

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication. It is the most unique gift to human beings that easily distinguishes them from the rest of other living beings i.e. animals. We express our thoughts, feelings, desires, emotions and so on with the help of language. It can be taken as a means to have a good relationship among the people in a community, nation and the world as a whole. Language is used as a vehicle to transmit ideas from person to person and one generation to another one and helping a society to march forward. It is a form of social behavior that enables the individual to co-operate with others in a group. It is the universal medium for conveying the common facts including complex thoughts, ideas and feelings of everyday life. The core importance of language is in its use as a tool or a vehicle of expression, a means through which interaction between human beings take place. The fundamental function of language is to communicate.

According to Oxford Advanced Learner's Dictionary (1996, p.662) "Language is the system of sounds and words used by humans to express their thoughts and feelings." Likewise, Sapir (1978, p.8) defines, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." Wardhaugh (1986, p.1) defines language as "what the members of a particular society speaks." Similarly, in the Encyclopedia Britannica (vol. XIII, p.96), language is defined as "an arbitrary system of vocal symbols by means of which human beings, as a member of social groups, participant in a culture, interact and communicate."

Language learning is learning to communicate, in which all aspects of communicative competence should be noted. It is a complex system consisting at least six components: phonology, morphology, syntax, lexicon, speech act and discourse. Language is purely human and structurally complex. It is unique and creative. Language is not only a means of communication but it is a social phenomenon which is used in our society to establish the relationship among the human beings.

Crystal (2003, p.255) says, "English holds special status as medium of communication." There are more than 6000 languages spoken in the world. Among them, English is one of the widely used languages because it has gained the status of an international language. It is used as lingua franca because it is used to communicate with the people who are of different linguistic backgrounds. It is claimed that the English language is spoken by one in every seven people. The English language is taken as the richest and most prestigious language in the world because it has the richest vocabulary in comparison to other languages. Most of the world's books are written in English medium so it is the most dominant language in all areas like trade, mass media, international diplomacy etc. It is also the language of the world politics, medicine, travel and tourism, science and technology, economics, marketing and so on. So the demand of the English language is increasing day to day in this 21st century. Realizing the importance of English in Nepal, it is taught as a compulsory subject from grade one to bachelor level and it is also taught as an optional subject from the very beginning to master's level at Faculty of Education and Faculty of Humanities and Social Sciences.

According to Kansakar (1998, p.73), the teaching of English in Nepal can broadly be divided for two different purposes. It can be taught for international purpose i.e. carrying on interrelationship and also for national purposes e.g. for using it as a 'lingua franca'.

Language is used in terms of different skills. A skill means to do something very expertly and well. Learning language means learning the four language skills viz. listening, speaking, reading and writing. This study is about "**A Study on the Effectiveness of Pair Work Technique for Developing Speaking Skill.**" So, it is only concerned with speaking skill.

1.1.1 The History of ELT in Nepal

In Nepal, the history of teaching and learning of English goes back to Prime-ministership of Bhimsen Thapa while British Government opened 'Gorkha Bharti Kendra'. Especially Nepalese youths were attracted towards learning English, as the selectors and immigrants used this language. In terms of formal education, establishment of the first English medium school, Durbar High School (1854) became the pioneer effort, but this was only for Ranas. Later, that was shifted to Ranipokhari in 1881 and opened for all. In the past, Nepalese education system was influenced by religious and classical Sanskrit system of education. The recitation of a text was thought to be a mastery over a subject. Oral examination was in practice in the past. Gradually, oral examination was replaced by written examination.

Another remarkable achievement in the history of English teaching and learning in the context of Nepal was the establishment of Tri-Chandra College

in 1918. The spread of English education started quite later in a slow speed. The political changes of 1951 opened up a favourable condition in this regard and created a new era onto cater for the extreme demand for educational activities. The most notable efforts in this change proposed by Nepal Education Commission (NEC) 1956, All Round National Education Committee (ARNEC) 1961, National Education System Plan (NESP) 1971, Curriculum Implementation Plan (CIP) 1981, and the latest one National Education Commission (NEC) 1992. A high level Education Commission (HLEC) was constituted in 1997 which suggested undertaking timely measures to reform education system in Nepal.

In the history of School Leaving Certificate (SLC) Examination, the examination was conducted in Kathmandu for the first time in 1928. At the very beginning of SLC examination, it was conducted by Calcutta University and later by Patana University. In the history of SLC examination, 1934 was taken as the remarkable date when the board of School Leaving Certificate was established in Nepal. Nowadays concerned school, District Education Officers and the officials of the Ministry of Education are responsible for the school level Examination at different stages and levels. Similarly, T.U. Controller of Examination was established in 1956. With the establishment of these two examination boards, the formal education system was strengthened along with institutionalization of teaching English in Nepal. A number of schools and colleges were established and common people also got opportunity to have modern education.

The latest curriculum was introduced in Nepal in 1999 with the promise of maintaining SAARC level standard. Six compulsory and two optional subjects

are included in the SLC curriculum, English is also one of the important subject among compulsory ones and it is also taught as an optional subject.

The new English curriculum of secondary level (9-10) introduced in 1999, is based on communicative approach to language teaching which emphasizes on the teaching of language functions along with grammatical items and language structures. For the assessment aspect of curriculum CDC (1999, p.14) states: 'Assessment measure should be consistent with a communicative approach to teaching, as this will measure how students use English not what they know about it.' The national examination is held at the end of this level, which is known as SLC examination. The questions for the SLC examination are set in accordance with the secondary level curriculum. Four skills of the English language viz. listening, speaking, reading and writing are tested separately in the secondary level examination as proposed by curriculum. The marks allocation for listening, speaking, reading and writing were 8%, 12%, 45% and 35% respectively when new curriculum was implemented. From this year, 2008, the marks allocation for four language skills has been changed by CDC. The present marks allocation for listening, speaking, reading and writing are 10%, 15%, 40% and 35% respectively. This shows that listening and speaking skills are emphasized and regarded better than those of the examination system in the past. Students should appear to the listening and speaking tests after they take the final written examination of SLC.

1.1.2 Classification of Language Skills

The language skills have been classified into four types. The four basic skills of language are:

- i) Listening skill

- ii) Speaking skill
- iii) Reading skill
- iv) Writing skill

The above mentioned skills are in a natural order of the development of language skills. These four skills can further be classified into two types. They are:

- i) Receptive
- ii) Productive

Listening and reading fall under the category of receptive skill. Speaking and writing are productive skill. Receptive skills are involved in receiving messages where as productive skills are involved in the production of language for conveying messages. The above mentioned four basic skills are related to each other. Receptive skills precede productive ones in language acquisition. It is impossible to develop productive skills without developing receptive ones. We can represent the relationship among the skills in the following way:

	Speech	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

1.1.3. Speaking Skill

Speaking is a productive skill like writing. It is very complex and complicated skill in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. It involves thinking of what is to be said. We can define speaking as the ability to express oneself fluently in a foreign Language. But it is especially difficult in foreign language because effective oral

communication requires the ability to use the language appropriately in social interaction. It requires more than its grammatical and semantic rules. Harmer (2001) calls 'it is a store' and argues that to achieve communicative purpose the speakers, both native and non-native, select the language from the store they think appropriate for the purpose. It is also difficult to describe how an utterance is followed by another one, and how they are processed. Speaking takes place in a situation where the speaker is under pressure to produce his/her utterances without having much time to organize what and how he/she wants to say.

Ur (1996, p.120) says,

Speaking seems intuitively the most important: People who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak.

John Munby (1979, p.58) has identified the following sub skills of speaking:

- Articulating sounds in isolate forms.
- Articulating sounds in connected speech.
- Manipulating variation in stress in connected speech.
- Manipulating the use of stress in connected speech.
- Producing intonation patterns and expressing attitudinal meaning through variation in pitch, height, pitch range and pause.

Referring to Bygate (1987), and Hughes (2003) presents a list of speaking sub-skills which are presented below:

a. Information Skills

Candidates should be able to:

- Provide personal, non-personal and required information
- Describe sequence of events
- Give instructions and explanations
- Make comparisons
- Present arguments
- Express need, requirements and performances
- Seek help and permission
- Ask for apology and make excuses
- Express and justify opinions and attitude
- Complain
- Speculate
- Comment, summarize, conclude and make suggestions (what they have said)

b. Interactional Skills

Candidates should be able to:

- Express one's purpose and recognize other's
- Express agreement and disagreement
- Elicit opinions and information
- Modify statements and comments made by other speakers
- Justify statements and comments made by other speakers
- Justify or support statements made by other speakers
- Persuade others
- Repair breakdowns in interactions
- Elicit clarification
- Indicate understanding or uncertainty

c. Skills in Managing Interactions

Candidates should be able to:

- Initiate interactions
- Change the topic of an interaction
- Share the responsibility for the development of an interaction
- Take and give turn in an interaction
- Come to a decision
- End an interaction

(as cited in Khaniya 2005, pp.136-137)

Ur (1996, p.120) identifies four characteristics of a successful speaking activity.

1. **Learners talk a lot.** As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. **Participation is even.** Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. **Motivation is high.** Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. **Language is of an acceptable level.** Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

1.1.4 Problems with Speaking

Speaking is a complex skill, that is to say, it is a network of skills, and therefore teaching speaking is not an easy task. Native speakers of a language possess all the sub-skills of their language: they can understand and use innumerable types of sentences. Not only that but they can also understand and use entirely new sentences which they have never been used before. But there may be a lot of problems with the students who are studying English as a foreign language. The problems may lie with the teaching process or with the students or with the materials itself.

The problems according to Ur (1996,p.121) are as follows:

- i) **Inhibition:** Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts.
- ii) **Nothing to say:** Even if they are not inhibited, we often hear learners complain that they can't think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- iii) **Low or uneven participation:** Only one participant can talk at a time if he/she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- iv) **Mother- tongue use:** In classes where all, or a number of, the learners share the same mother-tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less ‘exposed’ if they are speaking their mother-tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.

In addition to the above mentioned problems, Phyak & Sharma (2006, pp.216-217) have mentioned the following problems:

- v) **Classroom size:** We can not allocate time to each individual to speak if the student number is large. Unmanageable classroom size prevents students from speaking practice.
- vi) **Time of exposure:** Merely emphasizing structure and vocabulary practice doesn’t automatically develop speaking ability of the students. Few numbers of hours available for speaking is not enough to develop speaking habit of the learners.
- vii) **Syllabus/examination system:** Our syllabus and examination system underestimate the importance of speaking skill reflecting students' communicative ability through paper-pencil work is not a genuine way of testing. In the Nepalese context, testing speaking is just for formality, not for reality.
- viii) **Pronunciation problems:** Pronunciation problems are real problems regarding the spoken language pronunciation problems will of course vary greatly from one country to another. Common problems that are likely to occur are:

- difficulty in pronouncing sounds which do not exist in the students' own language e.g. for many Nepalese students, the consonants /ð/, /θ/, /f/, /v/ are difficult.
- confusion of similar sounds e.g. /i:/, /i/, or /l/ and /r/ or /s/ and /ʃ/
- use of simple vowels instead of diphthongs, e.g. /i:/ instead of /i /
- difficulty in pronouncing consonant clusters, e.g. 'desks' /desks/, twelfths /twelfθs/
- tendency to give all syllables equal stress and flat intonation.

Ur (1996, pp.121-122) has given some suggestions to solve the above mentioned problems. They are:

i) Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwillingly to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

ii) Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

iii) Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

iv) Give some instruction or training in discussion skills

If the task is best on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

v) Keep students speaking in the target language

The best way to keep students speaking the target language is simply to be there as much as possible. The teacher has to work as a monitor or facilitator to ensure that all the students speak the target language.

In addition to the above mentioned suggestions, Phyak & Sharma (2006,p.218) has mentioned two more ones.

vi. Provide appropriate feedback

Based on the students' performance the teacher should provide appropriate feedback. The teacher can give verbal feedback like 'Yeah', 'Well done', 'Good', 'Keep on the job', which encourages the learners.

vii. Avoid immediate correction

Immediate correction should avoid as far as possible. Immediate correction inhibits the learners to speak in front of his/her fellow students. Some common and serious errors can be noted down and later discussed in the classroom.

1.1.5 Components of Speaking Skill

According to M.Ed. English Curriculum (1999), the ability to speak in a foreign language consists of the following components which are very important from pedagogical point of view.

- i) Articulation and production of sounds and sound sequences.
- ii) Production of stress and intonation patterns
- iii) Connected speech.
- iv) Communicative skills.
- v) Phatic communion

According to Harmer (2001, pp.269-270), the necessary elements for speaking production are the following:

) **Connected speech:** effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent ‘connected speech’ (as in I’d’ve gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r) or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specially to improve their connected speech.

) **Expressive devices:** native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed and slow by other physical and non verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and

devices in the same way if they are to be fully effective communicators.

- J) **Lexis and Grammar:** spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stage of an interaction.
- J) **Negotiation language:** effective speaking benefits from a negotiatory language we use to seek clarification and to show the structure of what we are saying.

1.1.6 Activities for Teaching Oral Skill

Littlewood (1981) proposes two sets of activities, **pre-communicative and communicative**. Pre-communicative activities are actually the early stage of teaching speaking in which the teacher guides the students in controlled conversation practice. Later, they are gently pushed into the free conversation which is communicative activities.

The pre-communicative activities are as follows:

1. Sharing information with restricted co-operation

- i. Identifying one picture from the set: Students are divided into two pairs and given pictures. A gets the whole set, B gets just one of the pictures from the set. A has to discover which one B is holding.

- ii. Discovering sequences or locations: Both A and B are given pictures. A has a particular sequence of pictures, and B has to arrange his in the same sequence.
- iii. Discovering missing information. Two learners have incomplete tables and each has to get missing information from the other.

2. Sharing information with unrestricted co-operation

- i. Discovering differences: A and B have pictures which have several very slight differences. They find out the differences by talking to each other.
- ii. Following direction: A and B use identical maps, but only A knows the destination.

3. Sharing and processing information

Reconstructing story sequence: This activity is done in groups. Each member of the group has picture from a story. They can not see each other's picture. They have to talk about the pictures to construct the story.

4. Processing information

Placing items in order of importance, deciding use of money for presents creating story from random pictures are some of the activities that come under this heading.

The communicative activities are as follows:

1. The classroom as a social context

Using the foreign language for classroom management, using the foreign language as a teaching medium, conversation or discussion sessions, basing

dialogues and role plays on school experience etc. in which a lot of interaction is done can be included in this activity.

2. Simulation and role-playing

Role playing controlled through cued dialogues, role-playing controlled through cues and information, role-playing controlled through situation and goals, large-scale simulation activities, and improvisation /unscripted dramatization etc. are some of the activities that can be simulated and/or role-played.

Bygate (1987 as cited in Rai, 2005, p.82) includes four major kinds of activities for developing interactional skills in the learners. They, with some examples, are given below:

1. Information-gap activities

Different learners are given different bits of information, and by sharing this information, they complete a task. For example, A and B have the same list of items but specific information about those items are different. They talk together and complete the information.

2. Communication games

A lot of games such as describe and draw, describe and arrange, find the difference, ask the right question etc. can be played to enhance communication.

3. Simulation

The term simulation refers to "an activity which involves decision-making, in which the participants may act as themselves or in social

roles. It is not performed for an audience, and the participants work together within the constraints of the imaginary setting."

4. Project-based interaction activities

Project activities take longer time and are used with advanced learners. For example, having read and studied the differences between five different newspapers reports about a terrorist attack on the airport, students are invited to say what they have discovered about the difference. In groups, students think up a story about a robbery, or decide on a current news story that they would like to report. They are invited to consider their circle of social contacts and evaluate what they speak about to each of them, and they compare their contacts and conversations with other people's etc.

Harmer (2001, pp.271-275) includes some of the most widely classroom activities for developing speaking ability. They are given below:

a) Acting from a script

We can ask our students to act out scenes from plays and/ or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b) Communication games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or to find similarities and differences between pictures.

c) Discussion

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

d) Prepared talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than like this. However, if possible, students should speak from notes rather than from a script.

e) Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both the questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basic for written work, discussions or prepared talks.

f) Simulation and role-play

Many students derive great benefit from simulation and role-play. Students 'simulate' a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or talking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-

play can be used to encourage general oral fluency. Role-play is used to refer to those types of activities where learners imagine themselves in a situation outside the classroom and use language appropriate to this new context.

In simulation the individual participants speak and react as themselves but the group role, situation and task are imaginary ones. For a simulation to work it must, according to Jones(1982, pp.4-7) have the following characteristics.

- **Reality of functions:** The students must not think of themselves as students, but as real participants in the situation.
- **A simulated environment:** The teacher says that the classroom is an airport check- in area, for example.
- **Structure:** Students must see how the activity is constructed and they must be given the necessary imagination to carry out the situation effectively.

Heaton (1988, pp.88-103) lists the following activities for oral production test.

- a. Reading aloud
- b. Conversational exchange
- c. Oral interview
- d. Short talk
- e. Group discussion
- f. Role playing
- g. Retelling a short story

Cross (1992, pp.282-294) presents a range of communicative activities for developing oral skills, they are as follows:

a. Discussion and debate

- Organizing discussion groups
- Using discussion cues
- Project presentation
- Topic talks

b. Drama activities

- Role adoption
- Prescribed role play
- Free role play
- Free role play from a text

c. Information gaps activities

- Which face?
- Who is who?
- Describe and draw
- Loss of memory
- Which place?
- Jumbled pictures
- Shared information

1.1.7 Some Activities for Teaching Speaking

The small group or pair work is always helpful to teach speaking. Learners are exposed to different kinds of language through different activities. Some of the widely used speaking activities are listed below:

i. Drill

ii. Pair work

- iii. Group work
- iv. Role play
- v. Simulation
- vi. Dramatization
- vii. Recitation
- viii. Discussion/debate
- ix. Speeches/prepared talks
- x. Communication games
- xi. Information gap activities.
- xii. Oral interview

As this research is concerned with the pair work, the same is discussed in the following sub-unit.

1.1.8 Pair Work

Pair work is a learner-centered technique. It is also a useful technique to help students develop speaking habits. In pair work, students work in twos. By putting two heads together on the task, a dull exercise can be made fun, and turned into real communication. This technique is very useful for practicing a dialogue and or for free conversation. It dramatically increases the amount of speaking time any one student gets in the class. It allows students to work and interact independently without the necessary guidance of the teacher. The class is divided into different pairs and they are assigned the roles or tasks to complete. The aim of most language programmes is to equip the learners to interact with others, at ease and conversing reasonably fluently. Therefore, teachers must offer practice in speaking and communicating. To engage in interaction, the students need to talk to each other or work in pairs. Cross (1992, p.49) says it is a management task for developing communicative ability.

1.1.8.1 The Teacher's Role During Pair Work

According to Cross (1992, p.42), the teacher has two roles during pair work. One is to act **as a monitor**, listening to a few of the pairs and noting any persisting errors. Pair work should not be interrupted unless absolutely necessary. Serious errors will receive attention another time, perhaps at the start of the next lesson. The second role is that of **resource person**, providing help, information and feedback upon request.

Hamer, (2001, pp.275-276) suggests the teachers need to play the role of prompter, participant and feedback provider if we are trying to get students to speak fluently.

) **Prompter:** students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, we may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively-without disrupting the discussion, or forcing students out of role-it will stop the sense of frustration that some students feel when they come to a 'dead end' of language or ideas.

) **Participant:** teachers should be good animators when asking students to produce language. Sometime this can be achieved by setting up an activity clearly and enthusiastically. At other times, however, the teachers may want to participate in discussion or role plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to themselves.

-) **Feedback provider:** when students are in the middle of the speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult, misunderstandings and hesitations. Every thing depends upon our tact and the appropriacy of the feedback we give in particular situations.

1.1.8.2 Introducing Pair Work

When you use pair work for the first time, explain the reasons for using pairs to the students. You will probably have to use the students' mother tongue. Additionally, the students must understand the following rules (Cross, 1992, p.50).

- Pair work time is not to be used for chatting.
- When they finish the set task they can change roles and do the tasks again.
- If they have not quite finished when the activity is stopped, this is not serious. They will still have done a lot of talking.
- They can ask for help if they need it.
- There will be a check on their participation afterwards.
- If there are three students to a desk, explain that third student will monitor the language exchanges and take the place of one of the others when the participant has been done once.

1.1.8.3 Steps in Using Pair Work

Cross (1992, pp.50-51) gives following steps to conduct a pair work:

Step one : Preparation

Prepare carefully, by means of presentation and practice, so that everyone is confident in using the language. Leave any needed visual support on the blackboard.

Step two: Teacher-student model

Call upon one student to stand. Take one part yourself and go through the whole task. Ensure they all know what they have to do.

Step three: Public Pairs

Designate two students who are sitting well apart; this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model. If necessary, get further public pair models.

Step four: Timing

Tell the class how long the activity will last, typically only two or three minutes.

Step five: Private Pairs

Tell everyone to begin. This is sometimes called simultaneous pair work. While it is going on, go around the room to monitor and assist. There should be little need to interfere if the preparation has been thorough.

Step six: Public check

Stop the activity when you see that most of the classes have completed the task. Choose one pair at random to stand and do the task again, publicly. This will be easy and quick if they have indeed been practicing. Choose a second and a third pair to do the same. This stops students chatting in their mother tongue during pair work. They work harder if they know they may be checked afterwards.

1.1.8.4 Activities for Pair Work

A Language teacher can introduce a variety of activities for pair work according to the level of the students and the demand of the lesson and situation. In the early stages of teaching it is best to use it for intensive practice purpose. The practice activities described below are very easy to use in pair work. Cross (1992, pp. 51-53) suggests following activities for pair work.

1. Dialogues

There are various targets. The two or three parts are first practiced by means of repetition drill. Then some substitutions are cued, so that the students know how to personalize details in the dialogue (e.g., using their own names and the name of their own school, the length of time they have been studying English, the times of lesson and so on).

2. Substitution drills

The learners can alternatively compose new sentences from a visual cue which leaves plenty of room for creativity.

3. Grammar practice

Various types of grammatical items can be practiced through pair work. A blackboard table with a routine schedule is designed to practice the use

of the third person singular in the present simple tense. It is later used to get students talking about their own plans and their friends' plans for the following weekend. Blackboard prompts of that sort are ideal for grammar practice in pair work, following a short presentation and formal practice, as the following example shows.

1	2	3
Last month	I/We	went
On Saturday evening	My friends	saw
During the holidays	My brother	played etc.
Three days ago	My mother etc.	
In 2008		

Here is another example of a blackboard cue for meaningful grammar practice in pairs. This one is used to contrast countable and uncountable. It is assumed that structures for making enquiries (Have you got any.....?) (Is/Are there any.....? etc) present, and practice before this pair work phase.

Flour	70c	Carrots	75c
Sugar	90c	Cassava	30c
coffee	\$1.9	Oil	\$1.4
Tea	\$1.25	Paraffin	20c
Soft Drinks	35c	Sardines	50c

The pair work exchanges will be like the one below:

Student 1: Have you got any sardines?

Student 2: Yes, we have.

S1 : How much are they?

S2 : Fifty cents a tin.

4. Informal tests

Testing can be made instructive. By allowing students to collaborate on a short test you will encourage learning, as weaker students can be helped by their partners. Sometimes you can include a quick written test at the end of the lesson and mark it at once. An informal test need not be related to that day's lesson, it can focus on almost any aspect of language use. Get the class to turn direct speech to indirect speech, active to passive, statements to questions by adding question tags and so on. The stimulus sentences can be written on the board and the check can be made orally, with adjacent pairs marking each other's work.

5. Describing pictures

The teacher can use different pictures for guessing game. Students are asked to guess different aspect of language using different pictures. Looking at the pictures that accompany the texts, students can take turns to compose true-false statements about the picture. The second of the pair only has to reply agree or disagree. Because they will have studied the text beforehand, there is little chance of error.

6. Providing titles

Before studying a text in class, ask the pairs to read it quickly and to compose and write down a new title for it. Allow a minute at the most and then make an oral check. This is an excellent activity.

7. Question and answer work

The questions which follow the text can be done in pairs. The students can work orally, with the teacher making spot public checks afterwards. Alternatively, the answers can be written and neighbouring pairs can mark each others' work afterwards, under the teacher's direction.

8. Illustrative sentences

It is very useful to teach new vocabulary and structure. New vocabulary is introduced with short illustrative sentences by putting on the board. If time remains at the end of the lesson, erase one or two of these sentences and ask the class to work in pairs to reproduce them. We can check the meaning and possible uses of a new word that have already taught.

1.1.8.5 Advantages of Pair Work

Harmer (2001, p.116) has presented the following advantages of pair work:

- It dramatically increases the amount of speaking time any one student gets in the class.
- It allows students to work and interact independently without necessary guidance of the teacher, thus promoting learner independence.
- It allows teachers time to work with one or two pairs while the other students continue working.
- It recognizes the old maxim that ‘two heads are better than one’, and in promoting co-operation helps the classroom to become a more relaxed and friendly place.
- It is relatively quick and easy to organize.

1.1.8.6 Disadvantages of pair-work

Harmer (ibid) has listed the following disadvantages:

- Pair work is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class.

- Students in pairs can often veer a way from the point of an exercise, talking about something else completely, often in their first language. The chances of 'misbehavior' are greater with pair work than in a whole-class setting.
- It is not always popular with students, many of whom feel they would rather relate to the teachers as individuals than interact with another learner who may be linguistically weak as they are.

1.2 Review of Related Literature

Learner-centered techniques play a crucial role in language learning. It emphasizes the process rather than the product. Pair work is one of the important activities which are used in speaking skill. Cross (1992) says it is used in communicative classroom for developing communicative ability.

Sharma (2002) carried out a research on "Effectiveness of Role Play Techniques in Teaching Communicative Functions". This is an experimental research which was carried out to find out the effectiveness of role play technique in teaching communicative functions. The researcher has used both primary and secondary data. This study showed that group A (experimental group) has the average increment of 111.57%. He found that the role-play technique has relatively better impact in teaching the communicative functions on the whole.

Rawal (2004) carried out a "Study on the Effectiveness of Drill Techniques in Teaching Passivization." This was an experimental type of study. He found that the drill technique has a relatively better impact on teaching passivization on the whole.

Regmi (2004) carried out a study on the "Effectiveness of Group Work Technique in Teaching English Tenses." He came out with the findings that the students who were taught using group work progressed relatively better than the students who were taught using explanation.

Pandey (2004) carried out a study to find out the "Effectiveness of Language Games in Teaching Grammar." It was found that using language games in teaching grammar are relatively more effective than teaching grammar without using.

Adhikari (2005) carried out research on "Effectiveness of Teaching Vocabulary Through Games." He came out with the findings that teaching vocabulary through games is relatively better than teaching without games.

Neupane (2008) carried out a study on "The Effectiveness of Total Physical Response(TPR) Method in Teaching Imperatives to the Beginners of English Language Learning." The setting of the study was a government- aided primary school located at a sub-urban area of Jhapa district. Sixty students from grade 5 were taken as sample of the study through random sampling procedure. The major objective of this study was to assess the effectiveness of total physical response (TPR) method in teaching imperatives at primary level. The effectiveness of the method was judged in terms of listening and speaking skills. A pre-test was administered before the experiment and a post test was administered after the experiment to test proficiency in using imperatives of the students in the experimental and control groups. Both groups were taught 25 lessons of imperatives separately. Her study revealed that Total Physical Response was very effective in teaching imperatives at primary level. It is equally effective to teach both the listening and speaking skills.

In the Department of English Education of TU, there are a few studies conducted on learner centered techniques, but no study on the pair work technique with related to speaking skill is carried out so far.

1.3 Hypothesis of the Study

The study had the following hypothesis:

- i. Pair work technique is more effective than usual way of teaching for developing speaking skill.

1.4 Objectives of the Study

This study was carried out with the following objectives:

- i. To find out the effectiveness of pair work technique for developing speaking skill.
- ii. To suggest some pedagogical implications.

1.5 Significance of the Study

All English language teachers undeniably accept that learner-centered techniques are better than teacher-centered techniques. The role of learner centered techniques can not be minimized for developing speaking skill. Not only this, pair work technique is the most useful way of teaching English that makes learning go smoothly and successfully, too. So, the role of pair-work technique is indisputable to successful second language learning. In Nepalese ELT context, it is often found that because of the lack of learner-centered technique, participants in a classroom fail to understand and communicate English effectively. Furthermore, teaching English in Nepal has long been based on teacher centered technique. In real life situation, Nepalese students

may fail to communicate and develop English effectively. This study will, thus, be fruitful for those who are involved in the field of language teaching, especially in ELT. Similarly, it will provide insight for teachers, students, researchers, text book writers, language planners, syllabus designers, examiners, methodologists and so on. Likewise, this study is expected to be useful as a reference material for the future researchers who want to conduct the study in this field. This study will have remarkable contribution in the area of teaching speaking skill.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology applied during the study. For the fulfillment of the study, the researcher adopted the following methodology.

2.1 Sources of Data

The researcher used both primary and secondary sources of data. The sources are as follows:

2.1.1 Primary Sources

This study is based mostly on the primary sources of data. The primary sources of data for this study were forty students of Grade 9 of Shree Ratna Rajya Laxmi Higher Secondary School of Nawalparasi district and the data were collected by administering a pre-test and a post-test.

2.1.2 Secondary Sources

The secondary sources of data were the related books, e.g Cross (1992), Ur (1996), Heaton (1988) , Harmer (2001), Journal, (NELTA 13th volume) magazines, the theses approved in the Department of English Language Education, T.U. and many other types of researches.

2.2 Sampling Procedure

The researcher selected Shree Ratna Rajya Laxmi Higher Secondary School of Nawalparasi district by using non-random, judgmental sampling procedure. The same procedure was used to select grade 9 students also. Forty students of grade 9 were taken randomly for the study. The students were divided into two

groups: experimental and control groups using systematic, random sampling procedure. The researcher tried to maintain equal speaking proficiency level of both the groups.

2.3 Tools of Data Collection

The major tools for the collection of data were test papers. The test items were designed to assess the speaking ability of students. A set of questions were prepared. The test paper included interview, describing pictures and open ended questions carrying 50 full marks (Appendix - I). Scoring sheet for speaking test was also prepared (Appendix - II).

The responses of ten students on pre-test and thirteen students on post-test were recorded on cassette and their responses were also translated into written form (Appendix - VI). The same test item and scoring sheet were used for both pre-test and post-test. Lesson plans and teaching materials were other supporting tools (Appendix - III).

2.4 Process of Data Collection

First of all, the researcher prepared the required tools i.e. test papers and scoring sheet to collect the data from the field. Then he visited the selected school and talked to the concerned authority and got permission from him to carry out this research. The researcher also explained the purpose and process of the study. The researcher selected 40 students of grade 9 for the study. Then the researcher administered a pre-test to identify the level of proficiency in speaking before the experiment. The students were given twenty-five minutes to respond to the questions. Then the responses of ten students was recorded on tape and marked in the scoring sheet.

The students were divided into 20/20 as an experimental group and control group on the basis of the ranking of the individual scores in the pre-test. The group division was as follows:

Group 'A'	Group 'B'
Odd	Even

Here, group A referred to the experimental group and group B referred to the control group.

The students, who were divided into two groups were taught the same speaking texts using the same teaching materials. However, the experimental group was taught using pair work technique but the control group was taught with usual technique like lecture and explanation. The medium of teaching was English. Each group was taught six days in a week, one period in a day and each period lasted 45 minutes. Each group was taught for about one month i.e. twenty-three classes. Lesson plans were prepared to teach for twenty-three days for the both groups. Immediately after the treatment was over, the post test was administered to subjects of both the experimental and the control groups. The same set of questions and scoring sheet were used for the post-test. The responses of 13 students were also recorded on tape. Then the result of two tests were compared to determine the relative effectiveness of the pair work technique for developing speaking skill.

2.5. Limitation of the Study

The study had the following limitations:

- i) The research is limited to forty students of grade 9 studying in only one school - Shree Ratna Rajya Laxmi Higer Secondary School, of Nawalparai district.

- ii) It concerns only with governmental-aided school.
- iii) The students of grade nine were taught for about four weeks.
- iv) The primary data for this study were collected from spoken test.
- v) Only pair work technique was used.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data. It deals with the analysis and interpretation of data obtained from the pre-test and post-test from the experimental and control groups.

The data obtained from the students have been grouped under two main categories and are analyzed separately.

- I. Holistic Analysis.
- II. Subjective Test-Item Based Comparison.

While analyzing the data, the individual scores of both tests (pre-test and post-test) on subjective test-items have been taken and tabulated group wise (Appendix- IV). For the purpose of comparison and finding the comparative effectiveness of both the groups, the average scores of the two tests are computed out of the individual scores tabulated (Appendix-V). The difference between the average scores of the two tests is determined. The result is also converted into percentage. The results of two groups have been compared on the basis of the average and percentage of the scores that the students obtained. The marks of each student in the pre-test were subtracted from the marks of post-test to find out the difference between them.

The group, which has got a higher average marks and the percentage, is thought to be better than the one, which got a lower average marks and percentage.

The analysis and interpretation of the study is given below.

3.1 Holistic Analysis

In this comparison, the result of group A and Group B for three types of test item is shown in a single table. This deals with the performance of group A and group B in subjective test-items as a whole. This proves that pair work technique in teaching speaking is more effective than lecture method (i.e. Conventional Teaching Technique).

Table 1
Difference in average percentage

S.N	Types of Test-item	Group A	Group B	Difference
1	Interview	29.92	6.87	23.05
2	Describing pictures	56.74	27.63	29.11
3	Open-ended question answer	44.44	18.87	25.57
	Average	43.70	17.79	25.91

The above table shows that the average increment of group A has 43.70 % in three test-items whereas the Group B has 17.79 %. As a whole, group A has more average increment marks (i.e. 25.91) than that of group B.

This proves that pair work technique in teaching speaking is more effective than lecture method (i.e. Conventional Teaching Technique).

3.2 Subjective Test-Item Based Comparison

The subjective items which were used to gather data are compared item-wise in the following sub-headings.

3.2.1 Subjective Test-Item Based Comparison (Item wise)

Subjective test consists of interview, describing pictures and open-ended questions carrying fifty full marks.

3.2.2 Comparison Based on Interview

This test-item consisted of five items (Appendix - I) carrying ten full marks. It was only constructed in only one text out of three.

Table 2
Average Scores in Interview

Group	Av.Sc.in pre-t	Av.Sc. in post-t	D	D%
A	6.35	8.25	1.9	29.92
B	6.65	7	0.45	6.87

This table shows that group A has got the average score of 6.35 and 8.25 in the pre-test and post-test respectively. This group has increased its average score by 1.9 or 29.92 %.

However, the average marks obtained by group B in the pre-test is 6.65 and in the post-test is 7. This group has increased its average marks by 0.45 or 6.87 %.

This shows that group 'A' has done better performance in comparison to group 'B' in this test item.

3.2.3 Comparison Based on Describing Pictures

This test-item consisted of two items (Appendix -I) carrying twenty-four marks. This item was constructed in only one text out of three.

Table 3
Average Score in Describing Pictures

Group	Av.Sc.in pre-t	Av.Sc. in post-t	D	D%
A	10.75	16.85	6.1	56.74
B	9.95	12.7	2.75	27.63

This table shows that group A has the average score of 10.75 in the pre-test and 16.85 in the post-test. This group has increased its average marks by 6.1 or 56.74 %.

Similarly, the average marks obtained by group 'B' is 9.95 and 12.7 in pre-test and post-test respectively. This group has increased its average marks by 2.75 or 27.63 %.

Thus, we can conclude that the pair work technique is more effective in terms of this test-item. Since the average percentage of group 'A' has 56.74 but group 'B' has only 27.63, which means group 'A' has excelled group 'B' by 29.11 more average percentage.

3.2.4 Comparison based on Open-Ended Question Answer

This test-item consisted of two items (Appendix-I) carrying sixteen full marks. This item was constructed in only one text out of three.

Table -4

Average Scores in Open-Ended Question Answer

Group	Av.Sc.in pre-t	Av.Sc. in post-t	D	D%
A	8.1	11.7	3.6	44.44
B	7.95	9.45	1.5	18.87

The above table shows that group A has the average score of 8.1 in the pre-test and 11.7 in the post-test. This group has increased its average marks by 3.6 or 44.44 %.

On the contrary, the average marks obtained by group ‘B’ is 7.95 and 9.45 in pre-test and post-test respectively. This group has increased its average marks by 1.5 or 18.87 %.

This data vividly displays that group ‘A’ has got better achievement than group ‘B’ in this test-item. The performance of group ‘A’ in pre-test and post-test shows that using pair-work technique in teaching speaking is effectively significant.

3.2.5 Average Level of Performance in Subjective Type Test-Items

Subjective test item consists of interview, describing pictures and open-ended question answer. The experimental group has got better performance than the control group in the above mentioned three test items. Performance difference between these groups can be described more clearly with the help of the following table.

Table -5
Average Level of Performance in Subjective Type Test-Item

S.N	Types of Test-item	Group A	Group B
-----	--------------------	---------	---------

1	Interview	29.92	6.87
2	Describing pictures	56.74	27.63
3	Open-ended question answer	44.44	18.87

The above table shows that the experimental group has increased its average score by 29.92%, 56.74% and 44.44% in interview, describing pictures and open-ended question answer respectively whereas the control group has increased its average scores by 6.87%, 27.63% and 18.87% in the same test items respectively. The experimental group progressed better due to the treatment effect compared to the control group. The figure below shows the difference in achievement between experimental group and control group in three different test items.

3.3 Testing Statistical Significance

To claim the findings that teaching speaking through pair work technique is more effective than usual way of teaching, it is necessary to apply 't' test which is the test of significance of the difference between two means.

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where, \bar{x} = mean of the experimental group

\bar{y} = mean of the control group.

n_1 = number of classes in experimental sample

n_2 = number of classes in control sample

s^2 = sample variance

3.3.1 Procedure of Testing Hypothesis

The major steps in hypothesis testing are as follows:

1. Setting hypothesis
 - a. Null hypothesis (H_0)
 - b. Alternative hypothesis (H_1)
2. Define the level of significance ($\alpha\%$) and degree of freedom (d.f)
3. Choose the proper test statistic.
4. Computation of test statistic.
5. Finding the tabulated (critical) value of test statistic for given level of significance.
6. Compare and calculated (computed) value and critical (tabulated) value of test statistic and make decision as:
 - a. If calculated value is greater than tabulated value, reject the null hypothesis.
 - b. If calculated value is less than tabulated value, accept the null hypothesis.

3.3.2 Testing Statistical Significance in Interview Test-Item

Let x and y be the group A and group B respectively.

$H_0 : \mu_x = \mu_y$ i.e. there is no significant difference between group A and group B.

$H_1 : \mu_x \neq \mu_y$ (two tailed test) i.e. there is significant difference between group A and group B.

Level of significance $\alpha = 0.05$ or 5 %

Degree of Freedom $\hat{\sigma}^2 = \frac{(n_1 - 1) + (n_2 - 1)}{2}$

$$= \frac{20 + 20 - 2}{2}$$

$$= 19$$

... $t_{0.05, 19}$ for two tailed test is 2.021.

Table 6

Calculation of Mean and Variance of Interview Test-items

x	$x - \bar{x}$	$(x - \bar{x})^2$	y	$y - \bar{y}$	$(y - \bar{y})^2$
2	0.1	0.01	-1	-1.45	2.1025
2	0.1	0.01	0	0.45	0.2025
1	-0.9	0.81	2	1.55	2.4025
0	1.9	3.61	1	0.55	0.3025
2	0.1	0.01	0	0.45	0.2025
1	-0.9	0.81	0	0.45	0.2025
1	-0.9	0.81	1	0.55	0.3025
2	0.1	0.01	1	0.55	0.3025
2	0.1	0.01	0	0.45	0.2025
2	0.1	0.01	2	1.55	2.4025
2	0.1	0.01	1	0.55	0.3025
4	2.1	4.41	0	0.45	0.2025
2	0.1	0.01	0	0.45	0.2025
1	-0.9	0.81	-2	-2.45	6.0025
2	0.1	0.01	-1	-1.45	2.1025
2	0.1	0.01	0	0.15	0.2025
3	1.1	1.21	1	0.55	0.3025
2	0.1	0.01	3	2.55	6.5025
1	-0.9	0.81	1	0.55	0.3025
4	2.1	4.41	0	0.45	0.2025
$\sum x = 38$		$\sum (x - \bar{x})^2 = 17.8$	$\sum y = 9$		$\sum (y - \bar{y})^2 = 24.95$

$$\bar{x} = \frac{\sum x}{n} = \frac{38}{20} = 1.9$$

$$\bar{y} = \frac{\sum y}{n} = \frac{9}{20} = 0.45$$

$$s^2 \times \frac{1}{n_1 \Gamma n_2 Z^2} [(x \bar{Z} x)^2 \Gamma (y \bar{Z} y)^2]$$

$$\times \frac{1}{20 \Gamma 20 Z^2} (17.8 \Gamma 24.95)$$

$$\times \frac{42.75}{38}$$

$$\times 1.125$$

$$\text{Hence, } t = \frac{\bar{x} - \bar{y}}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{1.9 - 0.45}{\sqrt{1.125 \left(\frac{1}{20} + \frac{1}{20} \right)}}$$

$$= \frac{1.45}{\sqrt{1.125 \times \frac{1}{10}}}$$

$$= \frac{1.45}{\sqrt{0.1125}}$$

$$= \frac{1.45}{0.335}$$

$$= 4.328$$

$$\therefore |t| > 4.328$$

Critical value of 't' for 38 degrees of freedom at 5 % level of significance for two tailed test is 2.021.

Decision : Since calculated 't' is greater than tabulated 't', null hypothesis is rejected. Thus, there is significant difference between group A and group B in this test item.

3.3.3 Testing Statistical Significance in Describing Pictures Test-Items

$H_0 : \mu_x = \mu_y$ i.e. there is no significant difference between group A and group B.

$H_1 : \mu_x \neq \mu_y$ (two tailed test) i.e. there is significant difference between group A and group B in this test item.

Level of significance $\alpha = 0.05$ or 5 %

Degree of Freedom $df = n_1 + n_2 - 2$

$$= 20 + 20 - 2$$

$$= 38$$

... $t_{0.05, 38}$ for two tailed test is 2.021.

Table 7

Calculation of Mean and Variance of Describing Pictures Test-items

x	$x - \bar{x}$	$(x - \bar{x})^2$	y	$y - \bar{y}$	$(y - \bar{y})^2$
3	-3.1	9.61	1	-1.75	3.063
6	0.1	0.01	0	2.75	7.563
3	-3.1	9.61	3	0.25	0.063
3	-3.1	9.61	3	0.25	0.063
2	-4.1	16.81	-2	-4.75	22.563
6	0.1	0.01	-1	-3.75	14.063
6	0.1	0.01	3	0.25	0.063
9	2.9	8.41	4	1.25	1.563
7	0.9	0.81	1	-1.75	3.063

8	1.9	3.61	6	3.25	10.563
7	0.9	0.81	3	0.25	0.063
7	0.9	0.81	2	-0.75	0.563
8	1.9	3.61	8	5.25	27.563
5	-1.1	1.21	2	-0.75	0.563
7	0.9	0.81	4	1.25	1.563
8	1.9	3.61	1	-1.75	3.063
7	0.9	0.81	4	1.25	1.563
6	0.1	0.01	5	2.25	5.063
4	-2.1	4.41	4	1.25	1.563
10	3.9	15.21	4	1.25	1.563
$\sum x = 122$		$(\sum x - \bar{x}) = 89.8$	$\sum y = 55$		$(\sum y - \bar{y})^2 = 105.76$

$$\bar{x} = \frac{\sum x}{n} = \frac{122}{20} = 6.1$$

$$\bar{y} = \frac{\sum y}{n} = \frac{55}{20} = 2.75$$

$$s^2 = \frac{1}{n_1 \Gamma n_2 Z^2} [(\sum x - \bar{x})^2 \Gamma (\sum y - \bar{y})^2]$$

$$= \frac{1}{20 \Gamma 20 Z^2} (89.8 \Gamma 105.76)$$

$$= \frac{195.56}{38}$$

$$= 5.146$$

$$\begin{aligned}
 & \text{Hence, } t = \frac{\bar{x} - \bar{y}}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
 & = \frac{6.1 - 2.75}{\sqrt{5.146 \left(\frac{1}{20} + \frac{1}{20} \right)}} \\
 & = \frac{3.35}{\sqrt{5.146 \times \frac{1}{10}}} \\
 & = \frac{3.35}{\sqrt{0.515}} \\
 & = \frac{3.35}{0.718} = 4.666 \quad \dots | t_{0.05, 38} = 2.021
 \end{aligned}$$

Critical value of 't' for 38 degrees of freedom at 5 % level of significance for two tailed test is 2.021.

Decision : Since calculated 't' is greater than tabulated 't', null hypothesis is rejected. Thus, there is significant difference between group A and group B in this test item.

3.3.4 Testing Statistical Significant in Open-Ended Question Answer Test-Item.

$H_0 : \mu_x = \mu_y$ i.e. there is no significant difference between group A and group B.

$H_1 : \mu_x \neq \mu_y$ (two tailed test) i.e. there is significant difference between group A and group B.

Level of significance. (α) = 0.05 or 5 %

Degree of Freedom (df) = $n_1 + n_2 - 2$
 $= 20 + 20 - 2$
 $= 38$

... $t_{0.05, 38}$ for two tailed test is 2.021.

Table 8

Calculation of Mean and Variance of Open Ended Question Answer Test-items

x	$x - \bar{x}$	$(x - \bar{x})^2$	y	$y - \bar{y}$	$(y - \bar{y})^2$
1	-2.6	6.76	1	-0.5	0.25
1	-2.6	6.76	2	0.5	0.25
5	1.4	1.96	1	-0.5	0.25
3	-0.6	0.36	3	1.5	2.25
2	-1.6	2.56	3	1.5	2.25
3	-0.6	0.36	1	-0.5	0.25
4	0.4	0.16	1	-0.5	0.25
5	1.4	1.96	2	0.5	0.25
5	1.4	1.96	1	-0.5	0.25
3	-0.6	0.36	2	0.5	0.25
0	-3.6	12.96	2	0.5	0.25
5	1.4	1.96	0	-1.5	2.25
2	-1.6	2.56	2	0.5	0.25
7	3.4	11.56	1	-0.5	0.25
2	-1.6	2.56	2	0.5	0.25
4	0.4	0.16	1	-0.5	0.25
6	2.4	5.76	5	3.5	12.25
5	1.4	1.96	2	0.5	0.25
3	-0.6	0.36	-1	-2.5	6.25

6	2.4	5.76	-1	-2.5	6.25
$x \times 72$		$(x - \bar{x}) = 68.8$	$y \times 30$		$(y - \bar{y})^2 \times 35$

$$\bar{x} \times \frac{x}{n} \times \frac{72}{20} \times 3.6$$

$$\bar{y} \times \frac{y}{n} \times \frac{30}{20} \times 1.5$$

$$s^2 \times \frac{1}{n_1 \Gamma n_2 Z^2} [(x - \bar{x})^2 \Gamma (y - \bar{y})^2]$$

$$\times \frac{1}{20 \Gamma 20 Z^2} (68.8 \Gamma 35)$$

$$\times \frac{103.8}{38}$$

$$\times 2.732$$

$$\text{Hence, } t \times \frac{\bar{x} - \bar{y}}{\sqrt{s^2 \left(\frac{1}{n_1} \Gamma \frac{1}{n_2} \right)}}$$

$$\times \frac{3.6 - 1.5}{\sqrt{2.732 \left(\frac{1}{20} \Gamma \frac{1}{20} \right)}}$$

$$\times \frac{2.1}{\sqrt{2.732 \mid \frac{1}{10}}}$$

$$\times \frac{2.1}{\sqrt{0.273}}$$

$$\times \frac{2.1}{0.522}$$

$$\times 4.023$$

$$\therefore t \times 4.023$$

Critical value of 't' for 38 degrees of freedom at 5 % level of significance for two tailed test is 2.021.

Decision : Since calculated 't' is greater than tabulated 't', null hypothesis is rejected. Hence, we can conclude that there is significant difference between group A and group B in this test-item.

3.3.5 Testing Statistical Significance as a whole.

$H_0 : \bar{x} \sim \bar{y}$ i.e. there is no significant difference between group A and group B.

$H_1 : \bar{x} \neq \bar{y}$ (two tailed test) i.e. there is significant difference between group A and group B.

Level of significance (α) \times 0.05 or 5 %

Degree of Freedom ($\hat{\nu}$) $\times n_1 + n_2 - 2$

$$= 20 + 20 - 2$$

$$= 38$$

... $t_{0.05, 38}$ for two tailed test is 2.021.

Table 9

Calculation of Mean and Variance as a Whole

x	$x - \bar{x}$	$(x - \bar{x})^2$	y	$y - \bar{y}$	$(y - \bar{y})^2$
6	-5.6	31.36	1	-3.7	13.69
9	-2.6	6.76	2	-2.7	7.29
9	-2.6	6.76	6	1.3	1.69
6	-5.6	31.36	7	2.3	5.29
6	-5.6	31.36	1	-3.7	13.69

10	-1.6	2.56	0	-4.7	22.09
11	-0.6	0.36	5	0.3	0.09
16	4.4	19.36	7	2.3	5.29
14	2.4	5.76	2	-2.7	7.29
13	1.4	1.96	9	4.3	18.49
9	-2.6	6.76	7	2.3	5.29
16	4.4	19.36	2	-2.7	7.29
12	0.4	0.16	10	5.3	28.09
13	1.4	1.96	1	-3.7	13.69
11	-0.6	0.36	5	0.3	0.09
14	2.4	5.76	2	-2.7	7.29
16	4.4	19.36	10	5.3	28.09
13	1.4	1.96	10	5.3	28.09
8	-3.6	12.96	4	0.7	0.49
20	4.6	70.56	3	-1.7	2.89
$\sum x$ X232		$(\sum (x - \bar{x})^2) = 276.8$	$\sum y$ X94		$(\sum (y - \bar{y})^2) = 216.2$

$$\bar{x} = \frac{\sum x}{n} = \frac{232}{20} = 11.6$$

$$\bar{y} = \frac{\sum y}{n} = \frac{94}{20} = 4.7$$

$$s^2 = \frac{1}{n_1 n_2 Z^2} [\sum (x - \bar{x})^2 + \sum (y - \bar{y})^2]$$

$$= \frac{1}{20 \cdot 20 \cdot 2^2} (276.8 + 216.2)$$

$$= \frac{493}{38}$$

$$= 12.974$$

$$\text{Hence, } t = \frac{\bar{x} - \bar{y}}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{11.6 - 4.7}{\sqrt{12.974 \left(\frac{1}{20} + \frac{1}{20} \right)}}$$

$$= \frac{6.9}{\sqrt{12.974 \times \frac{1}{10}}}$$

$$= \frac{6.9}{\sqrt{1.297}}$$

$$= \frac{6.9}{1.139}$$

$$= 6.058$$

$$\therefore |t| > 6.058$$

Critical value of 't' for 38 degrees of freedom at 5 % level of significance for two tailed test is 2.021.

Decision : Since $t_{\text{cal}} > t_{\text{tab}}$ (i.e. $6.058 > 2.021$), H_0 is rejected. Thus we can conclude that there is significant difference between group A and group B as a whole.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The present research was an effort to find out the effectiveness of pair work technique for developing speaking skill. Twenty three classes were taken to conduct an experiment in S.R.R.L.H.S.S, Bhainsakhori, N.P. Forty students studying in grade nine were sampled for the study, twenty in each of the group. Group A represented experimental group and Group B control group. On the basis of analysis and interpretation of primary data the findings are represented as follows.

- i. As a whole, the effectiveness of pair-work technique for developing speaking skills was found better since group A had good performance with 25.91 more average percentage. It is relatively better, more effective and significant than the conventional technique since the calculated value of 't' (6.058) which is greater than tabulated value of 't' (2.021).
- ii. In interview test-item, group A has progressed a lot securing 23.05 more average increment percentage than group B. This shows that teaching speaking through pair work technique has been more effective than usual way of teaching since calculated value of 't' (4.328) is greater than tabulated value of 't' (2.021) in case of this test-item.
- iii. The test-item describing pictures was designed to describe the pictures. In this test-item group A excelled by 29.11 more average percentage than group B. We can also conclude that teaching speaking using pair work technique is more effective and significant than using usual way of teaching since calculated value of 't' (4.666) is greater than tabulated value of 't' (2.021) regarding this test-item.
- iv. The test –item open ended question answer was designed to assess their ability to answer the questions. In this test-item, group A has performed relatively better than group B by leading 25.57 average percentage. Thus, it can be said that teaching speaking

using pair work has been more effective than usual way of teaching since calculated value of 't' (4.023) is greater than tabulated value of 't' (2.021) in this test-item.

- v. The students in experimental group were found to be more active, alert, enthusiastic, highly motivated and interested and having a lot of fun and noise while teaching speaking using pair work so that they actively participated in speaking. The students of control group were found to be shier reticent and feeling uncomfortable to speak.
- vi. Pair work technique dramatically increased the speaking power of students.
- vii. The students of experimental group were comparatively found to be familier, more talkative than the students of control group.

The findings of this study have been determined on the basis of results of the groups rather than the responses of the individual students. Both group A and group B were taught the same texts for teaching speaking using the same materials. Only the techniques were different. The result of the post-test depicts that both groups were benefited.

In general, pair work technique is relatively better and more effective than usual way of classroom teaching.

4.2 Recommendations

On the light of the findings of the study, the following recommendations can be made.

- i. Group A has got better results in comparison to group B. Thus, we can say that teaching speaking through pair work is better than usual way of teaching. So, it should be applied while teaching speaking.
- ii. Pair work technique is significant and relatively better as a whole. It should be used regularly and daily in teaching learning activities.
- iii. Pair work technique increases students talking time and decreases teacher talking time. So, it should be applied in teaching grammar, language functions, describing pictures, dialogues, telephone conversations, interview, question- answer, telling story, completion items and so on.
- iv. The teaching materials for speaking skills should be prepared according to the learners' level, need and interest.
- v. Speaking test should be conducted from the very beginning (Primary Level) if possible.
- vi. The syllabus designers, methodologists, the text book writers and the teachers should give much priority to the pair work technique while designing the course.
- vii. The teacher should follow the steps of pair work while applying this technique in EFL classroom.
- viii. The teacher should play the role of monitor and he/she should show art of teaching while conducting pairs. So the teacher should be trained.
- ix. In order to make the students more active, alert, enthusiastic and motivating in the classroom, pair work should be applied in teaching speaking. In this study the students of group A were taught using pair work were found more active, alert, enthusiastic and motivating in the classroom in comparison to the students of group B.

- x. The size of the class and the number of students should be appropriate so that the teacher can play the role of a monitor and check their performance in pairs.
- xi. Pair work technique is equally applicable in any level. So the teachers should apply this technique in any EFL classroom.
- xii. It can be used in teaching speaking as well as teaching reading comprehension and writing.

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APPENDIX-I

Pre-test and Post-test Speaking Test Paper

Time: 25 min.

Full Marks: 50

1. Interview 10
 - a. What is your name?
 - b. Which subject do you like most?
 - c. What do you want to be in future?
 - d. What is your favourite food? Why?
 - e. Which district and zone is your village in?
2. a. Look at the following pictures and describe them in the past tense.

12

b. Look at the pictures carefully and describe the activities happening there. 12

3.

a. Tell any four things that we mustn't do in the classroom.

8

b. What will you do in coming summer vacation? Say any four things.

8

APPENDIX-II

Pre-test and Post-test Scoring Sheet for Speaking Test

For Question No. 1

1. The first question (Interview) carries ten marks-2 marks for each question. Students are expected to give the answer as asked in the question.
2. Tick 2 for grammatically correct as well as situationally appropriate responses.
3. Tick 1 for situationally appropriate with grammatical mistake.
4. Tick 0 for no response or situationally inappropriate as well as grammatically incorrect responses.

For Question No. 2 (a and b)

5. The second question (picture describing) carries 24 marks - 3 marks for each picture/activity. Students are expected to describe the pictures in past tense or as asked in the question.
6. Tick 3 for grammatically correct as well as situationally appropriate responses.
7. Tick 2 for situationally appropriate with grammatical mistake.
8. Tick 1 for ill-formed responses but still communicable.
9. Tick 0 for no responses or incomprehensible responses.

For Question No. 3 (a and b)

10. The third question carries 16 marks – 2 marks for each activity.
11. Tick 8 for grammatically correct as well as situationally appropriate responses for all parts of the question.
12. Tick 7, 6, 5, 4, 3, 2, 1 according to their responses.
13. Total marks obtained from **question no. 1**, **question no. 2** and **question no. 3** should be put in last column (i.e. **Total**)

S.N.	Students' Name	Marks Obtained in																														Total																	
		Question No. 1					Question No. 2										Question No. 3																																
		a		b		c	d		e		a					b					a					b																							
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	
		2	1	2	1	2	1	2	1	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	

Monitor's Name:

Monitor's Signature:

Date:

APPENDIX-III

A List of Some of the Model Lesson Plans

Lesson Plan 1

School: Shree Ratna Rajya Laxmi Higher Secondary School

Class: IX

Date:2065/12/10

Unit: 5

Time: 45 minutes

Teaching Item: Speaking

Teaching Topic: Expressing congratulations.

Specific Objectives: At the end of this lesson the students will be able to :

- i. express congratulations in their real life situation.
- ii. express congratulations using the clues given in the text.

Teaching Materials

- usual class room materials
- Two lists of structures

Group A

Teaching learning activities

1. The teacher presents the following ways of congratulating people and their responses with the help of structure cards.

<p>Congratulation!</p> <p>Congratulation on your success!</p> <p>Let me congratulate you on your new job.</p> <p>Let me say congratulations on being selected for the scholarship.</p> <p>I'd like to say congratulations. You did a marvelous job.</p> <p>That's great news. Congratulations.</p>	<p>Responses to congratulations:</p> <p>Thanks. Thank you.</p> <p>Thank you very much.</p> <p>Thanks a lot.</p>
--	---

2. He presents the following example and shows the model dialogue with the help of students.

A: Promoted-section officer

B: Congratulation

A:

Example

A: I am promoted to section officer.

B: Congratulations.

A: Thank you.

3. He asks two well apart students to play the role of A and B.
4. He divides the class into ten pairs and asks them to work in pairs and take it in turns using the clues given in the text and he goes around the class as a monitor.
5. He chooses different pairs and asks them to do the task again.

Group B

1. The teacher writes the following ways of congratulating people and their responses on the board

Congratulation!

Congratulation on your success!

Let me congratulate you on your new job.

Let me say congratulations on being selected for the scholarship.

I'd like to say congratulations. You did a marvelous job.

That's great news. Congratulations.

Responses to

congratulations:

Thanks. Thank you.

Thank you very much.

Thanks a lot.

2. He writes the following example on the board and ask the students to read loudly.

A: Promoted-section officer

B: Congratulation

A:

Example

A: I am promoted to section officer.

B: Congratulations.

A: Thank you.

3. He divides the class into two groups and asks one group to express congratulation and another group to give responses according to the clues given in the text, if necessary the teacher helps them.

LESSON PLAN NO- 2

School: S.R.R.L.H.S.S

Date:065-12-11

Class: IX

Time: 45 min

Teaching item: Speaking

Teaching topic: Dialogue

Specific objectives: At the end of this lesson the students will be able to :

- construct and read the dialogue according to the role cards.

Teaching Materials:

- Usual classroom materials.
- Two pairs of role cards.

Group A

Teaching Learning Activities.

1. The teacher distributes the role cards and asks the students to read it.
2. The teacher presents the following model dialogue taking one students with the help of role cards.

<p>Gita! Hello! Good morning. Who is speaking?</p> <p>Akash: Good morning. Me Akash. What are you doing at the moment?</p> <p>Gita: I'm reading a news paper.</p> <p>Akash: What are you reading in the newspaper?</p> <p>Gita: Flood in Bangladesh, sea- storm, water more that 10 feet, village washed away.</p> <p>Akash: Oh! That's too bad. What's the death toll?</p> <p>Gita: 50 dead , 100 missing.</p> <p>Akash: I express my heartfelt condolence to the bereaved family.</p> <p>Gita: Me too. May god give them strength to overcome the grief.</p>
--

Akash: I pray the departed soul will rest in peace and heaven. And bye, Gita.
Gita: Bye, see you later.

3. He distributes the copies of dialogue to the students and asks them to read it.
4. He divides the class into ten pairs and asks them to have the same conversations by taking the role of Gita and Akash, then he asks them to reverse the role.
5. He chooses some pairs and asks them to do the same task again

Group B

1. The teacher asks the students to read the role cards given in the text.
2. He describes about the role cards and writes the following conversation on the board and asks the students to read it.

Gita! Hello! Good morning. Who is speaking?
Akash: Good morning. Me Akash. What are you doing at the moment?
Gita: I'm reading a news paper.
Akash: What are you reading in the newspaper?
Gita: Flood in Bangladesh, sea- storm, water more that 10 feet, village washed away.
Akash: Oh! That's too bad. What's the death toll?
Gita: 50 dead , 100 missing.
Akash: I express my heartfelt condolence to the bereaved family.
Gita: Me too. May god give them strength to overcome the grief.
Akash: I pray the departed soul will rest in peace and heaven. And bye, Gita.
Gita: Bye, see you later.

3. He asks the students to take the role of 'Akash' and he takes the role of 'Gita' and they read the dialogues.
4. He asks the students to read the dialogues themselves.

LESSON PLAN NO:3

School: S.R.R.L.H.S.S

Date:065-12-12

Class: IX

Time: 45 min

Unit- 7

Teaching item: Speaking

Teaching topic: Giving direction

Specific objectives: At the end of this lesson the students will be able to give the correct direction.

Teaching Materials:

- Usual classroom materials.
- Some copies of maps.

Group 'A'

1. The teacher asks the students tells the following basic expressions for giving directions, if necessary he writes them on the board.

<p>Go along this road.</p> <p>Go straight this road.</p> <p>Turn left.</p> <p>Turn right.</p> <p>Take the first turning on the left.</p> <p>Take the first turning on the right.</p> <p>As far as.</p> <p>Past.</p> <p>As you come out of the station.</p>
--

2. He distributes the directional maps to the students.
3. He presents one or two model presentation with the help of students.

Eg,

Students: How can I get to the post office from the bus park?

Teacher: As you come out of the Bus park, turn right from the shopping centre along this road and take the second turning on the right.

4. He divides the class into ten pairs and asks the students to do the exercise in pairs. Taking it in turns to give directions if necessary he helps the pairs.

eg, Give direction from:

- a. The bus park to the post office.
 - b. The bus park to the post office.
 - c. The taxi stand to the shopping.
 - d. The post office to the museum.
5. He selects some pairs and asks them to do the same again.

Group 'B'

1. The teacher tells the following basic expressions for giving direction and writes them on the board.

eg,

Go straight along this road.

Turn right/ left.

Take the first turning on the left/right as far as past.

2. He asks the students to read the above expressions.
3. He draws the direction map on the board.
4. He asks the whole class to give the directions from:
 - i. The bus park to the post office.
 - ii. The bus park to the Shiraz hotel.
 - iii. The taxi stand to the shopping centre.
 - iv. The post office to the museum.
5. At last , he tells the direction himself.

eg,

The direction from the bus park to the post office is:

As you come out of the bus park. Turn right from the shopping centre. Then go straight along this road and take the second turning on your right. You can find the post office on your left.

ROLE CARDS

Gita
<p>-Greet</p> <p>- Newspaper</p> <p>-Flood in Bangladesh, sea-storm, water more than ten feet, villages washed away.</p> <p>-Fifty dead ,100 missing.</p> <p>-accept, also express condolence</p>

Aakash
<p>-return greeting, ask what she is doing at the moment.</p> <p>-ask what she is reading.</p> <p>-Express sympathy and find out the death toll.</p> <p>- express condolence.</p> <p>-peace for departed soul.</p>

Gita: Hello! Good morning. Who is speaking?

Akash: Good morning. Me Akash. What are you doing at the moment?

Gita: I'm reading a newspaper.

Akash: What are you reading in the newspaper?

Gita: Flood in Bangladesh, sea- storm, water more than 10 feet, village washed away.

Akash: Oh! That's too bad. What's the death toll?

Gita: 50 dead, 100 missing.

Akash: I express my heartfelt condolence to the bereaved family.

Gita: Me too. May god give them strength to overcome the grief.

Akash: I pray the departed soul will rest in peace and heaven. And bye, Gita.

Gita: Bye, see you later.

APPENDIX-IV

1. Group Based Table for Pre-test and Post-test Results

S.N	Name of the students	O.M
1	Subash Pathak	38
2	Niraj Kandel	38
3	Santosh Kandel	36
4	Kem Raj Lamichhane	35
5	Suraj Ghimire	33
6	Raju Kandel	32
7	Raju Paudel	32
8	Bimala Shrestha	31
9	Ganga Kandel	31
10	Govinda Paudel	30
11	Salina Shrestha	29
12	Madav Sapkota	27
13	Samjhana Mainali	27
14	Srijana Shrestha	27
15	Anita Rijal	26
16	Pradip Sapkota	26
17	Dipa Subedi	25
18	Kiran Bhujel	25
19	Sabita Kandel	24
20	Khagraj Niure	24
21	Ajeet Sapkota	24
22	Hari Kala Subedi	23
23	Om Prakash Kandel	23
24	Rita Lamichhane	23

25	Bishal Shrestha	22
26	Aakash Lamichhane	22
27	Narayan Kandel	22
28	Parbati Subedi	22
29	Binod Ale	22
30	Gyan Ram Mahato	20
31	Sima Rawat	20
32	Geevan Kandel	20
33	Amrita Kandel	19
34	Monika Paudel	18
35	Siva Narayan Mahato	18
36	Sangita Khadka	17
37	Narayani Rawat	17
38	Thabindra Ranabhat	16
39	Saraswoti Acharya	16
40	Padam Thapa	13

2. Pre-test Result of Group A (Experimental Group)

S.N	Name of the Students	O.M
1	Subash Pathak	38
3	Santosh Kandel	36
5	Suraj Ghimire	33
7	Raju Paudel	32
9	Ganga Kandel	31
11	Salina Shrestha	29
13	Samjhana Mainali	27
15	Anita Rijal	26
17	Dipa Subedi	25
19	Sabita Kandel	24
21	Ajeet Sapkota	24
23	Om Prakash Kandel	23
25	Bishal Shrestha	22
27	Narayan Kandel	22
29	Binod Ale	22
31	Sima Rawat	20
33	Amrita Kandel	19
35	Siva Narayan Mahato	18
37	Narayani Rawat	17
39	Saraswoti Acharya	16
T.M		504

3. Pre-test Result of Group B (Control Group)

S.N	Name of the students	O.M
2	Niraj Kandel	38
4	Khem Raj Lamichhane	35
6	Raju Kandel	32
8	Bimala Shrestha	31
10	Govinda Paudel	30
12	Madav Sapkota	27
14	Srijana Shrestha	27
16	Pradip Sapkota	26
18	Kiran Bhujel	25
20	Khag Raj Niure	24
22	Hari Kala Subedi	23
24	Rita Lamichhane	23
26	Aakash Lamichhane	22
28	Parbati Subedi	22
30	Gyan Ram Mahato	20
32	Geevan Kandel	20
34	Monika Paudel	18
36	Sangita Khadka	17
38	Thabindra Rana Bhat	16
40	Padam Thapa	13
T.M		489

4. Post-test Result of Group 'A' and Group 'B'

Group A (Experimental Group)			Group B (Control Group)		
S.N	Name of the students	O.M	S.N	Name of the students	O.M
1	Subash Patha	44	2	Niraj Kandel	39
3	Santosh Kandel	45	4	Khem Raj Lamichhane	37
5	Suraj Ghimire	42	6	Raju Kandel	38
7	Raju Paudel	38	8	Bimala Shrestha	38
9	Ganga Kandel	37	10	Govinda Paudel	31
11	Salina Shrestha	39	12	Madav Sapkota	27
13	Samjhana Mainali	38	14	Srijana Shrestha	32
15	Anita Rijal	42	16	Pradip Sapkota	33
17	Dipa Subedi	39	18	Kiran Bhujel	27
19	Sabita Kandel	37	20	Khag Raj Niure	33
21	Ajeet Sapkota	33	22	Hari Kala Subedi	30
23	Om Prakash Kandel	39	24	Rita Lamichhane	25
25	Bishal Shrestha	34	26	Aakash Lamichhane	32
27	Narayan Kandel	35	28	Parbati Subedi	23
29	Binod Ale	33	30	Gyan Ram Mahato	25
31	Sima Rawat	34	32	Geevan Kandel	22
33	Amrita Kandel	35	34	Monika Paudel	28
35	Siva Narayan Mahato	31	36	Sangita Khadka	27
37	Narayani Rawat	25	38	Thabindra Ranabhat	20
39	Sarswoti Acharya	36	40	Padam Thapa	16
T.M		736	T.M		583

5. Pre-test and Post-test Result of Group A and Group B as a Whole

Group A (Experimental Group)			Group B (Control Group)		
S.N	Pre-test	Post-test	S.N	Pre-test	Post-test
1	38	44	2	38	39
3	36	45	4	35	37
5	33	42	6	32	38
7	32	38	8	31	38
9	31	37	10	30	31
11	29	39	12	27	27
13	27	38	14	27	32
15	26	42	16	26	33
17	25	39	18	25	27
19	24	37	20	24	33
21	24	33	22	23	30
23	23	39	24	23	25
25	22	34	26	22	32
27	22	35	28	22	23
29	22	33	30	20	25
31	20	34	32	20	22
33	19	35	34	18	28
35	18	31	36	17	27
37	17	25	38	16	20
39	16	36	40	13	16
T.M	504	736	T.M	489	583

APPENDIX-V

Test-Item Based Tables of Pre-test and Post-test Results

1. The Result in Interview Test-item

Total item: 5

T.M.-10

Group A (Experimental Group)				Group B (Control Group)			
S.N	Pre-test	Post-test	D	S.N	Pre-test	Post-test	D
1	8	10	2	2	9	8	-1
3	7	9	2	4	9	9	0
5	8	9	1	6	7	9	2
7	9	9	0	8	8	9	1
9	8	10	2	10	7	7	0
11	7	8	1	12	8	8	0
13	8	9	1	14	7	8	1
15	7	9	2	16	6	7	1
17	6	8	2	18	7	7	0
19	6	8	2	20	6	7	1
21	6	8	2	22	5	7	2
23	5	9	4	24	6	6	0
25	5	7	2	26	7	7	0
27	6	7	1	28	8	6	-2
29	6	8	2	30	7	6	-1
31	6	8	2	32	5	5	0
33	5	8	3	34	7	8	1
35	5	7	2	36	4	7	3
37	5	6	1	38	4	5	1
39	4	8	4	40	4	4	0
TM	127	165	38	TM	131	140	9
AM	6.35	8.25	1.9	AM	6.55	7	0.45
D%			29.92	D%			6.87%

2. The Result is Describing Pictures

Total items:8

T.M:24

Group A (Experimental Group)				Group B (Control Group)			
S.N	Pre-test	Post-test	D	S.N	Pre-test	Post-test	D
1	17	20	3	2	18	19	1
3	16	22	6	4	16	16	0
5	16	19	3	6	15	18	3
7	14	17	3	8	14	17	3
9	14	16	2	10	14	12	-2
11	12	18	6	12	11	10	-1
13	11	17	6	14	11	14	3
15	12	21	9	16	12	16	4
17	11	18	7	18	9	10	1
19	10	18	8	20	9	15	6
21	9	16	7	22	10	13	3
23	12	19	7	24	8	10	2
25	8	16	8	26	8	16	8
27	11	16	5	28	7	9	2
29	8	15	7	30	7	11	4
31	8	16	8	32	9	10	1
33	8	15	7	34	5	9	4
35	7	13	6	36	5	10	5
37	5	9	4	38	7	11	4
39	6	16	10	40	4	8	4
TM	215	337	122	TM	199	254	55
AM	10.75	16.85	6.1	AM	9.25	12.7	2.75
D%			56.74%	D%			27.63%

3. The Result in Open-Ended Question Answer

Total Items: 2

T.M.: 16

Group A (Experimental Group)				Group B (Control Group)			
S.N	Pre-test	Post-test	D	S.N	Pre-test	Post-test	D
1	13	14	1	2	11	12	1
3	13	14	1	4	10	12	2
5	9	14	5	6	10	11	1
7	9	12	3	8	9	12	3
9	9	11	2	10	9	12	3
11	10	13	3	12	8	9	1
13	8	12	4	14	9	10	1
15	7	12	5	16	8	10	2
17	8	13	5	18	9	10	1
19	8	11	3	20	9	11	2
21	9	9	0	22	8	10	2
23	6	11	5	24	9	9	0
25	9	11	2	26	7	9	2
27	5	12	7	28	7	8	1
29	8	10	2	30	6	8	2
31	6	10	4	32	6	7	1
33	6	12	6	34	6	11	5
35	6	11	5	36	8	10	2
37	7	10	3	38	5	4	-1
39	6	12	6	40	5	4	-1
TM	162	234	72	TM	159	189	30
AM	8.1	11.7	3.6	AM	7.95	9.45	1.5
D%			44.44%	D%			18.87%

APPENDIX-VI

A List of Model Recorded Responses of the Students on Pre-test and Post-test speaking test

School: Shree Ratna Rajya Laxmi Higher Sec. School, Pitaui, Nawalparasi

Name of the Student: Subash Pathak

F.M.: 50

Class: 9

Time:

S.N. 1

Q.N. 1: Interview **10**

a. What is your name?

My name is Subash Pathak

b. Which subject do you like most?

I like English most.

c. What do you want to be in future?

I want to be Engineer in future.

d. What is your favourite food? Why?

My favourite food is rice pudding. Because it is so tasty.

e. Which district and zone is your village in?

My village is in Nawalparasi district and Lumbini zone.

Q.N. 2. a. Look at the following pictures and describe them in the past

tense. **12**

A boy..... a boy climbed up to his roof. Then he fell down, then his brother and sister too afraid and started to crying and then they took him to the hospital.

b. Look at the picture carefully and describe the activities happening there. **12**

A boy is brushing his teeth. A man is ploughing the field. A girl is skipping. At last they are fetching the wood.

Q.N. 3. a. Tell any four things that we must not do in the classroom. 8

We must not tear things in the classroom. We must not throw rubbish in the classroom. We must not split in the classroom. We must not eat in the classroom.

b. What will you do in coming summer vacation? Say any four things. 8

I will visit Lumbini. I will visit Kathmandu. I will go to my uncle's house. I will visit Pokhara.

School: Shree Ratna Rajya Laxmi Higher Sec. School, Pitauji, Nawalparasi

Name of the Student: Niraj Kandel

F.M.: 50

Class: 9

Time:

S.N. 2

Q.N. 1: Interview **10**

a. What is your name?

My name is Niraj Kandel.

b. Which subject do you like most?

I like math most.

c. What do you want to be in future?

I want to be a doctor in future.

d. What is your favourite food? Why?

My favourite food is Nep. simple Nepali food because I am Nepali.

e. Which district and zone is your village in?

My village in Nawalparasi district and Lumbini zone.

Q.N. 2. a. Look at the following pictures and describe them in the past tense. **12**

The boy was trying to go the roof up the house. The boy was, the boy was fall down. The boy was crying with his family. The boy was under treatment.

b. Look at the picture carefully and describe the activities happening there. **12**

The boy is brushing his teeth. The farmer is ploughing the field. The girl is playing skipping. They they are collecting firewood.

Q.N. 3. a. Tell any four things that we must not do in the classroom. **8**

We must not eat in classroom. We must not make noise classroom. We must not sleep in our classroom.

b. What will you do in coming summer vacation? Say any four things. **8**

I will plant I will plant. I will see flooding. I will visit Pokhara. And I am going to play cricket, playing cricket.