of all tests.

g.   Finally, the whole research was carried out following the steps of action research given by Nunan (1992, p. 19).

2.6   Limitations of the Study

Because of limited time and resources, the researcher limited the study within a certain selected area. The following limitations were considered by the researcher:

i.   The population of the study was limited to the students of class nine of Gyanodaya English School,Bahuni-06, Morang. The study was further limited to teaching of prepositions (of purpose and location), conditional sentence(second type) and simple past tense.

ii.   The required data were collected through thirty days of regular teaching in Gyanodaya English School,Bahuni-06, Morang.

iii.   Only group work technique was utilized.

iv.   The data were collected from written test.

CHAPTER -THREE
ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out the effectiveness of group work technique in developing grammatical competence. For the very purpose, I selected thirty six students of grade nine of Gyanadaya English School, Bhuni-6, Morang.

In this chapter, I have tabulated, analyzed, interpreted and compared the data in the following order:

a.   Analysis of individual test scores obtained from four tests including pre-test and post-test.

b.   Analysis and interpretation of item wise correct and incorrect responses on the four tests including pre-test and post-test.

3.1   Analysis and Interpretation of the Data Obtained Through Test Results

This section comprises the comparative analysis of the scores obtained by the students on the pre-test, progressive tests viz. the first progressive test, the second progressive test and post-test in question.

3.1.1   Pre-test and Post test

Before starting the experimental teaching I administered a set of written test items (i.e. pre-test) to determine the students' initial proficiency on the selected items, viz. prepositions of purpose, prepositions of location, conditional sentence (second type) and simple past-tense. After teaching twenty-one lessons through group work technique to develop grammatical competence, I again administered the post-test. The test items of both the tests were same having the same full-marks i.e. fifty. The comparison of the results of the pre-test is the post-test are presented in the following table.

Table No. 1

Individual scores on pre-test and post-test

S.N	F.M	Scores on pre-test	Score on post-test	No. of student in Pre-test	No. of students in Post-test	Percentage in pre-test	Percentage in Post-test
1.	50	38	49	1	7	2.78	19.44
2.	50	33	48	1	4	2.78	11.11
3.	50	27	47	5	7	13.89	19.44
4.	50	26	46	2	7	5.56	19.44
5.	50	25	45	3	3	8.33	8.33
6.	50	24	44	3	3	8.33	8.33
7.	50	23	43	3	1	8.33	2.78
8.	50	22	41	3	2	8.33	5.56
9.	50	21	35	1	2	2.78	5.56
10.	50	20		4		11.11	
11.	50	19		4		11.11	
12.	50	18		4		11.11	
13.	50	17		2		5.56	
Total				36	36	100	100
Pre-test Average Score							22.86
Post-test Average Score							45.81

From the above table, it can be side that 2.78 percent of the students scored 76 percent each which is the highest score on the pre-test whereas 5.56 percent of the students scored 34 percent each which is the lowest mark on pre-test. Similarly, 2.78 percent of the students scored 66 percent each and 13.89 percent of the students scored 54 percent each which are the second and third high marks respectively on the pre-test. Whereas 19.44 percent of the students scored 98 percent each which is the highest score on post-test and 2.78 percent of the students scored 70 percent, which is the lowest score on the post-test. Likewise, 11.11 percent of the students scored 96 percent marks and 19.44 percent of the students scored 94 percent marks which are the second and the third high scores respectively on the post-test. Moreover, only 50 percent of the students are above the average score (22.86) on the pre-test and 50 percent of the students are below the average score whereas 69.44 percent of the students are above the average score (45.81) and only 30.55 percent of the students are below the average score on the post test. Thus, the difference between per-test average score and post test average score is 22.95.

Thus, the analysis of the above results of the pre-test and post-test proved that group work technique effectively developed grammatical competence of the students.

3.1.1.1 Pre-Test and First Progressive Test

After conducting the pre-test I taught the students employing 'group work' technique as the intervention for seven days and conducted the first progressive test to determine the progress of the students on the selected items. This section shows the scores on the pre-test and the first progressive test, which is presented in the following table:

Table No. 2

Individual scores on the pre-test and the first progressive test

S.N.	F.M in Pre-test	F.M in First Progressive Test	Scores on the Pre test	Scores on the first Progressive Test	No. of Students in the Pre test	No. of students in the first progressive test	Percentage in the Pre test	Percentage in the first progressive test
1	50	25	38	25	1	1	2.78	2.78
2	50	25	33	24	1	7	2.78	19.44
3	50	25	27	23	5	10	13.89	27.78
4	50	25	26	22	2	7	5.56	19.44
5	50	25	25	21	3	2	8.33	5.56
6	50	25	24	20	3	5	8.33	13.89
7	50	25	23	19	3	2	8.33	5.56
8	50	25	22	18	3	2	8.33	5.56
9	50	25	21		1		2.78	
10	50	25	20		4		11.11	
11	50	25	19		4		11.11	
12	50	25	18		4		11.11	
13	50	25	17		2		5.56	
Total					36	36		
Pre-test average score								22.86
First Progressive Test average score								22.02

From the above table, it can be said that 2.78 (1) percent of the students scored 76 percent each, which is the highest score on the pre-test whereas 5.56 (2) percent of the students scored 34 percent each, which is the lowest mark on the pre-test. Similarly, 2.78 (1) percent of the students score 66 percent each and 13.89(5) percent of the students scored 54 percent each which are the second and the third high marks respectively on the pre-test whereas, 2.78 (1) percent of the students scored 100 percent each which is the highest mark in the first progressive test whereas 5.56 (2) percent of the students scored 72 percent each which is the lowest mark on the first progressive test. In the same way, 19.44 (7) percent of the students scored 96 percent and 27.78 percent of the students scored 92 percent, which are the second and the third high marks on the first progressive test. Moreover, 50 percent of the students are above the average score (22.86) and 50 percent of the students are below the average marks on the pre-test whereas 69.44 percent of the students scored above the average marks (22.02) and 30.56 percent of the students scored below the average marks on the post-test. All the students scored above 60 percent of the total marks on the first progressive test.

Thus, from the above discussion, it can be said that teaching through group work technique has really increased the students' competence on the selected items.

3.1.1.2 The First Progressive Test and the Second Progressive Test

After the administration of the first progressive test I taught the students for seven days using the same technique and again administered the second progressive test to determine further progress in the selected items. This section shows the scores on the first progressive test and the second progressive test, which is presented in the following table:

Table No. 3

Individual scores on the first progressive test and the second progressive test

S.N.	F.M.	Scores on the First Progressive Test	Scores on the Second Progressive Test	No. of students in the first Progressive Test	No. of Student in the Second Progressive Test	Percentage of the first progressive Test	Percentage in the Second Progressive Test
1	25	25	25	1	2	2.78	5.56
2	25	24	24	7	7	19.44	19.44
3	25	23	23	10	9	27.78	25.00
4	25	22	22	7	5	19.44	13.89
5	25	21	21	2	5	5.56	13.89
6	25	20	20	5	4	13.89	11.11
7	25	19	18	2	4	2.56	11.11
8	25	18		2		2.56	
Total				36	36		
First progressive test average score							22.02
Second progressive test average score							22

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From the above table it can be said that 2.78 (1) percent of the students scored 100 percent each which is the highest score on the first progressive test whereas 5.56 (2) percent of the students scored 72 percent each which is the lowest score on the first progressive test. Similarly, 19.44(7) percent of the students scored 96 percent each and 27.78 (10) percent of the students scored 92 percent which are the second and third high scores respectively on the first progressive test. Whereas 5.56 (2) percent of the students scored 100 percent each, which is the highest mark on the second progressive test. Likewise 11.11 (4) percent of the students scored 72 percent each which is the lowest score on the second progressive test. In the same way, 19.44 (7) percent of the students scored 96 percent each and 25 (9) percent of the students scored 94 percent each, which are the second and third high scores on the second progressive test. Moreover, 50 (18) percent of the students scored above the average score (22.2) and 50 (18) percent of the students scored below the average score on the first progressive test whereas 63.89 (23) percent of the students scored above the average score (22) and 36.11(13) percent of the students scored below the average score on the second progressive test. Thus, tough the result of the first progressive test is not significantly different from the second progressive test, the results of both the test are far better than the result of the pre-test. Therefore, the results have clearly shown that the students have progressed in comparison with the pre-test result.

3.1.1.3 The Second Progressive Test and the Post Test

After the administration of the second progressive test, I taught seven more lessons employing the same technique and finally administered the post-test containing the same set of test items as consisted in pre-test to determine the students progress. This section shows the students' score on the second progressive test and post-test in the following table:

Table No. 4

Individual scores on the second progressive test and post-test

S.N.	F.M of Second Progressive Test	F.M. of the post test	Scores on the Second Progressive Test	Scores on the Post Test	No. of students in the Second progressive test	No. of students on the Post-Test	Percentage in the Second progressive test	Percentage in Post Test
1	25	50	25	49	2	7	5.56	19.44
2	25	50	24	48	7	4	19.44	11.11
3	25	50	23	47	9	7	25.00	19.44
4	25	50	22	46	5	7	13.89	19.44
5	25	50	21	45	5	3	13.89	8.33
6	25	50	20	44	4	3	11.11	8.33
7	25	50	18	43	4	1	11.11	2.78
8	25	50		41		2		5.56
9	25	50		35		2		5.56
Total					36	36	100	100
Second progressive test average score								22
Post test average score								45.81

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From the above table, it can be said that 5.56 (2) percent of the students scored 100 percent each which is the highest score on the second progressive test whereas 11.11(4) percent of the students scored 72 percent each, which is the lowest score on the second progressive test. Similarly, 19.44 (7) percent of the students scored 96 percent each and 25 (9) percent of the students scored 94 percent each, which are the second and third high scores on the second progressive test. Whereas, 19.44 (7) percent of the students scored 98 percent which is the highest mark on the post-test whereas 5.56 (2) percent of the students scored 70 percent, which is the lowest score on the post test. Similarly, 11.11 (4) percent of the students scored 96 percent each and 19.44 (7) percent students scored 94 percent each, which are the second and third high scores on the post test. Moreover, 63.89 (23) percent of the students scored above the average score (22) and 36.11 (13) percent of the students scored below the average score on the second progressive test whereas 69.44(25) percent of the students scored above the average score (45.81) and 30.56 (11) percent of the students scored below the average score on the post-test.

Thus, in comparison to the second progressive test scores, post-test scores show the significant progress in the items taught using group work technique. From all the above comparison, it is clear that group work technique is really an effective technique for developing grammatical competence of the students.

3.2   Item Wise Analysis and Interpretation of the Test Results
3.2.1 Pre-Test

The following table shows the item wise result of pre-test.

Table No. 5

Item Wise correct and incorrect responses on the pre-test

S.N	Items	Correct Responses	Correct Response in %	Incorrect Responses	Incorrect Responses in %	Total Responses
1.	Preposition of Purpose	114	63.33	66	36.67	180
2.	Preposition of location	252	46.66	288	53.33	540
3.	Conditional sentence (second type)	149	41.38	211	58.61	360
4.	Simple Past tense	308	42.78	412	57.22	720
Total		323 (45.72%)		976 (54.22%)		1800

The above table shows that on the first item (Preposition of purpose) out of 180 responses, 114 (63.33%) are correct whereas 66 (36.67%) are incorrect. Similarly, on the second item (preposition of location) out of 540 responses, 252 (46.66%) are correct whereas 288 (53.33%) are incorrect. Likewise, on the third item conditional sentence (second type) out of 360 responses, 149 (41.38%) are correct whereas 211 (58.61%) are incorrect. In the same way, on the fourth item (simple past tense), out of 720 responses, 308 (42.78%) are correct and 412 (57.22%) are incorrect. Regarding the correct responses among four items the first item has the highest percent of correct responses whereas the third item has the lowest percent. Similarly, regarding the incorrect responses, third item has highest percent whereas first item has the lowest percent. On the whole, out of 1800 responses, 823 (45.72%) are correct and 977 (54.22 %) are incorrect.

Thus, it can be said that among four grammatical items only on the first item, students scored above 50 percent marks whereas on the rest of the other three

items students scored below 50 percent marks. It means the students' over all pre-test score seems poor.

3.2.2 First Progressive Test

The following table shows the item wise correct and incorrect responses on the first progressive test.

Table No. 6

Item wise analysis of correct an incorrect responses

on the first progressive test

S.N	Items	Correct Responses	Correct Response in %	Incorrect Responses	Incorrect Responses in %	Total Responses
1.	Preposition of Purpose	276	95.83	12	4.16	288
2.	Preposition of location	517	84.47	95	15.52	612
Total		793(88.11%)		107(11.89%)		900

The above table shows that on the first item, out of 288 responses 276 (95.83%) are correct while 12 (4.16%) are incorrect. Similarly, on the second item out of 612 responses 517 (84.47%) are correct while 95(15.52%) are incorrect. On the whole, out of 900 Reponses 793 (88.11%) are correct and 107 (11.89%) are incorrect.

Thus, from the above table it is clear that the result of the first progressive test is far better than that of the pre-test result. It shows that the use of group work technique in teaching the selected items has been useful.

3.2.3 Second Progressive Test

The following table shows the item wise correct and incorrect responses on the second progressive test.

Table No. 7

Item wise analysis of correct and incorrect responses on the second progressive test

S.N	Items	Correct Responses	Correct Response in %	Incorrect Responses	Incorrect Responses in %	Total Responses
1.	Conditional Sentence	318	88.33	42	11.67	360
2.	Simple Past Tense	473	87.59	67	12.41	540
Total		791 (87.88%)		109 (12.12%)		900

The above table shows that on the first item out of 360 responses, 318 (88.33%) are correct where as 42 (11.67%) are incorrect. Similarly, on the second item out of 540 responses 473 (87.57%) are correct whereas 67 (12.41%) responses are incorrect. On the whole out of 900 responses 791 (87.88%) responses are correct while 109 (12.12%) responses are incorrect.

Thus, from the above table it is clear that students' result on the second progressive test is as good as first progressive test. It means the result is far better than the pre-tests result.

3.2.4 Post-Test

The following table shows the item wise correct and incorrect responses on the post-test.

Table No. 8

Item wise analysis of correct and incorrect responses on the post-test

S.N	Items	Correct Responses	Correct Response in %	Incorrect Responses	Incorrect Responses in %	Total Responses
1.	Preposition of Purpose	180	100	0	0	180
2.	Preposition of location	511	94.62	29	5.38	540
3.	Conditional sentence	309	85.83	51	14.16	360
4.	Simple Past tense	645	89.58	75	10.42	720
Total		1645 (91.39%)		155 (8.61%)		1800

The above table shows that on the first item out of 180 responses all i.e. 100 percent responses are correct. Similarly, on the second item out of 540 responses, 511 (54.62 %) are correct whereas 29 (5.37 %) are incorrect. Likewise, on the third item out of 360 responses, 209 (85.83 %) are correct while 51 (14.16 %) are incorrect. In the same way, on the fourth item out of 720 responses, 645 (89.58 %) are correct whereas 75 (10.42 %) are incorrect. Regarding the correct responses among four items, the first item has the highest percent of the correct responses whereas the third item has the lowest percent of the correct responses. Again, regarding the incorrect responses among four items, the third item has the highest percent whereas the first item has the lowest percent of incorrect responses. On the whole, out of 1800 responses 1645 (91.39 %) are correct whereas 155 (8.61 %) are incorrect.

Thus, from the above analysis it is clear that the result of the post-test is far better than that of other three tests viz. the pre-test, the first progressive test and the second progressive test. Therefore, it shows that group work technique has an effective role in developing grammatical competence of the students.

CHAPTER - FOUR
FINDINGS AND RECOMMENDATIONS

The present research has made an effort to find out the effectiveness of group work technique in developing grammatical competence. For the very purpose, I selected a private school of Morang district called Gyanoday English School, where I taught twenty one classes using group work technique to the students of grade nine. During that period I taught four grammatical items viz. preposition of purpose, preposition of location, conditional sentence (second type) and simple past tense. Before starting teaching to the students, the pre-test was administered. After the pre-test, other two progressive tests viz. the first progressive and second progressive test were administered. Then the post-test was administered. The scores of every test were analyzed and compared with each other. The findings of the study have been listed below:

4.1   Findings

The following findings have been drawn on the basis of the analysis and interpretation of the data.

a.   After analysis and comparison of the pre-test and the post-test result, it was found that the average score and the percentage of the post-test were higher than that of the pre-test. Thus, on the basis of this analysis, it can be said that the use of group work technique in developing grammatical competence is very effective.

b.   After analysis and comparison of pre-test and the first progressive test, it was found that the students scored better marks on the first progressive test than that of pre-test. Therefore, it shows that in developing students' grammatical competence, group work technique has a great role.

c.   After analysis and interpretation of the first and the second progressive test, it was found that the average score and the percentage of these two tests

were higher than that of pre-test. It also strengthens that group work is really an effective means fro developing grammatical competence of the students.

d. In analyzing the result of second progressive test and the post-test, it was found that students' score and percentage on the post test were higher than that of the second progressive test. It also proves the effectiveness of group work technique in teaching grammatical items.

e. In analyzing the items wise correct and incorrect responses, it was found that on the first item (preposition of purpose), 36.67% responses were correct on the pre test whereas 100 % response were correct on the post-test. The correct response percent was increased by 36.67% on the post-test. This fact shows the usefulness of group work technique.

f. Similarly, on the second item (preposition of location), 46.66% responses were correct and 53.33% responses were incorrect on the pre-test whereas 94.62% responses were correct and 5.38% responses were incorrect on the post-test. The correct response percent was increased by 47.96% on the post-test. This increased correct response percent on the post-test proves the effective ness of group work technique.

g. Like wise, on the third item (conditional sentence), 41.38% responses were correct and 58.61% were incorrect on the pre-test whereas 85.83% responses were correct and 14.16% were incorrect on the post-test. The correct response percent was in creased by 44.44% on the post-test. This increased percent of the correct responses indicates the effectiveness of group work technique.

h. Finally, on the fourth item (simple past tense) 42.78% responses were correct and 57.22% responses were incorrect on the pre-test whereas 89.58% responses were correct and 10.42% responses were incorrect on the post-test. The correct response percent was increased by 46.8% on the post-

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test. Thus, this increased correct response percent also proves the effectiveness of group work technique in teaching the selected items.

4.2   Recommendations

On the basis of the above findings, the following recommendations have been suggested for pedagogical implications.

a.   In comparison to the pre-test result with the post-test result, students were found to have gradually increased their performance on the post-test than that of pre-test.

b.   In comparison to the pre-test result with the first progressive test, students increased their performance on the first progressive test than on the pre-test. Therefore, group work technique played great role fin developing their grammatical competence. .

c.   Similarly, students significantly developed their grammatical competence on the second progressive test than on the pre-test after teaching through group work. Therefore, this technique should be used as far as possible while teaching grammar.

d.   Likewise, in comparing the result of the second progressive test with that of post-test, it was found that students scored better marks on the post-test. This fact indicates that students should be taught using group work.

e.   In the same way, on the first item (prepositions of purpose) the total correct response percentage on the post-test was found more than on the pre-test. Thus, group work developed the students' grammatical competence.

f.   On the second item (prepositions of location) the students' total correct response percentage on the post-test was more than that of on the pre-test. Therefore, group work has a great role in the increased correct response percentage.

g. On the third item (conditional sentence) the students' total correct response percentage on the post-test was higher than that of on the pre-test. Therefore, group work should be used while teaching grammar in case of large classroom.

h. On the fourth item (simple past tense) the students' total correct response percentage on the post-test was higher than that of on the pre-test. Thus, this technique should be applied in the classroom while teaching grammatical items.

Moreover, from the above facts, the following practical suggestions are listed to the teachers to deal with the likely problems in the classroom."

i. Every students should be given equal chance to be a group leader so that he/she develops the habit of bearing responsibility to complete any task with the help of friends.

ii. Group work technique requires much time. So. it is suggested that teachers should be very careful about time management.

iii. Regarding Group Formation, it is suggested that students who are familiar or close to each other should be grouped together at first and gradually mixed with other so that can share their ideas freely.

iv. Teachers should also pay due attention to the nature of the item to be taught and form the size of the group.

The present study is limited to thirty six students of grade nine of Gyanadaya secondary school of Bahun-06, Morang Only four grammatical items were taught using group work technique. Thus, it cannot be claimed that the findings of the study are applicable to all the school of the country. Therefore it is suggested that further research should be carried out with different number of the students and schools applying the same technique to generalize the findings.

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Besides these there are some other advantages of group work which are given below:

a. Group work technique is suitable in the country like Nepal where a large number of students study in a single class with a single teacher.

b. Students feel fewer burden while working with friends in groups.

c. It develops self confidence of the students.

d. Weak and shy students get much benefit in group learning than whole class learning.