

CHAPTER ONE

INTRODUCTION

1.1. General Background

Language can be defined as voluntary vocal system of human communication. It is species specific and species uniform possession of human beings. It is the most advanced, widely used means of human communication. There are different modes of communication besides language. They are visual, tactile, olfactory, gustatory, etc. Among them, language is universal medium to express human thoughts, ideas, feelings, emotions, experiences, and desires. We could not imagine the modern world in absence of language. The activities in the modern world from this or that perspective are influenced by the language. It is a means to establish social relation among people. It is the language that has brought disparity between animal and human world. Jespersen (1994 p.4) gives the following definition of language.

Language is not an end in itself just as little as railway tracks, it is a way of connection between souls, a means of communication
language is the most complete, the richest , the best means
 of communication; it bridges the physical chasm between individuals.

It is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols. Language is a purely human possession and it does not include any involuntary and instinctive features of communication. There does not exist any other means of communication that human beings use as conveniently as language.

More than six thousand different languages are spoken in the present day world. Among them English is one of the richest languages since it has wide

coverage, rich vocabulary, written literature and high population of its users. It is one of the prominent international language in which most of the books, reports, journals, newspapers are published. It is used in business, education, sports, literature, communication, technology, politics and so on. Crystal (1988) says "English is the mother tongue of more than 300 million people in the world. Similarly about 3000 million people use it as a second language and around 200 million people speak English as a foreign language in the universe."

English is used as a lingua-franca to make the communication possible among the people of different speech communities. Out of six official language used in united nation, it is the most widely used language. English has become one of the important subjects of teaching all over the world. Sthapit et al (1998) say "It is the principal language for international communication and gateway to the world body of knowledge" (as cited in Bhattarai, 2002, p.2)

In the current world of information technology communication and globalization, Nepal can not remain beyond the influence of English language. It is regarded as an international language in Nepal. The history of teaching learning of the English Language in Nepal is not very long. The practice of teaching English in Nepal has been taking place since Durbar school was established. In Nepal, it is being taught as compulsory subject from class one to bachelor level. It is also being used as medium of instruction in some private and boarding schools. Moreover, many official documents, reports, journals, newspapers, magazines, books, research reports, academic certificates are published in English. The use and importance of the English language is growing day by day in Nepal. Hence, learning English has become the cry of the day.

1.1.1 Teaching of the English Language

Teaching of English takes place round the world since it is a world language and contains the large body of knowledge and information. Nepal is not an exception to this truth. In Nepal English has been used as a means of interaction by people from educated and elite circle since Rana Regime. Although the standard value of English exists around the world, we can not say whether teaching of English should take place in a native like environment or not. Teaching of English is taking place with its varied terminologies like Teaching English as a second language (TESL), Teaching English as a foreign language (TEFL), Teaching English for speakers of other languages (TESOL), and English for specific purpose (ESP) and so on.

Language Teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the 20th century as applied linguists sought to develop principles and procedures of teaching methods and materials based on the developing fields of linguistics and psychology. Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies (Richard and Rodgers, 2001, p.1)

Teaching of English in Nepal is still in vicious circle. Nepali teachers of the English language have been still using outdated teaching method. In fact, language teaching methods experimented and developed in America, Britain and other English speaking countries in Native language context may lack relevancy in our context. Our multi-linguistic and multicultural setting create problems to use these methods. We are still using Grammar Translation (GT) method which is outdated and has been severely criticized for its failure to develop communicative ability in students and we have no longer used communicative method, task- based learning method, cooperative language learning. We have not known which method is suitable for us. Thus, the standard of ELT in Nepal is no more than parasite.

1.1.2 Approaches and Methods in Language Teaching

Approach, methods and techniques are most frequently used terms in the field of language teaching. Anthony (1963, pp. 63-67 as cited in Richards and Rodgers, 2001, p. 19) defines approach methods and techniques in the following ways.

... an approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught ...

... method is an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural.

... a technique is implementation that actually takes place in the classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objectives. Technique must be consistent with a method and therefore in harmony with an approach as well.

Approach is the philosophical level at which assumption and beliefs about language and language learning are specified; method is the intermediate level at which theory is put into practice and choices about particular skill and content to be taught and the order in which the content will presented. Technique is the concret realization or manifestation of methods and approaches. It is the level at which classroom procedures are described.

Richards and Rodgers (ibid) make some changes about relationship among these terms. They emphasize method as umbrella term and say that method is described in terms of issues identified at the level of approach design and procedure. They assert that method is theoretically related to an approach, organizationally determined by a design and practically realized in procedure.

In language teaching, there are many approaches and methods. The grammar translation method of foreign language teaching is the most traditional method dating back to the late 19th century and early 20th century. It was used to teach dead language such as Latin and Greek. It allows the use of mother tongue and emphasizes reading, writing, grammatical rules, vocabulary memorization, translating texts, etc. Accuracy was emphasized than fluency. The teacher is the dominating personality or authority in the classroom where as learner are expected to follow the teacher's suggestion and memorize all the grammar rules and vocabularies.

The direct method which emerged at the end of the nineteenth century was the product of a reform movement. It reacted against the restrictions of grammar translation method. The core theme of direct method was to teach the meaning by making direct connection with the words through demonstrations and actions. Speech and listening are focused. Target language is used as a means of communication and instruction in the classroom. Students among themselves as well as with teacher interact using target language.

The Oral Structural Situational (OSS) approach began with the work of British applied linguists in the 1920s and 1930s. Like, the direct method, situational language teaching adopts an inductive approach to the teaching of grammar. The target language is a language of classroom. New language points are introduced and practiced in context. Reading and writing are introduced after a sufficient lexical and grammatical basis is established. Language teaching begins with the spoken language. Teaching works as a model setting up

situation providing vocabulary items and patterns where students listen and repeat.

In the history of language teaching, a distinct Audio Lingual method can hardly be identified until the late 50s. In the fifties, it was most frequently referred to as aural oral method. This method required the use of simple mechanical aids. New materials are presented in the form of dialogue. Structural patterns are taught using repetitive drills. Great importance is given to precise native like pronunciation. It is a teacher dominated method. He is more active. He direction and controls the pace of learning. He monitors and corrects the learners' performance. Learners imitate the teacher. They are encouraged to take active part in dialogues and interaction.

Audio lingual method doesnot encourage learner centered teaching. It lacked fluency and appropriateness but emphasized accuracy. So, communicative language teaching came in the field of language teaching in late 1960s. it is based on the theory of language as a means of communication. Communicative language teaching is best considered as approach rather than a method. The basic assumption behind communicative language teaching is to teach use than usage. Littlewoods (1981, p. 1) states, "One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language." Communicative competence is desired goal of CLT. Meaning is paramount and contextualization is basic premise of CLT. Student's errors are tolerated in language learning. The teacher acts as a facilitator of the interaction between participants. He analyses the needs, manages the groups, works as a guide and resource person in the class. Learners get actively involved in the learning process. It is learner oriented approach.

According to Richards and Rodgers (2001, p. 15) some current communicative approaches are:

The communicative language teaching

The Natural approach

Cooperative Language Learning

Content Based Instruction

Task Based Language teaching

1.1.3 Cooperative Language Learning

Language is not only an individual entity. It is social phenomenon. Language reflects the social identity of an individual. It develops, exists and is learned in society. Language learning is acquisition of language skills and structures to be used in a social setting to fulfill the communicative goals. In many works and social activities, people must work together to get the tasks accomplished.

Working together means cooperation. It also means merging the talents of individuals to get the job done. In the context of teaching, cooperative learning (CL) is a teaching strategy in which two or more persons work together to accomplish the shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all group members. In CL, small teams each with students of different level of ability use a variety of learning activities to improve their understanding of a subject. Each member of a group is responsible for not only learning of what is taught but also for helping team members' learning, thus, creating an atmosphere of group spirit and cooperation. For Brown (2001, p. 47), "As the students work together in pairs and groups, they share information and come to each other aid. They are a 'team' whose players must work in groups to achieve goals successfully." Thus, CL is an approach to organizing classroom activities in academic and social learning experiences where students must work in groups to complete the sets of tasks collectively. Everyone succeeds when the group succeeds.

Richards and Rodgers (1986, p. 192) have put forward that "CL is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom." Therefore, learners do activities

in small pairs or small groups where each member has to contribute for success for the group.

Similarly, Olsen and Kagan (as cited in Richards and Rodgers, 1986, p. 192) maintain that cooperative learning is a group learning activity organized so that learning is dependent on socially structured exchange of information between learners in a group in which learner is held accountable for his her own learning and is motivated to increase learning of others.

A more detailed definition comes from David and Roger (2001, p. 7). They hold that:

CL is a successful teaching strategy in which small teams each with the students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible for not only learning what is taught but also for helping team mates, thus, creating an atmosphere of achievement. Students work through the assignments until all group members successfully understood and complete it. Cooperative efforts results in participants striving for mutual benefits so that all group members gain from each other's efforts, recognize that all group members share a common fate, know that one's performance is mutually caused by oneself and one's team members can feel proud and jointly celebrate when a group member is recognized for achievement

In CL, therefore, teacher places students in small group with students of different levels. The higher level students help lower level students. In essence, cooperative learning is different from competitive an individualistic learning

because in competitive situation, students work for themselves only without the sense of group spirit and shared accountability. Consequently only some of them succeed. In individualistic learning situation, students work independently according to their self interest, motivation, need since their learning goals are not related to those of other students. They do not take notice of success or failure of others.

However, in CL, students think themselves accountable for each other's success. They encourage and help each other to do the work. They learn the subject matter working together regardless of their competency, ethnic background, gender, etc.

1.1.4 SLA and Cooperative Learning

Second language acquisition (SLA) is the process by which people learn a language in addition to their native language. It can be acquired naturally if there is adequate exposure and low affective factors. It is also learnt in formal setting through teaching learning activities. Several approaches, methods emerged in the field of language teaching. The result of developments and researches brought about in second language teaching over the year is the emergence of communicative language teaching. Communicating in second language ensures its acquisition is common belief among teachers. The researches carried out have also shown that opportunity to use language in meaningful situations increase the pace of learning. Consequently, there emerged many methods and approaches that emphasize creation of environment where there is increased opportunity to use language. Harmer (1998) says, "Group activities have become one of the key tools in communicative language teachers' textbooks because groups provide so many opportunities for students to communicate and because groups provide a means of integrating listening speaking, reading and writing" (as cited in McCaffarty et al. 2006, p. 3)

Group work provides opportunity for interaction and increase the amount of student talking time. It also fosters the social skill of cooperation and positive attitude. The most important aspect is that it develops learner's autonomy providing opportunity to discuss and make decisions. However, there arise some problems in using such activity. These problems include members not participating, groups not getting along, lack of group spirit in members, etc.

According to McCaffarty et.al (2006, p. 3), "CL arose in mainstream education as an effort to address the problems of group works and to generally facilitate students student interaction." Therefore, the teacher has to keep into consideration the problems that arise while the practice of cooperative learning.

Krashan (1982) states that simply language input is not enough and what he argues is that input should be comprehensible. Comprehensible input means that learners must understand the language he or she is addressed. Input should be interesting, relevant and comprehensible. So, learners can easily acquire language. An important fact of effective language teaching and learning involves the awareness of affective factors in SLA. Learners are normally different levels of efficiency in formal and communicative aspect of language. This affects their learning when they get the same kind of input. The acquisition takes place only when the input is processed as intake. In the process of input changing into intake, the students' motivation, their attitude, need, self confidence, anxiety, etc are playing their role as a filter which determines the amount of language input taken up by the learner. When the learners' purpose is clear with strong motivation and appropriate level of self confidence and anxiety with positive attitude towards second language, they learn the language better. In the Nepalese context, most of the EFL classes have students with varied background. They significantly vary in the linguistic and communicative competence. This heterogeneity creates a situation that challenges teachers, teaching materials and techniques. There is not the culture of cooperative learning in which all level of students benefit from each other. These problems can be solved to a great extent by introducing and promoting

collaborative environment in language classes. This type of environment helps the teacher to address dynamic and diversified need of the students and creates convenient environment to negotiate meaning in a social context.

1.1.5 Theoretical Bases of CL

The early 20th century educator John Dewey is usually credited with promoting the idea of building cooperation in learning into regular classroom on a regular and systematic basis. It was developed in the United States in the 1960s and 1970s as a response to the integration of public schools. Educators were concerned that traditional models of classroom learning were teacher fronted and fostered competition than cooperation and didn't favour slow learners. Johnson et al (1994) say, cooperative learning in this context sought to do the following.

- Raise the achievement of all students, including those who are gifted or academically handicapped
- Help the teacher build positive relationship among students
- Give students the experiences that they need healthy social, psychological and cognitive development.
- Replace the competitive organizational structure of most classrooms and schools with a team based, high performance organizational structure.

In second language teaching, CL has been adopted as a way of promoting communicative interaction in the classroom and is viewed as an extension of the principles of communicative language teaching.

Cooperative Language Learning is based on some basic premises about the interactive and cooperative nature of language and language learning. 'We are born to talk' is the basic premise of cooperative language learning. Weeks (1979) mentions that "All normal children growing up in normal environment learn to talk, , we are born to talk. We may think ourselves as having been programmed to talk. Communication is generally considered to be the primary

purpose of learning." (as cited in Richards and Rodgers, 1986 p. 93). CL is used to support both structural and functional modals of language. Since CL activities are used to focus on language form as well as the practice of particular language function, learners develop their formal and communicative competence by conversing in socially and pedagogically structured situations.

CL has its own theory of learning. It is based on social interdependence and cognitive learning theories. In an education setting, social interdependence indicates students' attempt to achieve and develop positive relations and psychological adjustments. Social interdependence perspective led the cooperative learning practitioners to establish situations in which the group members can attain their own goals only if group succeeds.

The cognitive development perspective of cooperative learning is based on the work of Piaget and Vygotsky. Richards and Rodgers (2001, p. 194) mention that piaget and Vygotsky emphasized social interaction in learning. Piaget suggests that when individuals work together, socio-cognitive conflict occurs and creates cognitive disequilibrium that stimulates talking ability and reasoning. Vygotsky presents that knowledge is social, constructed from cooperative efforts to learn, understand and solve problems.

1.1.6 Basic Elements of CL

Working together in pairs or small groups to accomplish the teaching learning goals is the basic activity in cooperative learning. Nunan (1992, pp. 34-35) mentions the following five elements for successful CL.

- a) Positive interdependence
- b) Individual accountability
- c) Face to face interaction
- d) Social skills
- e) Team reflection

Kogan (1994) also states the following basic principles of CL (as cited in Baral, 2006, p. 5)

- a) Positive interdependence
- b) Individual accountability
- c) Equal Participation
- d) Simultaneous interaction
- e) Group processing

These elements are briefly described as follows:

a) Positive Interdependence

This is the core element of CL. It means "all for one and one for all." It is the perception of the team mates that they are related to each other in such a way that their progress and failure is shared. It promotes a situation in which students work together in small groups. They care about each other's learning.

b) Individual Accountability:

As Richards and Rodgers (2001, p. 197) state that individual accountability involves both group and individual performance. Individual accountability prevails when the performance of each individual students is assessed and the results are given back to the group and the individual. The purpose of CL group is to support each member to perform their job. Students are held individually accountable by giving an individual test, randomly selecting one student to produce to represent the entire group or make each student explain that they have learned.

c) Face to face interaction

In CL, students interact with each other. They share their knowledge, skills and problems. The teacher has to maximize the opportunity for students to promote each other's success by helping, encouraging and

praising each other's efforts to learn. Students interact about concept being learned and share ideas to solve the problem.

d) Social Skills

Social skills are the basic premises of CL. Cooperative efforts requires social skills and interpersonal skills. Socially unskilled individuals in a group cannot perform the task cooperatively and effectively. Individuals must be taught the social skills to make them able to work together in a group. Leadership, decision making, trust building, group spirit and confidence building, communication, stress and conflict management skills have to be taught purposively. These social skills will help to interact effectively with peers having varied cultures, ethnic groups and intelligence.

e) Team Reflection

Team members set their goal and assess themselves. They identify problems and contribute to function more efficiently.

1.1.7 Role of Teachers and Learners in CL

a) Teacher's Roles

The teachers serve as facilitators and encourage students to be interdependent. Larsen-Freeman (1986, p. 168) says that teachers not only teach language, they teach cooperation as well. The teacher is regarded as helpful or facilitating person. He specifies the objectives, both academic and social skills and encourages students to work cooperatively.

Group size structuring is another important decision or activity that the teachers must make. This will depend on the task the students have to carry out, their age, time limit, students' ability, intelligence, culture, gender, etc. The teacher has to monitor each group while conducting a

lesson. It is indispensable to observe the interaction among group members to help them and assess their academic progress and small group skills. The teacher diagnoses the problems that students may have in working together and intervenes to increase learning groups' effectiveness.

b) Learner's Roles

In cooperative learning, learner is a member of a group who must work collaboratively on tasks with other group members. They discuss the material to be learned, encourage and help each other in learning process. Richards and Rodgers (2001, p. 199) say,

Students are taught to plan, monitor and evaluate their own learning which is viewed as a compilation of life long learning skill. Thus, learning is something that requires student's direct and active involvement and participation. Pair grouping is the most typical CL format ensuring the maximum amount of time learners spend engaged on learning tasks.

CL is a successful strategy in pedagogical practices. It involves varieties of techniques underlying the principle of positive interdependence and individual accountability to achieve a common goal. It results greater achievement compared to competitive and individual learning. Students develop thinking skills, improve interpersonal skills, have greater intrinsic motivation and positive attitude towards learning. It often creates students centered atmosphere in the classroom. It plays significant role in SLA.

1.1.8 Grammar

Generally, grammar refers to the set of rules and forms of language through which we can communicate our ideas, feelings, etc. Grammar is defined as connections of words and word groups in an acceptable structure. It is the study of organization of words and phrases into various combination often representing many layers of structures. Ur (1996, p. 76) defines grammar as

how words are combined or changed to form acceptable unit of meaning within a language. It is a set of formal patterns in which unit of language are arranged to convey meaning. Grammar is central to language teaching and learning. It is also one of the most difficult and controversial aspect of language teaching.

Grammar as a fixed set of word forms and rules of usage is a traditional belief in the world of language pedagogy. Those who believe this view associate grammar with prestige forms of language, used in writing and formal presentations. They teach grammar by explaining form and rules by drilling and memorization. The result is not satisfactory since students produce correct forms in test and exercises but make errors in using language in the context. Those who believe in recent theories on difference between language learning and acquisition tend not to teach grammar. They assume that students absorb grammar as they hear, read and use language.

The communicative competence model balances between these two extremes. It asserts that grammar instruction in a meaningful communicative context helps students acquire the language more efficiently. Cooperative language learning strategy underlies communicative language teaching.

1.1.8.1 Attitudes Towards Grammar

The knowledge of grammar is essential for language learning. Almost all people believe that language knowledge means the knowledge of grammar which is inevitable for systematic analysis of language forms and maintain accuracy. Some views towards teaching grammar (Thornbury, 1999, pp. 10-14) are as follows:

- a) Grammar is acquired naturally: Native speakers acquire grammar naturally. Not only native speaker but also second language learners need not be taught grammar because they acquire it automatically.
- b) Grammar is collection of meaningless forms:

This may have arisen because many people believe that grammar means rules about language forms only. However, grammar is not one-dimensional and not meaningless. It embodies morph-syntax (form), semantics (meaning) and pragmatics (use).

- c) Grammar is boring: This opinion or attitude is the result of the impression that grammar can only be taught through repetition and drills. These activities are void of context.
- d) Students have different learning style: Not all the students learn grammar in same style, some learners may have more analytical learning styles than others.
- e) Grammar has to do only with sentence-level and sub sentence level phenomena. It does not go beyond the sentence level and does not have to do anything with discourse.

1.1.8.2 The Purpose of Teaching Grammar

The prime objective of teaching grammar is to enable students to carry out their communicative purposes using language. According to Thornbury (1999, pp. 15-77), there are several arguments for teaching grammar.

- i) The sentence machine Arguments
Grammar has limited rules but by the help of these rules, a number of sentences can be produced. So, teaching grammar provides learners with ability to generate unlimited linguistic creativity.
- ii) The fine tuning Arguments
Learners are able to use correct structures of a language through teaching grammar. They learn language systematically.
- iii) The fossilization Argument
If we learn language without having been taught grammar, the language learning fossilizes. To put it simply, linguistic competence stops to develop.
- iv) The Advance Organizer Argument

This argument shows that the learners can progress to learn language later when they learn formal system of language from the beginning.

v) The Discrete Item Argument

Learning language means learning different aspects of language.

This argument advocates that there are infinite number of sentences in language but these can be expressed out using limited different grammatical structures so that there won't be any confusion to learn them. Grammar makes neatness in the use of language.

vi) The learner expectations argument

Grammar is put in language teaching simply because of learners' expectations to learn grammar. Generally, learners wish to develop their grammatical competence in a particular language.

1.1.9 Action Research

Action Research is propounded by Kurt Lewin (1946), for the first time assuming to bridge the gap between theoretical and applied research. It is a research conducted by the practitioners to find out and solve the problem of the subject as well as for the feedback of their activities. It is generally designed and practiced for almost one academic year as it is academic in nature. The essential impetus of carrying out an action research is to change the system.

In Cohen and Manion's (1985) view, action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in a specific context. Similarly, Kemmis (1988) opines that action research is a form of self-reflective enquiry undertaken by participants in order to improve their own professional practices. Likewise in Elliott's (1991) words, 'action research is the study of a social situation with a view to improving the quality of action within it. Johnson (1992) also regards action research as a way of teaching through inquiry with the aim of developing professional practice.

Common features of action research highlighted by all these scholars are as follows:

- a) In action research, a problem is identified in a local situation and it is instantly solved in the same situation.
- b) Action research is participants' self reflective enquiry
- c) It aims at improving current state of affairs, participant's activities, quality of action within social setting.

The action research is classroom investigation carried out to find out and solve the specific problems here and now in local setting. It is a joint venture of language practitioner and researcher in a practical way. The main aim of the action research is to improve the current state of affairs within the educational context in which research is being carried out. Action research ultimately solves the practical problems of an academic context by bridging gap between theory and practice.

1.1.9.1 Characteristics of Action Research

The main characteristics of action research are as follows:

- i) Action research is collaborative.
- ii) It is carried out by practitioner.
- iii) It aims at bringing change.
- iv) It is practical
- v) It is participatory in nature.
- vi) It is a cyclical in process.
- vii) It is led by inductive approach.

1.1.9.2 Steps in Carrying Out Action Research

Different scholars have put forward almost similar steps of action research but they slightly differ in ordering of the steps.

Wallace (1998) gives 5 steps:

- Consider problems/ issues
- Ask questions
- Action research
- Data Collection and analysis
- Application to professional practitioners.

Kemmis et al (1985, p. 14) give four steps:

- Develop a plan of action
- Act to implement plan
- Observe the effect and reflect on these effects (as cited in Nunan 1992, p. 17)

Likewise, Nunan (1992) gives the following steps of action research:

- i) Initiation: The researcher observes the problem.
- ii) Preliminary Investigation: An attempt is made to collect the concrete information about what the problem is.
- iii) Hypothesis: The researcher plans his/her activity to solve the problem identified and postulates a hypothesis.
- iv) Intervention and treatment: The ongoing regular classroom activities are interrupted and a new treatment is introduced. The main purpose of it is to bring change in the current state of affairs.
- v) Evaluation: The researcher evaluates the change brought by the new action introduced in preceding steps.
- vi) Dissemination: It is the step of sharing the idea about the findings of the study. The researcher runs a workshop or presents paper at the language conference or seminar.
- vii) Follow up: The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is

changed and new one is adopted to introduce certain changes in the study.

1.2 Review of the Related Literature

Grammar is one of the most significant and central but the more difficult and controversial aspects of language teaching. Many methods and techniques have been proposed to tackle with the difficulties in teaching grammar and their effectiveness has been experimented through many researches.

Cooperative language learning is a widely researched area of language teaching and learning. Researches reveal that in most of the language teaching situations it can be implemented and its effectiveness is admirable. Gaith and Yaghi (1998, as cited in Baral, 2006, p. 3) have published a research article on "Effects of CL on the acquisition of second language rules and mechanics" to investigate the effect of CL in ESL classroom by conducting a true experimental research with fourth, fifth and sixth -graders. They did not find any significant difference between experimental and control group. However, they found CL is beneficial for less proficient students. They suggest that the reason behind this result could be more and active involvement of slow learners in learning process.

Regmi (2004) has carried out a research work on 'A study on the effectiveness of group work techniques in teaching English Tense.' It was an experimental research. Students were divided into experimental and control group. Experimental groups were taught through group work technique and control groups were taught through usual techniques. This shows the positive effect of the techniques.

Rimal (2004) carried out a case study on "Effectiveness of group work in learning writing skills in English of grade IX students. The finding of the

research presents the positive effect of group work on students learning. The research hasn't gone into the area of individual learning though it has show the positive role of group work in learning.

Baral (2006) has carried out an experimental research on 'Effectiveness of CL on the lower secondary students' achievement in English.' He had tried to determine whether the CL is more effective than the method of teaching in practice with respect to achievements of students in English to evaluate the impact of CL on academic achievement in all four language skills. The findings of the study has shown that CL is more effective teaching learning strategy for ELT compared to the current methods of teaching in practice in Nepal. In the case of the language skills, the CL has more impressive impact on the performance of student in listening and speaking skills than reading and writing.

'Group and Pair work with collaboration is the core of any CL activity but its focus lies on individual performance since the goal of any teaching learning practice is to equip each individual students with learning outcomes' (Baral, 2006). There are a few research works carried out in the area of effectiveness of group work.

Bhattarai (2010) carried out research on 'using cooperative learning in developing vocabulary'. It was an action research. His research aimed at finding out usefulness of CL in developing vocabulary. He concluded that CL plays an admirable role in developing vocabulary in second language learners.

Similarly, different researches have been carried out in the field of teaching grammar using various techniques to examine their effectiveness and usefulness using various research designs.

Oli (2005) has carried out research on "The effectiveness of Task-Based Technique on Teaching Simple present Tense." It was an action research. The

sample of the research were class eight students. The research revealed that the task based technique is highly effective in teaching simple present tense.

Khadka (2007) carried out another significant research on "Task Based and Form focused Technique of Teaching Grammar". He compared between task based and form focused technique on teaching grammar. It was an experimental research. The task based technique was found far more effective than form focused techniques in teaching grammar. .

The present study is the new area of research in our context. There is no research carried out till the date on the effectiveness of cooperative learning in teaching grammar, particularly in teaching grammatical transformations.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To find out the effectiveness of cooperative language learning in teaching grammatical transformations.
- ii) To provide some pedagogical implications.

1.4 Significance of the Study

The present study could be significant to those who are interested in language teaching and learning particularly the English language. It is also useful for teacher trainers to realize the need of teachers and develop relevant materials. It will significantly help to syllabus designers, textbook writers, researchers and ELT practitioners.

CHAPTER TWO

METHODOLOGY

The following methods were adopted to carry out the study.

2.1 Sources of Data

I used both primary and secondary sources of data. The primary sources were used to collect required data and the secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The primary sources of Data were the students of Grade 9 of Dasharth Chandra Secondary School, Chhatreaurali-1, Dhading.

2.1.2 Secondary Sources of Data

The secondary sources of data were books, theses, journal, articles, internet, etc. related to the present research. Some of the them were Krashen (1982), Ellis (1985), Larsen-Freeman (1986), Ur (1988), Nunan (1989), Wallace (1989), Richards and Rodgers (2001) and Harmer (2003).

2.2 Population of the Study

The population of my study was the students of grade nine of one of the government aided secondary schools of Dhading District named Dashrath Chandra Secondary School.

2.3 Sampling Procedures

I selected one of the secondary level schools of Dhading district using purposive non random sampling procedure for data collection. The sample of the research were grade nine students of that school.

2.4 Tools for Data Collection

Test items were the tools for data collection from primary sources. The tools that I used to elicit the data involve pre-test, progressive tests and post-test. Pre-test and post-test consist of the same items whereas progressive tests consist of the test items related to evaluate the progress of the students.

- a) Pre-test: A pre-test was administered before starting real classroom teaching.
- b) Progressive Tests: After administering the pre-test, I started the real classroom teaching and then four progressive tests were administered in the interval of five days teaching.
- c) Post-test: At the end of the classroom teaching post-test was administered.

2.5 Process of Data Collection

The researcher followed the following steps to collect data from primary sources

- a. First of all, I visited the head teacher of the school and explained the purpose of my study.
- b. After his permission to carry out the research, I informed students about my purpose and plan.
- c. I administered pre-test to identify their level of proficiency in grammatical transformation and kept record of it.
- d. After analyzing the scores of the pre-test, real teaching was started using cooperative learning activities.
- e. I administered progressive tests at an interval of 5 days.
- f. Then, the post-test was administered after teaching twenty lessons.

- g. Finally, the scores of pre-test, post-test, and progressive tests were analyzed to determine effectiveness of cooperative learning for teaching grammatical transformations.

2.6 Limitations of the Study

The study had the following limitations:

- i) The study was limited to the Dashrath Chandra Secondary School, Chhetredeurali-1, Dhading.
- ii) The population of the study was limited to the students of class nine of the school.
- iii) It was limited to the teaching of 20 lessons only.
- iv) The study was limited to teaching grammatical transformations: Negation, interrogation and passivization.
- v) The primary data were collected from the written tests.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretations of the data collected from the pre-test, three progressive tests and a post-test. Analysis and interpretation of the data are given in the following order.

- a) Analysis and interpretation of the individual test scores obtained from pre-test progressive tests and post-test.
- b) Analysis and interpretation of item wise correct and incorrect responses of pre-test, progressive tests and post-test.

3.1. Analysis and Interpretation of the Individual Tests Scores

Under this heading, the data obtained through pre-test, progressive tests and post-test have been analyzed and interpreted in the following sub-headings:

3.1.1 Pre-test Scores

The pre-test items consisted of transforming given sentences into negative, interrogative, passive and vice-versa, multiple choice and sentence making and transforming as indicated. The scores of the students on the pre-test are presented in the table below:

Table No. 1

Individual Scores on the Pre-test

S.N.	F.M.	Scores	Percentage	No. of students	Percentage
1	50	27	54%	3	12.5%
2	50	24	48%	3	12.5%
3	50	21	42%	1	4.16%
4	50	19	38%	1	4.16%
5	50	16	32%	3	12.5%
6	50	14	28%	3	12.5%
7	50	11	22%	2	8.33%
8	50	10	20%	5	20.83%
9	50	8	16%	3	12.5%
Average Score: 15.79 (31.58%)					

As the table shows, 12.5% of the students have scored 27 out of 50 full marks. It is the highest score on the pre-test. The lowest scores is 8 which is obtained by the same percent of the students. The average score is 15.79 which is not so satisfactory score. Around 45.8 students are above the average about 55% of the students are below the average.

The table vividly shows that the class consists of mixed ability groups. Some of them are very weak and some of them are medium on grammatical transformations. Although they had already come across the transformation exercises and activities in previous classes i.e. not experimental but usual, they had not achieved satisfactory level of proficiency. It is obvious from the average marks which are more than three times less than full marks and from the fact that 55% of the students are below the average.

3.1.2. First progressive Test Scores

After the interval of the first six classes, I administered the first progressive test to get an insight into the effectiveness of the intervention i.e. teaching through cooperative learning method. The main aim was to find out how much effective was the teaching and what further improvements in teaching strategy were necessary.

Table No. 2

Individual Scores on the First Progressive Test

S.N.	F.M.	Scores	Percentage	No. of students	Percentage
1	20	15	75%	4	16.66%
2	20	16	80%	8	33.33%
3	20	19	95%	1	4.16%
4	20	14	70%	4	16.66%
5	20	18	90%	2	8.33%
6	20	17	85%	5	20.83%
Average Score: 16 (80%)					

As we can see in the table, 4.16% of the students have scored 95% which is the highest marks and 16.66% of the students have scored 70 of the marks. The average marks obtained by the students is 16 which is 80% of full marks. The table also reveals that 66.65% students have obtained above the average score and about 33.35% students have scored below the average marks.

Comparing the result of the first progressive test with the pre-test results, the students have shown satisfactory progress in learning grammar i.e. transformation of sentences.

In pre-test, the highest score was 54% where as the first progressive test it was 95%. Similarly, the lowest score, in pre-test was 16% but in the first progressive test, it was 70%, which is greater by 54% than that of lowest score in the pre-test. The average score of the pre-test is 31.58% of the full marks and average score of first progressive test is 80% of the total marks. These average marks show the remarkable progress in students' performance.

3.1.3 Second Progressive Test Scores

Second progressive test was administered after 12 classes. The scores of students on second progressive test were recorded and tabulated as follows:

Table No. 3

Individual Scores on the Second Progressive Test

S.N.	F.M.	Scores	Percentage	No. of students	Percentage
1	20	18	90%	8	33.33%
2	20	19	95%	7	29.16%
3	20	17	85%	5	20.83%
4	20	16	80%	2	8.33%
5	20	15	75%	2	8.33%
Average Score: 17.66 (88.33%)					

As the table shows, the highest scores is 95% of the full marks. . It has been obtained by 29.16% of the students. The lowest sore is 75% which is obtained by 8.33% of the students. The average scores is 17.66, which is 88.33% of the

full marks. As the table shows, 62.5% of the students are above the average score. The average mark in first progressive test was 80% but it was 88.33% in the second progressive test. This shows the satisfactory progress in learning. Moreover, students are found to be motivated and the interpersonal communication among students from different castes, social background is found to be facilitated a lot because of the use of CL Method.

3.1.4 Third Progressive Test Scores

The third progressive test was administered after the completion of 15 lessons. The following table records the scores of students on third progressive test.

Table No. 4

Individual Scores on the Third Progressive

S.N.	F.M.	Scores	Percentage	No. of students	Percentage
1	20	18	90%	2	8.33%
2	20	17	85%	6	25%
3	20	16	80%	9	37.5%
4	20	15	75%	3	12.5%
5	20	14	70%	2	8.33%
6	20	13	65%	1	4.16%
7	20	12	60%	1	4.16%
Average Score: 15.83 (79.16%)					

As the table has shown , 90% marks is obtained by 8.33% of the students. Similarly, 85% and 80% marks are obtained by 25% and 37.5% of the total students respectively. The highest score is 18 and the lowest is 12 obtained by 8.33% and 4.16% of the students respectively. The average score is 15.83 i.e. 79.15% of the full marks. More than 70% students have scored above the average score.

In comparison to the first and second tests, this time scores were distributed more heterogeneously and average score has also been decreased. However, most of the students have scored above the average marks. The overall performance exhibited by students in the scores and classroom behaviors have shown the significant evidences supporting the effectiveness of cooperative learning in teaching grammatical transformations.

3.1.5 Post-test Scores

Individual Scores on the Post-test are given below:

Table No. 5

Individual Scores on the Post-test

S.N.	F.M.	Scores	Percentage	No. of students	Percentage
1	50	39	78%	4	126.66%
2	50	38	76%	3	12.50%
3	50	35	70%	2	8.33%
4	50	37	74%	2	8.33%
5	50	42	84%	2	8.33%
6	50	40	80%	7	29.16%
7	50	43	86%	3	12.50%
8	50	45	90%	1	4.16%
Average Score: 39.66 (79.33%)					

The record of the scores on the post-test in the above table shows that 90% of full marks is the highest scores obtained by 4.16% of the student. Seventy percent (70%) is the lowest mark obtained by 9.33% of the students. As the table shows, 39.66 is the average score which is 79.33% of the full marks and 54.18% of the students have scored above the average score.

In comparison to the marks in pre-test, post-test marks show the remarkable development in students ability to transform sentences. In pre-test, the scores were distributed around the average score of 15.79 with 54% as the highest score and 16% as the lowest score. However, in the post-test, the scores are distributed around the average score of 39.79 (full marks is 50) with 92% as the highest score and 70% as the lowest score. The average score in the post-test is 48% greater than that of pre-test.

This profound progress in grammatical transformation is the result of cooperative strategy used while teaching grammar. Therefore , it can be claimed that CL method is quite effective to develop students' proficiency on grammatical transformation. Moreover, CL strategy has been very significant to create learning environment among students, motivate them and lessen the socio-cultural gap and inhibition towards English among student.

3.2 Item wise Analysis and Interpretation of the test Result

3.2.1 Pre-test

The following table shows the item-wise correct and incorrect responses in the pre-test.

Table No. 6

Item wise correct and Incorrect Responses in the Pre-test

S.N.	Items	No. of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Responses %	Total
1	Negation	10	90	37.5%	150	62.5%	240
2	Interrogation	10	100	41.66%	140	58.33%	240
3	Passivization	10	85	35.41%	155	64.58%	240
4	Multiple choice	10	82	34.16%	158	65.83%	240
5	Sentence formation	10	80	33.33%	160	66.66%	240
6	Transforming as indicated	10	93	38.75%	147	61.25%	240

As presented in the table, interrogation item has the highest number of correct responses i.e. 41.66% and sentence formation has the least number of correct responses i.e. 33.33% of the total responses. It shows that sentence formation is the most difficult for them. All the items have lower number of correct responses than incorrect ones. It shows that learners proficiency in grammar mainly transformation is not satisfactory. The distribution of correct and incorrect responses do not have greater gap. It shows that all the items are almost equally difficult for the students.

3.2.2 First Progressive Test

The first progressive test contains four categories and twenty items. They are changing into negative interrogative, passive and fill in the blanks. Each item is assigned one mark. Therefore, the full mark is 20. The following tables shows the itemwise correct and incorrect responses.

Table No. 7

Itemwise Correct and Incorrect Responses in the First Progressive Test

S.N.	Items	No. of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Responses %	Total
1	Negative formation	4	90	93%	6	6.25%	96
2	Interrogative formation	4	72	75%	24	25%	96
3	Passivization	4	48	50%	48	50%	96
4	Multiple choice	8	120	62.5%	72	37.75%	192

As the table shows, the item 1 i.e. negative formation has the greatest number of correct responses. This item has 93.75% correct responses. On the other hand, item 3, changing into passive has the least number of correct responses. Only 50% of the total responses are correct in this item.

Comparing the itemwise correct responses in the first progressive test with that in the pre-test, there were only 37.5% correct responses of the item negative formation in the pre-test whereas in the first progressive test, there was 93.75% correct responses. Similarly, there were 41.66% correct responses in interrogative formation, 34.16% in pasivization, and 34.16% in multiple choice, but in the first progressive test, they are 93.75%, 75%, 50% and 62.5% respectively. The percentage of correct responses in each item shows that there has been progress in students' ability to transform sentences.

3.2.3 Second Progressive Test

This test contains four categories. They are changing positive sentences into negative and vice versa, statements into question (yes/no) and vice versa, passive sentences into active and vice versa and fill in the gaps. Each item is assigned one mark and each category has five items. Therefore, the full mark is 20. The following table presents the item-wise correct and incorrect responses.

Table No. 8

Item-wise correct and incorrect Responses in the Second Progressive Test

S.N.	Items	No. of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Responses %	Total
1	Changing positive sentences into negative and vice versa	5	111	92.5%	9	7.5%	120
2	Changing statements into question and vice versa	5	114	95%	6	5%	120
3	Fill in the gaps	5	96	80%	24	20%	120
4	Changing passive sentences into active and vice versa	5	90	75%	30	25%	120

The table shows that item I, changing positive sentences into negative and vice versa has 92.5% correct responses and only 7.5% incorrect responses. Similarly, changing statements to question and vice versa has the highest correct responses i.e. 95% of the total responses. Fill in the gaps which is item 4 has 80% correct responses. The fill in the gap item needs students' ability to understand the context and supply suitable language form. CL has been effective to enable students to understand the context since they have shown remarkable scores. However, most of the students in most of the item have given correct responses. Their performance in each item is remarkable.

3.2.4 Third Progressive Test

The third progressive test consists of four categories with 20 full marks. Some test items require students' contextual sensitivity to attempt them correctly. The following table presents the item-wise correct and incorrect responses in the third progressive test.

Table No. 9

Item-wise Correct and Incorrect Responses in the Third Progressive Test

S.N.	Items	No. of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Responses %	Total
1	Fill in the blank space	5	108	90%	12	10%	120
2	Multiple choice	5	100	83.33%	20	16.66%	120
3	Completing dialogue	5	102	85%	18	15%	120
4	Sentence making	5	90	75%	30	25%	120

As the table shows, item 1 i.e. fill in the blanks has the greatest number of correct responses and the item 4 i.e. sentence making has the least number of correct responses.

Observing the responses on each of the specified test items most of the items have been responded correctly. Therefore, the number of correct responses in each item reveals that the use of cooperative learning in teaching vocabulary is helpful and beneficial. Not only students ability to transform sentences according to the communicative need but also their overall learning behaviour is found enhanced because of the use of group work, pair work, discussion like teaching techniques. The interpersonal communication among students have increased and they no longer hesitate to share ideas.

3.2.5 Post-test

After teaching 20 lessons of grammar mainly transformation and administering three progressive in the interval of every five classes, I administered a post-test. The post-test items were the same as assigned in the pre-test. They were categorized under six heading namely negation, interrogation, passivization, multiple choice, sentence formation and transforming as indicated. The following table shows the item-wise correct and incorrect and incorrect responses in the post-test.

Table No. 10

Itemwise correct and Incorrect Responses in the Post-test

S.N.	Items	No. of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Responses %	Total
1	Negation	10	120	91.66%	20	4.44%	240
2	Interrogation	10	192	80%	48	20%	240
3	Passivization	10	175	72.91%	65	27.08%	240
4	Multiple choice	10	180	75%	60	25%	240
5	Sentence formation	10	165	65.75%	75	31.25%	240
6	Transforming as indicated	10	204	85%	36	15%	240

As the table shows, the item 1, i.e. negation has the highest number of correct responses and transforming as indicated has the second highest number of correct responses. Likewise, the item 5, sentence formation has the lowest number of correct responses. All the items have above 68% correct responses.

Comparing the item-wise correct responses in the post-test with that in the pre-test, in the pre-test there was 37.5% correct responses in negation, 41.16% in multiple choice, 33.33% in sentence formation and 38.75% in transforming as indicated but in the post-test, they are 91.66%, 80%, 72.91%, 75%, 68.75% and 85% respectively. In comparison to the pre-test, higher number of correct responses were achieved in the post-test. The difference between correct responses in the pre-test and the post-test is almost double. These all things prove that the use of CL is effective in teaching grammar.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

Cooperative learning is based on same interactive and cooperative nature of language and language learning. Introducing cooperative learning (CL) method in teaching grammar to high school students has been a fruitful experience for me. Before, I began to teach using CL Method, I had doubt on its usefulness in teaching grammar. However, when I went to the classroom with my lesson plan that required students work on sentence formation and transformation in groups and pairs. It continued to work well even in heterogeneous class created by varying degree of proficiency group, social, cultural and linguistic background. Its effectiveness was considerable when students had to work together in pairs and groups helping each other and sharing ideas. The analysis of different tests taken further supports the experience mentioned above.

It has been found that CL method plays highly effective role in teaching learning grammar. I administered pre-test before I started teaching , three progressive tests during the experimental teaching and finally a post-test. At the end, I analyzed and compared the scores of these tests. I found the students having better performance after they attained the cooperative classes.

4.1 Findings

The findings of the study have been listed below:

1. Students achieved 31.58% average marks in pre-test and 79.58 % average marks in the post-test. There is the difference of 48% in the pre-test and post-test average scores. So, CL method is found effective in teaching grammar at secondary level.
2. The average scores in all progressive tests and post-test were above 79% whereas the average score in the pretest was 31.58% of the full marks. It shows that even the slow learners have progressed a lot. Thus, CL is quite supportive to enhance the learning of slow learners.

3. Item-wise analysis of correct and incorrect responses in different tests shows that the correct responses in the items such as completing dialogue, fill in the blanks which need contextual sensitivity in the part of students are relatively higher. Therefore, CL is helpful to grow contextual awareness of the students.
4. The performance of the students in all the specified items in the pre-test, the progressive tests and the post test is impressive. The difference of the correct responses in the specified items such as negation, interrogation, passivization, multiple choice, sentence formation, and transformation as indicated assigned in the pre-test and the post-test is 54.16%, 38.34%, 44.50%, 40.84%, 35.42%, 46.25% respectively.

4.2. Recommendations

1. The English language teachers should use CL method among others while teaching grammar since it is highly effective in teaching grammar.
2. Cooperative learning method should be applied to teach the mixed ability classes in which slow learners get help from talented ones.
3. Since contextual sensitivity is primary need of effective communication, learners must be aware of it. Therefore, grammatical structures are to be taught in context. Teachers should use cooperative learning techniques to make students aware of context.
4. Course designers and textbook writers should develop the grammar exercises which need pair works, group work, discussion activities to complete them.

APPENDIX I

Cooperative Lesson Plans Used for Experimental Teaching

Lesson Plan No: 1

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 15/01/2068

Teaching Item: Sentence formation

Materials: Used Materials

Activities:

- i. The teacher writes sentences on the board with incorrect word order.
- ii. Student are asked to form correct sentence using the given words.
- iii. They will be given time to make sentences.
- iv. They discuss in pairs and write the correct sentences.
- v. The teacher corrects their errors and helps in need.
- vi. Again, students select the next partners and compare their sentences and try to solve the problems. They take help from the teacher in case they can't solve.

Evaluation:

The teacher asks students to make sensible sentences from the following jumbled words individually.

- i. School/never/he/gone/has/to
- ii. To /want/do/to/you/Pokhara/to/go
- iii. She/to/has/father/yet/written/letter/not/a/her
- iv. Animals/have/crops/been/wild/destroyed/by

Lesson Plan No: 2

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 16/01/068

Teaching Item: Negation

Materials: Usual Materials, charts with rules and examples

Activities:

- i. The teacher writes sentences on the board with their negative transformation.
- ii. Students are said to study the statements and their negative transformations on the white board and copy them.
- iii. The teacher divides class into six groups each containing four students and again writes positive sentences on the whiteboard and asks students to change them into negative sharing their ideas.
- iv. Students exchange their exercise books and check and correct errors.
- v. The teacher presents the chart with rules and examples of negative transformation and students correct their mistakes themselves.

Evaluation: Change the following positive statements into negative.

- i. He is going to see a film tonight.
- ii. We do our homework everyday.
- iii. He won the match.
- iv. Everyone will pass English in the SLC.
- v. Keep yourself neat and clean.

Lesson Plan No: 3

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 19/1/068

Teaching Item: Questions (Yes/No) formation

Materials: Usual Materials, handouts of dialogues

Activities:

- i. The teacher divides the students into six groups, each containing four students.
- ii. Each group is given a handout of a dialogue. All the members of a group read the handouts.
- iii. Students are asked to copy the yes/no questions and answers from the dialogue. Students discuss among themselves and copy.
- iv. The teacher gives more examples of yes/no questions and their answers.
- v. The teacher asks at least two students from each group a yes/no question and students answer.
- vi. The, students are again divided into pairs and are told to ask whatever yes/no question they like to ask to their partner. Students take in turn to ask and answer the question.

Evaluation: Change the following statements into yes/no question.

- i. I live in Dhading
- ii. He has never gone to Kathmandu.
- iii. He speaks English well.
- iv. They can swim.
- v. We are planning to go to picnic.

Lesson Plan No: 5

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 21/01/068

Teaching Item: Changing statements into passive

Materials: Usual Materials, charts of sentences with active and their passive sentences.

Activities: The teacher presents the chart of active and passive sentences.

- i. He divides the students into pairs and asks them to read the active and passive sentences on the charts and derive the rules.
- ii. Students in pairs derive the rules from the examples.
- iii. The teacher writes more active sentences on the whiteboard.
- iv. He tells them to change these sentences into passive. Students are given fix time to do the activity.
- v. Then, the teacher changes the pair members. Students compare their work and learn from each other.
- vi. The teacher helps them in need.

Evaluation: Change the following statements into passive.

- i. Raju has bought a pen.
- ii. They don't help me.
- iii. Hindu worship the God Shiva.
- iv. He had won the match.

Lesson Plan No: 6

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 23/01/068

Teaching Item: Affirmation and Negation

Materials: Usual Materials

Activities:

- i. The teacher writes 10 affirmative sentences and 10 negative sentences on the white board.
- ii. He divides students into four heterogeneous groups. Each group and students in a group are assigned the symbol A, B, C and D and 1, 2, 3, 4, 5, 6 respectively.
- iii. Group 'A' and 'B' are told to change affirmative sentences into negative and group 'C' and 'D' are told to change negative sentences into affirmative.
- iv. Students are given limited time.
- v. The teacher helps students in need.
- vi. After the students finish assigned works. As from all groups, sit together and teach each other affirmation and negation. So do Bs, Cs and Ds.
- vii. Finally, the teacher clarifies the problems if they have any.

Evaluation:

- i. I have some books in my bag.
- ii. He has already left.
- iii. I will come to your house.
- iv. H never stops making noise.

Lesson Plan No: 7

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 25/01/068

Teaching Item: Voice recognition and Transformation

Materials: Usual Materials and handouts of passage

Activities:

- i. Students are assigned into six groups, each group is given handout of reading passage that contains active and passive voice sentences.
- ii. Students are said to read text and find out the sentences with transitive verb and differentiate if they are in active voice or passive voice.
- iii. Students share their ideas. They sort out the active and passive voices sentences collaboratively and write them separately.
- iv. The teacher tells them to transform active sentences into passive and vice versa.
- v. Students are given limited time to do each activity.
- vi. The teacher observes students participation in the activity, provides feedback and helps in need.

Evaluation: Change the following passive sentences into active and vice-versa.

- i. She studies English literature.
- ii. They have been invited in the party by their neighbor
- iii. Do they help you?
- iv. What did you play yesterday?

Lesson Plan No: 9

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 27/01/068

Teaching Item: Transforming as indicated

Materials: Used Materials, handouts of list of different type of sentences.

Activities:

- i. The teacher divides the class into 12 pairs. Each pair is given a list of sentences.
- ii. Students change the given sentences as indicated in the brackets with in 20 minutes. Both member in a pair work together and do transformations.
- iii. The teacher announces that the group which transforms the largest number of sentences correctly will be the winner and given a prize.
- iv. The teacher gives answer key to each group and they check their work themselves.
- v. Then, groups exchange their answer sheets and check the answers and calculate the correct responses.
- vi. The teacher helps them in case they can't transform themselves.

Evaluation: The teacher asks any two of the following sentences to each student.

- i. They ate some apples (Negative)
- ii. Nobody broke the bench (positive)
- iii. Either Hari or Hira has knocked the door. (Negative)
- iv. Tom has already visited Pokhara. (Negative)
- v. She does not have to cook herself. (affirmative)
- vi. He teased the dog. (Passive).

Lesson Plan No: 10

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 28/1/068

Teaching Item: Some already, too, either, several, never, seldom, rarely, and so, either ... or, any of in affirmative and negative sentences.

Materials: Usual Materials, list of sentences with above words used.

Activities:

- i. The teacher divides the class into six groups each group containing four students.
- ii. Each group is provided with a list of sentences and is said to indicate if the sentences are affirmative or negative.
- iii. They are given limited time to read the sentences and indicate them either affirmative or negative.
- iv. When students are busy, the teacher teaches group 'A' separately. He tells everything about why the sentences is affirmative or negative.
- v. Then, the students of group 'A' are sent one students to each of the rest of the groups. They check the respective group work, make correction and teaches them.

Evaluation: All the students are told to write own their one sentences using above words and indicate them as affirmative or negative.

Lesson Plan No: 11

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 30/1/068

Teaching Item: Affirmation and Negation

Materials: Usual Materials, list of the same sentences used in the previous lesson.

Activities:

- i. The teacher divides students into two groups
- ii. All the students are given the list of the same sentences used in the previous lesson.
- iii. Group 'A' students are instructed to transform only affirmative sentences into negatives and group 'B' is instructed to change only negatives into affirmatives.
- iv. students take help from other members in their group and perform the given task within the given time .
- v. Then, after the students finish, the whole class divided into pairs each containing one member from different previous group.
- vi. Both students work together and transform the given sentences into affirmative or negative form.
- vii. The teacher helps them in need.

Evaluation:

The teacher asks all the students individually any two sentences from the list to change either into affirmative or negative. Students response orally.

Lesson Plan No: 12

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 01/02/068

Teaching Item: Interrogative Sentences

Materials: Usual Materials, written broken dialogues

Activities:

- i. The class is divided into four groups.
- ii. Each group is given a broken dialogue.
- iii. Students read the dialogue, think of the exchanges and supply the correct sentences.
- iv. All four groups have different piece of dialogues. After they attempt the first, they are given the next dialogue which is the same as given to the next group.
- v. Each group attempts at least two dialogues out of four devised.
- vi. They asks teacher if they need teacher's help.
- vii. The teacher facilitates them to have active participation in the activity.

Evaluation:

The group leaders of each group and another student from the same group read the dialogues aloud. Teacher and students listen attentively and try to find out mistakes if any. The group is assigned marks.

Lesson Plan No: 14

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 04/02/068

Teaching Item: Passive and Active voice verbal form

Materials: Usual Classroom Materials, List of active and passive sentences

Activities:

- i. Students are divided into pairs.
- ii. They are provided a handout with list of sentence with active and passive form of verb out of which only one is correct to form meaningful or sensible sentence.
- iii. Both members of a group share their ideas and underline the form of verb that makes suitable sense in a sentence.
- iv. They can ask the teacher in case of confusion and the teacher favours them.
- v. Then, pairs exchange their handouts and check each others work. They may make corrections if they are sure of the suitable verb form.

Evaluation: The teacher gets the write the students selecting suitable verb form.

- i. The bridge will make/will be made here soon.
- ii. The winner will award/will be awarded a gold medal.
- iii. Narayan Gopal is remembered/remembers forever.
- iv. He has sent/has been sent me a letter.
- v. I took/was take my seat.

Lesson Plan No: 15

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 05/02/068

Teaching Item: Fill in the blanks

Materials: Usual Materials

Activities:

- i. The teachers writes the fill in the blanks items on the whiteboard and students copy individually.
- ii. The teacher says to the students to fill the contextually suitable language item in the blank space. They do it themselves.
- iii. The students are given fix time to fill in the blanks.
- iv. Then, after they finish, the class is divided into pairs. Both members in the pairs exchange their exercise books and try to find out the errors.
- v. They share their ideas to solve the problem they have.
- vi. They ask the teacher for help in case they can't solve the problem themselves.

Evaluation: Fill in the blanks.

- i. I like to read Novels but my father _____ to read poems
- ii. The boy was injured in the accident. He _____ (take) to hospital immediately.
- iii. Does it have any sense. Yes, It _____.
- iv. The affirmative statement of 'Did you get my fax? is _____

Lesson Plan No: 16

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 08/02/068

Teaching Item: Negative and Interrogative Transformation

Materials: Usual Classroom Materials

Activities:

- i. The teacher gives five minutes time to the students to write more than five affirmative sentences of their own.
- ii. Then, students are divided into six groups. Each containing four students
- iii. The students in each group are told to write the sentences together they have made.
- iv. The teacher collects the list of sentences and distributes to the group ensuring that each group will get the list made by other group.
- v. The students are given limited time to transform these sentences into negative and interrogative.
- vi. Students work together in groups and do the given work.

Evaluation: One student from each group is called in front of the class and reads aloud the transformations done. Rest of the class listens and notices the mistakes. The group is assigned the grade or marks.

Lesson Plan No: 18

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 10/02/068

Teaching Item: Active and Passive Interrogative Sentences

Materials: Usual Classroom Materials

Activities:

- i. The teacher writes both active and passive questions on the whiteboard and students are asked to show the difference between them.
- ii. The teacher after showing the structural differences between active and passive questions, writes five active and five passive questions.
- iii. He tells students to change active questions into passive and vice versa.
- iv. Students work in pairs to change the questions.
- v. The teacher helps students and facilitates them to cooperate each other
- vi. The pairs exchange their exercise books and correct the mistakes.

Evaluation: Change the following active questions into passive and passive questions into active.

- i. Is the jungle destroyed by local people?
- ii. Can you finish it within two hours?
- iii. Has the snake being killed by Ram?
- iv. Did he help you?

Lesson Plan No: 19

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 11/02/068

Teaching Item: Filling in the blank spaces in the passage

Materials: Usual Classroom Materials, handouts of a passage

Activities:

- i. The class is divided into pairs and each pair is given a handout of a passage with blank space.
- ii. The students are said to fill the correct form of the verb i.e. active, passive, positive or negative, etc. in the blank space.
- iii. Both students read the passage and fill the contextually suitable form of the verb.
- iv. They take help from teacher in case of confusion and difficulty.
- v. Then, two pairs are merged together. They compare how they have filled the blank spaces. They discuss among themselves and solve the problems.

Evaluation: One student from each group reads the passage aloud. The teacher along with rest of the students listens and notices the mistakes. The teacher provides the suitable form of mistaken verbs at the end.

Lesson Plan No: 20

Class: IX

Time: 40 min

School: Shree Dashrath Chandra Secondary School

Date: 12/02/068

Teaching Item: Sentence formation and transformation

Materials: Usual Classroom Materials, List of Jumbled Word sentences

Activities:

- i. The teacher writes one jumbled word sentence on the whiteboard, changes that into meaningful sentence and transforms that into as indicated.
- ii. Then, students are divided into pair, distributed a list of jumbled word sentences.
- iii. They arrange the words into a sensible order and transform as directed. Both of them collectively make transformations.
- iv. The teacher helps them solve the problem felt.

Evaluation:

One member from each pairs reads aloud the sentences and their transformations. The teacher and the rest of the class listen and notice the mistake. The teacher corrects the mistakes at the end.

First Progressive Test

Name: _____ F.M. : 20

Class: _____ Date:

Time: 30 min

1. Change the following sentences into negative. 4

a. They like travelling very much.

b. I will be there for a week.

c. We want to see the famous temple of Pashupatinath.

d. My friends have planned a picnic.

2. Change the following statements into interrogative forms. (Yes/No question) 4

a. Chanda started sobbing.

b. They have made a terrible mistake.

c. Hariram didn't listen to Lokesh.

d. Surendra Kumar had stolen something expensive.

3. Change the following sentences into passive voice. 4

a. The DEO organized the volleyball match.

b. The boy had not enjoyed the holiday very much.

c. Travelling broadens the mind

d. She can't speak Nepali

4. Choose the correct answers from the brackets and fill in the blanks.

8

- a. Did she help you yesterday? "yes, she _____ me a lot. (helps, helped, help)
- b. Shyam has already finished his work. _____ you finished yet? (didn't, haven't, aren't)
- c. Is there _____ wrong with Kumar? (something, nothing, anything)
- d. "Did anyone see you?" " No, nobody _____ me. (see, didn't see, saw)
- e. It has some sense. The yes/no question of this statement is _____ (do it have some sense? , Does it have any sense?, Does it has some sense?)
- f. Did she buy a red dress? The statement of this question is; _____ (She bought a red dress. She buy a red dress, she did buy a red dress.)
- g. There was violent earthquake last week. Lots of houses _____ by it. (destroyed, were destroyed, destroy)
- h. This room was dark last week. Now, it isn't. It _____ blue. (has painted, painted, has been painted)

Second Progressive Test

Name: _____ F.M. : 20

Class: _____ Date: _____

Time: 30 min

1. Change the following positive sentences into negative and negatives into positive. 5

a. She did not hear anybody calling.

b. I bought a spray to kill weeds.

c. They have three children.

d. Call me tomorrow.

e. Some of them are in the hall.

2. Change the following statements into question and questions into statements. 5

a. Someone stole her new camera.

b. Haven't you completed your work yet?

c. Some books had been bought by him.

d. He didn't go to school yesterday.

3. Change the following passive sentences into active and active sentences into passive. 5

a. Any has to collect the rubbish.

b. This play was written by Shakespeare.

c. Nobody ate the food.

d. Did your brother draw this picture?

e. We were taught English by Mr. Singh.

4. Fill the correct answers in the gaps. 5

a. "Have you bought a red dress", "No, I haven't. I _____ a blue one.

b. Mohan drives a car but he _____ a bus.

c. Did he read the novel?". Yes, he _____ it last week.

d. Did you get my fax? Yes, _____

e. Was he called in the party last night?. No, he _____

Third Progressive Test

Name: F.M. : 20

Class: Date:

Time: 30 min

1. Fill in the blanks using the passive form of the verbs given in the brackets. 5

Heavy rain with hailstorm _____ (forecast) for the next few years. Fisherman _____ (advise) not to go to the sea as heavy storm _____ (predict) possibly in the afternoon. Last night, due to a violent storm, the trees beside the highways _____ (uproot). The roads remained closed all over the place and transport services _____ (disturb) for several hours. Meanwhile the vehicles which overturned due to the storm _____ (remove) from the roads. The cost of damage _____ (count) in millions. Local people and Nepal police personal _____ (involve) in rescue operation. Injured individuals _____ (take) hospital in Kathmandu.

2. Tick the best answer. 5

a. The passive form of the sentence: He is building a house. is:

- i. A house is built by him.
- ii. A house is building by him.
- iii. A house is being built by him.
- iv. A house has been built by him.

b. The negative of: He does it well. is:

- i. He does not it well.
- ii. He don't it well.
- iii. He does not do it well.
- iv. He doesn't does it well.

- c. The yes/no question of the sentence: Tara lost something yesterday. is:
- i. Did Tara lost something yesterday?
 - ii. Did Tara lost anything yesterday?
 - iii. Did Tara lose anything yesterday?
 - iv. Did Tara lose something yesterday?
- d. The poor girl was bitten by a mosquito. In other words, it can be said as:
- i. A mosquito was bit the poor girl.
 - ii. A mosquito bit the poor girl.
 - iii. The poor girl bit the mosquito.
 - iv. A mosquito had bitten the poor girl.
- e. The negative form of: He has already slept. is:
- i. He doesn't have already slept.
 - ii. He hasn't already slept.
 - iii. He hasn't slept yet.
 - iv. He has not already slept.

3. Complete the following dialogue.

5

A: I need to stop eating such unhealthy foods.

B: I know what you mean. I've started eating better myself.

A: _____

B: I prefer fruits, green vegetables and fish.

A: _____

B: I mean that's basically what I eat.

A: _____

B: Its really healthy to eat _____

A: That's delicious and nutritious.

B: _____ you won't be worried.

What food do you eat now?
 Do you eat only those things?
 I don't like over eating.
 Why aren't you eating anything else?
 And the fish?
 When you cook it well.
 You should try it.

4. Make sensible sentences as indicated from the following words. 5

- a. been/ party/ by / him / Milan/ invited / to / has / the .
 (affirmative passive)

- b. in/ he/ meeting / called/ was/ yesterday (Interrogative
 passive)

- c. in/ eat/ to / the / not / class/ are/ students / allowed/
 classroom (Negative passive)

- d. my/ to / not/ want/ I / go / did / to / studies / Australia/
 higher. (Negative active statement)

- e. question/ your/ did/ anyone/ answer / first. (Negative, active
 sentence)

APPENDIX II

Pre-Test, Progressive Tests and Post-Test Items

Pre-test and Post-test Items

Name	Full Marks: 50
Class	Pass Marks:
Roll No.:.....	Date

1. Change the following sentences into negative. 10

a. She heard somebody calling.

Negative:

b. Nema plays the guitar well.

Negative:

c. His father is an architect.

Negative:

d. He put his expensive watch on the table

Negative:

e. Pukar will be palying football.

Negative:

f. He always wears red dress.

Negative:

g. Either he or his father will sing a song.

Negative:

h. He has written several books

Negative:

i. They sing pop songs.

Negative:

j. The temperature was falling.

Negative:

2. Change the following sentences into interrogative (yes/no) sentences. 10

a. Someone stole my pen.

Interrogative:

b. Mr. Johnson washes his car every Saturday.

Interrogative:

c. You asked some questions.

Interrogative:

d. John usually does his work well.

Interrogative:

e. Lata does not like fishing.

Interrogative:

f. The dog was guarding the house

Interrogative:

g. He had his breakfast.

Interrogative:

h. She has bought a new watch.

Interrogative:

i. They can play basketball

Interrogative:

j. Raju will meet him tomorrow

Interrogative:

3. Change the following active sentences into passive and passive sentences into active. 20

a. Clouds hid the sun.

.....

b. Hamlet was written by Shakespeare.

.....

- c. Anu has collected the rubbish.
.....
- d. This letter can be typed by Anjali.
.....
- e. He will invite us.
.....
- f. People speak English all over the world.
.....
- g. Somebody had stolen the book.
.....
- h. They are building a school in their village.
.....
- i. A same was killed by Peter.
.....
- j. I can easily drive a car.
.....
- k. They have painted the room blue.
.....
- l. Lots of houses were destroyed by earthquake.
.....
- m. Susan had drawn the picture.
.....
- n. She has to practice English daily.
.....
- o. Children shouldn't smoke cigarette.
.....
- p. She can operate the computer.
.....

q. Obey your elders.

.....

r. Don't throw the rubbish here.

.....

s. Does he help you?

.....

t. Let the light be switched off.

.....

4. Tick (✓) the correct answer in the brackets. 10

a. Do you like pop songs, Priya? No, I pop songs. (like, don't like, am liked)

b. Did you buy a red dress? No, I haven't. I a blue one. (haven't bought, have bought, have been bought)

c. Does it have any sense? Yes, it (have some sense, has some sense, has any sense)

d. Gita speaks English but she French. (does not speaks, do not speak, doesn't speak)

e. The boy injured in the accident. He to hospital immediately. (was taken, is taking, has taken)

f. I am sorry. You can't stay in this flat because it right now. (decorated, is being decorated, is decorating)

g. America by Columbus. (was discovered, was discovering, have discovered)

h. The statement of 'Did you get my fax? is: (I get your fax. I got your fax. I will get your fax)

i. The minister cut the tape: the passive form of the sentence is: (The minister have cut the tape, the tape was cut by minister, the tape is cut by the minister)

j. I love music but my father (does, doesn't, don't)

5. Arrange the following words in correct order to form a sensible sentence and write if the sentences formed are negative, affirmative, interrogative, active or passive as shown in the example.

Example: football/everyday/watches/TV on/Ram.

Ans: Ram watches football on TV everyday. (Affirmative, Active)

a) After/at/Deepa/worked/school/restaurant/the

.....
.....

b) Ram/by/was/me/helped/the/to/field/plough.

.....
.....

c) Year/Pemba/parents/visited/last/twice

.....
.....

d) May/lazy/done/students/not/the/by/homework/be

.....
.....

e) Our/pain/the/will/house/workman/new/not

.....
.....

f) Written/a/let/be/letter/him/by

.....
.....

g) Away/the/blowing/clouds/the/wind/was

.....
.....

h) To/is/have/he/fortunate/exam/the/passed

.....
.....

i) The/by/our/exercises/are/teacher/corrected.

.....
.....

j) Children/sweet/eating/are/the/now?

.....
.....

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