

EFFECTIVENESS OF PAIRWORK IN TEACHING GRAMMAR

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Santosh Gautam**

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

2011

EFFECTIVENESS OF PAIRWORK IN TEACHING GRAMMAR

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Santosh Gautam**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2011**

T.U. Regd.: 9-2-50-1597-2004

Campus Roll No.: 962/2064

2nd Year Exam Roll No.: 280756/066

Date of Approval of

Thesis Proposal: 2068/04/05

Date of submission: 2068/08/18

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Santosh Gautam** has prepared this thesis entitled "**Effectiveness of Pairwork Technique in Teaching Grammar**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2068/08/18

Dr. Chandreshwar Mishra (Guide)

Professor and Head

Department of English Education

Faculty of Education,

T.U., Kirtipur, Kathmandu, Nepal.

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Chandreshwar Mishra(Guide)

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur

Dr. Anjana Bhattarai

Reader

Department of English Education

T.U., Kirtipur

Dr. Bal Mukunda Bhandari

Reader

Department of English Education

T.U., Kirtipur

Date: 2068/08/19

EVALUATION AND APPROVAL

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

Signature

Dr. Chandreshwar Mishra(Guide)

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur

Dr. Anjana Bhattarai

Reader

Department of English Education

T.U., Kirtipur

Dr. Bal Mukunda Bhandari

Reader

Department of English Education

T.U., Kirtipur

Date: 2068/08/20

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068/08/16

Santosh Gautam

DEDICATION

Dedicated To

To my parents who devoted their entire lives to make me what I am today. I will always cherish their love, care, affection and unforgettable support to provide me with quality education.

ACKNOWLEDGEMENTS

Truly speaking, I owe gratefulness to my thesis supervisor, **Dr. Chandreshwar Mishra**, Professor and head of department, Department of English, T.U Kirtipur who as my research guide provided me with all sorts of basic ideas and techniques essential for carrying out this research from beginning to the end. Without his help, co-operation and encouragement i would not have been able to present this thesis in this form. I am very much indebted for his theoretical and practical ideas of research and therefore, I thankfully bestow my acknowledgement to him.

I would like to extend my sincere gratitude to professor **Dr. Jai Raj Awasthi**, Department of English Education, T.U Kirtipur for his valuable suggestions, information, inspirations and consult support in my academic career.

I am very much grateful to **Prof. Dr. Govindraj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Anju Giri, Mr. Vishnu S. Rai, Dr. Tapasi Bhattacharya, Dr. L.B. Maharjan, Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari, Mr. Raj Narayan Yadav, Mrs. Madhu Neupane, Mr. Prem Bahadur Phyak, Mrs. Saraswati Dawadi, Mr. Bhesh Raj Pokharel, Mrs. Hima Rawal** and other faculty members of the Department of English Education for their valuable suggestions and encouragements. Similarly, i would like to thank to the headmaster, teachers and the students of class-9 of shree Suryodaya Secondary School, Gulmi who during my practical work supported me directly and indirectly.

Likewise, i feel pleasure to express my particular thanks to my colleagues **Manoj Poudel, Toran Raj Basyal, Mohan Gautam, Navraj Sapkota**, and other friends who constantly helped me to carry out this research. Last but not the least, I am equally grateful to **Mrs. Madhavi Khanal**, Librarian of the Department of English Education for her kind co-operation and administrative work.

Santosh Gautam

ABSTRACT

This study entitled “**Effectiveness of Pairwork in Teaching Grammar**” aims at determining pairwork technique’s effectiveness in teaching grammar. The main objective of this research is to find out the effectiveness of pairwork technique in teaching tense in grade nine. Thirty student of grade nine studying at Shree Suryodaya Secondary School, Gulmi, were the sample population of this work. The researcher was involved in the experimental teaching for the purpose of carrying out the research. The test (pre-test and post test) were the major tools for data collection. A pre-test was administered before actual class room teaching and a post-test was administered immediately after classroom teaching. The students were ranked from first to the thirtieth position on the basis of the results of the pre test. They were divided into two groups on the basis of odd-even ranking of individual scores. Then, one group (Group A) was taught through pairwork technique whereas another group (Group B) was taught through lecture technique. Each attended twenty eighth lessons. Then a post test was taken. After that the results of these two tests were compared to determine the effectiveness of pairwork technique in teaching tense. The findings of the study showed that pairwork technique is the motivating and effective technique in the field of English tense teaching.

Chapter one consists of brief introduction of related area of the study. It includes objectives, significance of the study and definition of specific terms. Chapter two deals with the methodology adopted during the study. Chapter three consists of analysis and interpretation of the data. The data have been mainly analyzed and interpreted on the basis of difference between the average score (in percentage) of each group in the pre-test and post test. The group with a higher increment (in percentage) has been considered better. The analysis has been done under the following categories: 1) Holistic comparison 2) Item wise comparison. Chapter four comprises findings and recommendations of the study.

TABLE OF CONTENTS

		Page
Declaration		i
Recommendation for Acceptance		ii
Recommendation for Evaluation		iii
Evaluation and Approval		iv
Dedication		v
Acknowledgements		vi
Abstract		viii
Table of Contents		ix
List of Tables		xi
List of Abbreviations and Symbols		xii
CHAPTER ONE: INTRODUCTION		1-20
1.1	General Background	1
	Teaching of English Language in Nepal	3
1.1.2	Techniques used in English Language Teaching in Classroom	5
	1.1.2.1 Teacher-centered Technique	6
	1.1.2.2 Learner-centered Technique	6
1.1.3	Pairwork Technique	8
	1.1.3.1 Advantages of Pairwork Technique	11
	1.1.3.2 Disadvantages of Pairwork Technique	11
1.1.4	Grammar	12
1.1.5	Teaching Grammar	13
	1.1.5.1 Deductive Method	14
	1.1.5.2 Inductive Method	15
	1.1.5.3 Tense and Aspects	16
1.2	Review of the Related Literature	17
1.3	Objectives of the Study	19

1.4	Significance of the Study	19
-----	---------------------------	----

CHAPTER TWO: METHODOLOGY **21-24**

2.1	Sources of Data collection	21
2.1.1	Primary Sources of Data	21
2.1.2	Secondary Sources of Data	21
2.2	Population of the Study	21
2.3	Sampling Procedures	22
2.4	Tools for Data Collection	22
2.5	Process of Data Collection	22
2.6	Limitations of the Study	24

CHAPTER THREE: ANALYSIS AND INTERPRETATION **25-31**

3.1	Holistic Comparison	26
3.2	Item wise Comparison	27

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS **32-34**

4.1	Findings	32
4.2	Recommendations	34

REFERENCES

APPENDICES

LIST OF TABLES

	Page
Table No.1 : Comparison of Average Scores of Group A and Group B	25
Table No. 2 : The Result of Tick the Best Answers Item	26
Table No. 3 : The Result of Multiple Choice Item	27
Table No. 4 : The Result of Transformation Item	28
Table No. 5 : The Result of Fill in the Blank Item	28
Table No. 6 : The Result of Answer to the Question	29

LIST OF ABBREVIATIONS AND SYMBOLS

%	:	Percentage
A.M.	:	Average Marks
CUP	:	Cambridge University Press
D	:	Difference
e.g.	:	For example
ELT	:	English Language Teaching
F.M	:	Full Marks
i.e.	:	That is
lg	:	Language
M. Ed	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
O.M.	:	Obtained Marks
S.N.	:	Serial Number
T.M.	:	Total Marks
T.U.	:	Tribhuvan University