

**THE IMPACT OF INFORMATION GAPS IN DEVELOPING
SPEAKING SKILL : A PRACTICAL STUDY**

**A Thesis Submitted to the Department of English Language
Education, University Campus, Kirtipur
in Partial Fulfillment for Master's Degree in English Education**

**By
Jagat Bahadur Oli
M. Ed. Second Year**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2007**

**T.U. Registration No.: 9-2-21-310-2000
2nd year Exam Roll No.: 280246
Academic Year: 2060/63**

**Date of Approval of the
Thesis Proposal: 2063-08-11
Date of Submission: 2063/10/26**

**THE IMPACT OF INFORMATION GAPS IN DEVELOPING
SPEAKING SKILL : A PRACTICAL STUDY**

**A Thesis Submitted to the Department of English Language
Education, University Campus, Kirtipur
in Partial Fulfillment for Master's Degree in English Education**

**By
Jagat Bahadur Oli**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2007**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Jagat Bahadur Oli** has prepared this dissertation entitled " The Impact of Information Gaps in Developing Speaking Skill: A Practical Study," under my guidance and supervision.

I recommend the dissertation for acceptance.

Date.....

.....

Dr. Shanti Basnyat

(Guide)

Professor and Chairperson

English and Other Foreign Language

Education Subject Committee

Department of English Language Education,

Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This dissertation has been recommended for evaluation by the following 'Research Guidance Committee':

Signature

Dr. Chandeshor Mishra

Reader and Head

Department of English Language Education

T.U., Kirtipur

.....

Chairperson

Dr. Shanti Basnyat (Guide)

Professor and Chairperson

English and Other Foreign Language

Education Subject Committee

T.U., Kirtipur

.....

Member

Dr. Anjana Bhattarai

Reader

Department of English Language Education

T.U., Kirtipur

.....

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following
'Thesis Evaluation Committee':

Dr. Chandeshwor Mishra

Reader and Head

Department of English Language Education

T.U., Kirtipur

Signature

.....

Chairperson

Dr. Shanti Basnyat (Guide)

Professor and Chairperson

English and Other Foreign Language Education

Subject Committee

T.U., Kirtipur

.....

Member

Dr. Jai Raj Awasthi

Professor

Department of English Language Education

T.U., Kirtipur

.....

Member

Date:

DEDICATION

*I dedicate this work to my
ideal parents who scarified
a lot of things in
their life for me and my education*

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and profound gratitude to my honorable guruma and thesis supervisor Dr. Shanti Basnyat, Professor and Chairperson, English and Other Foreign Languages Education Subject Committee, for her invaluable guidance and constructive suggestions, without which the dissertation would have never been completed. I was not only inspired and encouraged to write the thesis but also able to complete it on time.

I am extremely grateful to Dr. Chandeshor Misra, Head, Department of English Language Education. Similarly, I am equally indebted to Dr. Shishir Kumar Sthapit, the senior most Professor at the Department of English Language Education and Dr. Tirtha Raj Khaniya, Professor at the Department of English Language Education for giving me invaluable suggestions and encouragement.

Similarly, I would like to express my sincere gratitude to Prof. Dr. Jai Raj Awasthi for his invaluable suggestions and academic help. My sincere gratitude also goes to Prof. Dr. Govinda Raj Bhattarai, Asst. Dean, Faculty of Education for his suggestions and academic support.

I would like to express my sincere gratitude to Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari, Mr. Padma Lal Bishwakarma, Mr. Ram Ekwil Singh, Mrs. Madhu Neupane, Mrs. Saraswati Dawadi, Mr. Prem Bahadur Phyak, Mr. Uma Nath Sharma, and Mr. Durga Pokhrel for their cooperation.

Likewise, I would like to express my thanks and gratitude to the principal and school family of Rukmini Higher Secondary School Rukumkot, Rukum for cooperating during my experiment.

In the same way, I would like to offer my special thank to my brother Mr. Sijan Kumar Oli, sister Miss Kabita Oli, who were kind enough to support me to accomplish this work.

Lastly, I would like to thank those people who directly or indirectly helped me to prepare this thesis.

My special thank goes to Mr. Deepak Basnet of Resunga Computer Service, Kirtipur for excellent computer work.

January 2007

Jagat Bahadur Oli

ABSTRACT

The aim of this thesis is to measure the impact of information gaps in developing speaking skill. It has been carried out practically and comparatively.

To carry out the research, fifty students of grade ten studying at Rukmini Higher Secondary School, Rukumkot, Rukum were selected as sample population. An oral test having ten test items was used as pre-test to check the actual proficiency of the students at beginning period. Each student was asked the questions orally one after another in a calm room and the answer was tape-recorded. Almost all the test-items were based on communicative functions of language. Then, the students were divided into two groups on the basis of the odd-even roll number according to the individual score of the pre-test.

After dividing them into two groups, one group was taught by using information gaps and other by using usual classroom techniques. After the completion of one month teaching, the same test used as the pre-test was used as the post-test. Then the results of both pre-test and post-test were compared to determine the impact of information gaps in developing speaking skill.

From this research the researcher has found that information gap activities have better impact in developing speaking skill.

The thesis is divided into four chapters. Each chapter is divided into different sub-chapters. The first chapter deals with general background of the study, review of the related literature, objectives of the study and significance of the study.

The second chapter deals with the methodology used during the research work. It consists of sources of data, population of the study,

sampling procedure, tools for data collection, process of data collection and limitations of the study.

The third chapter deals with the analysis and interpretation of data. The data have been analysed and interpreted on the basis of the difference between the average score in marks and percentages of each group in the pre-test and post-test. The group with a higher increment in marks and percentages has been considered better. The analysis has been done under the following headings:

- a. Holistic Comparison
- b. Function and item-based comparison

The fourth chapter deals with the findings and recommendations which are derived from the analysis and interpretation of the data. The main finding of this study is as follows:

If the students are taught speaking skill using information gap activities rather than after usual classroom techniques they can develop their speaking skill relatively better.

Besides the main chapter, the supportive materials such as references, tables, flash cards, lesson plans, etc. used during the research are presented in the appendices section of the thesis.

LIST OF ABBREVIATIONS

%	Percentage
A.D.	Anno Domini
Av/av	Average
D%	Difference in Percentage
D.	Difference
eg.	(exemplification) for example
etc	etcetera
G.T.	Grammar Translation
i.e.	id est (that is)
Lg.	Language
NESP	New Education system Plan
No.	Number
T.U.	Tribhuvan University

CONTENTS

	<u>Page No.</u>
Recommendation for Acceptance	i
Recommendation for Evaluation	ii
Evaluation and Approval	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
Contents	viii
List of Table	x
Abbreviations	xi
CHAPTER ONE : INTRODUCTION	1-16
1.1. General Background	14
1.2. English Language Teaching in Nepal: A Brief Account	15
1.3. An Overview of Second Language Teaching Approaches, Methods and Techniques	16
1.4. Information Gaps	18
1.4.1. Approaches of Adapting the Information Gaps in Language Classes	20
1.5. Speaking as a Language Skill	21
1.6. Literature Review	22
1.7. Objectives of the Study	25
1.8. Significance of the Study	25
1.9. Definition of the Specific Terms	26
CHAPTER TWO: METHODOLOGY	14-17
2.1. Sources of Data	27
2.1.1. Primary Sources of Data	27
2.1.2. Secondary Sources of Data	27
2.2. Population of the Study	27
2.3. Sampling Procedure	27
2.4. Tools for Data Collection	28

2.5. Process of Data Collection	28
2.6. Limitations of the Study	30
CHAPTER THREE: ANALYSIS AND INTERPRETATION	18-28
3.1 Holistic Comparison	32
3.2. Function-Based Comparison	33
3.2.1. Describing Places, Things and People	33
3.2.2. Expressing Opinions, Feelings and Thoughts	33
3.2.3. Directing	34
3.2.4 Interpreting Charts	34
3.2.5 Speculating	35
3.2.6. Arguing	35
3.2.7 Narrating	36
3.3. Item-Based Comparison	36
3.3.1. Item 1	36
3.3.2. Item 2	37
3.3.3. Item 3	37
3.3.4. Item 4	38
3.3.5. Item 5	38
3.3.6. Item 6	39
3.3.7. Item 7	39
3.3.8. Item 8	40
3.3.9 Item 9	40
3.3.10 Item 10	41
CHAPTER FOUR: FINDINGS AND RECOMMENDATION	29-32
4.1 Findings	42
4.2 Recommendations	44
REFERENCES	
APPENDICES	

LIST OF TABLES

	<u>Page No.</u>
Table 1: Function and Item-Based Comparison of the Students Marks	32
Table 2: Marks of Students in Describing Places, Things and People	33
Table 3: Marks of the Student in Expressing Opinions, Feelings and Thoughts	33
Table 4: Marks of the Students in Directing	34
Table 5: Marks of the Students in Interpreting Charts	34
Table 6: Marks of the Students in Speculating	35
Table 7: Marks of the Students in Arguing	35
Table 8: Marks of the Students in Narrating	36
Table 9: Marks of the Students in Item 1	36
Table 10: Marks of the Students in Item 2	37
Table 11: Marks of the Students in Item 3	37
Table 12: Marks of the Students in Item 4	38
Table 13: Marks of the Students in Item 5	38
Table 14: Marks of the Students in Item 6	39
Table 15 : Marks of the Students in Item 7	39
Table 16 : Marks of the Students in Item 8	40
Table 17: Marks of the Students in Item 9	40
Table 18: Marks of the Student in Item 10	41

CHAPTER ONE

INTRODUCTION

1.1. General Background

Language is a strong, versatile, dynamic and specific means of communication which is used by the human beings to share their emotions, feelings, ideas, thoughts, etc. via. phonic or graphic code. Language is the unique property which plays a vital role to differentiate human beings from other creatures in the world. Every normal human possesses at least a language in order to make a purposeful communication with other people. Thus, language is, today, an inseparable part of human society. Human civilization has been possible only through language. It is through language only total humanity has come out of the stone age and has developed science and technology in a big way.

There are various languages in the world that are used for communication and no one has fixed yet the exact number of languages spoken in the world. Among them English is the most dominant and widely used language in the world. English is an international language in which most of the books, newspapers, journals, magazines, etc. in the world, are published. As a well-recognized international medium of communication, it has its dominance over almost all other languages. It is a treasure house of knowledge too. It is the English language through which non-English communities have imported foreign inventions, ideas, culture, literature, modern technology, etc. from source communities. English, in the 21st century, has functioned as a lingua-franca among the

speakers of different speech communities. Therefore, it has been taken as a language of international communication, law, business, education, administration and so on. The craze of English is seen in everybody's eyes today. Thus, the importance of English in Nepal is growing rapidly. It has occupied an important place even the educational system of Nepal.

1.2. English Language Teaching in Nepal: A Brief Account

Teaching and learning English in Nepal was started with the establishment of Durbar High School in 1889 A.D. by a Rana ruler Jang Bahadur Rana. The opening of Tri-chandra college in 1918 A.D. shows the formal beginning of English in higher education in Nepal. In those days literature used to be the focus of the study and the emphasis was given in reading and writing skills. Teaching and learning English in Nepal, can not be taken as satisfactory. For that, different elements are responsible as lack of trained teachers, lack of sufficient teaching materials, lack of proper fund, problem in curriculum designing and so on. Selection of appropriate teaching learning approach, method and technique can also be taken as one of the major problems in teaching and learning English in Nepal.

Before the implementation of the 'New Education System Plan' (NESP, 2028 B.S.) the grammar translation method was widely used. It mainly focused on grammar and translation. The grammatical rules were taught deductively and the medium of instruction was mother tongue of the students. The students taught through this method could recite the rules of the target language but generally failed to apply them in actual communication.

Because of the world-wide influence of audio-lingual method, NESP 2028 adopted this method for teaching English in our country, too. It was also a revolt against the Grammar Translation method and

emphasized the spoken form of the language as well as inductive teaching of grammar.

Different education commissions founded in the past have mentioned that English has to be taught as a compulsory subject. But first and foremost important aspect is to deliver English as a subject to the students. This issue is found most dominant in the literature of English language teaching. Several attempts have been made to develop effective approaches and techniques for teaching English in the world as well as in Nepal.

In the present day world, English has been prescribed as a compulsory subject upto bachelor's degree. However, English is taught from the very beginning of schooling in private schools. Moreover, English is the medium of instruction of various technical disciplines in higher level. Most of the private schools have adopted English as the medium of instruction to teach subjects except some language subjects. Now, the new syllabus for schools has been designed on the basis of communicative approach in which grammar is supposed to be taught inductively.

1.3. An Overview of Second Language Teaching Approaches, Methods and Techniques

Approaches, methods and techniques are the three important procedures of language teaching and learning. Different approaches, methods and techniques came into use and practiced in teaching a foreign language. Here, approach in teaching refers to the theory of language and language learning. In other word, approach refers to theories about the nature of language and language learning. These theories serve as the source of practices and principles in language teaching. There are some specific approaches used in language teaching. Some of them are, behaviouristic approach, nativist approach, functional approach,

communicative approach, developmental approach, natural approach, etc. None of the approaches single approach can be taken singly as a sufficient approach in teaching a second or foreign language.

Method, on the other hand, '. . . is an overall plan for the orderly presentation of language material, . . .' (Richards and Rodgers, 2002: 19). It is concerned with the classroom procedures. Different methods came into use but they no longer exist. The grammar-translation method is the oldest method of foreign or second language teaching. It emphasizes on language learning by learning grammatical rules along with some exceptions and vocabulary items and applying them into practice and translation. Reading and writing skills are more emphasized ignoring listening and speaking. It was popular in foreign language teaching in the 18th century, then direct method came into the existence in the 19th century as a reaction to grammar-translation method which gives emphasis on translation and uses the mother tongue as the medium of instruction. But, direct method gives emphasis on the use of foreign language in teaching and learning foreign language. It emphasizes that meaning is taught by making a direct connection in the mind of learners through demonstration and action. Second language utterances are directly associated with the denoted objects, actions, ideas and expressions. Grammar is taught inductively. Then, the audio-lingual method of language teaching is developed fully at the end of 1950s as an implication of structural linguistics and behavioural psychology in language teaching. The audio-lingual method emphasizes on the teaching of speaking and listening before reading and writing makes maximum use of dialogues and drills, discourages the use of mother tongue in the classroom and often makes use of contrastive analysis. Then, communicative method came into use in late 1960s and still being popular in language teaching and learning. Communicative method is

directly related to communicative approach of foreign language teaching. Communicative method is developed particularly by British applied linguists shifting the focus of language teaching from mastery of structures to communicative proficiency. Thus, communicative method of language teaching emphasizes that the goal of language learning is communicative competence.

Technique, on the other hand, is a classroom activity, a pedagogical device, a part of total classroom procedure. In other words, each part of what actually happens in the classroom is called a technique. It is a real classroom procedure or activity that the teachers and students implement to carry out certain teaching tasks effectively. "A technique is implementation which actually takes place in a classroom. It is a particular trick, strategy or contrivance used to accomplish an immediate objectives. Technique must be consistent with method and therefore, in harmony with an approach as well" (Anthony, 1963).

Technique is the level at which classroom procedures are described. This reflects the fact that the procedure we implement in our classroom teaching is a technique.

1.4. Information Gaps

Information gaps are the part of everyday communication, that are fully communicative and realistic in nature. They are used for teaching speaking more communicatively. The information gap activity in communicative language teaching, i.e. information gap between student or between them and their teacher, can promote real communication between the students. Normally, information gaps are the communicative activities that are used for teaching language skills more communicatively and naturally. Thus, information gap is not a single technique or activity of language teaching it's rather an integrative activity.

About information gap activities refer to the essential ingredient of a communicative activity is the element of unpredictability. Oral communication – to develop information gap activities are suggested. Also information gap activities have the scope of integrating all the four language skills. English Teaching Glossary defines information gap as a communication exercise in which each of two paired students have information which they must orally relate to each other in order to fill in the 'gaps' in the information they have. Cross (1996: 289) also defines information gaps as the "part of everyday communication. He further adds in this activity the speaker or writer informant is saying something that the receiver does not already know. The listener or reader is actively deciding and reacting. Then the listener speaks, becoming the informant for a while. The new receiver cannot predict exactly what will be said and so on.

"Information gap cannot be existed with the conscious exploitation of the text with questions. Everyone in the room can predict the contents, perhaps even the exact words, of the response. When a hypothetical question is put, though, no one can be certain of the responses that will be given, there is an information gap . . . They attempt to create the need to communicate real messages, today. It should not be thought that we have to choose between situational role play and information gap activities. . . ." (Cross 1996: 289).

In an online article 'The task of teaching': George Mr. Jacobs (2003: 76) has described the notion of information gap as follows:

". . . in other group activities information exchange is required, because an information gap exists in which not all group members hold the same information. There are two types of information gap activities: One-way and two-way.

One-way occurs when one person holds information which other group member (s) do not have. An example of one-way information exchange is one in which one person has picture and describes it to their partner who tries to draw . . . a two-way information gap occurs when each group member holds unique information e.g. Jigsaw activities."

In conclusion, we can say that in an information gap activity one person has certain information that must be shared with them in order to solve a problem, gather information or make decisions. Students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task. Johnson and Morrow (1981) recognized the value of information gap activities in the language classroom calling the concept – 'One of the most fundamental in the whole area of communicative teaching'. Likewise, information gaps can promote real communication and facilitate language acquisition. they further said, 'The importance of information gaps in communicative teaching depends on how teachers can set up situations in the language classroom so that information gaps occur and students can bridge them with genuine communication.'

1.4.1. Approaches of Adapting the Information Gaps in Language Classes

In language classes we can adopt different types of information gap activities in a simple and cheap way. Almost all information gap activities make the class more lively and interesting, and the learning becomes natural and real while adapting the information gap activities in a language classroom the teacher should be more active and clever. The teacher, in its simplest form, needs only a single blackboard drawing or, far better, a poster. Then, s/he asks half of the students to turn their faces and the remaining to look at the drawing. The teacher orders the students,

who are facing the blackboard, to describe the drawing and others, who are facing the wall, to draw after listening to their friends.

There are several information gap activities that are used more effectively in teaching language skills. Some of them according to Cross (1996) are as follows:

- i. Which face? Who's what?
- ii. Describe and draw.
- iii. Loss of memory.
- iv. Which place?
- v. Objects in common.
- vi. Jumbled pictures.
- vii. Shared information.

1.5. Speaking as a Language Skill

Language is extremely complex and highly versatile code that is used to communicate our thoughts, opinions, feelings, sorrows, grief, love, sympathy, experience etc. with each other. That's why expressing feelings, desires, experiences, ideas, thoughts etc. are the functions of language.

A language is used in two ways: in speech and in writings. Each newly born child is biologically equipped for speech. So, speaking is done earlier than writing. Almost all the living languages have spoken form but not all of them have written form. Therefore, language is primarily speech and teaching language refers to teaching speaking skill. That's why teaching of speaking is the main part of language teaching.

According to Harmer (1991: 85), literate people who use language have a number of various abilities. They will be able to speak on the telephone, write letters, listen to the radio or read books. Among four skills, speaking skill is the most interactive of all. It involves face to face communication since speaking occurs before writing; it is one of the most

significant skills to be developed the others being listening, reading and writing. It is important that a learner of language can understand and use the language orally before he or she learns to read or write it. The real skills were neglected in traditional English teaching. But new course has given little emphasis on the oral skill and provided the learners many opportunities to communicate orally or to talk.

It is quite difficult to teach speaking skill in the common classroom. It's because speaking skill is not a single skill its rather much more than the production of speech sounds. It ranges from pronunciation to phatic communion. Thus, speaking skill includes the following components:

1. Linguistic component
2. Communicative component
3. Social component

Linguistic component refers to the pronunciation aspect. This component deals with how to use or produce sounds, stress and intonation in the language.

Communicative component refers to how to communicate things for conveying a message by using language.

Social component is totally non-communicative component of speaking skill. We keep on speaking to serve the function of maintaining social relationship even if there is no information gap.

But in general, articulation and production of sounds and sound sequences, production of stress and intonation patterns, connected speech, communicative skills, phatic communication, etc. are the basic components of speaking skills.

1.6. Literature Review

Each new task requires the knowledge of previous background and foundation that can help and direct to new horizon for finding out new

things or facts. Various research works have been carried out in the experimental research on different aspects of language teaching. But none of the single research work is carried out on the impact of information gaps in developing language skills in any departments under T.U. Therefore, I have tried to carry out my research work on this topic. The available literature of present study is as follows:

Tuladhar (1976) has carried out a study to find out the relative effectiveness of translation method in teaching English as foreign language in the 4th grade. It has been found that the translation method is less effective for the level.

Shrestha (1991) has carried out a comparative study to find out which of the two media of instruction: English or Nepali is more effective in teaching English to Nepali students of primary level. It has been found that teaching English in the English medium is more effective for that level.

Khanal (1997) has carried out a research to find out the effectiveness of cloze test over conventional objective test in testing reading comprehension in English. It has been found that cloze test in testing reading comprehensive is more effective. The research, being a comparative study, has also found that the private school students performed better than the public schools in both objective and the cloze tests.

Rayamajhi (2000) has carried out a research to find out the effectiveness of self-correction technique in a private school. It has been found that the teaching is 58.89 percent effective and the researcher has suggested to practice this technique.

Pokhrel (2000) has carried out a research on teaching communicative function inductively and deductively. It has been found

that the inductive method is more effective than the deductive for teaching the communicative functions of English.

Karki (2001) has carried out a research to find out the effectiveness of peer-correction technique. It has been found that the correction of spelling error is the most effective whereas the correction of word order is the least effective.

Dhungana (2001) has carried out a study on the effectiveness of self-correction technique. It has been found that the self-correction technique is more effective and useful for teachers and students as well.

Sharma (2002) has carried out a research to find out the effectiveness on role play technique in teaching communicative functions. The researcher has found that teaching using role-play technique more effective than teaching using only icons-directed methods included in textbook.

Rawal (2004) has carried out a study on the effectiveness of drill techniques in teaching passivization. It has been found that the drill technique has relatively better impact in teaching passivization on the whole.

Panta (2004) has carried out a study on the effectiveness of discovery technique in teaching subject-verb-agreement in grade nine. The researcher has found that the students taught through discovery technique have done relatively better in comparison with those taught through explanation technique.

Regmi (2004) has carried out a study on the effectiveness of group work technique in teaching English tense. The researcher has found that the students who were taught using group work have progressed relatively better than the students who were taught using explanation.

Pande (2004) has carried out a research to find out the effectiveness of project work technique in developing writing skills. The

researcher has found that the students who were taught using project work have relatively developed their writing skill better than the students who were taught using usual technique.

Adhikari (2005) has carried out a research work to find out the effectiveness of strip-story in developing writing skills. The researcher has found that the strip story technique is relatively effective for developing writing skill.

Oli (2005) has carried out a study on the effectiveness of task-based technique for teaching simple present tense. The researcher has found that the task-based technique is very effective for teaching simple present tense and whole.

1.7. Objectives of the Study

The objectives of the present study are as follows:

1. To find out the impact of information gaps in developing speaking skill on the basis of the following variables:
 - a. Holistic comparison
 - b. Function and item based comparison
2. To suggest some pedagogical implications on the basis of the findings of the study.

1.8. Significance of the Study

This study will be beneficial to the students, teachers, syllabus designers, textbook writers and to all those who are interested in language teaching and learning. More specifically, it will be significant to those teachers and students who are directly or indirectly involved in teaching and learning language for communicating purpose. It will also be helpful for the next attempt on information gaps as well. Hopefully this research will have global significance.

1.9. Definition of the Specific Terms

- 1. Information gaps:** An integration of communicative activities used for teaching speaking especially language functions to the students.
- 2. Approach:** Approach in a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.
- 3. Impact:** The powerful effect that something has on something or somebody.
- 4. Method:** 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. Within one approach, there can be many methods.
- 5. Technique:** A technique is implementation which actually takes place in a classroom. It is a particular trick, strategies or contrivance, used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well (Anthony, 1963: 63-7).

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. Thus, the following methodology was adapted while conducting the research work.

2.1. Sources of Data

The researcher collected data from both primary and secondary sources.

2.1.1. Primary Sources of Data

The primary sources of data for the study were the fifty students of grade ten studying at Rukmini Higher Secondary School, Rukumkot, Rukum.

2.1.2. Secondary Sources of Data

The researcher consulted the following secondary sources:

Brown (1994)	Brown and Yule (1983)
Clark (1982)	Cross (1996)
Crystal (1989)	Johnson and Morrow (1986)
Larsen-Freeman (1986)	Nunan (1992)
Sharma and Phyak (2004)	

2.2. Population of the Study

Fifty students of grade ten studying at Rukmini Higher Secondary School, Rukumkot, Rukum were the population of the study.

2.3. Sampling Procedure

For the purpose of carrying out this research work, all the fifty students of grade ten studying at Rukmini Higher Secondary School, Rukumkot, Rukum were selected as the sample population by the personal judgemental non-random sampling procedure.

2.4. Tools for Data Collection

The main tool for the collection of data was an oral test which consisted ten items altogether and carried hundred marks. The test items were constructed out of the English language functions selected to teach. Almost all the questions were subjective in nature. The test-items were 10 in number and each item carried 10 marks.

The nature, number and weighting of the test-items were as follows:

S.N.	Nature of the test-items	Types of language function	Number of test items	Carried marks
1	Subjective	Describing places, things and people	3	30
2	Subjective	Expressing opinions, feelings and thoughts	2	20
3	Subjective	Directing	1	10
4	Subjective	Interpreting charts	1	10
5	Subjective	Speculating	1	10
6	Subjective	Arguing	1	10
7	Subjective	Narrating	1	10
Total			10	100

See Appendix-II.

The same set of test was used in both pre-test and post-test, lesson plans and some teaching aids were other supporting tools.

2.5. Process of Data Collection

The researcher collected the data by adopting the following processes:

- a. First of all he prepared the research tools. After preparing them he went to the field and established rapport with the concerned authority and subjects.

b. Then the researcher asked for permission to conduct a test. After getting permission he administered a set of pre-test orally in order to find out the entry point of the students in a separate room. Taking an oral test is really a stressful and difficult task, however the researcher tried to make students feel comfortable. Each student was interviewed individually in a calm situation. Each student was asked 10 questions (each carried 10 marks) that carried 100 marks. The test took 5 days to be completed. Ten students were interviewed in a day and it took 30 minutes per student to take interview. The students' responses were tape-recorded by the operator. The operator was the English teacher of that school. Before asking the questions, the students were greeted and few preliminary questions as his/her name, roll number were asked. While asking the questions, the researcher did not frighten them, he rather encouraged them to respond by smiling at them. The raw scores of the students were distributed for fluency, pronunciation, grammar, accuracy, and meaning. After completing the test of 50 students, the researcher calculated the raw scores of each students and ranked them in descending order from 1 to 50. Then the researcher divided the students into two groups on the basis of odd-even ranking of the individual scores as follows:

Ranking number	Group A	Group B
1-50	Odd	Even

c. After dividing the students into two groups the researcher calculated the mean score of the both groups and found out the difference between them.

d. The students, divided into two groups were taught separately. Group A was taught using information gaps and group B was taught using usual techniques. Each group was taught six days a

week, one period a day and each period lasted 40 minutes. It took almost one month to finish the experiment. The researcher taught the groups with sufficient materials and prepared lesson plans for both groups (Lesson plan are found in Appendix-I).

- e. After completing the experiment the researcher administered the same set of test items as post-test. Then, he listed the raw scores of the students. He calculated the mean scores.
- f. At last he compared the results of the two tests of both groups to determine the relative impact of information gaps in developing speaking skill.

The researcher tested students' speaking skill by administering a set of oral-test items of 100 marks. He tape-recorded the students' responses and measured them on the basis of their fluency, grammar, accuracy, pronunciation in a calm situation within the limitation of time. The language being a strong means of communication, the researcher focused on communicative aspect.

2.6. Limitations of the Study

The study is limited in the following ways:

- a. The present study was based only on fifty students of class ten studying at Rukmini Higher Secondary School, Rukumkot Rukum.
- b. This study was confined to only with class ten students.
- c. The primary data for the study were collected only from an oral test of 100 marks.
- d. It focused only on the development of communicative aspect of speaking skill.
- e. This study was based on only one month teaching.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. Systematically collected data have been interpreted and analysed with the help of descriptive and statistical tools like, percentage, mean, table, diagram, charts, etc. The data have been analysed under the following headings:

- a. Holistic comparison
- b. Function and item-based comparison

In this first heading the overall result of the study is presented. The result of group 'A' and group 'B' in both pre-test and post-test have been shown.

The second heading is divided into sub-headings. The individual scores taken from the tests (pre-test and post-test) were tabulated under each sub-heading group-wise. The average scores were computed out of the individual scores tabulated. The difference between the average score of the pre-test and post-test was computed. If it was higher than zero, it showed the progress of the group. The difference was converted into percentage. The two groups were compared on the basis of the percentage.

The group which got higher increment percentage was considered to be better than the one which got lower percentage. As the same method, materials, medium, etc. were used for both the groups only with variation in the techniques, it was assumed that one group performed better than the other because the technique used for that group was relatively more effective.

Marks obtained by individual students in each test and each item have been given in Appendix III on the basis of individual scores, average score for each group and for each category of function was

calculated to compare the achievement of the groups. If the difference (D) between average score of a group in pre-test and post-test is less than 5 then the increment is supposed to be insignificant.

The analysis and interpretation of the study are given below

[Note: throughout, the study, group 'A' refers to the experimental group which was taught through information gaps and group 'B' refers to the control group which was taught using usual classroom techniques.]

3.1 Holistic Comparison

In this comparison the result of group 'A' and group 'B' for communicative functions and items are shown in general in a single table. This table shows only the average increment of group 'A' and group 'B'.

Table 1: Function and Item-Based Comparison of the Students

Marks

Group	Av. marks in Pre-test	Av. marks in post-test	D	D%
A	21.08	39.20	18.12	85.96
B	20.04	24.76	4.72	23.55

The above table reveals the fact that the average mark obtained by group 'A' in the pre-test is 21.08 and in the post-test is 39.20. The group has increased its average mark by 18.12 or by 85.96%.

However, the average mark obtained by group 'B' in the pre-test is 20.04 and in the post-test is 24.76. The group has increased its average mark by 4.72 or by 23.55 %.

This analysis helps to conclude that in general the performance displayed by group 'A' is relatively greater than group B. This showed as a whole or in general that information gaps are relatively more effective than the usual classroom techniques for teaching speaking skill.

3.2. Function-Based Comparison

3.2.1. Describing Places, Things and People

Table 2: Marks of Students in Describing Places, Things and People

Group	Av. mark in Pre-test	Av. mark in post-test	D	D%
A	3.37	5.22	1.85	54.9
B	3.4	4.2	0.8	23.53

This category consisted of 3 items; each item carried 10 marks. The above table shows that group 'A' has the average score of 3.37 in the pre-test and 5.22 in the post-test. This group has increased its average mark by 1.85 or 54.9%. Group 'B' has secured 3.4 in the pre-test and 4.2 in the post-test. This group has increased its average mark by 0.8 or 2.53%.

It shows that the increment in the average mark of group 'A' is relatively greater than the group 'B' though the increase is not significant. It indicates that Group 'A' has made better progress than group 'B' in this function of the English language.

3.2.2. Expressing Opinions, Feelings and Thoughts

Table 3: Marks of the Student in Expressing Opinions, Feelings and Thoughts

Group	Av. mark in Pre-test	Av. mark in post-test	D	D%
A	1.2	3.22	2.02	168.33
B	1.08	1.4	0.32	29.63

This category consisted of 2 items. Each item carried 10 marks. The above table shows that group 'A' has the average score of 1.2 in the pre-test and 3.22 in the post-test. This group has increased its average mark by 2.02 or by 168.33%. Group 'B' on the other hand has scored 1.08 in the pre-test and 1.4 in the post-test. This group has increased its average mark by 0.32 or by 29.63%.

It shows that the increment in the mark of group 'A' is greater than the group 'B'. It indicates that group 'A' has made relatively better progress than group 'B' in this function of the English language.

3.2.3. Directing

Table 4: Marks of the Students in Directing

Group	Av. mark in Pre-test	Av. mark in post-test	D	D%
A	2.52	4.2	1.68	66.67
B	2.24	3	0.76	33.93

This category consisted of 1 item. The item carried 10 marks. Group 'A' has the average score of 2.52 in pre-test and 4.20 in the post test. This group has made the improvement in its average mark by 1.68 or by 66.67% . Group B has the average score of 2.24 in the pretest and 3.00 in the post-test. This group has made the improvement only by 0.76 or by 33.93%.

It seems that group A learnt more effectively than that of group 'B' The difference of score for group A is less than 5 between the two tests. The increase is not significant one.

3.2.4 Interpreting Charts

Table 5: Marks of the Students in Interpreting Charts

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	3.52	4.68	1.16	32.95
B	2.76	3.00	0.24	8.69

This category consisted of 1 item. The item carried 10 marks. Group A has the average score of 3.52 in the pre-test and 4.68 in the post test. This group has made the improvement in its average mark by 1.16 or 32.95%. Group 'B' has the average score of 2.76 in the pre-test and 3.00

in the post-test. This group has made the improvement in marks by 0.24 or 8.69%.

It shows that group A learnt more effectively than this of group 'B'.

3.2.5 Speculating

Table 6: Marks of the Students in Speculating

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	0.80	2.20	1.4	175
B	0.84	1.32	0.48	57.14

This category consisted of 1 item. The item carried 10 marks. The average score of group 'A' has 0.80 in the pre-test and 2.20 in the post test. This group has increased its average mark by 1.4 or 175%. The average score of group 'B' has 0.84 in the pre-test and 1.32 in the post. This group has increased its average mark by 0.48 or by 57.14%.

It shows that group 'A' has made better improvement in speculating than group 'B'. Thus, it learnt better than group 'B'.

3.2.6 Arguing

Table 7: Marks of the Students in Arguing

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	1.24	4.00	2.76	222.58
B	1.20	1.60	0.40	33.33

This category consisted 1 item. The item carried 10 marks. Group 'A' has the average score of 1.24 in the pre-test and 4.00 in the post-test. This group has increased its average mark by 2.76 or by 222.58 %. Group 'B' has the average score of 1.20 in the pre-test and 1.60 in the post-test. This group has increased its average mark by 0.40 or by 33.33 %.

It shows that group 'A' performed better in arguing than group 'B'.

3.2.7 Narrating

Table 8: Marks of the Students in Narrating

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	0.48	2.00	1.52	316.67
B	0.36	0.44	0.08	22.22

This category consisted 1 item. The item carried 10 marks. Group 'A' has the average score of 0.48 in the pre-test and 2.00 in the post-test. This group has increased its average mark by 1.52 or by 316.67 %. Group 'B' has the average score of 0.36 in the pre-test and 0.44 in the post-test. This group has increased its average marks by 0.08 or by 22.22 %.

It shows that group 'A' performed better in narrating than group 'B'.

From above analysis, it is found that the group 'A' has performed better in almost all the language functions than group 'B'. Group 'A' has performed relatively better in narrating whereas group 'B' has performed slightly better in speculating than others. But in general group 'A' has increased its average mark more effectively than group 'B'. Thus, teaching speaking skill (esp. language functions) using information gaps had relatively better impact.

3.3. Item-Based Comparison

3.3.1. Item 1

Table 9: Marks of the Students in Item 1

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	3.80	5.76	1.96	51.58
B	3.88	5.00	1.12	28.86

This item carried 10 marks. Group 'A' has secured the average score of 3.80 in the pre-test and 5.76 in the post-test. This group has increased its average mark by 1.96 or 51.58 %. Group 'B' has secured the

average score of 3.88 in the pre-test and 5.00 in the post-test. This group has increased its average mark by 1.12 or by 28.86 %.

It shows that group A has performed better in item 1 than group B.

3.3.2. Item 2

Table 10: Marks of the Students in Item 2

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	3.00	4.12	1.12	37.33
B	3.60	4.00	0.40	11.11

This item carried 10 marks. Group A has secured the average score of 3.00 in the pre-test and 4.12 in the post-test. This group has increased its average mark by 1.12 or 37.33 %. Group 'B' has secured the average score of 3.60 in the pre-test and 4.00 in the post-test. This group has increased its marks by 0.40 or by 11.11 %.

It shows that group A' has performed better in item 2 than group 'B'.

3.3.3. Item 3

Table 11: Marks of the Students in Item 3

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	2.52	4.20	1.68	66.67
B	2.24	3.00	0.76	33.93

This item carried 10 marks. Group 'A' has secured the average score of 2.52 in the pre-test and 4.20 in the post-test. This group has increased its average mark by 1.68 or by 66.67 %. Group 'B' has secured the average score of 2.24 in the pre-test and 3.00 in the post-test. this group has increased its average mark by 0.76 or by 33.93 %.

It shows that group 'A' has performed better in item 3 than group 'B'.

3.3.4. Item 4

Table 12: Marks of the Students in Item 4

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	3.52	4.68	1.16	32.95
B	2.76	3.00	0.24	8.69

This item carried 10 marks. Group 'A' has secured the average score of 3.52 in the pre-test and 4.68 in the post-test. This group has increased its average mark by 1.16 or by 32.95 %. Group 'B' has secured the average score of 2.76 in the pre-test and 3.00 in the post-test. This group has increased its average mark by 0.24 or by 8.69 %.

It shows that group A" has increased its performance better in item 4 than the other one.

3.3.5. Item 5

Table 13: Marks of the Students in Item 5

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	0.80	2.20	1.40	175
B	0.84	1.32	0.48	57.14

This item carried 10 marks. Group A has secured the average score of 0.80 in the pre-test and 2.20in the post-test. This group has increased its average mark by 1.40 or by 175 %. Group 'B' has secured the average score of 0.84 in the pre-test and 1.32 in the post-test. This group has increased its average mark by 0.48 or by 57.14 %.

It shows that group 'A' has performed better in this item than group 'B'.

3.3.6. Item 6

Table 14: Marks of the Students in Item 6

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	1.40	3.04	1.64	117.14
B	1.28	1.60	0.32	25.00

This item carried 10 marks. The average score of group 'A' is 1.40 in the pre-test and 3.04 in the post-test. This group has increased its average mark by 1.64 or by 117.14 percent. Group 'B' has the average score of 1.28 in the pre-test and 1.60 in the post-test. This group has increased its average marks by 0.32 or 25 %.

It shows that group 'A' has performed relatively better in this item than group 'B'.

3.3.7. Item 7

Table 15 : Marks of the Students in Item 7

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	1.0	3.40	2.40	240
B	0.88	1.20	0.32	36.36

This item carried 10 marks. The average score of group 'A' is 1.00 in the pre-test and 3.40 in the post-test. This group has increased its average mark by 2.40 or 240%. Group 'B' has the average score of 0.88 in the pre-test and 1.20 in the post-test. This group has increased its average mark by 0.32 or 36.36 %.

It shows that group 'A' has performed better in this item than group 'B'.

3.3.8. Item 8

Table 16 : Marks of the Students in Item 8

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	1.24	4.00	2.76	222.58
B	1.20	1.60	0.40	33.33

This item carried 10 marks. The average score of group 'A' is 1.24 in the pre-test and 4.00 in the post-test. The group has increased its average mark by 2.76 or 222.58%. Group B has the average score of 1.20 in the pre-test and 1.60 in the post-test. This group has increased its average mark by 0.40 or by 33.33 %.

It shows that group A has performed better in this item than group B.

3.3.9 Item 9

Table 17: Marks of the Students in Item 9

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	0.48	2.00	1.52	316.67
B	0.36	0.44	0.08	22.22

This item carried 10 marks. The average score of group A is 0.48 in the pre-test and 2.00 in the post-test. This group has increased its average marks by 1.52 or by 316.67%. Group 'B' has the average score of 0.36 in the pre-test and 0.44 in the post-test. This group has increased its average marks by 0.08 or by 22.22%.

It shows that group 'A' has performed relatively better in this item than group 'B'.

3.3.10 Item 10

Table 18: Marks of the Student in Item 10

Group	Av. score in pre-test	Av. score in post-test	D	D%
A	3.32	5.80	2.48	75
B	2.80	3.60	0.80	28.57

[Note: D = Difference between the average score of pre-test and post-test
D% = Difference in percentage.]

This item carried 10 marks. The average score of group A is 3.32 in the pre-test and 5.80 in the post-test. This group has increased its average mark by 2.48 or by 75%. Group 'B' has the average score of 2.80 in the pre-test and 3.60 in the post-test. This group has increased its average mark by 0.80 or by 28.57%.

It shows that group 'A' has performed relatively better in this item than group B.

From the above analysis it is found that in almost all the test items the students taught using information gaps (Group A) perform relatively better than those who were taught using usual classroom techniques (Group B). Thus, teaching speaking skill using information gaps can really have better impact.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

The findings of this study are derived from the analysis and interpretation of the data. The findings are made on the basis of the 'group' responses rather than that of the individual students. In this research group A represents the experimental group which comprises twenty-five students while group B represents control group of same size. Both groups were taught and examined for speaking skill. The prime goal of language teaching is to make students able to communicate with other people in the society. Thus, I have selected fifteen language functions to be taught and ten to be tested as; describing things, describing people, directing, narrating, interpreting charts, speculating and guessing, expressing feelings and so on. Ten questions (all short answer type) were prepared for both pre-test and post-test included ten language functions. The researcher has dealt with ten types of function to compare group A and group B.

The main findings of this research work have been summarized in the following points:

A. Holistic Comparison

In general group A has increased its average mark by 18.12 or by 85.96% whereas group B has increased its average mark by 4.72 or by 23.55%.

It shows that information gap activities have relatively a better impact in teaching speaking skill. The students taught using information gap activities (Group A), performed better than the students taught using usual classroom techniques (Group B) as a whole.

From the above finding it can be said that information gap activities have relatively greater impact than other usual classroom

techniques in teaching speaking skill. The above findings show that the students taught with this activity (group A) have performed better than the students taught using usual classroom technique. Thus, this technique has positive and influencing impact in teaching speaking skill.

B. Function-Based Comparison

The average mark of group A in the pre-test is 46.90 and it is 91.17 in the post-test. This group has increased its average mark by 44.27 or by 94.39%. Group 'B' on the other hand has the average score of 42.43 in the pre-test and 53.43 in the post-test. This group has increased its average mark by 11 or by 25.92%.

It shows that the students taught speaking skill using information gap activities (Group A) performed relatively better than the students taught speaking skill using usual classroom techniques (Group B) in functional category i.e. 94.39% and 25.92% increment in post-test result respectively. Therefore, teaching speaking skill especially language functions using information gaps has positive and influencing impact.

C. Item-Based Comparison

The average mark of group 'A' in the pre-test is 21.08 and it is 39.2 in the post-test. This group has increased its average score by 18.12 or by 85.96% whereas group 'B' has the average score of 19.84 in the pre-test and 24.76 in the post-test. This group has increased its average mark by 4.92 or by 24.8%.

It shows that the students taught speaking skill using information gaps (Group A) performed better than the students taught speaking skill using other usual classroom techniques (Group B) in almost all the items i.e. 85.99% and 24.8% increment in the average mark respectively. Therefore, from the above explanation it is found that teaching speaking skill using information gaps has significant influence and positive impact than other usual classroom techniques.

4.2 Recommendations

The recommendations have been made on the basis of the findings. The findings of this study have the following pedagogical implications.

1. This research shows that group A has performed relatively better than group 'B' in almost all the categories of language function. Therefore, the information gap technique is more effective to teach speaking skill to the students. This implies that information gap technique should be used for teaching speaking skill especially language functions of English in general.
2. Most of the students depend upon the textbooks. Thus, the textbooks should be based on the goals and objectives of the curriculum. The books should include all essential exercises which are needed to develop all language skills.
3. The curriculum should give equal emphasis on listening, speaking, reading and writing skills. The present curriculum gives more emphasis only on reading and writing and it gives less emphasis on listening and speaking. Thus, listening and speaking skills should be highly focused because the primary goal and form of language is listening and speaking. In speaking different elements should be measured as pronunciation, fluency, accuracy, appropriacy and so on.
4. The school environment and the medium of classroom instruction for teaching English should be English. The researcher found that in most of the schools the school environment and the medium of instruction for teaching English is learner's mother tongue. Thus, to make English environment in school all the school family should pay attention and take the steps for it.

5. This research was limited to the fifty students of class 10 of a government school of Rukum district only. So, it cannot be claimed that the findings of this research are applicable everywhere. Thus, it is suggested that further researches can be carried out including more students and more schools of different types and of different parts of the country to make the findings more reliable and valid.

REFERENCES

- Adhikari, D.R. (2005). *The Effectiveness of Strip-Story in Developing Writing Skill*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Bhattarai, G. (2000). *Writing a Research Proposal*. Journal of NELTA.
- Bhattarai, G. (2005). *A Thematic Analysis of Research Report*. Kathmandu: Ratna Pustak Bhandar.
- Brown, D. (1994). *Principles of Language Learning and Teaching*. London: Prentice Hall.
- Brown, G. and G.Yule. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Bygate, M. et al. (ed. 1987). *Speaking*. Oxford: Oxford University Press.
- Clark, R.C. (1982). *Language Teaching Techniques*. Vermont: Pro-Langue Associates.
- Cross, D. (1996). *A Practical Hand Book of Language Teaching*. London: Prentice Hall.
- Crystal, D. (1989). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
- Dhungana, D.P. (2001). *A Study on the Effectiveness of Self-Correction Technique*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Harmar, J. (1991). *The Practice of English Teaching*. London: Longman.
- Harrison, A. (1991). *A Language Testing Handbook*. English Language Tests. London: Macmillan Press.
- Karki, T.M. (2001). *A Study on the Effectiveness of Peer-Correction Technique*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Khanal, K.P.S. (1997). *A Study of Effectiveness of the Cloze Test over Conventional Objective Tests in Testing Reading Comprehension in English*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Kumar, R. (1996). *Research Methodology*. London: Stage Publications.

- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Nunan, D. (1992). *Research Methodology in Language Learning*. Cambridge: Cambridge University Press.
- Oli, B.B. (2005). *The Effectiveness of Task Based Technique for Teaching Simple Present Tense*. M.Ed. Thesis. Tribhuvan University, Kathmandu.
- Pande, I. (2004). *A Study on the Effectiveness of Project Work Technique in Developing Writing Skill: A Practical Study*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Pandey, B. (1999). *Teaching English Theories and Methods*. Kathmandu: M.K. Publishers and Distributors
- Panta, B. (2004). *A Study on the Effectiveness of Discovery Technique in Teaching Subject Verb Agreement in Grade Nine : A Practical Study*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Pokhrel, T.P. (2000). *Teaching Communicative Functions Inductively and Deductively: A Practical Study*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Rai, V.S. (1998). *ELT Theories and Methods*. Kathmandu: Bhrikuti Academic Publication.
- Rawal, B. (2004). *A Study on the Effectiveness of Drill Techniques in Teaching Passivization: A Practical Study*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Rayamajhi, R.K. (2000). *Effectiveness of Self-Correction Technique in a Private School*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Regmi, C. (2004). *A Study on the Effectiveness of Group Work Technique in Teaching English Tenses*. M.Ed. Thesis, Tribhuvan University, Kirtipur.

- Richards, J.C. and T.S. Rodgers (2002). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Sharma, B.K. and P. Phyak (2005). *ELT Methods and Practices*. Kathmandu.
- Sharma, Y. (2002). *Effectiveness of Role Techniques in Teaching Communicative Functions: A Practical Study*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Shrestha, R.D. (1991). *A Comparative Study of the Efficacy of Nepali and English as the Media of Instruction in Teaching English*. M.Ed. Thesis, Tribhuvan University, Kirtipur.
- Sthapit, S.K. (2000). *Teaching Language for communication*. In Journal of NELTA 5.1: Kathmandu.
- Subedi. H.L. (2003). *ELT Theories and Methods*. Kathmandu: Neema Pustak Prakashan.

APPENDIX-I

Lesson Plan No. 1

School: Rukumini Higher Secondary School

Rukumkot Rukum

Group: A

Date: 2063/9/12

Class: Ten

Time: 40 minutes

Topic: Describing People

Period: 2nd

Objectives: Able to describe people in terms of their appearances

Teaching Materials: Pictures, Photographs.

Presentation:

The teacher hangs a picture on the wall and orders them to observe the picture on the basis of its face, colour, nose, eyes, ears, cheek, etc.

Practice: The teacher divides the class into two groups and asks them to think and make the possible description of the picture. Then, he asks each group to tell the answers. In response to the students' answer the teacher describes the picture briefly

The teacher asks each pair to come in front of the classroom and describe each other.

Evaluation: The teacher calls a student in front of the classroom and asks others to describe his/her appearance. He shows a photograph and asks the students to describe its appearance.

Lesson Plan No. 2

School: Rukumini Higher Secondary School

Rukumkot Rukum

Group: B

Date: 2063/9/12

Class: Ten

Time: 40 minutes

Topic: Describing Places

Period: 3rd

Objectives: Able to describe people in terms of their appearances

Teaching Materials: Pictures, Photographs.

Presentation: The teacher hangs a picture the wall and describes it in terms of its physical appearances. He describes some of the students' physical appearances.

Practice: The teacher asks the students to describe their partner's appearance

Evaluation: The teacher hangs a picture on the wall and asks each student to describe it.

Lesson Plan No. 3

Group: A

Date: 2063/9/13

Class: Ten

Time: 40 minutes

Topic: Describing People

Period: 2nd

Objectives: Able to describe people in terms of their appearances.

Teaching Materials: Photographs, pictures

Presentation: The teachers divides the students into two groups and calls one student from each group in front of the class. Then, he asks each group to describe them in terms of their physical appearance.

Practice: Distributes pictures to the groups and gets them to describe the pictures (each students take par in this process)

Evaluation: He calls one girl and one boy in front of the class and asks the students to describe their physical appearances.

Lesson Plan No. 4

Group: B

Date: 2063/9/13

Class: Ten

Time: 40 minutes

Topic: Describing People

Period: 3rd

Objectives: Able to describe people in terms of their appearances

Teaching Materials: Photographs, pictures

Presentation: The teacher describes his physical appearance himself in the class. He dictates some of the structures that are used for describing people as:

He has +

He wears,

His face is

Practice: The students work in pair. They are given some pictures and asked to describe them.

Evaluation: The teacher calls one girl and one boy in front of the class and asks other to describe them.

Lesson Plan No. 5

Group: A

Date: 2063/9/14

Class: Ten

Time: 40 minutes

Topic: Describing

Period: 2nd

Objectives: Able to describe things in terms of their physical structures shapes, sizes, colours, usages, types and so on.

Teaching Materials: Pictures

Presentation: The teacher revises the previous lesson in short. then, he divides the students into two, groups and hangs a picture card having different pictures on the wall. After that he asks one group to describe the picture and other to find which of the picture is being described.

Practice: Each group has got the chance to describe the picture and find the described picture.

Evaluation: He hangs the picture on the wall and asks the students to describe them in terms of their physical structures, shape, size, colour etc.

Lesson Plan No. 6

Group: B

Date: 2063/9/14

Class: Ten

Time: 40 minutes

Topic: Describing Things

Period: 2nd

Objectives: Able to describe the things in terms of their physical structures, shapes, sizes, colours, types and so on.

Teaching Materials: Pictures.

Presentation: The teacher revises the previous lesson in short. Then, he describes the classroom, describes the school building etc. in the classroom. The teacher dictates some of the structures that are used for describing things.

Practice: The teacher hangs the pictures on the wall and asks some of the students to describe them.

Evaluation: The teacher shows the pictures and asks the students to describe them.

Lesson Plan No. 7

Group: A

Date: 2063/9/16

Class: Ten

Time: 40 minutes

Topic: Describing Things

Period: 2nd

Objectives: Able to describe things in terms of their types, shapes, sizes, colours, physical structures etc.

Teaching Materials: Pictures

Presentation: Revises the lesson by asking some questions from the previous lesson. Then, he divides the students into two groups and asks one group to turn around their faces and other group to look at the pictures hung on the wall and describe. The other group facing backside of the class is asked to draw the pictures after listening to the next groups.

Practice: Both the group get chance to describe the picture and draw the pictures after listening.

Evaluation: The teacher distributes some pictures to the students and asks them to describe.

Lesson Plan No. 8

Group: B

Date: 2063/9/16

Class: Ten

Time: 40 minutes

Topic: Describing Things

Period: 3rd

Objectives: Able to describe things in terms of their types, shapes, sizes, colours, physical structures etc.

Teaching Materials: Pictures

Presentation: After revising the class the teacher writes some exponents, on the blackboard, that are used for describing things. Then, he describes some pictures, buildings in the classroom.

Practice: He asks the students to describe their houses, rooms, kitchen rooms, etc. The students describe their houses, rooms etc. using the structures dictated by the teacher.

Evaluation: He shows the pictures and asks the students to describe the pictures in terms of their shapes, sizes, structures etc.

Lesson Plan No. 9

Group: A

Date: 2063/9/17

Class: Ten

Time: 40 minutes

Topic: Describing Places

Period: 2nd

Objectives: Able to describe places

Materials: Maps and pictures

Presentation: Maps and pictures

Presentation: The teacher motivates the students asking some questions from the previous lesson. Then he hangs a picture on the blackboard and asks the students to observe the picture minutely. He divides the class into two groups.

Practice: Both the groups are ordered to discuss and describe the picture. Then, both the groups discuss and describe one after another. The teacher helps them in their description.

Evaluation: Shows the maps and asks them to describe the different places.

Lesson Plan No. 10

Group: B

Date: 2063/9/17

Class: Ten

Time: 40 minutes

Topic: Describing Places

Period: 3rd

Objectives: Able to describe places

Materials: Maps and pictures

Presentation: Revises the previous lesson asking some questions in short. Then he displays the description of the place and gives some ways (structures) of describing the places to the students.

Practice: The teacher lets them describe their schools, houses, villages, using the discussed structures.

Evaluation: The teacher shows the maps and asks the students to describe them.

Lesson Plan No. 11

Group: A

Date: 2063/9/18

Class: Ten

Time: 40 minutes

Topic: Describing Places

Period: 2nd

Objectives: Able to describe places

Materials: Maps

Presentation: The teacher asks some questions from the previous lesson to motivate the students. Then, he hangs a map on the wall and asks the students to study the map carefully.

Practice: The students are divided into groups. They are asked to describe the different places in the maps. For their practice they work in group where one group looking at the map describes the way to somewhere and other group finds the way and place.

Evaluation: Shows the maps to the students and asks them to describe the places in the map.

Lesson Plan No. 12

Group: B

Date: 2063/9/18

Class: Ten

Time: 40 minutes

Topic: Describing Places

Period: 3rd

Objectives: Able to describe places

Materials: Maps and pictures

Presentation: Motivates the students by asking some questions form previous lesson. Then, he hangs a map on the wall and describes it with some kind of structures as; there is, the place,it ... etc. and asks them to memorize the structures.

Practice: The students practice the structure in pairs. Then, they are given some kind of maps and asked to practice.

Evaluation: The teacher shows the maps to the students and ask them to describe.

Lesson Plan No. 13

Group: A

Date: 2063/9/19

Class: Ten

Time: 40 minutes

Topic: Directing

Period: 2nd

Objectives: Able to direct people

Materials: Maps, flash cards

Presentation: The teacher revises the previous lesson in short. Then, he hangs a map on the wall and asks the students to look at it.

Practice: The students are divided into two groups and asked to practice in finding the way to a particular place. For that one group directs and other group asks the way to that place as where I should go from.....?

Then, where to go?

What road should be crossed....? etc.

Both the groups get the chances of being a tourist and a villager.

Evaluation: The teacher hangs a picture on the wall and asks the students to direct the way to some places.

Lesson Plan No. 14

Group: B

Date: 2063/9/19

Class: Ten

Time: 40 minutes

Topic: Directing

Period: 3rd

Objectives: Able to direct people

Materials: Maps, flash cards

Presentation: After revising the previous lesson the teacher presents the lesson on the classroom. He writes some of the possible structures of directing on the blackboard and directs the way of his school from the nearest street. Then, the students are asked to copy the structures on their copies.

Practice: The teacher asks each student individually to direct the way to their house from the school.

Evaluation: Showing the maps and flash cards, the teacher asks the students to direct the way to particular place on the picture/map.

Lesson Plan No. 15

Group: A

Date: 2063/9/20

Class: Ten

Time: 40 minutes

Topic: Directing

Period: 2nd

Objectives: Able to direct people

Materials: Maps

Presentations: The teacher revises the previous lesson by asking some questions in short. Then, he divides the students into two groups and hangs a map on the blackboard.

Practice: The students are asked to practice in finding the way to the particular places (in group). One group asks where the way goes and other describes or directs the way. Each group gets chance to ask and direct the way.

Evaluation: The teacher hangs the maps on the wall and asks the students to find the way/direct the way to the particular place.

Lesson Plan No. 16

Group: B

Date: 2063/9/20

Class: Ten

Time: 40 minutes

Topic: Directing

Period: 3rd

Objectives: Able to direct people

Presentation: The teacher revises the previous lesson by asking some questions from the previous lesson. Then, he describes the way to their school from the nearest road. Then, he writes some of the exponents for directing people. The students are asked to copy and memorize them.

Practice: The teacher asks the students to work in pair. While doing work in pair each student gets chance to ask the way to his/her friend's house from the nearest road and describe the way to his/her house from the nearest road.

Evaluation: Suppose one of your close friends is looking for your school direct him from the nearest market.

Lesson Plan No. 17

Group: A

Date: 2063/9/21

Class: Ten

Time: 40 minutes

Topic: Narrating

Period: 2nd

Objectives: Able to narrate the past events

Materials: Pictures

Presentation: After revising the previous lesson he displays a narrative of a past event and the corresponding picture along. He reads the narrative referring to the corresponding pictures.

Practice: He divides the students into pairs and distributes one picture to each pair. He asks the students to practice in narrating the events of the picture in short. While doing so, one student asks the questions as:

What happened later?

Why this happened?

Who were there? etc.

and other given the answer. At last the teacher exists them in narrating the past events.

Evaluation: He shows a picture and asks to narrate what happened in the picture.

Lesson Plan No. 18

Group: B

Date: 2063/9/21

Class: Ten

Time: 40 minutes

Topic: Narrating

Period: 3rd

Objectives: Able to narrate the past events

Materials: Pictures

Presentation: He revises the previous lesson in short and displays a short narrative and reads out it. Then, he lets the students observe and read it. He again displays another narrative and asks them to tell the tense that contains and the adverbials that uses.

Practice: He hangs the picture on the wall and asks the students individually to narrate what happened in the picture.

Evaluation: Students are asked to narrate a set of pictures.

Lesson Plan No. 19

Group: A

Date: 2063/9/23

Class: Ten

Time: 40 minutes

Topic: Narrating

Period: 3rd

Objectives: Able to narrate the past events

Materials: Pictures, charts

Presentation: He motivates the students by telling a joke in the classroom. Then, he displays a chart and narrates it in short.

Practice: The teacher divides the students into two groups and hangs a chart on the wall. Then, each group is asked to discuss and tell or narrate the picture in past tense. The answer of each group is written on the blackboard and they are asked to check their answer. After that he helps them in narrating it.

Evaluation: The teacher asks the students to tell or narrate their own stories.

Lesson Plan No. 20

Group: B

Date: 2063/9/23

Class: Ten

Time: 40 minutes

Topic: Narrating

Period: 3rd

Objectives: Able to narrate past events

Materials: Charts

Presentation: He revises the previous lesson briefly and displays his past daily routine orally. Then, he writes some of the sentences on the blackboard and asks the students to identify the forms of tenses used in the narrative. The teacher gives some more forms and structures of narrating past events.

Practice: Students are asked to tell or narrate their past routines to their partners and teacher.

Evaluation: The teacher shows a chart having different things on the blackboard and asks them to narrate what happened in the picture.

Lesson Plan No. 21

Group: A

Date: 2063/9/24

Class: Ten

Time: 40 minutes

Topic: Guessing

Period: 2nd

Objectives: Able to guess from the clues given

Materials: Piece of stone, flower etc.

Presentation: The teacher revises the previous lesson briefly. Then, he presents the lesson in the class and asks the students to work in group.

Practice: The teacher calls one student from one group in front of the class and gives any object (as a piece of paper, stone or flower etc.) secretly and tells him to put into his pocket secretly. The other group is asked to guess what he put into his pocket. For that the students gives some hints as 'It is used for It is started with etc. In this way each group take both roles.

Evaluation: The teacher puts something into the pocket and asks the student individually to guess what he put into his pocket.

Lesson Plan No. 22

Group: B

Date: 2063/9/24

Class: Ten

Time: 40 minutes

Topic: Guessing

Period: 3rd

Objectives: Able to guess from the given clues

Presentation: The teacher presents the lesson in the class and asked the students to tell some exponents that are used for guessing. Then, he writes some of them on the blackboard and asks the student to practice.

Practice: The teacher gives some situations to the students and asks them to guess the things using practiced exponents.

Evaluation: The teacher puts something into his pocket and asks the student individually to guess what he put into his pocket.

Lesson Plan No. 23

Group: A

Date: 2063/9/25

Class: Ten

Time: 40 minutes

Topic: Guessing

Period: 2nd

Objectives: Able to guess from the given clues.

Materials: Incomplete piece of story

Presentation: The teacher motivates the students telling a short story and displays a chart having an incomplete piece of story. The students read it and try to guess what happened later.

Practice: The students work in group. They are asked to discuss and complete the story by guessing what happened later. Then each group is asked to tell the answer. At last the answer of each group is compared.

The teacher hangs another chart having an incomplete piece of story and asks each group to practice. In their practice each group gets chance to ask question and guess from the given clues.

Evaluation: The teacher asks some students to go out and other to hide something somewhere in the classroom. Then, the students are asked to come in and guess what they have hidden. While guessing they give some hints.

Lesson Plan No. 24

Group: B

Date: 2063/9/25

Class: Ten

Time: 40 minutes

Topic: Guessing

Period: 3rd

Objectives: Able to guess from the given clues

Materials: Charts, cards

Presentation: The teacher revises the previous lesson in brief. He shows the chart having the structures and examples of guessing. Then, he tells the students to use the given structures while guessing something.

Practice: The teacher distributes some cards to the students and asks them to practise in pair. While doing pair work each student asks the clues and guesses the facts on the basis of given clues.

Evaluation: The teacher, showing a chart, asks the students to guess what happened in it.

Lesson Plan No. 25

Group: A

Date: 2063/9/26

Class: Ten

Time: 40 minutes

Topic: Asking for help and replying

Period: 2nd

Objectives: Able to ask for help and reply using the following structures:

- would you mind + v^{ing} +
- would you + v +
- could you possibly + v +

Materials: Charts, cards

Presentation: The teacher summarizes the previous lesson in short. Then, he raises the questions to the students on asking for help and replying. He wants to get the responses on asking for help and replying: He wants to get the responses from the students and encourages them to complete the questions and replying. Later on, the teacher presents structures and meaningful sentences on the chart.

Practice: The teacher asks the students to practice in pair. For that he distributes the cards to each pair and asks to conduct the dialogue using the given structures. The students conduct dialogue using the given structures.

Evaluation: The teacher asks the students to beg their pens/books etc. and reply.

Lesson Plan No. 26

Group: B

Date: 2063/9/26

Class: Ten

Time: 40 minutes

Topic: Asking for help and replying

Period: 3rd

Objectives: Able to ask for help and replying using the following structures.

- would you mind + v^{ing} + complement
- would you + v +
- could you possibly + v +

Material: Charts

Presentation: The teacher shows the chart having the structures and examples of asking for help and replying. Then, the students are asked to practice the structures.

Practice: The teacher gives some situations to the students and they practice in asking for help and replying if they get any confusion he assist them in telling.

Evaluation: The teacher asks the students to beg a pen/a copy/a book etc. and replying.

Lesson Plan No. 27

Group: A

Date: 2063/9/28

Class: Ten

Time: 40 minutes

Topic: Asking for help and replying

Period: 2nd

Objectives: Able to ask for help and reply

Materials: Charts

Presentation: The teacher motivates the students by telling a joke. Then, he asks for a pen to a student by saying 'would you give me your pen?' 'Could you possibly provide me your pen?' and tells students to reply. The teacher orders the students to tell the structures that are used for asking for help and replying. In response to the students he shows the charts having the structures of asking for help and replying.

Practice: The teacher divides the students into pairs and provides each pair a task to complete. He distributes information sheets between them to solve the task. Then, they are asked to look at the sheets and read them without showing his/her partner.

Finally, he asks them to complete the task using their information and structures to be practiced (For that he hangs an information sheet).

Evaluation: The teacher asks the students (in pair) to ask for something and reply.

Lesson Plan No. 28

Group: B

Date: 2063/9/28

Class: Ten

Time: 40 minutes

Topic: Asking for help and replying

Period: 3rd

Objectives: Able to ask for help and reply

Materials: Daily used classroom materials, charts

Presentation: The teacher revises the previous lesson in short. Then he introduces the topic showing a chart having the structures and meaningful sentences of asking for help and replying. Then, he tells something more about the topic and structures.

Practice: The students are asked to observe and copy the structures and sentences. Then, they are given some situations and asked to ask for help and reply. All students get chance to make utterances for asking for help and replying.

Evaluation: The teacher asks the students to beg their friends' pens, books, notebooks etc.

Lesson Plan No. 29

Group: A

Date: 2063/10/2

Class: Ten

Time: 40 minutes

Topic: Expressing Opinion

Period: 2nd

Objectives: Able to express their opinions

Materials: Cards

Presentations: The teacher, after revising the previous lesson in short, introduces the topic in the classroom. Then he asks the students to express their opinions in some issues as 'watching television is good or bad', equity in education etc. He writes some of the points of the students on the blackboard. In response to their answers he tells more about expressing opinions.

Practice: The teacher divides the students into pairs and distributes some situation cards to each group and express their opinions on the given topics. In their pair work one students asks the questions and other expresses his/her opinions.

Evaluation: The teacher shows the cards to the students and asks to express their opinions.

Lesson Plan No. 30

Group: B

Date: 2063/10/2

Class: Ten

Time: 40 minutes

Topic: Expressing Opinion

Period: 3rd

Objectives: Able to express their opinions.

Materials: Cards

Presentation: The teacher revises the previous lesson and introduces the topic. Then he asks the students if they have any idea in expressing opinions. In response to the students the teacher writes some of their structures and sentences on the blackboard and students are asked to observe and copy the structures.

Practice: The teacher writes some issues on the blackboard and asks the students individually to express their opinions (on the given issues).

Evaluation: The teacher shows the cards to the students and asks to express their opinions.

Lesson Plan No. 31

Group: A

Date: 2063/10/3

Class: Ten

Time: 40 minutes

Topic: Interpreting Charts

Period: 2nd

Objectives: Able to interpret the charts

Materials: Charts

Presentation: The teacher revises the previous lesson by asking some questions from the previous lesson. Then, the teacher hangs a chart having a timetable of one person and asks the students to observe it.

Practice: The students are divided into two groups and asked to interpret the charts, while interpreting charts each student gets chance to ask questions (What does he plan to do on....?, where does he go on ...?) and give answers (as he plans to visit his grandfather, he goes to Pokhara etc.)

At last, the teacher assists them in interpreting charts.

Evaluation: The teacher shows a chart to the students and asks to interpret.

Lesson Plan No. 32

Group: B

Date: 2063/10/3

Class: Ten

Time: 40 minutes

Topic: Interpreting Charts

Period: 3rd

Objectives: Able to interpret charts

Materials: Charts

Presentation: The teacher hangs a chart on the wall and asks the students to observe it. Then, he interprets the chart and writes some of the sentences on the blackboard. The students are asked to copy the structures.

Practice: The teacher presents some more charts on the blackboard and asks each individual student to interpret the chart.

Evaluation: The teacher shows a chart to the students and asks to interpret.

Lesson Plan No. 33

Group: A

Date: 2063/10/4

Class: Ten

Time: 40 minutes

Topic: Interpret Charts

Period: 2nd

Objectives: Able to interpret the charts

Materials: Charts

Presentation: After revising the previous lesson, the teacher introduces the topic. Then, he presents a pie chart having average increment of students enrollment in a public high school since last 4 years. The students are asked to observe the chart very minutely. He assist them if they feel any confusion in the chart.

Practice: The students are divided into pairs and asked to practice in interpreting charts. In pair work one student asks the questions and other interprets the charts. This process is applied for each group. The teacher helps them in interpreting the chart.

Evaluation: The teacher shows the chart to the students and asks to interpret.

Lesson Plan No. 34

Group: B

Date: 2063/10/4

Class: Ten

Time: 40 minutes

Topic: Interpret Charts

Period: 3rd

Objectives: Able to interpret the charts

Materials: Charts

Presentation: After revising the previous class the teacher presents a chart showing the time-table of prime-minister and interprets it. He tells something more on interpreting charts.

Practice: The teacher hangs a chart on the wall and asks each students to practise in interpreting chart.

Evaluation: Individual student is asked to interpret the chart after hanging it on the wall.

Lesson Plan No. 35

Group: A

Date: 2063/10/5

Class: Ten

Time: 40 minutes

Topic: Expressing likes and dislikes

Period: 2nd

Objectives: Able to express their likes and dislikes

Presentation: The teacher at first revises the previous lesson in short and expresses what he likes and does not like as like dancing. I like drawing. I don't like cheating others etc. Then he asks the students about their likes and dislikes.

Practice: In response to the students he writes some of them on the blackboard and asks the students (in group) to draw the structures that are used to express likes and dislikes on the basis of examples written on the blackboard.

Then, he calls two students (one from each group) in front of the class and asks them to conduct a dialogue on their likes and dislikes.

Evaluation: The teacher asks each student to express own likes and dislikes.

Lesson Plan No. 36

Group: B

Date: 2063/10/5

Class: Ten

Time: 40 minutes

Topic: Expressing likes and dislikes

Period: 3rd

Objectives: Able to express their likes and dislikes

Materials: Charts

Presentation: The teacher introduces the topic in the classroom and tells something about expressing likes and dislikes. Then, he writes some structures that are used for expressing likes and dislikes on the blackboard. The students are also asked to copy the structures. After that he hangs the chart having the structures and examples of expressing likes and dislikes.

Practice: The teacher asks each student to tell the likes and dislikes using the structures presented on the chart.

Evaluation: The teacher asks the following questions to the students:

- Express your likes/what do you like to do?
- Express your dislikes/what don't you like to do?

Lesson Plan No. 37

Group: A

Date: 2063/10/7

Class: Ten

Time: 40 minutes

Topic: Expressing likes and dislikes

Period: 2nd

Objectives: Able to express their likes and dislikes

Materials: Charts

Presentation: The teacher asks some students about their likes and dislikes as what do you like to read? What don't you like to be? etc. Then he writes the students' responses on the blackboard.

Practice: The students are asked to draw the structure that are used for expressing likes and dislikes.

The teacher hangs a picture chart on the blackboard and asks the students to express their likes and dislikes (people in the picture) on the basis of given clues.

Evaluation: What do you like to be?

What do you like to say?

What don't you like to be?

Lesson Plan No. 38

Group: B

Date: 2063/10/7

Class: Ten

Time: 40 minutes

Topic: Expressing likes and dislikes

Period: 3rd

Objectives: Able to express their likes and dislikes

Materials: Charts

Presentation: The teacher revises the previous lesson in short and introduces the topic. Then, he asks the students to tell if they have any idea in expressing likes and dislikes. In response to the students he writes some structures on the blackboard.

Practice: The teacher hangs the chart showing some likes and dislikes and asks them to make full sentences using the structures written on the blackboard. The students practise in expressing their likes and dislikes.

Evaluation: What do you like to be?

What do you like to say?

What don't you like to be?

Lesson Plan No. 39

Group: A

Date: 2063/10/8

Class: Ten

Time: 40 minutes

Topic: Introducing

Period: 2nd

Objectives: Able to introduce with other people

Presentation: The researcher revises the previous lesson by asking some questions. Then, he calls one student in front of the class and asks for his name and address. In response to the student he writes some of his (student's) responses on the blackboard. Then, he asks them to guess the topic and introduces it with students. He writes some more examples and structures that are used for introducing on the blackboard.

Practice: The students are divided into pairs and asked to introduce each other in the classroom.

Evaluation: The teacher asks the students (in pairs) to introduce with each other.

Lesson Plan No. 40

Group: B

Date: 2063/10/8

Class: Ten

Time: 40 minutes

Topic: Introducing

Period: 3rd

Objectives: Able to introduce with other peoples

Presentation: The teacher introduces the topic and tells something about it. Then, he writes some structures with some examples of introducing on the blackboard. The students are asked to copy and memorize the structure.

Practice: The teacher gives the situation cards to each student and asks to express the exponents that are used for introducing. He further asks each student to introduce in the classroom.

Evaluation: The teacher asks two students to introduce ownself with each other.

Sample Teaching Material

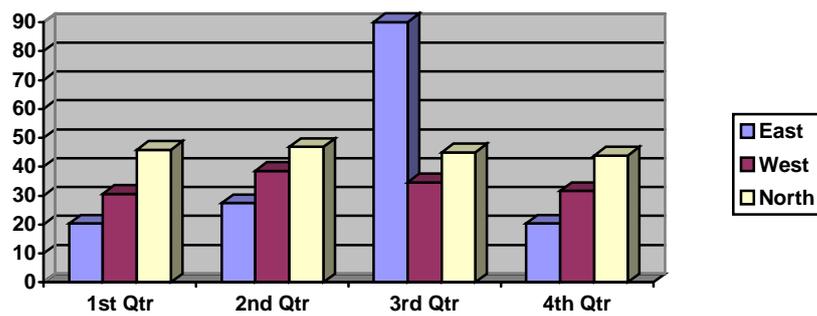
Flash Card

Would you mind + Ving.....
Could you possibly + v

Picture



Chart



Appendix-II

The Impact of Information Gaps in Developing Speaking Skill: A Practical Study

Name:

Class:

Roll No.:

Full marks:

Answer the following questions

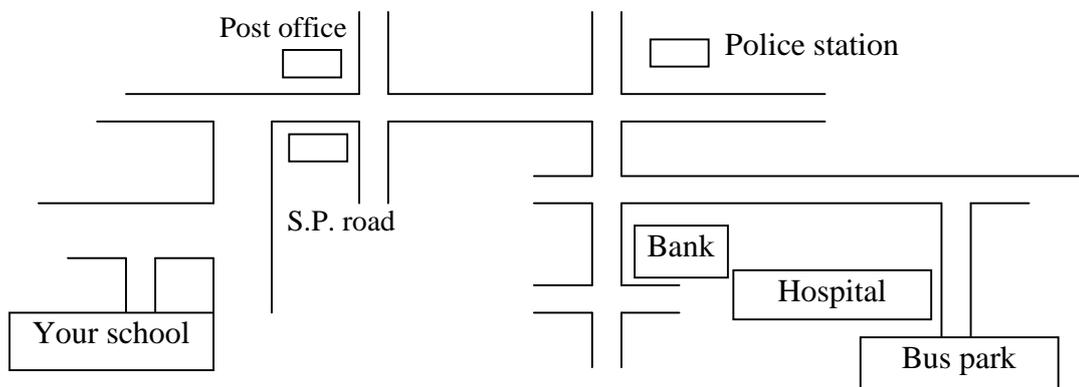
1. Describe your house using the following clues.

- Building
- Tap
- Kitchen
- Locality
- Garden
- Bedroom
- Toilet

2. Ramesh is your elder brother. He is handsome and well structured. He has

- Face (shape)
- Nose (shape and size)
- Hair style
- Ears and eyes (size)
- Clothes

3. One of your pen-friends is looking for your school. Direct him using the map given below:



4. Look at the following time table of your friend and tell 5 sentences using it. 10

Time	Works	Place
7 th May	Visit grand-father	Rukum
10 th May	Return back to Kathmandu	Rukum
15 th May	Go to school	Kathmandu.
20 th May	Go to picnic	Lalitpur
27 th May	Participate in tournament	Kathmandu

5. Here is give an incomplete piece of story. First read then guess what happened later. 10

Once upon a time there was a lion in the jungle. It was very old and cannot move around for its haunt. It was 10 days that the lion was unable to find the haunt. One day, it saw a goat grazing on the earth. Then

6. Suppose you are the headmaster of your school. Your school is going to celebrate the anniversary day, give a welcome speech for 2 minutes. 10

7. Give a public speech on 'The Importance of Education for the Development of Nation' for three minutes. 10

8. 'Watching television is a good habit' argue against the statement for two minutes. 10

9. Read the conversation between two friends and then narrate what they are saying. 10

Ganesh: Hi Sima ! What are you doing now?

Sima: Oh Ganesh ! I did not know you were here. I've just finished writing a letter to my father.

Ganesh: A letter to father? You're crazy. You sent one yesterday, didn't you?

Sima: No, that was the letter to my grandfather.

10. Look at the following picture and then describe where the following things are. 10

birds, crows, car, men, temple

Appendix-III

Group-based Table for pre-test and post-test

1. Rank of the students according to pre-test result

Test items 10

Total marks 100

Rank	Name of the students	Obtained marks	Remarks
1	Rajan Paudel	45	
2	Tika Jung B.K.	45	
3	Karna Bahadur B.K.	40	
4	Shanti Rawal	38	
5	Bhawana B.K.	38	
6	Diamond Chand	35	
7	Suman Khadka	34	
8	Sarojani Pun	33	
9	Vijaya Shahi	32	
10	Krishna Gautam	26	
11	Dev Bahadur Hamal	26	
12	Sudhan Thapa	23	
13	Rajan Regmi	23	
14	Shiv Kumar B.K.	23	
15	Rajani Budha	23	
16	Rabin Regmi	21	
17	Shushila Pariyar	21	
18	Sudhan Sharma	20	
19	Shikhar Pun	20	
20	Hira Gautam	19	
21	Keshav Thapa	19	
22	Sita K.C.	18	
23	Pradip Khanal	18	
24	Himalaya Shah	18	

25	Bimala Khadka	18	
26	Rupa Acharya	17	
27	Basant Khadka	17	
28	Jyoti Gharti	16	
29	Shyam Shrestha	16	
30	Shushila K.C.	16	
31	Rileshan Thapa	16	
32	Jaya Kumar Khadka	16	
33	Anmol Roka	16	
34	Kalpana Thapa	16	
35	Bhakta Bahadur Pun	15	
36	Bimala Gautam	15	
37	Om Prkaash Thapa	15	
38	Amrita Sunar	15	
39	Prakash Paudel	15	
40	Nisant K.C.	14	
41	Ramita Soni	14	
42	Keshav Shahi	13	
43	Shushila Gautam	13	
44	Kushum Malla	12	
45	Prem Acharya	12	
46	Pushpa Shah	12	
47	Kiran Shani	11	
48	Tulsari Budha	11	
49	Indira Pun	10	
50	Subina Thpa	9	

Group A

2. Pre-test and Post-test Result of Group A

Rank	Name of the students	Marks obtained in pre-test	Marks obtained in post-test	Difference (D)	Difference percentage (D%)
1	Rajan Paudel	45	65	20	44.44
2	Karna Bahadur B.K	40	62	22	55.00
3	Bhawana B.K.	38	56	18	47.37
4	Suman Khadka	34	61	27	79.41
5	Vijya Shahi	32	53	21	65.62
6	Dev Bahadur Hamal	26	48	22	84.61
7	Rajan Regmi	23	45	22	95.65
8	Rajani Budha	23	45	22	95.65
9	Shushila Pariyar	21	41	20	95.65
10	Shikhar Pun	20	38	18	90.00
11	Keshav Thapa	19	36	17	89.47
12	Pradip Khanal	18	34	16	88.89
13	Bimala Khadka	18	35	17	94.44
14	Basant Khadka	17	33	16	94.11
15	Shyam Shrestha	16	40	24	150.00
16	Relashan Thapa	16	32	16	100.00
17	Anmol Roka	16	28	12	75.00
18	Bhakta Bahadur Pun	15	37	22	146.67
19	Om Prakash Thapa	15	36	21	140.00
20	Prakash Paudel	15	30	15	100.00
21	Ramita Soni	14	24	10	71.43
22	Shushila Gautam	13	25	12	92.31
23	Prem Acharya	12	27	15	125.00
24	Kiran Soni	11	30	19	172.73
25	Indira Pun	10	19	9	90.00
Total Marks		527	980	453	2383.04
Average marks		21.08	39.20	18.12	95.32

[Note: D = Different between pre-test and post-test

D% = Difference percentage]

Group B

3. Pre-test and Post-test Result of Group B

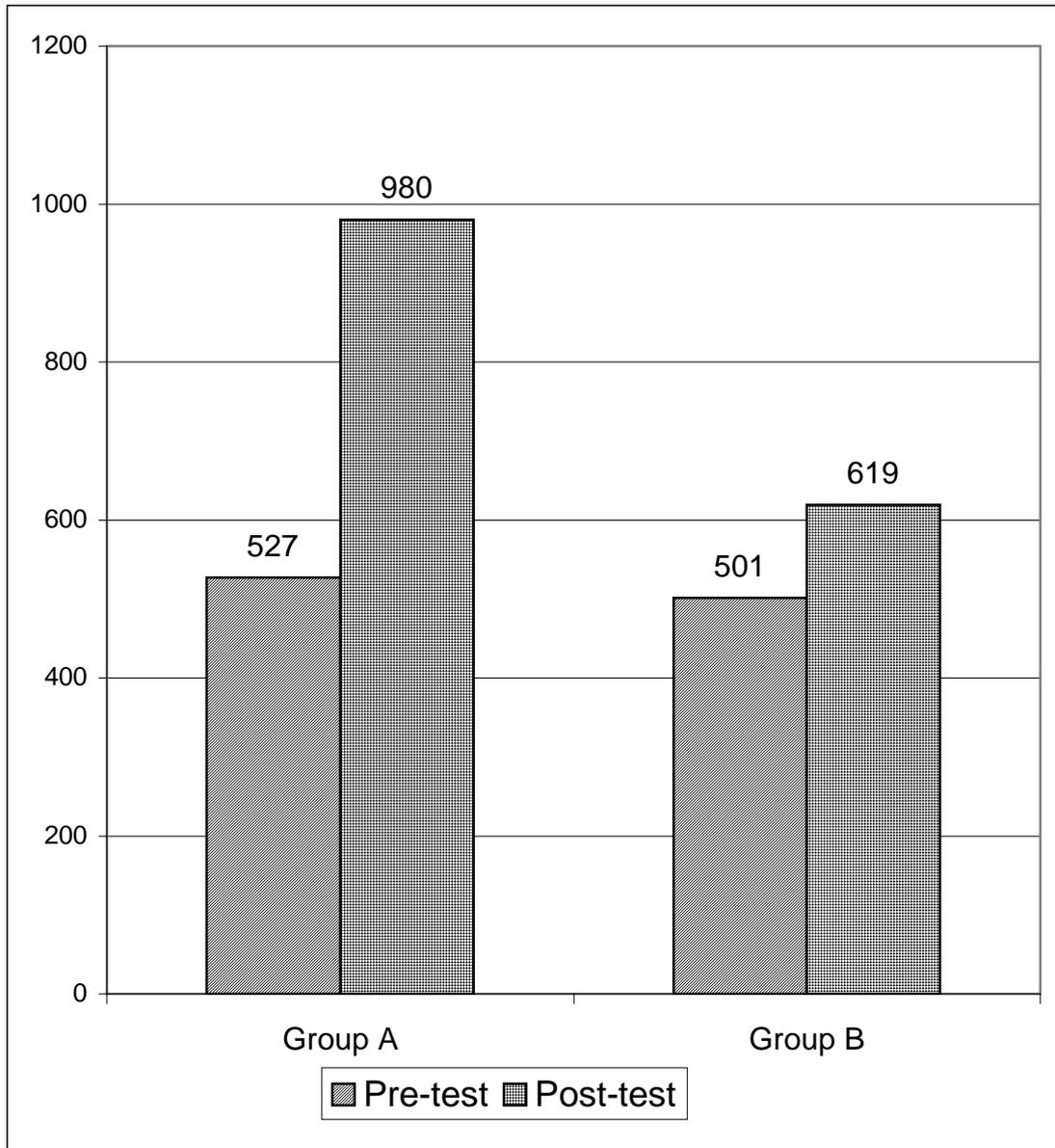
Rank	Name of the students	Marks obtained in pre-test	Marks obtained in post-test	Difference (D)	Difference percentage (D%)
1	Tika Jung B.K.	45	42	-3	-.6.67
2	Shanti Rawal	38	40	2	05.27
3	Diamond Chand	35	35	0	0.00
4	Sarojani Pun	33	32	-1	-03.30
5	Krishna Gautam	26	29	3	11.54
6	Sudhan Thapa	23	22	-1	-04.35
7	Shiv Kumar B.K.	23	24	1	04.35
8	Rabin Regmi	21	24	3	14.8
9	Sudhan Sharma	20	21	1	05.00
10	Hira Gautam	19	22	3	15.79
11	Sita K.C.	18	24	6	33.33
12	Himalaya Shah	18	20	2	11.11
13	Rupa Acharya	17	19	2	11.75
14	Jyoti gharti	16	19	3	18.75
15	Shushila K.C.	16	16	0	0.00
16	Jaya Kumari Khadka	16	24	8	50.00
17	Kalpana Thapa	16	22	6	37.50
18	Bimala Gautam	15	22	7	46.67
19	Amrita Sunar	15	18	3	1.67
20	Nishal K.C.	14	16	2	14.29
21	Keshav Shahi	13	31	18	138.46
22	Kushum Malla	12	29	17	141.67
23	Pushpa Shah	12	15	3	25.00
24	Tulsari Budha	11	22	11	109.09
25	Subina Thapa	9	30	21	233.33
Total Marks		501	619	117	929.54
Average marks		20.04	24.76	468	37.18

[Note: D = Different between pre-test and post-test

D% = Difference percentage]

Appendix-IV

Graph Presentation of Obtained Marks in Pre-test and Post-test on the Basis of Group



Appendix-V

Specimen of Students' Answer Sheet (Orthographic form)

Group A

Name:	Roll No.:	Class:
Kama Bahadur B.K.	1	10

Pre-test

1. My house is made of roof and stone stone and mud. There is a only one nice kitchen room. There's beautiful garden. There is one toilet. There is four rooms.
2. Round face, hair style is from both side, white shirt and black trousers. He's straight nose, close nose, and eyes.
3. He must came toward the straight road. Then he can came near the bank then he will reach police station and instead of the post office then he can visit the school.
4. My friend is Ramesh. He have to visit his grandfather at the Rukumkot on 7th May. And he have to return back to Kathmandu 10th may from Rukum. He have to go school from Kathmandu 15th May. He have to picnic Lalitpur on 20th May.
5. Then he chased the goat and caught at last he ate and stay.
6. Watching television is good habit because it destroys the habits children. It take a lot of time and money. In my opinion it is not good.
7. Education is importance for the nation's development by giving teachers, doctors, pilot, police etc.
8. Today is our school 10th anniversary day. I would like to welcome all the people come her.
10. Bird is in roof. Crows are flying. Car is on road. Man is running on way one man is standing on the door. The temple is in trees side.

Post-test

1. My house is made by mud and stone. There is a garden, a tap, a toilet there are five rooms.
2. He has got long dark hair. He has a round white face. He always wears cot and pants. He has small eyes.
3. At first go to the hospital, turn left go to the bank, turn up go to the police station. Then go up to post office. Then, and go down you will find my school.
4. He will visit his grandfather on 7th May in Rukum. He'll return back to Kathmandu on 10th May. He will go to school on 15th May. He'll go to picnic on 20th May.
5. Then the lion thought to eat the goat then it followed the goat but then the goat ran away as a result the lion was unable to caught it.
6. Respected guests,

I am going to welcome you our schools' anniversary day. Our school is going to celebrate it. So, I'd like to welcome all of you.

7. Education helps us to develop our nation. It gives us skillful manpower like, teachers, doctors, pilots and so on. So, education has a great role.
8. Respected Gurus and dear friends

In my opinion watching television is not good because it makes our habit bad it takes a lot of money and time. It's boring too.

10. This tree is near the house . The car is on the road. The tap is near the house. The man is standing in the road. Specimen of Students'

Answer Sheet

Group B

Name: Tika Jung B.K. Roll No.: 64 Class: 10

2. My house is builded by mud and stone and some woods. Tap is beside the house. In my house there is a kitchen I mean beautiful and small. There is also a garden it's not too big but it's small. Its also beautiful. And I have also a toilet.
3. My brother Ramesh has olive colour face. His face shape is round and his nose is straight, hair style is curly and long.
4. From the bus park go forward and you'll get a hospital. Take a left turn and you'll get a bank and there is a junction. Take right turn another junction in there and again left turn and you'll get S.P. Road and again go to straight and take a left turn and you'll find this.
5. On 7th May my friend is going to visit his grand father who is in Rukum. On 10th May he'll return back to Kathmandu from Rukum. On 15th May he'll go to the school in Kathmandu. On 20th May he'll go to picnic in Lalitpur
6. Once upon a time there was a line Then he thought that he will catch it and he chases that goat and at last he got the goat and haunted it and ate it.
7. Watching television is not good habit because the television makes the children lazy and they get entertainment from television and they use to make side books and they can't....
- 10 This bird is on the roof. The tap is beside the house. Tree is near the house. Temple is near the tree.

Post-test

1. It's builded by stone, wood and mud. It has a kitchen a garden and ten rooms and toilet.
2. Round face, olive colour nose is straight and hair style is curley and he has black eyes and ears.
3. From bus park go forward you'll get hospital. Take left turn and you'll meet hospital. Go forward there is a bank junction and you can go police station and from police station turn left you'll find S.P. road then you'll find my school.
4. 7th May he'll go to visit his grand father. On 10th May he'll return back to Kathmandu. On 15th May he'll go to school and on 20th May he'll go to picnic and on 27th May he'll participate in tournament.
7. Education develops nation because education is important of life, without education man cannot change him.
10. Man is standing by the door. Bird is under the tree. Tree is between temple and house.