

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is defined as the voluntary vocal system of human communication. It is species specific. No species other than human has been endowed with language. Animals cannot acquire human language because of its complex structure and their physical inadequacies. It is common to all and specifically to human beings because they are genetically equipped with it. Unlike animals human beings express their feelings emotions, desires, etc. by means of language. It is through which human can store knowledge, transmit message transfer knowledge and experience from one person to another, from one generation to another.

In Crystal's (1999) words:

Language is voluntary vocal system of human communication which has the unique structure due to its structural and organizational patterns. The classical or structural linguists have described the concept of organization of a language in different ways than the present once. Language has been playing an important role in transmitting the message from the history, culture and religion from one generation to another. (p.112)

Crystal's above definition focuses on the structural aspects of languages. He clarifies how language structures are formed in order to transmit the message for communicative purpose.

In the same way, Wardhaugh (2000,P.1) defines language from social perspective. To him, "A language is what the members of particular society

speak.” Similarly in Hudson’s (1996, P.21) words language is essentially a set of items what we call linguistic items.(as cited in Wardhaugh 2000 p.10).

Likewise Crystal (2003) opines:

There are currently around 1.5 billion speakers of English worldwide of whom only some 32 million are native speakers. The population growth in areas where English is a second language is about 1.3 times than in areas where it is a first language. A quarter of the world's population speaks English (as cited in Harmer, 2008, p. 13).

Although many definitions of language have been given by different linguists and scholars, none of them is perfect. In the similar way, whatever may be the volumes of grammars and dictionaries, they seem unable to describe language rules and systems. No doubt, language is rule governed system but it is much diverse and arbitrary. On the other hand, language is not only rule governed but also contextual, situational and, therefore keeps on changing.

There are several languages spoken in the world, no language is thought to be superior or inferior to other languages in terms of communicative values. English is one of them, which is accepted as a lingua franca all over the world. Nowadays, one in every seven human beings can speak English. English is that language which has made it possible for the people to keep themselves in touch with the whole world living in their own room. It is the excellent vehicle to transmit modern invention and technology in any corner to the world. So, teaching English has been the cry of the day as there is no other language easy to learn for us, internationally accepted as a lingua franca. So teaching English language is being more and more vital day by day.

1.1 Teaching of English Language in Nepal

English Language Teaching (ELT) began in Nepal in 1854 when the prime minister, Jung Bahadur Rana, opened a school in Kathmandu, popularly known as Durbar High school. Bhattarai (2006) also opines "In Nepal, English was introduced formally in the school level education system about one hundred years ago, that is, in 1854". After his Europe visit, Janga Bahadur Rana understood the growing importance of English and established Durbar high school in 1910 B.S. It was the first educational institution in Nepal which commenced the English education system. Thus, credit goes to Janga Bahadur Rana though the door of that school was open only for the children of Rana family and not for common people. However, it was inception of English language teaching in Nepal.

After the democratic movement of 2007, the door of education opened for all common people. Nepal also became the member of regional and international organizations such as UNO, and UNICEF and SAARC establishing the diplomatic relationship with more than hundred countries of the world. It also presents itself as one of the major tourist centre for the people of the world. Due to this, the demand of the English language mounted slowly and gradually. Realizing the importance of English, Nepalese government has included it in school and higher level curricula as a compulsory subject.

The NESP separated the traditional custom of ELT from that of the past. It was a bold step towards Audio Lingual Method in the field of ELT. This method emphasized the spoken form of the language and inductive teaching of grammar. But, students were often found unable to transfer skills acquired through Audiolingualism to real communication outside the classroom.

Now because of the world wide influence of communicative approach, new syllabuses for schools ad campuses have been designed to give emphasis to the communicative functions or language functions.

In case of our country, many official documents, academic certificates, etc. are printed in this language. A number of books, journals, newspapers, magazines, reports, etc are published in English. Almost all, FM., Radios, and Televisions

broadcast their some programmes and news in English, by this reason, the importance of English is increasing and the users or learners are being multiplied.

When we scrutinize into the current status of the English language and its teaching, we find that little attempt has been made to document its present state of affairs. The use of English has extended by leaps and bounds. English language institutes, English medium schools and colleges are mushrooming. Some 50 regular publications, including dailies, weeklies and magazines, are regularly published in English. A large numbers of books, journals and periodicals are produced in English. Nepali literature – stories, essays and poems have been translated into English for wider readership.

At present time, it has been prescribed as a compulsory subject right from Grade one to Bachelor level. The new syllabus for school has been designed on the basis of communication approach in which language functions are taught and skills are developed. The main aim of teaching English is to make the learners able to communicate effectively and appropriately. When we think of English teaching means, it naturally comes four skills and four aspects in our mind. Listening and speaking are considered as primary skills and reading and writing are secondary skills. Similarly, listening and reading are receptive skill and speaking and writing are productive skills. Likewise, pronunciation and spelling, vocabulary, grammar and language functions are the aspects if English language.

So my main concern in this research study will be with all this four language aspects and four language skills in general i.e. English language teaching.

1.1.2 Techniques used in English Language Teaching in Classroom

Approach, method and technique are widely used terms in the field of language teaching. These terms are sometimes used synonymously. Approach is theoretical position and belief about the nature of language. It is cover term. Method is an overall plan for the accomplishing linguistic objectives. But the technique is the activity which is implemented in the classroom. What a

language teacher does in the classroom to develop learners' communicative competences is his technique.

Anthony (1963) defines technique as:

A technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with method and therefore in harmony with an approach (as cited in Phyak, 2009, p. 54).

Technique is a procedural device used in the classroom teaching in order to imply a method of teaching successfully. It is a classroom activity which makes the teaching easier, effective and meaningful. There are several techniques that are used in the field of English language teaching. No single technique is adequate to teach all aspects and skills of language in all situations. Use of technique depends on the nature of the course, setting and situation of classroom, level, need and interest of the students.

Thus, a technique is actually applied in classroom while teaching. The appropriate selection of techniques is determined on the basis of the subject matter, teacher's individual ability, class, availability of the teaching materials etc. The techniques to teach language are categorized into two headings: teacher-centred and learner-centred.

1.1.2.1 Teacher Centered Technique

The techniques where the teacher plays dominant role in the teaching learning activities are teacher-centred technique. In these techniques the teacher presents himself/herself as a sole person. Teacher presents the lesson actively. He is authority in the classroom. Students' interests and activities are given less importance than the subject matter and educational requirement. This technique focuses on product rather than the process.

Some of the widely used teacher-centred techniques are as follows:

1. Lecture
2. Explanation
3. Illustration
4. Demonstrations

1.1.2.2 Learner Centered Technique

Different from teacher-centred techniques, the main focus of the teaching learning activities is on learners in these techniques. Students' interests and activities are given more importance. The students are encouraged to participate actively in the classroom activities. The teacher gives some task for students and encourages them to solve them. He plays the role of a facilitator or guide if the students find the task difficult.

It emphasizes the process rather than the product. The learners learn by doing or participating in the task themselves. Nunan (1990) says:

Learner centered techniques emerged as a reaction against
cognivist model of teaching and a cognate of communicative
language teaching because of the relative inflexibility of
centralized curricula, and a change in educational thinking which
paid more attention to the learner and led the school based
curriculum development movement (p. 21).

Because of the active participation of the students in teaching learning activities they become more enthusiastic to explore the language item they had to know. As the participation of the students is focused in these techniques they have been popular and widely in the field of language teaching at present.

Some of the learner- centred techniques are given below:

-) Individual work technique

-) Group work
-) Pair work
-) Project work
-) Strip story
-) Drama
-) Role play
-) Simulation
-) Discovery technique

Though, there are many learner-centred teaching techniques used in teaching learning activities our main concern is only pair work technique in our research work.

1.1.3 Pair work Technique

Pairwork is an often used learner-centred technique in communicative classroom. In this technique learners involve in learning activities in pair. It is widely used in English language learning classroom. Harmer (1998, p. 244) opines:

Pairwork allows the students to use language and also encourages students cooperation which itself important for the atmosphere of the class and for the motivation it gives to learning with others. Since the teacher as controller is no longer oppressively present students can help each other to use and learn language. The teacher will still be able to act as an assessor, prompter or resource, of course. With pairwork, then, students can practice language use and joint learning.

Similarly, Donough and Shaw (2003) say:

Pairwork requires rather little organization on the part of the teacher and at least in principle, can be activated in most classroom by simply having learners work with the person sitting next to them(although other kinds of pairing- for example, according to proficiency – may be more suitable depending on the task). (p. 196).

In pairwork technique students have the chance to work with and learn from their peers: struggling students can learn from more capable peers: it is especially useful for students who prefer interpersonal learning settings. It offers intensive, realistic practice in speaking and listening: and it promotes a friendly classroom ambiance that is conducive to learning.

Pairwork technique increases the students' interest in learning activities. It can be used for various activities whether speaking, writing or reading. It makes the classroom full of fun and interactive.

Steps in Using Pairwork

Cross (1992, p. 50, 51) has given following steps to conduct a pairwork.

Step One: Preparation

The teacher as a guide prepares students carefully, by means of presentation and practice, so that everyone is confident in using the language. Leave any needed visual support on the black board.

The teacher prepares the students to for pairwork in this step. He provides some rules and he clarifies reason for using this pairwork. The teacher tries to energize students' confidence and interest.

Step Two: Teacher-students Model

The teacher calls one student and he has to take one role himself and give another role to the students which make all the students familiar with what they have to do. Here in this step the teacher and the student become pair.

The pair of a student and the teacher himself work as a model for other students of the class. This step helps other students to understand what to do and how to do.

Step Three: Public Pairs

To make the students speak loud enough for all to hear the teacher has to designate two students who are sitting well apart. The task is repeated if needed.

The students are selected from different part of the class and the students are made to talk each other loudly so that other students in the class can hear them and get idea to take part in pair work.

Step Four: Timing

In this step the teacher tells the students the time assigned for the pairwork; that should be of generally 2 or 3 minutes.

For example; the teacher gives 2/3 minutes time to make a dialogue using past tense in pairs.

Step Five: Private Pairs

In this step the teacher tell every pairs to begin. This is sometimes called simultaneous pairwork. The teacher tells every one to work in pair, while it is going on, the teacher goes around the room to monitor and assist. He may interfere them if the preparation has been through.

When the students get ideas and general rules of pairwork, they get chance to start pairwork activities. The role of teacher is just the facilitator and monitor. The pairs who are not convenient in work they are assisted.

Step Six: Public Check

The teacher has to stop the activities when he finds most of the class has completed the task. To insure it he moves around and check whether students work in pair or not.

Regarding the activities suitable to the pairwork technique Cross (1992, p. 51, 52, 53) has further given following activities:

- a) Dialogues
- b) Substitution drills
- c) Grammar practice
- d) Informal tests
- e) Describing pictures
- f) Providing titles
- g) Question and answer work
- h) Illustrative sentences.

1.1.3..1 Advantages of Pairwork Technique

Pairwork technique is one of the widely used learner-centred techniques in the field of language teaching so obviously it has some advantages. They are:

-) Provides a lot of feedback for the students from watching, listening.
-) Increases the amount of speaking time any one student gets in the class.
-) Permits students to work and interact independently without necessary guidance to the teacher.
-) Allows teachers to work on one or two pairs while other students continue working.
-) Making the learning co-operative it proved the old maxim that 'two heads are better than one'.
-) It is relatively quick and easy to organize.

1.1.3.2 Disadvantages of Pairwork Technique

On the other side of any techniques with the advantages there are always some disadvantages as well. In this technique there are some demerits, they are follows:

-) It is not beneficial for linguistically poor students.
-) For the teacher managing classroom becomes difficult because of noise.
-) It becomes a challenging job for the teacher to find out whether they are talking about the topic or not. There is risk of students talk out of the topic.
-) The selection of the proper pair becomes problematic for the teacher because some of the students may not want to talk to the friend whom they don't like.

1.1.4 Grammar

Grammar is the body of rules that describe the structure of expressions in the English language. This includes the structure of words, phrases, clauses and sentences. A text that contains more than one sentence is no longer in the realm of grammar but of discourse.

Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

Thornbury (2009) opines:

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed. (p.1)

So, grammar can be understood as the study of the rules and forms which can be possible in a language.

1.1.5 Teaching Grammar

Today the tendency is to say, “Forget grammar, teach the language people speak, and let your students have fun!” here, it cannot be agreed with this attitude because a child, who goes to live in a foreign country, will learn to speak the language by just listening and interacting with others. His brain is young and powerful enough to pick up the language he is exposed to while respecting all the aspects of this language—grammar, vocabulary, and pronunciation. If he is young enough, his language acquisition will be perfect. It will not be a whole set of approximations with masses of errors. No, his language will be native-like.

That’s why; grammar should be taught by using communicative methods which makes the students able use their rules correctly in the context.

Richards et. al (1985) say:

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language" (as cited in Saud 2008, p. 283).

Similarly, Harmer (2001) opines that "Grammar is not just concerned with syntax. However, the way works are formed and can change their form in order to express different meanings (p. 32).

From the above definitions we can analyze that grammar holds all the levels of language i.e. phonology, syntax and semantics. These levels are studied under grammar.

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.

Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of nonprestige forms.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

While teaching language, grammar teaching is a vital aspect because it is the skeleton of any language without it the whole body cannot stand. If a learners' grammar is weak, his language is weak. So teaching grammar is important in language teaching. To make grammar teaching effective there are two methods used. They are given below:

A. Deductive method

B. Inductive method

1.1.5.1 Deductive Method

Deductive method is a method where the rules are presented first the the students are given chance to practice on the basis of the rules given to them. It becomes more teacher-centred. The students may feel that He is being lectured and stop paying attention as it first focus of presentation of rules, description, providing examples, explaining rules etc first then the students chance comes.

Allen (1997, p. 85) opines that "In a deductive method, the rules, patterns or generalizations are presented to the student and then he or she is given ample opportunity to practice the new texture of grammar." When the teacher applies deductive method for teaching any grammatical point, he follows the following steps or procedures:

1. Presentations of rules
2. Description and explanation of rules
3. Providing some examples
4. Explaining underlying rules mostly by using mother tongue
5. Asking students to practice the rule orally or in writing
6. Contrasting the areas of difference between mother tongue and target language.

1.1.5.2 Inductive Method

Allen (1997, p-90) opines that "In an inductive method, the teacher first gives the examples of the grammatical structure to be learned. After the examples have been practiced the students are guided in forming a generalization about the grammatical principle they have been working with".

In this method the students participate in the formulation of the grammatical principle. The students are encouraged to discover the pattern of the examples given to them. It is more student centred as in this method the teacher only presents the examples then the students are encouraged to analyze the examples, formulate the rules, generalize the rules and practice, To apply this method in grammar teaching the follows the following steps or procedures:

1. Presentation of examples
2. Analysis of examples
3. Rule formulation
4. Generalization of rules that grow out of previous activity
5. Written and oral practice

1.1.6 Tense and Aspects

Tense is defined as the form of category of verb that tells us the time of action and degree of its completeness. It is also taken as the form of verb used to indicate the time of action. It is classified into three different types as follows:

- a) Present Tense
- b) Past Tense
- c) Future Tense

In this research work our main concern is past tense and its aspects:

a) The Past Tense

This tense is used to talk about the past. There are four aspects of past tense to show the completeness of any actions. They are as follows.

- i.** Simple past
- ii.** Past progressive
- iii.** Past perfect
- iv.** Past perfect progressive

i) The Simple past

We use the simple past tense to talk about many kinds of past events short quickly finished actions and happenings, longer situations and repeated events. In general the simple past is the 'normal' one for talking about the past. We use it if we do not have a special reason for using one of the other tenses.

ii) The Past progressive

Past progressive tense is used to say that something was in progress (going on) around a particular past time. We often use past progressive together with a simple past tense. It refers to a longer 'background' action or situation where simple past refers to a shorter action.

iii) The Past perfect

The basic meanings of the past perfect are 'earlier past' and 'completed in the past'. A common use is to 'go back' when we are already talking about the past, so as to make it clear that something had already happened at the time we are talking about.

iv) The Past perfect progressive

Past perfect progressive tense is used to talk about longer actions or situations which had continued up to the past moment that we are thinking about, or shortly before it.

1.2 Review of Related Literature

This section is one of the most important sections of research work that not only provides what has already been done in the similar field but also reflects what is left to be done. It is the information about research works and other related literatures of my research work.

There have been various researches carried out to determine the effectiveness of techniques. Some of the attempts have been found to compare two techniques. The research on effectiveness of pairwork and group work in teaching communicative function has been done. But no research has been done to find out the effectiveness of pairwork in teaching grammar in secondary level.

Sharma (2002) in his research "Effectiveness of role play technique in teaching communicative functions" set the objectives to find out the effectiveness of the technique role play in teaching communicative functions. The study got the findings that the students assigned to play roles inside the classroom could do better in communicative functions than those who were not assigned to role play.

Dahal (2002) carried out a practical study on the "Effectiveness of group work on oral performance". His study on this topic got the findings that the technique group work was relatively more effective than the conventional one on the students' oral performance.

Similarly, next research on “Effectiveness of discovery technique in teaching subject-verb agreement” was carried out by Panta (2004). The findings of his study showed that the students taught through discovery technique did relatively better in comparison to those taught through explanation.

Likewise, Pandey (2004) carried out a research work to find out the effectiveness of project work technique in developing writing skill. On the whole it was found that project work technique was effective in developing the free writing skill in the students.

Regmi (2004) carried out a research entitled "Effectiveness of group work technique in teaching English tense". The findings of the research showed that the students who were taught using group work progressed relatively better than the students who were taught using explanation.

Bhandari (2005) in his research entitled "The effectiveness of group work and pairwork techniques in teaching communicative function of English" he compared these two techniques and their effectiveness. He got findings that the pairwork was found relatively more effective than group work techniques for teaching communicative functions of English in general.

Shah (2010) conducted a research entitled the effectiveness of the teaching grammar through inductive method. The findings showed that inductive method was more effective in teaching grammar than deductive method.

Apart from these, there are other many researches on effectiveness of different techniques in teaching different skills and aspects of English language. Though there is a research to find out the effectiveness of group work and pairwork techniques in teaching communicative functions. But no research has been submitted to the department of English education at T.U. on the effectiveness of pairwork to teach grammar in secondary level.

So I am interested to carry out a research on "Effectiveness of pairwork technique in teaching grammar in secondary level". It aims to find out whether pairwork technique is effective in teaching grammar or not.

1.3 Objectives of the Study

The objectives of this study are as follows:

- a) To find out the effectiveness of pairwork technique in teaching grammar.
- b) To suggest some pedagogical implications of the findings.

1.4 Significance of the Study

Pairwork, a popular student centred technique, is accepted and practiced all over the world in the field of English language teaching to teach especially communicative functions. In the context of Nepal the secondary level curriculum has also included the pairwork technique in teaching communicative functions. But because of various problems such as lack of well trained teachers, overcrowded classrooms, students' interest etc. It is rarely used.

Pairwork technique provides ample opportunity for the students so that, students can develop their inner potentialities through learning by doing themselves. It gives the chance to participate in the classroom activities actively together. It makes the classroom environment interactive.

Teaching grammar becomes monotonous and full of bore if the students centred techniques are not used. To get the students interested toward the subject matter the teacher must use any student centred techniques. If pairwork technique is used in teaching grammar the teaching can be effective. Therefore, it is expected that my research entitled 'Effectiveness of pairwork in teaching grammar' will be beneficial to the ELT teachers and the learners from the implementational point of view in Nepal.

This study also provides the steps and process of following the pairwork with its advantages and disadvantage. It is hoped that it will be fruitful. This study

aims to discover the effectiveness of pairwork technique in teaching grammar in secondary level. So, the outcomes of this study will not only be significant to the teachers and learners but also to language planners, text book writers, curriculum designers, syllabus designers, methodologists and those who are related to language teaching field in Nepal.

CHAPTER-TWO

METHODOLOGY

The following methodology was followed by the researcher to obtain the objectives of the study.

2.1 Sources of Data Collection

To accomplish the intended goals and objectives, the researcher Consulted both primary sources of data and secondary sources of data as given below.

2.1.1 Primary Sources of Data

The primary sources of data for this study were the students of grade nine studying in a public school named 'Shree Suryodaya secondary school, Jubhung 5, Gulmi'. The data were collected administrating a pre-test before applying Pairwork technique and lecture technique and post-test after applying pairwork technique and lecture technique.

2.1.2 Secondary Sources of Data Collection

The researches previously carried out by other researchers and the books related to the techniques were used or consulted as secondary sources of data. They are mentioned in the reference section. Some of them are given below.

Crosss(1996),Carter and Nunan (2001), Crystal (2003) Donough and Shaw (2003), Dickenson (1987), Harmer (2001) Ur. (1996) etc.

2.2 Population of the Study

The population of the study includes students of Grade nine studying at the selected school.

2.3 Sampling Procedures

At first, I selected Shree Suryodaya secondary school, Jubhung-5 Gulmi purposively as a research area of my study. Class 9 was chosen. Random sampling procedure was followed to select the students with the help of their rank in pre-test result. Only 30 students of grade 9 were taken for the study. They were divided into two halves, experimental group and controlled group using systematic sampling procedure. To maintain the equal proficiency level of both groups, the students were divided in two groups on the basis of the personal score of the pre-test administered in the beginning.

2.4 Tools for Data Collection

The main tools for data collection were pre-test and post-test. It consisted of 25 items all together having 5 different types of test items which were all together carry 50 marks. The type of items and number of items in each type were as follows:

S.N.	Types of Test Items	No. of items	Mark Allocated
1	Tick the best answer	5	10
2	Multiple choice items	5	10
3	Transformations items	5	10
4	Fill in the blanks	5	10
5	Answer to the questions	5	10
Total		25	50

2.5 Process of Data Collection

The following procedures were followed to collect the data:

- (i) The selected school was visited first and the concerned authority was requested for the permission to carry out the research.
- (ii) Then, I established the rapport with subject teacher as well as students and clarified the objectives and process of my research.
- (iii) Then, thirty students from the grade nine were selected using simple random sampling procedure.

- (iv) To find out the proficiency level of the students, pre test items were prepared and the selected students of class nine were administered the written pre-test.
- (v) The selected students were divided into two halves naming them group 'A' and 'B' on the basis of odd and even rank which they got on the basis of their scores obtained in the pre-test. The ranking procedure and group division was made in the following ways.

Pre-test Rank	Group A	Group B
0-10	Even	Odd
11-20	Odd	Even
21-30	Even	Odd

- (vi) Teaching items were the same for the both groups. They were taught the past tense and its use. The techniques were different for both groups, one group was taught by using pairwork technique and another group was taught by using the technique that normally used in school before that. Group 'A' and group 'B' were taught using pairwork technique and lecture technique respectively.
- (vii) Each group was taught 6 days per week and total period of teaching was of four weeks. After teaching both groups for three weeks using different technique (pairwork and lecture techniques) the post test was administered.
- (viii) The score obtained in pre-test and post-test by the students of both groups were compared to determine the effectiveness of pairwork technique in teaching past tense.

2.6 Limitations of the Study

- (i) The study was limited to Shree Suryodaya secondary school, Jubhung-5, Gulmi.
- (ii) The teaching period was limited only up to three weeks.
- (iii) The primary data was collected only from the written test.
- iv) The effectiveness of pairwork technique was experimented by teaching tense.
- v) Only thirty students were taken for the experiment.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The data collected from primary source were interpreted and analyzed in this chapter. The data were analyzed under the following headings.

- 1) Holistic Comparison
- 2) Item wise comparison

In the first heading i.e. holistic comparison the performance of the students in experimental group(group A) and the controlled group(group B) is summarized. The next heading i.e. item wise comparison was further divided into the five sub-headings. They are as follows:

1. The result in tick the best answers items.
2. The result in multiple choice items.
3. The result in transformation items.
4. The result in fill in the blanks items.
5. The result in Answer to the questions items.

The analyses were done in the following ways:

At first, the students' individual score in the both tests i.e. Pre-test and post-test were tabulated under each sub-headings. The average scores were found with the help of the individual scores (see Appendix IV) The difference between average score obtained in pre-test and post-test have been taken out. The difference (D) have been computed and further converted into percentage (D%) and the experimental and controlled groups have been compared on the basis of percentages too. The comparison tables and charts are also given in to analyze and compare the data which makes the ideas clear.

To teach the both groups different techniques were used and the first group (experimental group) was taught past tense by using pairwork technique and the second group (controlled group) was taught past tense by using lecture technique. It was found that one group which was taught by using pairwork technique, was able to perform much better than the other group which was taught by using lecture technique. The different techniques used in the classroom caused different result in post-test.

3.1 Holistic Comparison

The average marks obtained by the students of both, group A and group B in all kind of test items are shown and compared. In the given table the average marks and percentages in all the test items are presented.

Table No. 1

Comparison of average scores and percentages of both group.

S.N	Test Items	Group A			Group B		
		Pre-test	Post-test	D	Pre-test	Post-test	D
1	Tick the best Answer	5.87	7.6	1.73	5.73	6.67	0.94
2	Multiple Choice Item	5.07	7.07	2	5.47	6.27	0.8
3	Transformation Item	4.8	6.8	2	4.13	4.93	0.8
4	Fill in the Blank	4.53	6.93	2.4	3.87	5.07	1.2
5	Answer to the Question	2.67	5.73	3.06	2.4	4.53	2.13
	Total	22.94	34.13	11.19	21.6	27.47	5.87
	Percentage	45.88	68.26	22.38	43.2	54.94	11.74

As shown in the table no. 1, the difference in average score in all the test items of experimental group (group A) is 11.19 (22.38%) whereas the difference in average score in all test items of controlled group (group B) is 5.87 (11.74%). The table reveals that the average score A is better than group B. The difference between group A and group B in their progress is 5.32 (10.64%). It

shows that the group "A" excelled group "B" by 5.32(10.64%). With this comparison, we came to know that experimental group learned past tense better than that of the controlled group.

The best progress(30.6%) was made in answer the questions items by group "A". and the lowest progress(17.3%) was in tick the best answer items. It shows that with the help of pairwork technique answer the questions items can be taught better than others too.

Therefore, the effectiveness of the pairwork technique rather than the lecture technique in teaching grammar is proved.

3.2 Item Wise Comparison

All the test items were separately compared in this comparison. The average score of the pre-test and post-test obtained by the students in each test items were compared and analyzed. There were all together five test items in the pre-test and post-test question paper. The analysis of each of them is as presented below:

3.2.1 The Result of Tick the Best Answer Item

There were 5 questions from the past tense in this test item. Each questions consisted of 2 marks. The full mark of the test was 10. Both groups pre test result was similar in this type of items but in post test result shows different progress here. Group "A" which was taught using pairwork made better progress The following table presents the average score of both groups in the test.

Table No. 2

The Result of Tick the Best Answers Item

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	5.87	7.6	1.73	17.3
B	5.73	6.67	0.94	9.4

According to the table no. 2, group "A" has average score of 5.87 in pre-test and 7.6 in post-test. The increment in average score of group "A" is 1.73 (17.3%), whereas, group B has average score of 5.73 in pre-test and 6.67 in post-test. The increment in average score of group "B" is 0.94 (9.4%). The result shows that the experimental group "A" has been able to bring better progress than the group "B".

3.2.2 The Result of Multiple Choice Items

This test item also consisted of 5 questions carrying 10 full marks. The average score in pre-test of both groups was similar but the progress made by group "A" is better than group "B". The average score of the students in both experimental and control groups have been presented and analyzed as follows.

Table No. 3

The Result of Multiple Choice Items

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	5.07	7.07	2	20
B	5.47	6.27	0.8	8

The table above reveals that group 'A' has average score of 5.07 in pre-test and 7.07 in post-test. The increment in average score of group A is 2 (20%). Group B has average score of 5.47 in pre-test and 6.27 in post-test. The increment in average score of group B is 0.8 (8%). The result shows that the experimental group "A" has made better progress than the group "B".

3.2.2 The Result of Transformation Item

This test items consisted of transformation questions which also consisted of 5 questions carrying 10 full marks. The pre-test average scores of experimental group and controlled group were similar there was not vast difference but in post-test there was better progress in the result of group "A" than group "B".

The average score of the students in both experimental and controlled groups has been presented as follows.

Table No. 4

The Result of Transformation Item

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	4.8	6.8	2	20%
B	4.13	4.93	0.8	8%

According to the table above, group "A" has the average score of 4.8 in pre-test and 6.8 in post-test. The difference between the scores in pre-test and post-test is 2 (i.e. 20%). Similarly, group B has average score of 4.13 in pre-test and 4.93 in post-test. The difference between the scores is 0.8(i.e. 8%). It indicates that group "A" excelled group "B" by 12%. This shows that the group "A" learned the lesson better than group "B".

3.2.4 The Result of Fill in the Blank

This test item included 5 items carrying 10 full marks. The average score of the students in both group "A" and group "B" have been presented in the following table.

Table No. 5

The Result of Fill in the Blank Item

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	4.53	6.93	2.4	24
B	2.4	4.53	2.13	21.3

The table above shows that the average score of group A is 4.53 in pre-test and 6.93 in post-test. This group has increased its marks by 2.4(24%). Whereas, the average score of group B is 2.4 in pre-test and 4.53 in post-test. This group has increased its mark by 2.13 (21.3%). It shows that the group A is excelled B by 2.7%. This result shows that group A has made better progress than group B in this test item.

3.2.3 The Result of Answer to the Question

This test item consisted of 5 questions. The full mark for five questions was 10. The questions were prepared hoping the answers in the past tense. The pre-test average score of group “A” and group “B” was similar but the progress made by group “A” was better than group “B” in post-test. The average score obtained by the students in this item is presented below.

Table No. 6

The Result of Answer to the Question

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	2.67	5.73	3.06	30.6
B	2.4	4.53	2.13	21.3

The table reveals that the average score or group A is 2.67 in pre-test and 5.73 in post-test. This group has increased its marks by 3.06(30.6%). Likewise, the average score of group B is 2.4 in pre-test and 4.53(45.3%) in post-test. This group has increased its marks by 2.13(21.3%) This result shows that of group A has been able to bring better progress than group B in this test item.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

This chapter includes the findings and recommendations of the study. It also deals with some recommendations made on the basis of the major findings. At first, the findings of the study have been presented. On the basis of the findings recommendations have been made. The main aim of the study was to find the effectiveness of pairwork in teaching grammar. So, a community based school of Gulmi district was selected. Class 9 of that school was purposively selected and only 30 students were taken. At first, pre-test was administered to the students and they were divided into two groups on the basis of obtained marks. The two groups were taught separately for 3 weeks. The techniques used for the groups were different. Group "A" was taught using pair-work technique and group "B" was taught using the as usual technique (i.e. lecture technique). Post-test was administered after teaching them separately for 3 weeks. The findings of the study are presented here with the help of comparison in both groups' results in pre-test and post-test.

4.1 Findings

On the basis of the analysis and interpretation of the data, the findings of the study are as follows.

-) Group "A" and group "B" were able to make progress in their total marks but the progress of group "A"(experimental group) in total was better than that of group "B" (controlled group). Pairwork technique was found more effective than lecture technique to teach grammar.
-) Group "A" made better progress than that of group "B". The increment in average score of group "A" was 11.19(22.8%) whereas the increment of group "B" was 5.87(11.74%). So, use of pairwork in teaching past tense was found more effective than lecture method.

- J The progress in average score of group "A" in tick the best answer item is 1.73(17.3%) but the progress in average score of group "B" was 0.94(9.4%). Here, the experimental group was able to make better progress than the controlled group(group B)
- J Similarly, the increment in average score of experimented group was better than the controlled group in multiple choice items too. According to the analysis above group "A" was able to make progress its average marks with 2(20%)but group "B" has only been able to make progress in average marks with 0.8(8%). It also proves that pairwork technique was better than lecture method to teach grammar in secondary level.
- J In the same way, group "A" excelled group "B" in transformation items by 1.2(12%). It was found that pairwork technique is better than lecture technique in teaching transformation items too.
- J Likewise, The average score of group "A" in fill in the blanks item has increased by 2.4(24%) whereas the average score of group "B" increased only by 1.2(12%). The experimental group was found effective than controlled group in fill in the blanks item too.
- J In the same manner, group "A" excelled the controlled group in answer to the questions items too by 0.93(9.3%). Pairwork technique was found more effective than lecture technique in this test item too.

According to the findings, we can say that pairwork technique can be the effective rather than lecture technique while teaching grammar especially past tense in the secondary level.

4.2 Recommendations

On the basis findings of the study, the following recommendations have been drawn. Here are some of the major recommendations presented below.

-) To teach tense pairwork technique is more effective than other techniques. In teaching grammar this technique should be implied.
-) This research shows that the students who were taught using pairwork technique obtained better marks in post test than other teacher centred techniques. So that, the teachers especially teaching grammar should use this pairwork technique rather than any teacher centred techniques to make their students understand their lesson better.
-) Not only for the teachers in teaching grammar but also the curriculum designers, textbook writers and concerning authorities should provide their more focus in using pairwork technique rather than other ones because students are motivated and encouraged to learn if we apply this technique.
-) The limitation of this research was one of the community based school of Gulmi. So, it cannot be claimed that the findings of this research are applicable to other private school and so on. Researchers can carry out this type of research including more samples and different types of schools from different parts of different countries.
-) The research is only limited to teaching grammar especially past tense. So, the findings may not be fruitful in teaching other aspects or skills of the language. Therefore, other researches in unexplored areas are suggested.

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