

EFFECTIVENESS OF CRITICAL THINKING APPROACH IN TEACHING READING COMPREHENSION

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

**Submitted by
Subas Chandra Mahato**

**Faculty of Education
Tribhuvan University
Saptagandaki Multiple Campus Bharatpur,
Chitwan, Nepal**

2015

**T.U. Regd. No.: 9-1-240-1181-2000
Second Year Exam
Roll No.: 2400103/2011**

**Date of Approval of
Thesis Proposal: 11th September, 2015
Date of Submission: 2nd December, 2015**

EFFECTIVENESS OF CRITICAL THINKING APPROACH IN TEACHING READING COMPREHENSION

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

**Submitted by
Subas Chandra Mahato**

**Faculty of Education
Tribhuvan University
Saptagandaki Multiple Campus Bharatpur,
Chitwan, Nepal**

2015

EFFECTIVENESS OF CRITICAL THINKING APPROACH IN TEACHING READING COMPREHENSION

– Subas Chandra Mahato (2015)

N.

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Subas Chandra Mahato** has presented the thesis entitled **Effectiveness of Critical Thinking Approach in Teaching Reading Comprehension** under the guidance and supervision.

I recommend this thesis for acceptance.

Date : 7th December, 2015

Mr. Padam Lal Bharati
(Supervisor)
Lecturer
Department of English Education
Faculty of Education
Saptagandaki Multiple Campus
Bharatpur, Chitwan, Nepal

RECOMMENDATION FOR EVALUATION

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

Mr. Dharma Raj Ghimire

Lecturer and Head

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

Chairperson

Mr. Padam Lal Bharati (Supervisor)

Lecturer

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

Member

Mr. Dipak Adhikari

Assistant Lecturer

Department of English Education

Saptagandaki Multiple Campus,

Bharatpur, Chitwan

Member

Date: 12th December, 2015

DECLARATION

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

Date: 30th November, 2015

.....
Subas Chandra Mahato

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Research Evaluation Committee:**

Mr. Dharma Raj Ghimire

Lecturer and Head

Department of English Education

Saptagandaki Multiple Campus, Bharatpur, Chitwan

Chairperson

Dr. Anjana Bhattarai

Professor

Department of English Education

Tribhuvan University

Expert

Mr. Padam Lal Bharati (Supervisor)

Lecturer

Department of English Education

Saptagandaki Multiple Campus, Bharatpur, Chitwan

Supervisor

Date: 28th December, 2015.

DEDICATION

Dedicated to
My loving parents and all my honorable teachers

ACKNOWLEDGEMENTS

First of all, I would like to express my earnest appreciation to my thesis supervisor, honorable instructor **Mr. Padam Lal Bharati**, Lecturer of the Department of English Education, Saptagandaki Multiple Campus, Bharatpur, Chitwan for his continuous guidance, inspiration, encouragement and keen suggestions throughout the study from the very beginning to end.

I am extremely grateful to **Mr. Dharma Raj Ghimire**, Lecturer and Head of the Department of English Education, Saptagandaki Multiple Campus, Bharatpur, Chitwan for his valuable suggestions and support with an opportunity to conduct this research.

I am very much indebted to **Dr. Anjana Bhattarai**, Professor of Department of English Education, Tribhuvan University. I would like to extend my acknowledgment to **Mr. Om Prakash Pokhrel, Mr. Min Prasad Sharma, Mr. Thirha Wagle, Mr. Rishi Bhakta Gautam**, lecturers, and other members of Department of English Education, Saptagandaki Multiple Campus, Bharatpur for their teachings and supports for this study.

I am very thankful to **Mr. Tejendra Prasad Bhusal**, the Coordinator of +2 Department of Shree Sajhapur Higher Secondary School, Narayani Municipality -1, Chitwan for allowing me to carry out this research in school. Likewise, it is pleasure to express my deep gratitude to **Mr. Binod Kumar Mahato**, the subject teacher of the school for his kind cooperation as well as I express my sincere thanks to all the students who involved in research and helped me to achieve the required data for this research.

Date: 30th November, 2015.

Subas Chandra Mahato

ABSTRACT

The present experimental study entitled **Effectiveness of Critical Thinking Approach in Teaching Reading Comprehension** aimed at finding out the effectiveness of critical thinking approach in teaching reading comprehension and to provide some pedagogical usages. The thirty days workshop was carried out in Shree Sajhapur Higher Secondary School, Narayani Municipality – 1 , Chitwan with the preparation of lesson plans and test items for the data collection. The students of grade XI was taken as sample. A pre-test was conducted at the beginning of the study. Then all thirty-two students were grouped into two viz. Experimental and Controlled based on even and odd roll number. The experimental group was taught using critical thinking approach for 30 days whereas the students of controlled group were taught in usual way of teaching using lecture method. In course of the real teaching, a progress test was carried out in the middle and a post test was conducted at end for each groups. The results (average scores) of all tests were compared to determine the effectiveness of critical thinking approach against other usual conventional teaching strategies specially lecture methods. It was found that critical thinking approach is far more effective than usual classroom teaching for reading comprehension of Grade XI students.

This thesis consists of five chapters. Chapter one is a introductory part of the research which includes general background, statement of problem, objectives research question, significance, delimitations, and operational definition of the key terms. Chapter two deals with review of theoretical literature and empirical literature, implication of review and conceptual framework. Chapter three presents methods and procedures followed by the researcher in design and method of the study, population sample and sampling strategy, study area, data collection tools, procedures and analysis as well as interpretation of data. Chapter four consists of results, discussions of data analysis and summary of findings. Based on the results, conclusion and implications to various level have been presented in chapter five.

LIST OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgments</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Acronyms and Abbreviations</i>	<i>viii</i>
<i>List of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xi</i>
CHAPTER 1: INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problem	14
1.3 Objectives of the Study	14
1.4 Research Question	15
1.5 Significance of the Study	15
1.6 Delimitations of the Study	16
1.7 Operational definition of the key terms	16
CHAPTER 2: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	
2.1 Review of Theoretical Literature	18
2.1.1 A Brief History of Critical Thinking	19
2.1.2 The Classroom Environment of Critical Thinking	21
2.1.3 Critical Thinking versus ABC Methodology	23
2.2 Review of Empirical Literature / Previous Studies	24
2.3 Implication of the Review for the Study	25
2.4 Theoretical / Conceptual Framework	26
CHAPTER 3 : METHODS AND PROCEDURES OF THE STUDY	

3.1 Design and Method of the Study	27
3.2 Population, Sample and Sampling Strategy	27
3.3 Study area / Field	27
3.4 Data Collections Tools and Techniques	27
3.5 Data Collections Procedures	28
3.6 Data Analysis and Interpretation	29
CHAPTER 4: ANALYSIS AND INTERPRETATION OF RESULTS	
4.1 Analysis of Obtained Results	30
4.1.1 Holistic comparison	30
4.1.2 Group Wise Comparison	32
4.1.3 Item Wise Comparison	33
4.2 Summary of Findings	36
CHAPTER 5: SUMMARY, CONCLUSION AND IMPLICATION	
5.1 Conclusion of the Study	38
5.2 Recommendation of the Study	38
5.2.1 Recommendation on the Policy Level	38
5.2.2 Recommendation on the Practice Level	39
5.2.3 Recommendation on the Further Research	39
REFERENCES	41
APPENDIX I	
APPENDIX II	
APPENDIX III	
APPENDIX IV	

LIST OF TABLES

Table No. 1	Result of Pre-test and Progress-test and post test of EG and CG as a whole
Table No. 2	Overall Performance of Groups in the pre-test and progress test.
Table No. 3	Overall Performance of Groups in the progress-test and post test.
Table No. 4	Performance of each groups in Pre-test and Progress-test
Table No. 5	Performance of each groups in the Progress Test and Post-test
Table No. 6	Average Score Obtained in True/False test
Table No. 7	Average Score Obtained in Sentence making test
Table No. 8	Average Score Obtained in Matching test
Table No. 9	Average Score Obtained in Question-Answer test

ACRONYMS AND ABBREVIATIONS

%	-	Percentage
B.S.	-	Bikram Sambat
CT	-	Critical Thinking
D	-	Difference between the scores
e.g.	-	For example
ELT	-	English Language Teaching
et al.	-	and other people
etc.	-	et cet-era
F.M.	-	Full Marks
i.e.	-	that is
M.Ed.	-	Master in Education
Mr.	-	Mister
NELTA	-	Nepal English Teachers' Association
P%	-	increase percentage
R.N.	-	Roll Number
T1	-	Test 1/ Pre-test
T2	-	Test 2 / Progress-test
T3	-	Test 3 / Post-test
TU	-	Tribhuvan University
Viz.	-	as follow

CHAPTER - ONE

INTRODUCTION

1.1 Background of Study

Language is defined as a voluntary vocal system of human communication. It uses oral-aural and written media of communication. Only human being use language as their unique property; language is species specific to mankind. Other animals use other media of communication i.e. tactile, olfactory, and gustatory and so on. Primary form of language is spoken or speech. Only voluntary sounds produced by vocal organs are used in language because they are controlled, produced, combined, and sequenced at one's will but non-voluntary sounds such as hiccupping, snoring, sneezing, belching etc. are beyond one's will and control. Therefore, non-voluntary sounds cannot be used for communication or in language.

Oxford Advanced Learner's Dictionary sixth edition defines "Language is the use by humans of a system of sounds and words to communicate" (p. 721). Crystal (2003, p.255) defines language as "the concrete act of speaking, writing, or signing in a given situation." Likewise, Sapir (1992, as cited in Gautam, 2011, p.6) defines language as "a purely human and non-instinctive method of communicating ideas emotions and desires by means of voluntarily produced symbols."

In conclusion that human communication is exchanging ideas and information which is done through language either in spoken or written form. It is the distinctive that makes human race superior to all the species on the earth. To contrast between language and other communications, there are ten characteristics of language viz. arbitrariness, cultural transmission, displacement, duality of patterning, productivity, interchangeability, vocal-auditory channel, structure-dependence, changeability and language varieties.

1.1.1 English Language Teaching in Nepal

English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on

this earth. It is estimated that 300 million people speak English as a second language, and an additional 100 million people use it fluently as a foreign language. English is as an important tool for education, administration, and for mass media purposes. English is the chief foreign language taught in the schools of Europe, South America, Asia and Africa. At present one in seven in this world speaks English either as a native language or as a second language. English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. In this computer age, English is bound to expand its domains of use everywhere. Everyone wants to appropriate English as their own. It is common lingua franca so as to make communication possible among the speakers of different languages.

Sharma and Phayak (2009, p. ii) mentioned, since English is a world language, teaching of English takes place all around the world. The world has entertained the taste of speaking English for many decades. Nepal is no exception. In Nepal, English has been used as a means of interaction and medium of writing by the from educated and elite circle since Rana regime. Although the standard and value of English persists all round the world, we cannot say whether teaching of English should take place in a native-like environment or not. Teaching English is taking place with its myriad terminologies like Teaching English as a second Language (TESL), Teaching English as a Foreign Language (TEFL), Teaching English for Speakers of Other Languages (TESOL) and English for Specific Purpose (ESP), English Language Teaching (ELT).

The government of Nepal has introduced English from Grade One to advanced level. While talking about the issues of ELT in Nepal, Nepal is a multi-cultural, multi-lingual country; children from other speech communities face many difficulties in teaching and learning English. Lack of expert, trained, and qualified teachers ELT is lame in one hand and on the other hand, due to the lack of innovative and new teaching strategies and technologies in ELT teachers English is hardly possible to be effective in its real sense.

Language teaching includes of different aspects (viz. sounds, pronunciation, spellings, grammar, vocabulary, language functions, discourse etc.) and skills i.e. Listening, Speaking, Reading, and Writing.

1.1.2 Language Skills

Language is also defined as a system of systems namely phonological/sound system, grammatical system and semantic system that means language is complex phenomenon. Language requires mastering over such systems, levels, activities and skills. The four skills of language are:

- i. Listening
- ii. Speaking
- iii. Reading
- iv. Writing

On the other hand, language skills can be classified as receptive (listening and reading) versus productive (speaking and writing) skills, oral mode of communication or primary skills (listening and speaking) versus written mode or secondary (reading, writing) skills. Only the integration of all these skills can born a language. So, one should integrate all the skills of language while teaching and learning and in real life situation as well while using languages for various purposes.

1.1.3 The Reading Skill

Reading is the receptive, written, and secondary skills of language. Reading is -

- A receptive in the sense that a reader receives information and knowledge in course of reading.
- A written mode of communication.
- A secondary skill because it occurs only after listening and speaking in a chronological order of language learning.
- It was used to define as a passive language skill.

- A productive skill is because of its communicative function. Once the readers go through the text, it often triggers an activity in their mind.

Nowadays, reading is taken as an active and interactive skill through triangular interaction between the reader, the text and the message of the writer. In order to understand the text, each reader brings to its different types of knowledge to make meaning.

Reading is important -

- For increasing one's own professional knowledge.
- For keeping oneself up to date with the things around.
- For getting information and knowledge.
- For pleasure and enjoyment.
- For building language skill in oneself,
- For understanding or making sense of a given text.
- The more we read, the more we gain it.
- Where there is little reading, there is the little language learning.

1.1.4 Types of Reading

Nobody reads without any reason or purpose. Purposes might be for information, for pleasure, for keeping up to date, for research and so on. Reading purpose varies based on the level of the readers. The types of reading can be described as follows –

a. Intensive Reading

In intensive reading, a reader grasps overall detailed information/message of a certain text. It is generally at a slower in speed, and requires a higher degree of understanding.

It reinforces a reader to get deep comprehension with not only lexical meaning but also contextual meaning.

b. Extensive Reading

In contrast to intensive reading, extensive reading is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, is to acquire general comprehension of what is read. It is to read longer text for pleasure or entertainment, but not necessary for deep and detailed understanding of the text.

c. Silent Reading

Silent reading is deducing meaning or information through visual means of communication from the graphic symbols. It is an advanced mental process. It is required at the advanced level where students need a consolidation of all the language skills, vocabulary, structure etc.

d. Reading Aloud

Testing the knowledge of learners in pronunciation of words, phrase is basically done in aloud reading. A reader reads the printed graphic symbols in audible sound with correct pronunciation, stress, intonation, articulation etc. It is an oral-mental practice more than comprehension. It focuses on fluency and accuracy.

e. Skimming

The reader's eyes in skimming run quickly over the texts to find out what it is about, to locate facts or comment on a particular subject or to obtain the main idea/gist expressed in the text. Skimming refers a rapid study of text, passage, articles and books to find out what they mainly consist of. It is a rapid type of reading. Skimming is done at a speed three to four times faster than normal reading. A reader often skims when s/he has lots of materials to read in a limited amount of time. This technique is useful when a reader is seeking specific information rather than for comprehension. It works well to find dates, names and places.

f. Scanning

In Scanning, a reader's eyes jump one paragraph to another to get certain information. Scanning involves moving the eyes quickly down the page seeking specific words and phrases. Scanning is also useful in locating statements, definitions, formulas etc. which the reader must remember completely and precisely.

g. Slow Reading

Generally, slow reading occurs in the first stage of reading. The slow reading refers to the slow speed of reading. If the reader is reading a difficult passage and to understand the texts in depth and learning about the language system, the slow reading occurs automatically.

h. Fast Reading/Rapid Reading

It is a special habit of reading with comprehension within a reasonable time span. Such type of reading generally occurs while reading by experts, native speakers, reading simple text, reading silently and so on. Faster/rapid reading is always silent because reading aloud checks or interrupts speed of it.

1.1.5 Reading Comprehension

In its limited definition, reading comprehension is as grasping meaning from the written pages. Reading comprehension, which is inevitable for elementary level to the advanced level, is an overall understanding of text which can either be poetry, prose or any kind of passage, paragraph, text simply understanding of the meaning of words and sentences is not sufficient to understand a whole text because the meaning of a single word and sentence may fail to express the intended meaning. Therefore, the understanding of the whole text is very much important part of reading. While talking about the comprehension of the text appropriately, it is needed to know its organization, prosodic features, nature of the text, syntactic knowledge, and vocabularies and so on. Reading comprehension is not only the constructing meaning

but also a form of thinking, problem solving, interpreting, reasoning, discriminating, judging etc.

For Barntiz (1986), "the reader's knowledge of cultural schemata, routines and conventions and the knowledge of discovered structures used in that cultural tradition significantly predict the level of reading attained" (as cited in Garellet, 1981, p.22).

Similarly Bhatia (1997, p.154), "reading with comprehension means the total grasp of the materials read. It implies understanding the over-all meaning contained in the material, grasp of new words, phrases and idioms in their context and grasp of new structure and other grammatical peculiarities."

Actually reading comprehension is one of the multifaceted courses of action while considering it lexical meaning, grammatical/syntactic meaning, and socio-cultural meanings are dealt with. Reading comprehension can be taught signpost approach, thematic approach, communicative approach, and critical thinking approach.

Munby (1979), notes the following variety of skills in reading.

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when it is not explicitly stated.
- Understanding conceptual meaning.
- Understanding communicative value (function) of sentences and utterances.
- Understanding relations within the sentences.
- Understanding relations between the parts of a text through lexical cohesion devices.
- Understanding cohesion between parts of text through grammatical cohesion devices.
- Interpretation text by going outside it.
- Recognizing indicators in discourse
- Identifying the main point or important information in a piece of discourse.
- Distinguishing the main idea from supporting details.

- Extracting salient points to summarize (the text, an idea etc.)
- Selecting extraction of relevant points from a text.
- Basic reference skills.
- Skimming
- Scanning to locate specifically required information.
- Trans coding information to diagrammatic display.

1.1.5.1 Comprehension Difficulties

The following difficulties are likely to hinder the pupil's comprehension;

- a) **Presence of Unfamiliar Words:** to understand the theme of a paragraph one needs to know the pronunciation as well as the meaning of the new unfamiliar words.
- b) **Presence of Unfamiliar Structures:** ungraded, new and unfamiliar structures cause hindrance while comprehending a text.
- c) **Special References:** The references to places, possesses, events, circumstances, objects etc. used in a text previously unknown to the readers go unnoticed and ignored. A reader's comprehension remains shallow.

1.1.5.2 Aims of Reading comprehension

The major aims of Reading Comprehension are stated here;

- i) To enable the pupils to retain the over all the meaning of the material read,
- ii) To enable the students to understand the meaning of new words, phrases, and idioms for future use,
- iii) To enable the pupils to understand grammatical peculiarities and grasp the new structures,
- iv) To enable the students to be able to answer some intelligence questions on the reading material meant for testing comprehension,
- v) To develop pupils' interest in and taste for independent reading,

vi) To prepare way for supplementary reading.

(Bhatia, 1997, p.156)

1.1.6 Critical Thinking Approach

Modern cognitivists have developed new trends and theories that provide theoretical models for explaining and conceptualizing reading comprehension by utilizing a set of related concepts, such as critical thinking, prior knowledge, inference-making, and meta-cognitive skills. Critical thinking can be considered as means to activate or construct schema. Norris and Phillips (1987) indicate that critical thinking provides an explanation for activating existing schemata and for constructing new ones by contrasting ideas and engaging in reflective thinking. A language teacher may serve the role of critical educators by seeking critical classroom practices, creating and adapting materials for critical teaching and so on.

Dewey (1909) called critical thinking as reflective thinking and defined it as ‘active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusion to which it tends (as cited in Fisher, 2012, p.2). For Ennis (1989, as cited in Fisher, 2012, p. 4) Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. Similarly, Facione and Facione (2007) define critical thinking as ‘reflective decision-making and thoughtful problem-solving about what to believe and do’.

‘Critical thinking is that mode of thinking- about any subject, content or problem – in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structure inherent in thinking and imposing intellectual standards upon them’ (Paul, Fisher, and Nosich, 1993, as cited in Fisher, 2012, p. 5). Critical thinking is best understood as the ability of scholars to take charge of their own thinking. This requires that they develop sound criteria and standard for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality.

Lipman (1988) argues that there is a distinction between ordinary thinking and critical thinking. Ordinary thinking is simple, straightforward and without standards. By

contrast, critical thinking is more complex and is based on standard of objectivity, utility, or consistency. He supports the view that critical thinking does not include only the mental processes which people employ to solve problems or to make decisions, but it involves ‘skillful, responsible thinking that facilitates good judgment because it relies upon criteria, is self-correcting, and is sensitive to context’ (Lipman, 1988, as cited in Iakovos, p.82). He further argues that, teachers should help students shift: from guessing to estimating, from preferring to assessing, from grouping to classifying, from believing to assuming, from interring to inferring logically, from associating concepts to grasping principles, from noting relationship to noting relationships among relationships, from supposing to hypothesizing, from offering opinions without reasons to offering pinions with reasons, and from making judgments without criteria to making judgments with criteria. (as cited in Iakovos, 2011, p. 10)

Glaser (1941, pp.5-6) defined critical thinking – i) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experience, ii) knowledge of the methods of logical enquiry and reasoning, iii) some skill in applying those methods. Furthermore, he listed the abilities of thinking skills as follows -

- a) To recognize problems,
- b) To find workable means for meeting those problem,
- c) To gather and marshal pertinent information,
- d) To recognize unstated assumptions and values,
- e) To comprehend and use language with accuracy, clarity and discrimination,
- f) To interpret data,
- g) To appraise evidence and evaluate statements,
- h) To recognize the existence of logical relationship between propositions,
- i) To draw warranted conclusion and generalization,

- j) To put to test the generalizations and conclusions at which one arrives,
- k) To reconstruct one's patterns of beliefs on the basis of wider experience, and
- l) To render accurate judgments about specific things and qualities in everyday life.

1.1.6.1 Characteristics of Critical Thinking Classroom

The most successful classroom is those that encourage students to think for themselves and engage in critical thinking. Critical thinking approach allows us to think about our own thoughts and the reasons behind our points of view. It means we reflect on our own ways of making decision or solving problems. Critical thinking invites students to learn actively and think critically in enjoyable and exciting environment.

- Teachers and students have responsibility for the classroom climate.
- Teachers model thinking for students and support students as they share their thinking strategies.
- There is an atmosphere of inquiry and openness.
- Students are given support, but just the right amount of it.
- The arrangement of the space makes it easy and natural for the students to work together and talk to each other.

1.1.6.2 Importance of Critical thinking Instruction

Teaching students to think while reading is referred to as critical reading. Critical reading encourages the readers to evaluate, predict, and organize ideas which support value judgment, draw inferences, and arrive at conclusion based on evidence. Critical thinking reading comprehension is a process by which readers relate the author's ideas or information to their own experience or problems using a process which includes analysis, synthesis, and evaluation.

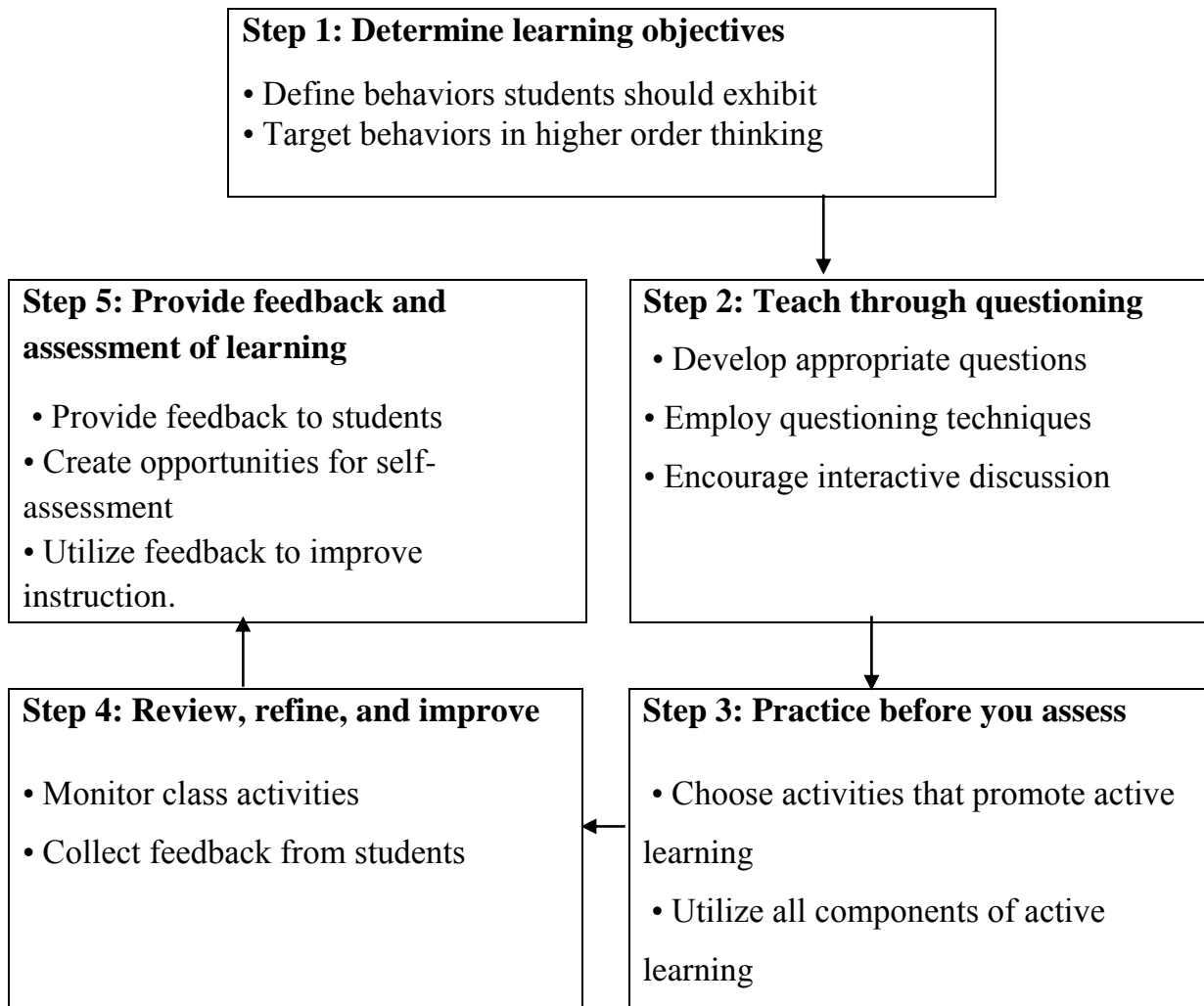
With regard to critical thinking and language learning Seferoglu & Akbtyik (2006, p. 199) assert that ‘critical thinking is one of the main objectives of the contemporary curricula’ although there is no general agreement as the best way of teaching it in the foreign language classroom. (as cited in Vaseghi et al., 2012)

Some importance of Critical Thinking (CT) instruction can be listed as below –

- i) CT encourages active learning by teaching students how to think rather than what to think.
- ii) Students need to be trained critical skills to increase their chances of academic success in real-life situations.
- iii) CT skills assist the ability to use the mind to assess and judge the rationality of an idea.
- iv) CT makes to be able to identify good from bad ideas and to be able to rational and right decision based on evidence available.
- v) CT is the most important skill for problem-solving, inquiry and discovery.
- vi) CT is the systematic approach of skillfully evaluating information to arrive at the most feasible solution to a variety of structured and ill-structured problems.
- vii) CT encourages teachers to facilitate students to create knowledge by questioning, examining, analyzing, and evaluating rather than by memorization.
- viii) CT allows students to develop their potentials by letting them learn at their own pace.
- ix) Different instructional methods of CT help students to be more reflective, creative and analytical.

To make learners a good critical thinker, these learning objectives are important for the higher level students as Bloom, (1956, as cited in Sah, 2011, p. 29) has explained in his taxonomy of objectives shown through the following table.

Steps Model to Move Students toward Critical Thinking



Crawford, Saul, Mathews & Makinster (2005) have mentioned the importance of CT which are:

- CT helps us interpret information such as the ability to critically analyze, recognize misinformation and become active citizens.
- It assists us in making better decisions about our actions.
- It encourages us to think about our own prejudices.
- It challenges prevailing social, political, cultural and technical ways of thinking.
- It encourages us to go beyond rationality, using our creativity to go outside the

traditional boxes of knowledge and understanding.

- It helps us criticize, reject or adapt tools and methods which makes us more responsible this towards our classroom.

(as cited in Thapaliya, 2012, p. 74)

To make learners a good critical thinker, these learning objectives are important

1.1.6.3 Phases of Critical Thinking Approach and Methodology

- **Anticipation Phase :** This phase initiates with a structured overview, in this case a short talk about the topic, students thinking about the topic and to raise the curiosity. The anticipation phase serves to : call up the knowledge learners already have, informally asses what they already know, including misconceptions, set purposes for learning, focus attention on the topic, provide a context for understanding new ideas.
- **Building Knowledge Phase :** The teacher prepares the students to read the text. The students will use the method of paired reading/paired summarizing to help them think about the material they are reading. The building knowledge phase serves to : compare expectations with what is being learned, revise expectations or raise new ones, identify the main points, monitor personal thinking, make inferences about the material, make personal connections to the lesson, question the lesson.
- **Consolidation Phase :** In this phase of the lesson where the students think back over what they learned, apply the ideas, and reconsider what they already knew before in light of what they have learned. Consolidation Phase servers to : summarize the main ideas, interpret the ideas, share opinions, make personal responses, test out the ideas, asses learning, ask additional questions.

1.2 Statement of the Problem

In educational setting, it is widely accepted that learning to think is one of the most important goals of formal schooling. The central purpose of education is learning to

think. As part of that education, learners need to develop and learn to apply critical thinking skills to their academic studies effectively to the complex problem that they will face in their profession, and to the critical choices they will be forced to make as a result of the information explosion and other rapid technological changes. In second language context, it seems that attention to critical thinking deserves the additional considerations due to the position of problem-solving attitude, self-regulation, and meta-cognitive abilities in L2 classes. In most educational systems, students gain lower order learning which is associative, and rote memorization resulting in misunderstanding, prejudice, and discouragement in which students develop techniques for short term memorization and performance. These techniques block the students' thinking seriously about what they learn.

Unfortunately, the situation in Nepal is not different. Teachers, based on traditional teaching, disregard the learners' views and opinions, not giving them the chance to express themselves. Consequently, students do not learn to use their thinking skills.

Therefore, it is highly worth to probe whether teaching critical thinking skills could help Nepalese EFL learners improve their reading comprehension.

1.3 Objectives of the Study

The development of the critical thinking has been gradually increased. We recognize that critical thinking must be analyzed and assessed for its clarity, accuracy, relevance, depth, breadth, and logicalness. In other words, questioning that focuses on the fundamentals of thought and reasoning are now baseline in critical thinking as Socrates emphasized on questioning model in past. Independent of the subject studied, students need to be able to articulate thinking about thinking that reflects basic command of the intellectual dimensions of thought. As a result of the fact that students can learn these generalized critical thinking, they need not be taught history simply as a body of facts to memorize, they can be taught the reasoning. We are familiar with the fundamental concepts and principles of critical thinking tests and approaches but we are very far from the actual application. Here, this study compared the usual teaching learning strategies with critical thinking strategies.

The objectives of the study were as follow:

- i. To find out the effectiveness of critical thinking approach in teaching reading comprehension.
- ii. To suggest some pedagogical implications.

1.4 Research Question

Critical thinking approach is applicable in teaching learning activities for reading comprehension from lower level to the higher level. The approach deals with the origin of reasoning power inherited in every learner and foster it. This study compares the effectiveness of two teaching methods; Critical thinking versus other methods of teaching (lecture method).

This research was carried out to find out the answer to the following research question : Is critical thinking approach effective in teaching reading comprehension in comparison with the usual lecture method ?

1.5 Significance of the Study

The effectiveness of critical thinking approach in teaching reading comprehension will be significant in the sense that this study will provide wider information about organizing and conducting critical thinking approach in teaching reading comprehension in a classroom situation. It will be useful for those who are involved in the field of language teaching, especially in ELT. It will be duly helpful for the students, teachers, textbook writers, syllabus designers and methodologists. Other interested persons like guardians and supervisors will also be benefited from this study. This study will have remarkable contribution in the area of teaching reading skill.

1.6 Delimitations of the Study

This study will have the following limitations:

- i. This research will be limited to thirty two students of grade XI studying in only one school of Chitwan district.

- ii. It will concern only with the Higher Secondary School Students, i.e. grade XI.
- iii. Only the students of grade XI will be taken and will be taught only for four weeks duration.
- v. The primary data for this study will be collected from three written tests.
- vi. It measures only reading comprehension ability of the students studying in grade XI.
- vii. The research work will be experimental in nature.

1.7 Operational Definition of the Key Terms

Some practical key terms are described as follow –

Reading Comprehension – In this research, it refers that the understanding ability of the readers to any text, passage. Intellectual capacity is indicated as comprehension.

Critical Thinking – For this research, critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way for this research. In this research, the term means critical thinking as defined by Crowford, A. et. al (2005). They say students learn by sense by exploring and inquiring while teaching through critical thinking approach.

Conventional Teaching Method - Conventional teaching method means the teaching learning activities which are outdated or no longer in use, i.e. lecture method.

Anticipation - In this research, anticipation is the first phase of critical thinking teaching strategy in which students are directed to think and ask questions about the topic they are about to study. The phase serves to – call up the knowledge students already have, informally assess what they already know, including misconceptions, set purposes for learning, focus attention on the topic, provide a context for understanding new ideas etc.

Building Knowledge – Similarly, building knowledge is the second phase of critical thinking teaching strategy in which the teaching leads students to inquire, find out, make sense of material, answer their prior questions, and find new questions and

answer those too. The building knowledge phase serves to : compare expectations with what is being learned, revise expectations or raise new ones, identify the main points, monitor personal thinking, make inferences about the material, make personal connections to the lesson, question the lesson.

Consolidation - In this research, likewise, consolidation is the third phase of critical thinking teaching strategy. Teachers want students to reflect on what they learned, ask what it means to them, reflect on how it changes what they thought, and ponder how they can use it. Consolidation Phase servers to: summarize the main ideas, interpret the ideas, share opinions, make personal responses, test out the ideas, asses learning, and ask additional questions.

Meta-cognition - The term, in this research, refers the thinking about one's thinking to develop critical thinking ability and consciously aiming to improve it. For example, if you reflect on the thinking you went through in arriving at some decision, you are engaged in meta-cognition – in thinking about your own thinking.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Many scholars have contributed to develop the theory of Critical thinking. It is a process of questioning in mental model which is adapted due to its trustworthiness for meeting the purposes in certain time. John Dewey, the American Philosopher, Psychologist and educator, is widely regarded as the ‘father of the modern critical thinking tradition.

Active, persistent and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusion to which it tends. (Dewey, 1909, as cited in Fisher, 2012, p. 2)

As Glaser, 1941 defined critical thinking as: i) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experience; ii) knowledge of the methods of logical enquiry and reasoning ; and iii) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusion to which it tends. (as cited in Fisher, 2012, p.3)

Robert Ennis mentioned Critical thinking as reasonable, reflective thinking that focused on deciding what to believe or do; so decision making and giving reason is a vital part of critical thinking.

Critical thinking is that mode of thinking – about any subject, content or problem – in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. (Paul, 1993, as cited in Fisher, 2012, p.5)

Critical thinking allows us to think about our own thoughts and the reasons behind our points of view. It means that we reflect on our own ways of making decisions or

solving problems. Thinking like this means that our thoughts are consciously directed to some goal. Our thoughts and ideas are based not on our biases or prejudices but on logic and information we might gather and filter from many sources. As we think critically, we are always mindful of what and how we are thinking. When we detect an error or a different way to think about a problem, we explore it eagerly. Students who think critically are typically excited about their learning. They see challenges and opportunities for learning in even the most difficult intellectual tasks.

2.1.1 A Brief History of Critical Thinking

Critical thinking community (www.criticalthinking.org) describes the history of critical thinking. The intellectual roots of critical thinking are as ancient as its etymology, ultimately to the teaching practice and vision of Socrates 2,500 years ago who discovered the method of probing questions that people could not rationally justify.

Socrates established the importance of asking deep questions that probe profoundly into thinking before we accept ideas as worthy of belief. He established the importance of seeking evidence, closely examining reasons and assumptions, analyzing basic concepts, and tracing out implications not only of what is said but of what is done as well. His method of questioning is now known as "Socratic Questioning" and is the best known critical thinking teaching strategy. In his mode of questioning, Socrates highlighted the need in thinking for clarity and logical consistency. Socrates set the agenda for the tradition of critical thinking.

Socrates' practice was followed by the critical thinking of Plato, Aristotle, and the Greek skeptics. From this ancient Greek tradition emerged the need, for anyone who aspired to understand the deeper realities, to think systematically, to trace implications broadly and deeply. In the middle ages, the tradition of systematic critical thinking was embodied in the writings and teachings of such thinkers as Thomas Aquinas who ensured his thinking met the test of critical thought, always systematically stated, considered, and answered all criticisms of his ideas as a necessary stage in developing them. Aquinas heightened our awareness not only of the potential power of reasoning but also of the need for reasoning to be systematically cultivated and cross examined.

During the 15th and 16th Centuries, a flood of scholars in Europe began to think critically about religion, art, society, human nature, law, and freedom. They proceeded with the assumption that most of the domains of human life were in need of searching analysis and critique. Among these scholars were Colet, Erasmus, and Moore in England who followed on the insight of the ancients. Francis Bacon, in England, was explicitly concerned with the way we misuse our minds in seeking knowledge. He recognized explicitly that the mind cannot safely be left to its natural tendencies. His book can be taken as one of the earliest texts in critical thinking. After fifty years in France, Descartes wrote the second text in critical thinking, rules for the direction of mind. He wrote the argument for the need of special discipline in thinking. He articulated and defended the need in thinking for clarity and precision. The critical thinking of these Renaissance and post-Renaissance scholars opened the way for the emergence of science and for the development of democracy, human rights, and freedom for thought.

In 16th century, Locke, et al. displayed the same confidence in the critical mind of the thinker that we find in Machiavelli. He laid the theoretical foundation for critical thinking about basic human rights and the responsibilities of all governments to submit to the reasoned criticism of thoughtful citizens. It was in this spirit of intellectual freedom and critical thought that scholars such as Robert Boyle in 17th century and Sir Isaac Newton in 17th and 18th century contributed for the concept. Another significant contribution to critical thinking was made by the thinkers of the French Enlightenment: Bayle, Montesquieu, Voltaire, and Diderot. They all began with the premise that the human mind when disciplined by reason, is better able to figure out the nature of the social and political world. They valued the intellectual exchange in which all views had to be submitted to serious analysis and critique. They used to believe that all authority must submit to the scrutiny of reasonable critical questioning. Eighteenth century thinkers extended our conception of critical thinking further developing our sense of the power of critical thought which were applied to solve the problem of economics.

In 19th century, critical thought was extended further into the domain of human social life by Comte and Spencer who especially focused on the problems of capitalism. It produced the searching social and economic critique of Karl Marx. Applied to the history of human culture and the basis of biological life, it led to Darwin's descent of man. It is reflected in the works of Sigmund Freud when it was applied to the unconscious mind. In 20th Century, our understanding of the power and nature of critical thinking was emerged in explicit formulations.

John Dewey through his work has increased our sense of the pragmatic basis of human thought. The work of Piaget has increased our awareness of the egocentric and socio centric tendencies of human thought and of the special need to develop critical thought which is able to reason within multiple points.

In a nutshell, the development of the critical thinking has been gradually increased. We recognize that critical thinking must be analyzed and assessed for its clarity, accuracy, relevance, depth, breadth, and logicalness. In other words, questioning that focuses on the fundamentals of thought and reasoning are now baseline in critical thinking as Socrates emphasized on questioning model in past. Independent of the subject studied, students need to be able to articulate thinking about thinking that reflects basic command of the intellectual dimensions of thought. As a result of the fact that students can learn these generalized critical thinking, they need not be taught history simply as a body of facts to memorize, they can be taught the reasoning. We are familiar with the fundamental concepts and principles of critical thinking tests and approaches but we are very far from the actual application.

2.1.2 The Classroom Environment of Critical thinking

Classroom that invite students to learn actively and think critically have these features in common (Mathews, 2003, as cited in Crowford, et al., 2005, p.7-8)

a) Teachers and students share responsibility for the classroom climate.

Students may participate in developing class rules for conduct. Teachers invite students to take initiative – for example, by using cooperative learning strategies in which each student is assigned his or her own role to play in helping classmates learn.

b) Teachers model thinking for students and support students as they share their thinking strategies.

Teachers demonstrate how a person thinks critically, not by propounding ideas as if everything that came out of their mouths was certainty, but by approaching ideas tentatively, conditionally, and promoting respect for different points of view in their lessons. Students have open discussions with each other, and learn not only each other's ideas, but each other's ways of thinking. Teachers may question their own, their students, and others' conclusions and knowledge, and encourage students to do likewise.

c) There is an atmosphere of inquiry and openness.

The teacher and students use high level questions (i.e. not only 'what?' 'Where?' and 'when?' ; but also 'Why?', 'What if?' and 'Why not?' etc.) as they analyze problems and make decisions. Students take certain roles in activities and they practice different kinds of thinking: they make predictions, gather information, organize the information, and question conclusions. Teachers show students ways to carry out tasks in the classroom, and they give students more corrective advice than criticism and evaluation.

d) Students are given support, but just the right amount of it.

Teachers pay close attention to what students are learning and how they are thinking, investigating, and communicating as they go about learning. Students are taught to examine their own learning and to improve their own performance. Teachers vary the amount of guidance they give students, and offer them more independence as they show they are ready for it. There is an emotionally secure learning environment in which students feel free to try new tasks, and in which unsuccessful attempts may lead to eventual success.

e) The arrangement of the space makes it easy and natural for the students to work together and talk to each other.

Traditional classrooms are arranged so they resemble ceremonial places, where the students sit rows like an audience or a congregation, and the teacher sits in the front, often on an elevated plane, like the mayor or the priest. If we want to stress the idea that the students are important, that they have to say is interesting and should be shared, then we should arrange the classroom space to allow for them to talk to each other, and to work together.

2.1.3 Critical Thinking Approach versus ABC methodology

For Crawford, A. et. al. (2005), critical thinking approach is also known as ABC method which has three phases and each phases contains various techniques –

- **Anticipation Phase:** This phase initiates with a structured overview, in this case a short talk about the topic, students thinking about the topic and to raise the curiosity. This phases has these techniques – Quick-write, paired, brainstorming, question search, KWL, semantic map, think-pair-share etc.
- **Building Knowledge Phase:** The teacher prepares the students to read the text. The students will use the method of paired reading/paired summarizing to help them think about the material they are reading. This phases has these techniques – What? So what? Now what?, DRA, experiment, paired reading, Jigsaw, Reading and questioning, argumentation, case study, and so on.
- **Consolidation Phase:** In this phase of the lesson where the students think back over what they learned, apply the ideas, and reconsider what they already knew before in light of what they have learned. This phases has these techniques – value line, quick-write, character-map, think-pair-share, debate, creative dialogue, readers’ theater, Socratic seminar, pen in the middle and so on.

2.2 Review of Empirical Literature / Previous Studies

Many researches have been consulted in course of review of literature related about ELT, i.e. approaches, methods, techniques, strategies, and other way in teaching reading comprehension.

Humagain (2006), has carried a research entitled ‘A study on the effectiveness of language games in learning reading comprehension’. The study showed that teaching students using games was relatively more effective than teaching them without using it for teaching reading comprehension in general.

Sapkota (2009), carried out a research on ‘Effectiveness of Jigsaw Reading in Developing Reading Comprehension’. The students in grade eight of Shree Ganesh Himal Secondary School of Kathmandu district were the primary source of this study. The population of study was thirty two students. The school as well as the class was selected by using non-random, judgmental sampling procedure. The researcher divided the students into two groups using systematic random sampling procedure. A test paper was used as a tool for data collection. The study showed that Jigsaw teaching was relatively better and more effective than non-jigsaw (conventional) teaching technique.

Joshi (2010), also carried out a research on ‘Effectiveness of Task Based Approach in Teaching Reading’. The objectives of the study were to find out the effectiveness of task based language teaching in teaching reading. The primary source of data for this study was the students of grade nine studying in learning Realm International School, Kathmandu. Twenty two students were selected as the population of the study. Purposive sampling procedure was used for the study. Progress and post-test were the major tools of the study. The study showed that teaching reading through Task Based Approach was found to be better since the progress was seen in every progress test. So, this research suggested that it is effective to teach through Task Based Language teaching.

Gautam (2011), carried out a research ‘Effectiveness of Thematic Teaching Approach in Teaching Reading Comprehension’ to experiment thematic approach in real class

room of grade XI of Shree Devchuli Higher Secondary School, Rajahar of Nawalparisi district. Forty students were selected as sample population with the aim to find out the effectiveness of Thematic Teaching Approach, and was found out that teaching reading through Thematic Approach is more effective than teaching with conventional approach.

Sah (2011), carried out a research on 'Effectiveness of Active Learning Strategy for Developing Critical Thinking' with the aim to find out the effectiveness of active learning strategy. The subject for this study was selected 32 students of B.Ed. first year from Sanothimi Campus, Kathmandu. The data were collected through primary source, the written tests, and from books, journals, internet surfing and so on. It was found active learning strategies seem to be effective in promoting reading skills.

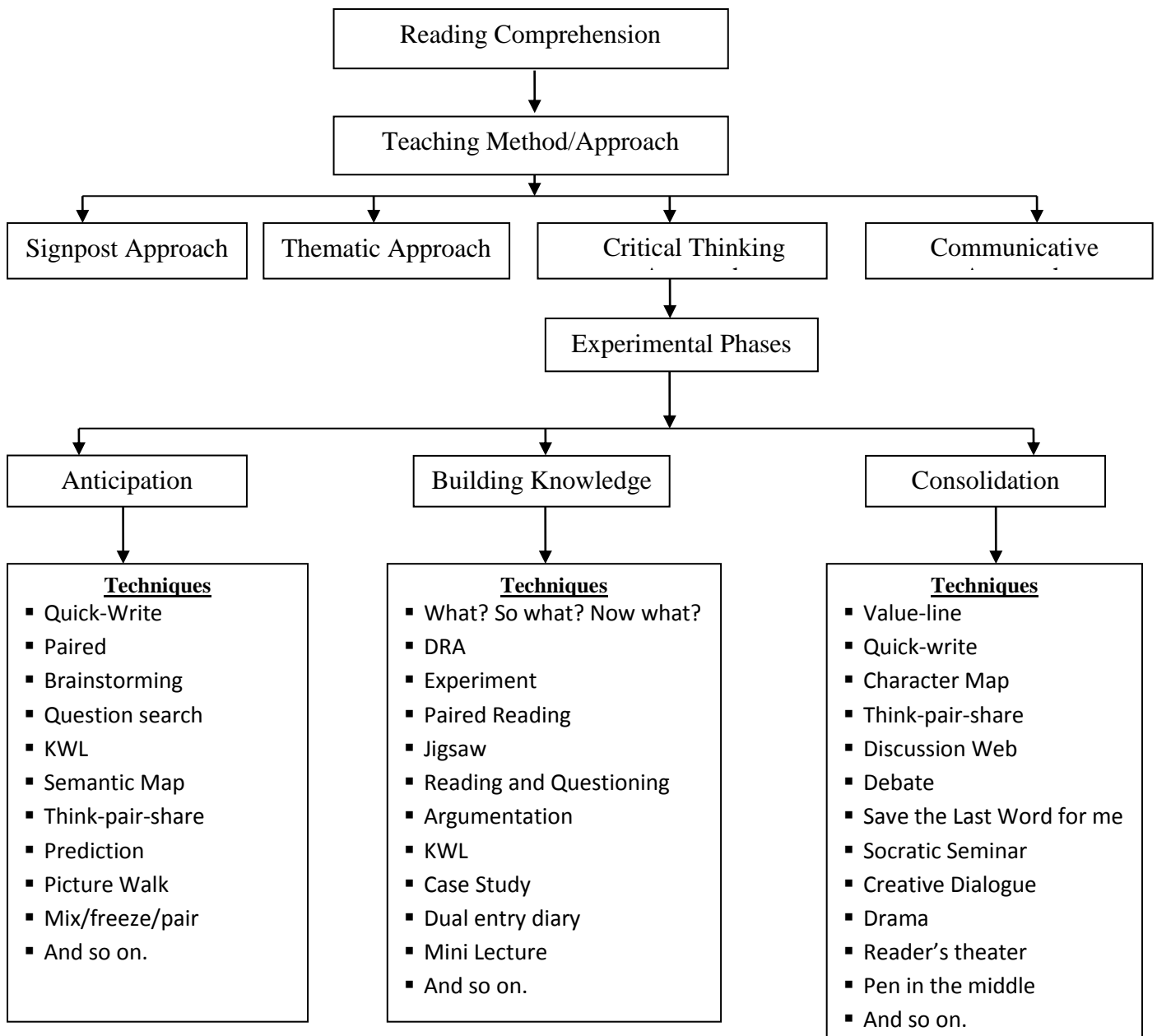
2.3 Implication of the Review for the Study

Though, many researches have been carried out in reading comprehension but no research has been carried out on the effectiveness of critical thinking approach in teaching reading comprehension and compared with usual lecture teaching method. Thus, the researcher is interested to experiment critical thinking approach in actual teaching reading comprehension and compared with usual lecture method in a sense that no study has been done yet on this topic. The above mentioned reviews help to carry out new research providing guidelines. Such as, lesson plans and types of test were designed based on Sha's thesis, From Gutam's research, the way of analysis and interpretation of data were received. Data collection techniques were taken from Joshi and Sapkota.

This study provides wider information about organizing and conducting critical thinking approach in teaching reading comprehension in a classroom situation. It will be useful for those who are involved in the field of language teaching.

2.4 Theoretical / Conceptual Framework

The following framework represents the conceptual outlines of the research where the researcher has displayed the theoretical aspect into a pictorial form –



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the research design and method of study, population, sample and sampling strategy, study area, tools for data collection, data collection techniques etc.

3.1 Design and Method of the Study

The research is true experimental research in the sense that the researcher experiment the real classroom using critical thinking approach and conventional approach and compared the obtained marks in order to find the relative effectiveness of the two. The pretest-posttest equivalent group design was used for the research. Students' proficiency is measured with the help of three tests i.e. pre-test, progress test, post-test. The result of the tests was compared group-wise, item-wise and holistically.

3.2 Population, Sample and Sampling Strategy

The researcher selected a higher secondary school of Chitwan district by using non-random, judgmental sampling procedure. Thirty two students of grade XI were taken for the study. These students were divided into two groups; experimental and controlled groups using systematic random sampling procedure with the help of their attendance register – odd roll numbers as controlled group, and even roll numbers as experimental group.

3.3 Study area / Field

The field of the study was the thirty six students of grade XI of a higher secondary school of Chitwan from where data were obtained with the help of three tests i.e. pre-test, progress test, post-test.

3.4 Data Collections Tools and Techniques

This study was based mostly on the primary sources of data. The primary sources of data for this study were the students of grade XI of the school. The main tool for the collection of data was tests (pre-tests, progress tests and post-tests). The test items

were designed to assess the reading comprehension of the students. All pre-test, progress and post-test were administered as tools to collect data.

Three different seen texts for reading comprehension were selected for each test paper. Each test items were included agree/disagree, synonyms and antonyms, making sentences, short answer question and long answer questions.

Lesson plans and teaching materials were the other supporting tools.

3.5 Data Collections Procedures

At first, the researcher prepared research tools. A set of test paper was prepared to measure the proficiency or baseline of the students in reading comprehension and the same set of set items was used before and after teaching. Then, the researcher went to the selected school. The researcher talked to the authority (the coordinator of 10+2, Mr. Tejendra Prasad Bhusal) and established link with subject teacher (Mr. Binod Kumar Chaudhary) and students as well. A pre-test was administered to identify the level of proficiency in reading comprehension prior to the experiment. Then, the responses were marked. The students are divided into two groups i.e. experimental and control group. The total students were divided into two EG and CG on the basis of odd and even number.

Here, EG referred to the experimental group and CG referred to the controlled group.

The students were divided into two groups, taught the same text using different teaching methods. The students of EG were taught using critical thinking approach, strategies and CG, the controlled group, were taught using usual teaching procedure. 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 five weeks i.e. 30 classes. Lesson plans were designed to teach for 24 days for both the groups. In the middle, a progress test was conducted to evaluate/compare the competency level of students. At the end of the classroom teaching a written post-test was administered. The same set of questions used for the pre-test was used for the progress and post-test also. Then, the results of the three tests were compared with to

conclude the relative effectiveness of two approaches viz. conventional versus critical thinking for teaching reading comprehension.

3.6 Data Analysis and Interpretation

The analysis and interpretation of data has been presented comparatively in holistic, group wise and item wise forms. The data were obtained from the experimental study since it was an experimental research. The obtained results of experimental group are compared with controlled groups, and find out the different score

$$\textit{Difference} = \textit{new value} - \textit{old value} \quad \textit{i.e.} \quad D = T2 - T1$$

and increased percentages among three tests using a formula

$$\textit{Progress}\% = \frac{\textit{New value} - \textit{old value}}{\textit{Old Value}} \times 100. \quad \textit{i.e.} \quad \textit{Progress}\% = \frac{T2 - T1}{T1} \times 100$$

Thus, the research aims to discover the effectiveness of critical thinking approach with the usual methods.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of obtained results. As this is the side of the research analysis, interpretation and comparison of result have been carried out in this section. Since it is an experimental research, data were obtained from the due effort of the experimental study. It requires a lot of information from the practical field. The main aim of this research was to explore the effectiveness of 'Critical Thinking Approach' in teaching reading comprehension.

4.1 Analysis of Obtained Results

After the completion of 30 days of the study, based on the obtained marks of experimental and controlled group the following comparisons has been done –

4.1.1 Holistic Comparison

The results of pre-test, progress test, post-test of experimental Group (EG) and controlled group (CG) have holistically been compared as follows –

Table No. 1

Result of Pre-test and Progress-test and Post test of EG and Group CG as a Whole

	EG	CG	Average Score	
			EG	CG
Pre-test (T1)	198	200	12.38	12.50
Progress (T2)	465	351	29.06	21.94
Difference	267	151	16.69	9.44
Progress %	2708.82	674.79	169.3	42.17
Post-test (T3)	568	442	35.50	27.63
Difference	103	91	6.44	5.69
Progress %	395.00	496.81	24.69	31.05

The above mentioned table no. 1 shows that the score obtained by each of the students of EG and CG in pre-test, progress test and post-test. EG has got 12.38 average score in pre-test and 29.06 in progress test and this group has increased by 16.69 average score and 6.44 in post-test comparing to progress test. Similarly, CG has got 12.50, 21.94, and 27.63 average score in pre-test, progress-test and post-test respectively. This group has increased by 9.41 average score in progress test, and by 5.69 in post test. EG has dramatically progressed 169.3 percent in progress test whereas CG by only 42.17 percent. It shows the fact that EG has learnt more effectively than that of CG. In later two tests, EG got 24.69 progress percentage and CG 31.05.

The result of EG and CG regarding the four test items is shown in a single table. This comparative table shows the average percentage of EG and CG.

Table No. 2

Overall Performance of Groups in the Pre-Test and Progress Test.

S.N.	Test Items	Difference score of EG	Difference score of CG	Difference score between EG and CG
1.	True/False items	2.13	0.06	2.07
2.	Making sentences	3.13	0.06	3.07
3.	Matching	2.00	1.88	0.12
4.	Question answer (long/short)	10.06	6.25	3.81
	Total Score	17.32	8.25	9.07
	Average Score	4.33	2.06	2.27

The above holistic table shows that the average score percentage of EG is 4.33 in different categories of test items whereas CG has 2.06. It is less than the EG. The average percentage between EG and CG is 2.27. So, it indicates that EG has got better achievement than CG on the whole comparison.

Table No. 3

Overall Performance of Groups in the Progress-Test and Post Test.

S.N.	Test Items	Difference of EG	Difference of CG	Difference between EG and CG
1.	True/False items	0.06	0.13	0.07
2.	Making sentences	0	1.94	1.94
3.	Matching	0.06	0.5	0.44
4.	Question answer (long/short)	6.38	3.75	2.63
	Total Score	6.5	6.32	5.08
	Average Score	1.63	1.58	1.27

The above table reveals that students of CG has progressed in true/false, sentence making, and matching in contrast with EG while comparing progress test and post test. But in question answers test items EG has doubled its different percentage to 6.38. Thus, overall performance of each groups shows teaching through critical thinking approach is highly pivotal.

4.1.2 Group Wise Comparison

Now, the results of both groups have been compared in group wise. Table 4 has compared T1 and T2 where table 5 has compared T2 and T3.

Table No. 4

Performance of each groups in the Pre-Test (T1) and Progress-Test (T2)

Group	T.S. T1	Avg. Sc T1	T. S. in T2	Avg. Sc. in T2	D (Avg. Sc. in T1 T2)	D% T1 T2
EG	198	12.38	465	29.06	267	16.69
CG	200	12.50	351	21.94	151	9.44

The above tables show that the average scores of EG is 12.38 in Pre-test and 29.06 in Progress test. EG has improved by 16.69 average percentages. But, the CG has got 12.50 average score in Pre-test and 21.94 in Progress- test. The EG has improved by 267 average score or by 16.69 average percentages. It shows that EG has improved by 16.69 than CG in pre test to progress test. So we can say that EG has got better achievement than CG.

Table No. 5

Performance of each groups in the Progress Test (T2) and Post-Test (T3)

Group	T.S. T2	Avg. Sc T2	T. S. in T3	Avg. Sc. in T3	D (Avg. Sc. in T2 T3)	D T2 T3
EG	465	29.06	568	35.50	103	6.44
CG	351	21.94	442	27.63	91	5.69

The given table reveals that EG has accelerated by 103 score where CG has only 91 score. The average score of the progress test and post test 6.44, 5.69 of EG and CG respectively.

This shows that teaching reading through 'Critical Thinking Approach' has been more effective than conventional ways.

4.1.3 Item Wise Comparison

Here, the four types of different test items – true/false, sentence making, matching, question-answer, have been compared one after another.

4.1.3.1 Average Proficiency in True/False items

The full marks of true/false items is 5 and both groups' average obtained marks is compared to find out average proficiency.

Table No. 6
Average Score Obtained in True/False

Group	T1	T2	D (T1&T2)	P%	T3	D (T2&T3)	P%
EG	2.75	4.88	2.13	87.50	4.94	0.06	0.9
CG	3.19	3.25	0.06	3.65	3.38	0.13	-16.7

The table no. 6 shows the average score obtained in true/false item. Here, EG has improved 2.13 average score and progress percentage increase by 87.50 in progress test whereas CG has got 0.06 average score and increase percentage 3.65 only. Likewise, EG increased its value by 0.9 percentage. But CG has got negative progress percentage in comparing T2 and T3.

4.1.3.2 Average Proficiency in Sentence Making Item

Difference marks among three tests have been compared and found out the increase percentage of them to achieve average proficiency in sentence making items where the full marks is 5.

Table No. 7

Average Score Obtained in Sentence Making Item

Group	T1	T2	D (T1&T2)	P%	T3	D (T2&T3)	P%
EG	1.44	4.56	3.13	4.56	0	-2.5	1.44
CG	1.69	1.75	0.06	3.69	1.94	50.00	1.69

Table no.7 represents average score obtained in Sentence making item of EG and CG. EG has got 1.44 average score in pre-test and reached 4.56 with the increment of 4.56 percentage. On the other hand, CG has got 1.75 with the rise form 1.69 by 3.69 progressing percentage. While comparing between post test and progress test, EG has slow pace in increasing percentage 1.44 where CG has got 1.69.

4.1.3.3 Average Proficiency in Matching Items

Average proficiency of both groups in matching items has been found out comparing the average score obtained in matching items in pre-test, progress test, post-test. The full mark is 5.

Table No. 8

Average Score Obtained in Matching Items

Group	T1	T2	D (T1&T2)	P%	T3	D (T2&T3)	P%
EG	2.94	4.94	2.00	75.00	5.00	0.06	1.25
CG	2.63	4.50	1.88	104.69	5	0.5	10

The above table displays that EG has got 2.94 average score in pre test but has increased by 2 marks in progress test. And EG has increased swiftly the percentage by 75 in progress test and with 1.25 increments in percentage while comparing between progress test and post test. In contrast, CG has obtained 2.63, 4.50, and 5.00 average score in three tests respectively. It has increased 1.88 score in first comparison and 0.5 in second comparison

4.1.3. Average Proficiency in Question Answer Items

Comparing the obtained average score in question answer item to find average proficiency of both groups the following comparison has been made –

Table No. 9

Average Score Obtained in Question Answer Items

Group	T1	T2	D (T1&T2)	P%	T3	D (T2&T3)	P%
EG	6.00	16.06	10.06	389.64	22.44	6.38	29.38
CG	4.31	10.56	6.25	247.12	14.31	3.75	29.02

We came to know from the above table that EG has obtained 6.00, 16.06, and 22.44 average scores in pre-test, progress test and post-test respectively. Thus, while comparing between the first two tests, it has increased 10.06 average score and 6.38 in progress test and post test average score.

On the other hand, average score of CG in pre-test is 4.31, in progress test 10.56 and 14.31 in post-test. It has got 10.06 more average score and 389.64 more average percentage in progress-test than in pre-test and continued 6.38 more average score in post test.

4.2 Summary of Findings

After analyzing and interpretation of data collected through three test items, controlled group does not seem to have improvement much because the difference of average percentage among pre-test, progress test and post-test is higher. Thus, in this research, Experimental group has stood out Controlled group in difference of average percentage. This shows that learning through 'Critical Thinking Approach' has been more effective and significant than conventional ways of teaching reading comprehension.

Findings can be listed as below;

- i) The result confirms that there is an ample difference in the scores obtained by the students in pre-test, progress test, and post-test in comparing the EG and CG. Teaching through critical thinking approach excelled by 16.69 in pre-test and progress test, and by 6.44 in progress test and post test. In contrast with teaching conventional technique stood out by 9.44 in pre-test and progress test, and by 5.69 in progress test and post test. Therefore, teaching through CT approach is significantly better and more effective than the usual teaching techniques.
- ii) Holistic analysis of result shows that the average-score percentage of EG is 4.33 in different categories of test items whereas CG has 2.06. It is less than the EG. The average percentage between EG and CG is 2.27. So, it indicates that EG has got better achievement than CG on the whole comparison of test items.
- iii) The EG has improved by 267 average score or by 16.69 increase percentages. It shows that EG has improved by 16.69 than CG in pre test to progress test and post test as well. So we can say that EG has got better achievement than CG.

- iv) Critical Thinking Approach has been proved to be more effective in reading comprehension in group-wise comparison of the results because EG has got more 7.25 increase percentages in comparing pre-test and progress test, 0.75 percentages increased in progress test to post test.
- v) The average score of true/false test item is significant teaching through critical thinking approach in comparison to conventional approach since EG has progressed by 87.50 where CG only 3.65 in pre-test and progress test.
- vi) Average score in sentence making test item seems relatively higher in EG in comparison to CG. This shows critical thinking approach is relatively effective than common teaching methods.
- vii) The average proficiency in question answer test items is also proved that the score of Critical thinking approach is more effective in teaching reading comprehension. The result of the question answer shows that the EG has more increased by 142.52 in comparing pre-test and progress test and by 0.36 in progress test and post test.
- viii) Students showed positive change while they were taught through CT approach in the sense that when they were given to read some passage, they read not only to get the answer given in the text but in order to get in depth ideas of the text.

CHAPTER – FIVE

CONCLUSION AND RECOMMENDATION

This chapter includes the conclusion derived from the summary and the recommendation of the study on policy level, practice level, and further research.

5.1 Conclusion of the Study

On the basis of the analysis and interpretation of data and result in above chapter, it is concluded that the lessons taught through critical thinking approach are highly effective, and students are as active learners who take part in discussion, reasoning, reflecting their ideas and so on in contrast with the other conventional teaching approach. It is believed that students were found more confident to display their ideas in the classroom, they focused on collecting the thoughts of their peers as well as their own thoughts to given the answers.

The environment of class in critical thinking was friendly and opened, where anyone could express his/her ideas, opinions on a topic. By collection the ideas, a new ideas would be developed in the classroom. Simply saying, the environment is student friendly, thus, the achievement is higher. Lessons were taught making lesson plans for both groups and using teaching aids which helps foster the knowledge in both groups, EG and CG.

5.2 Recommendation of the Study

The following recommendation can be done based on the above findings –

5.2.1 Recommendation on the Policy Level

- i) In the light of this research, critical thinking approach seems highly effective way of teaching reading comprehension to any level of students. The concerned authorities should design curriculum, syllabus, text-books to develop critical thinking in students.

- ii) Teachers should be trained to apply the newly derived methodology i.e. critical thinking approach in their real classroom.
- iii) Critical thinking is essential prior stage of human life. Therefore, policy makers of education should keep this approach in their minds.

5.2.2 Recommendation on the Practice Level

- i) Teachers should use critical thinking approach for teaching reading comprehension than the usual lecture method.
- ii) Teachers should create a critical thinking environment in the classroom.
- iii) Teachers should participate in training of critical thinking methodology.
- iv) Students are not totally tabula rasa; they have their own analytical power. Critical thinking approach helps them to use it.
- v) Teachers should take more details about how to conduct critical thinking classroom by reading journals, magazines and so on through internet.
- vi) Students should develop knowledge by thinking and thinking about a subject matter using meta-cognitive skill.

5.2.3 Recommendation on the Further Research

Critical thinking approach is a well organized strategy for teaching that invites and supports learning. It can be put into practice to teach all subjects. This research has been bounded only in English language teaching. Other subjects might be further concern of the later research.

Even in ELT, only teaching reading comprehension has been studied through CT approach. Other language skills, such as, listening, speaking and writing, have been left. Further research can be done on the rest of the language skills of English. Language aspects can be studied through CT approach later.

This research is only based on 4 weeks study. The duration of study can be extended to find out the effectiveness of the CT approach, perhaps six months or one academic year.

The data has been collected through 3 different tests where only true/false, matching, sentence making, question answer items were administered. Other test items have not been used to find out the proficiency of students. They can be used as other tools to carry out further research.

This research is totally an experimental research. The further research can be descriptive, narrative, and so on in its nature.

References

- Barjesteh, H., & Vaseghi, R. (2012). Critical thinking: A reading strategy in development English reading comprehension performance. *Sheikhbahae EFL Journal*, Vol. 1 (2), 21-32. (Retrieved on 16th July 2013 from <http://www.worldsciencepubliser.org>)
- Bhatia, K. K. (1997), *Teaching and learning English as a foreign language*. Klayani Publishers: New Delhi.
- Bhattarai, A.(2009).The first activity in research. *Journal of NELTA*, Vol. 14, 1-2.
- Crawford, A.,Saul, E.W., Mathews, S., and Makinster, J. (2005). *Teaching and Learning Strategies for the critical thinking classroom*. The International Debate Education Association : New York (Retrieved on 15th July 2013 from <http://www.rwc.org>)
- Crystal, D. (2003). *A dictionary of linguistics and phonetics*. Blackwell Publishing: England.
- Fisher, A. (2012). *Critical thinking: An introduction*. Cambridge: CUP
- Gautam, K. R. (2011). *Effectiveness of thematic teaching approach in teaching reading comprehension*. An unpublished M.Ed. thesis, Kathmandu: T.U.
- Gautam, R.B. (2065). *Research methodology in language education*. Kathmandu: Sunlight Publication.
- Grellet, F. (1981). *Developing reading skills*. Cambridge: CUP.
- Hocket, C.F. (2006). *A course in modern linguistics*. Oxford and IBH: New Delhi.
- Humagain, G.P. (2006). *Effectiveness of language games on learning reading comprehension*. An unpublished M.Ed. thesis, Kathmandu: T.U.

- Iakovos, T. (2011). Critical and creative thinking in the English language classroom. *International Journal of Humanities and Social Science*, Vol. 1 (8), 82-86 (Retrieved on 24th July 2013 from www.ijhssnet.com)
- Joshi, G. (2010). *Effectiveness of task-based approach in teaching reading*. An unpublished M.Ed. thesis, Kathmandu: T.U.
- Lazar, G. (1993). *Literature and language teaching*. Cambridge: CUP.
- Rai, V.S. (2056). *Fundamentals of language and linguistics*. Kathmandu: Bhudipuran Prakashan.
- Richards, J.C. and Rodgers, T.S. (1986). *Approaches and methods in language teaching*. Cambridge: CUP.
- Sah, D.K. (2011). *Effectiveness of Active Learning Strategy for Developing Critical Thinking*. An unpublished M.Ed. thesis, Kathmandu: T.U.
- Sapkota, R.S. (2009). *Effectiveness of jigsaw reading for reading comprehension*. An unpublished M.Ed. thesis, Kathmandu: T.U.
- Schafersman, S.D.(2012). Critical Thinking and its relation to science and humanism.(Retrieved in 2013, July, from: <http://cybercomputing.com/freeinquiry/files/critical-notes.html>.)
- Scriven, M., & Paul, R. (2012). Defining critical thinking. *The critical community*: Foundation for critical thinking. (Retrieved in 2013, July, from http://www.criticalthinking.org/aboutCT/define_critical_thinking.html.)
- Sharma, B.K. and Phyak, P.B. (2001). *Teaching English language*. Kathmandu: Sunlight Publication.
- Sharma, J.P. (2012). Critical thinking approach: A revolution in teaching learning strategy. *HISSAN*: Kathmandu

Thapaliya, M.K. (2012). Teaching short story through critical thinking strategies. *Journal of NELTA*, 17 (1-2), 93-103

Thompson, C. (2011). Critical thinking across the curriculum: process over output. *International Journal of Humanities and social science*, 1 (9), 1-7. (Retrieved on 24th July 2013 from www.ijhssnet.com)

Vaseghi, R. et al. (2012). Critical thinking: An influential factor in developing English reading comprehension performance. *Advances in Asian Social Science*, 2 (1), 401-410 (Retrieved on 24th July 2013 from www.worldsciencepublisher.org)

APPENDIX – I

TEST ITEMS

Pre-Test

(Subjective and objective types of Questions)

Time: - 1hr.

Full mark: - 50

Name: -

Roll no.:-

Level: - XI

Read the text and answer the following questions given below:

The Recurring Dream

A story from England

Kimberly Clark, who lives and works in London, England, seems like a normal young woman of twenty-five. She's pretty, she loves to dance, and she has many friends. Also, she has a good position in the office of a large company.

Kim Clark does have a problem, however. The problem is that she has a mysterious dream. It's mysterious because it is a dream about a person and place which are completely strange to her. And it is mysterious also because it is a recurring dream. That is, she dreams the same thing frequently. Finally, she has the same dream almost every night.

The strange dream always begins on a country road. Kim stands on this road and sees a lane with a white fence and a hedge on each side. At the end of the lane, on the top of a little hill, she sees a small, white cottage with green shutters. In the dream, she then walks up the lane to the house, goes in, and looks around. In one of the rooms she finds a man asleep in bed. He is a little, old man with white hair and a white beard. In the dream, when Kim comes near his bed, the man wakes up. Then he sits up and looks at her. When Kim opens her mouth to speak to him, however, she wakes up in her apartment in London.

The dream bothers Kim very much. It's all so strange! She knows no place or house like that. She doesn't know any little, old man like that either. And yet, night after night she has the same dream. In the dream, she's always on the same country road. She sees the same lane with the same hedge and white fence. And at the end of the lane stands the same small, white cottage with green shutters. And each time when she enters the house and looks around, she sees the same little, old man asleep in bed. And every time, when she opens her mouth to speak to him, she wakes up in her own bed in London.

Kimberly speaks frequently with her roommate, Janet Wilson about the recurring dream. One day Janet says, "Kim, let's go out to my parents' farm for a few days. It's so peaceful there.

"That sounds like a good idea," answer Kim with tears in her eyes. "The dream troubles me so much. It's on my mind constantly."

Kim and Janet make plans to go to the country. And early the next Saturday morning they leave the city in Janet's car. As soon as they are away from the sights and sounds of the city, Kim sits back on the seat beside her friend and closes her eyes. A little later, as Janet turns the car onto a country road, Kim wakes up. In a second, her eyes open wide.

"There it is, Jan!" she exclaims. "There it is!"

"There is what?"

"The place"

"What place?"

"The place in my dream ! Look!"

"Please, Kim, forget about your dream! You only imagine this place is the same! There are many places like this in the country!"

“No, Jan, it’s not my imagination! This is the place! There is the lane with the hedge and white fence! And look! There is the little, white cottage with green shutters! Please, Jan, let me out!”

Janet stops the car and turns to her friend, “Please don’t go up there, Kim! It’s not a good idea! Let’s go on!”

“No, Jan! Let me go! I have to go and see!”

1. To what extent do you agree with the following statements? Fill in the blank with SA

(strongly agree), A (agree), D (disagree), or SD (strongly disagree). (5×1=5)

- a. Kimberly is living a happy life. _____
- b. That is her imagination which comes in her dream every night. _____
- c. Kim hunts the house as a ghost. _____
- d. Janet reduces the trouble of Kim. _____
- e. Kim has a recurring dream because of her past life _____

2. Find out some underlined words in the text and use them in your own sentences a given in example. (5×1=5)

Mysterious → I like reading mysterious stories.

3. What do you think is the reason some people have recurring dream? (1×7=7)

4. Why do you think Kim has this dream ? (1×7=7)

5. In your opinion, why does Kim wake up each time she tries to speak to the man in her dream ? (1×7=7)

6. Do you think all dreams have special meanings? Explain. (1×7=7)

7. How would you feel if you are in the position of Kim ? (1×7=7)

8. Match the opposites.

5×1=5

i) same

() different

ii) strange

() late

iii) old

() familiar

iv) early

() young

v) white

() good

() black

Progress-Test
(Subjective and objective types of Questions)

Time: - 1 hr.

Name: -

Level: - XI

Full mark: - 50

Roll no.:-

Read the text and answer the following questions given below:

The Loving Mother

Shoji Sakota was a pharmacist in the city of Sapporo on Hokkaido Island in northern Japan. He lived alone in a small apartment behind the drugstore, for his wife had died several years earlier. Because he lived there in the same building, he sometimes worked in the pharmacy after it was closed. One stormy winter night in 1964, he closed the shop at the end of the day and began working on his record books at his small desk in the rear of the store. He worked quite late because it was close to the end of the year, the time when he had to prepare his annual business report. The only light on in the entire store was over the little desk where he was working.

At about midnight there was a knock on the door. "Who could that be?" he said to himself. "Surely whoever it is can see that the store is closed." Ignoring the knock, he went back to his work.

Then he heard something again. He looked toward the door but thought this time that the noise was perhaps caused by the wind. Again he continued with his record books. A third time he heard the noise. This time it was louder and definitely sounded like a person knocking. "Maybe it's an emergency," he said aloud, as he started toward the door. He lifted the shade which was pulled down over the window of the door, turned on the outside light, and looked out. He was surprised to see a young woman standing there who appeared to be quite nervous. "The store is closed ! It will open again at eight o'clock in the morning!" Then he let the shade down again. "Please, sir," she called in pleading voice, "I need something for my baby." As he lifted the shade again, she called. "I beg you to help me, sir!" He saw this time that she was pleading with her hands and body as well as with her voice. Feeling confident that was indeed an emergency, that pharmacist opened the door to let her in. She entered and stood in front of him with her head bent down. Mr. Sakota noticed that the woman was very thin - too thin - and that her skin seemed abnormally light. Her long, black hair hung in a disheveled mass around her head and shoulders, and her simple kimono seemed like it had been worn to bed.

"What can I do for you?" he asked sympathetically, feeling certain that the woman's baby was very ill, perhaps dying. As she raised her head Mr. Sakota was quite startled, for her eyes seemed to be looking through him, not at him. "I need amé on a stick for my baby," she said softly. "Amé?" he asked in surprise, for he thought she needed medicine for a serious illness. "Yes, sir," she said again in a thin, soft voice, "my baby likes amé."

The pharmacist put the amé on a stick for her. She paid few cents for it, thanked him kindly, and went out quickly into the stormy night. "How strange!" thought Mr. Sakota to himself, "Amé on a stick!" What a strange request in the night!" He shook his head and went back to his work. "What a mysterious-looking woman, those eyes, especially! They look like they belong to someone from another world!"

The next two nights the same thing happened - the same woman, at about the same time, for the same thing. Her appearance and her request was so mysterious to Mr. Sakota that he forgot to ask her why she came at midnight rather than during the day when the shop was open.

After the third night, the pharmacist asked a photographer friend of his to hide in the store and take pictures of her so he could study her appearance. Mr. Sakota was pleased that this time a number of pictures were taken by his friend - until they developed the film! To their great surprise, the pictures clearly showed objects in the but not the woman! It was as if she had not been there at all! "I saw her through the lens of the camera!" exclaimed Mr. Sakota's friend. They told no one, but decided that if she would come again, they would follow her to see if they could find out something about her. She did come again the next night. They followed her. Since they were not skilled at this kind of thing, the men were easily noticed by the woman, but it didn't seem to matter to her that they were following. In fact, after a minute, she acted almost as though she wanted them to see where she was going.

1. To what extent do you agree with the following statements? Fill in the blank with SA (strongly agree), A (agree), D (disagree), or SD (strongly disagree).

(5×1=5)

- a. Sojhi Sakota didn't have to prepare his annual business report quite late.

- b. The woman, who visited Sakota's pharmacy, was from the another planet. _____
- c. The woman didn't appear in the photograph because spirit can't be seen.

- d. She let them to follow them in order to help her baby. _____
- e. Spirit is still alive even after body's death. _____

2. What is your opinion that the woman visited the drugstore only at midnight?
(1×7=7)

3. What would you have thought if you had taken the picture of the woman and she didn't appear on them when the film was developed ?

(1×7=7)

4. How would you feel if you were Sojhi Sakota ? (1×7=7)

5. Why do you think that the woman let them to follow her? Explain. (1×7=7)

6. If you had been Mr. Sakota, do you think you would have been afraid to let this woman in at midnight ? Why ? Why not? (1×7=7)

7. Write a sentence with each of these words. (Do not use ideas from the story.)

(1×5=5)

- a) _____ ignored _____.
- b) _____ knocked _____.
- c) _____ appeared _____.
- d) _____ pleaded _____.
- e) _____ followed _____.

8. Match the following words with their meaning. (5×1=5)

- | | |
|---------------|---|
| i) Pharmacist | [] long sashed Japanese gown |
| ii) block | [] a nutritious Japanese candy |
| iii) kimono | [] a person who is qualified to prepare and sell drugs |
| iv) shade | [] an area bounded on four sides |
| v) ame | [] a screen against the light |

Post-Test

(Subjective and objective types of Questions)

Time: - 1 hr.

Name: -

Level: - XI

Read the text and answer the following questions given below:

Full mark: - 50

Roll no.:-

Speaking of Children.....

Barbara Holland

One child is an appendage. More than one is a way of life.

One child is outnumbered. You can brainwash it. You can make it do what you want it to do, carry it to parties and toss it on the bed with the coats, lug it in a backpack through the Adirondacks, teach it to say "How do you do?" and pass the hors d'oeuvres. Plural children are a counter-culture in the house. You and your husband are outnumbered. A creeping, irresistible tide of Leggos and Lincoln Logs and doll clothes and Matchbox cars seeps into the living room and cannot be turned back. You no longer go to New York for the weekend, you go to Disneyland instead, and dine at six instead of seven or eight. You pack up everything and move because the schools are better somewhere else. You spend long hours in social converse with people you would never otherwise have met at all, because your children know their children.

Relentlessly, year by year, you are pushed backward, shouting helplessly, from your own life into theirs. Your own errands are wedged into the time left over after you've taken the children somewhere and brought them home again. When they get older, you're lucky if you get to use your telephone one try out of six. With one child, you and your husband are still yourselves; you have merely acquired an extra thing, like a Yorkshire terrier or an electric toothbrush. More than one and you're a family, and the piano keys are covered with jelly and whenever you try to talk to each other somebody says, "Who's he? Do I know him? Why is she going to divorce him, doesn't she like him any more?" and after a while you give up.

I have read that it's terribly important to a healthy marriage that the wife set aside some quiet private time to chat with the husband, preferably when he gets home from work, or they get home from work. Just half an hour. Peace, privacy, a couple of martinis, and "How was your day, dear? Is the new man working out all right?"

I would like to get my personal hands on the people who keep suggesting this, and find out how I'm expected to manage.

"Now, I want everyone to play quietly and nicely in your rooms for half an hour, while Mommy talks to Daddy."

"I want to talk to Daddy too!"

"Later, sweetie. Right now is going to be our private time together, and then later you have a private time with him okay?"

"What are [you] going to talk about?"

"Oh....I don't know. Things. Now you play nicely and don't interrupt us, all right?"

"What if it's something important?"

"It better be terribly important."

Peace. Privacy. The well-chilled martini.

"And how was your day, dear?"

"Well, as a matter of fact --"

An ominous splintering crash overhead, and you both glance apprehensively at the ceiling. Silence.

"As a matter of fact, something rather interesting seems to be brewing. Scott was saying --"

Feet on the stairs. A child, and another child behind it.

“I said not to interrupt us.”

“You said if it’s important. It’s important, I have to ask you something.”

“What? Ask, and leave.”

The eyes unfocus, the face blurs, the sneakered toe traces a pattern on the carpet. “I’m trying to remember traces a pattern on the carpet. “I’m trying to remember....”

“Hurry up. Mother and I were talking.”

Theatrical hand on brow. “I can’t remember. I’ve forgotten. It was important, though. Can I taste your drink?”

“No. Go back to your room.”

“Just a tiny taste?”

“Go upstairs and play.”

Bitter looks. Feet stomp halfway up the stairs and then stop; silence, not even a breath, in case of missing a single word from below.

“Yes, well, you were saying?”

“I forget. Well. Did you have a nice day?”

Muted scuffing on the stairs.

“Oh yes. Very nice.”

You gaze at each other, paralyzed with self-consciousness, each wondering how you came to get stuck with this doltish stranger. Besides, it’s time to start the water for the spaghetti.

There’s always bed, of course, but mothers of more than one child fall asleep with startling suddenness and finality.

You could write each other notes. At least until the children learn to read.

Some parents communicate in high school French, but my husband took German instead.

We talk to calling each other at our office when we have anything to say.

1. To what extent do you agree with the following statements? Fill in the blank with SA

(strongly agree), A (agree), D (disagree), or SD (strongly disagree)(5×1=5)

- a. Having single child is good for happy life. _____
- b. Having plural children is troublesome for the environment of family. _____
- c. Does child spacing play a role in parents’ peace and privacy. _____
- d. At least one son should be born in a family. _____
- e. The essayist suggest to born as many children as we wish. _____

2. Match the following words with their meaning.

(5×1=5)

- | | |
|-----------------|--|
| i) appendage | [] threatening disaster |
| ii) brainwash | [] sth. Permanently attached like an arm or leg |
| iii) Disneyland | [] amusement park in California |
| iv) ominous | [] alcoholic drink |
| v) martini | [] to implement new ideas in the mind |

- 3. Use the following words/phrases in your own sentence. (5×1=5)**
- a) brainwash → _____
 - b) converse → _____
 - c) ominous → _____
 - d) doltish → _____
 - e) interrupt → _____

4. How does the essay 'Speaking of children' examine the idea of having more than one child? Explain.

5. Does the essay speaking of children speak in favour or against having many children? Give reason.

6. Summarise the main idea of the essay in one paragraph.

7. Argue why child spacing may be important for a happy family life.

8. Write an essay on the Position of Women in your society.

APPENDIX – II
LESSON PLANS
Lesson Plan No. 1

(Experimental Group)

Subject : The Magic of the Word

Grade : XI

Unit: One

Period:

Lesson Topic: Supernatural Stories (The Loving Mother)

Time: 45 minutes

Teaching Item: Reading Comprehension

Date:

No. of Students :

1. Specific Objectives

At the end of the lesson the students will be able to –

- a) tell the story in their own words.
- b) use the difficult words in their own sentences.
- c) answer the questions based on the story.
- d) provide critical interpretations of the story.

2. Teaching Materials

Daily use materials, flash cards, pictures etc.

3. Teaching Learning Activities

f. *Anticipation Phase*

The teacher asks the students to predict the story with the help of the title in groups. He gives short background/introduction of dreams. He pastes some vocabularies from the story that point key concept of the story. He invites some pairs/groups tell the story with the help of given words. He writes the title of the story on the black or white board and make ready the students listen carefully to what the teacher is about to tell and compare with what imagined.

g. *Building Knowledge Phase*

The teacher introduces with the title and characters of the story. He asks some pairs and groups to share their answer and suggests to guess what will happen next. Students are asked to extract newer vocabularies from the text, and engaged the students if they know any of them. He asks to read 3-4 paragraphs and tell the answer “Why does she have the recurring dream?” The teacher summarizes the story giving main points orally and asks to compare with their imagination.

h. *Consolidation Phase*

Students read aloud the list of the vocabularies in groups. Students are asked to make their own sentences by using those words. He assigns the students to tell the story in their own words, why some people have recurring dream and so on.

4. Evaluation

The teacher will ask individual students to answer the following questions:

- i) Why do you think Kim has this dream?
- ii) In your opinion, why does Kim wake up each time she tries to speak to the old man in her dream?
- iii) Why do you think the cottage is for sale?
- iv) Write a review of the story expressing your views. etc.

Lesson Plan-2
(Experimental Group)

Subject : The Magic of the Word

Unit: One

Lesson Topic: Supernatural Stories (The Loving Mother)

Teaching Item: Reading Comprehension

Grade : XI

Period:

Time: 45 minutes

Date:

No. of Students :

1. Specific Objectives: At the end of this lesson, the students will be able to,
 - a) Paraphrase the sentences given in the text.
 - b) Answer the questions collecting their own ideas.
2. Instructional materials:
Signpost questions in chart, textbook etc.
3. Teaching-Learning Activities:
TPS (thinking, pair and share) Approach
 - a) The teacher starts the class with brief revision by asking some questions from the previous chapter.
 - b) Then, he will present the signpost question's chart to concentrate the students on the topic.
 - a. **Thinking:**
 - c) He will divide the students in separate groups in equal numbers.
 - d) Each group will be given separate paragraphs to read and list out the main ideas they received from the paragraph without copying from the text in their notebook.
 - b. **Pairing:**
 - e) Now, they will be asked to share their ideas of one paragraph within the group members and make one common list of all those new ideas taken from different individual members in a group.
 - f) They will be asked to select one leader from each group to present those ideas.
 - g) They will also be asked to be clear about those ideas which are going to present.

- h) They will be asked to make a chart of all those ideas and make the leader prepared.
- i) Then, the ideas of a group have already shared in one group and now the time to share to all.

c. Sharing:

- j) Now, they will be asked to present the ideas from the first paragraph by group leaders while teacher will point the main ideas on the blackboard.
- k) After sharing the entire paragraph to all, teacher will summarize the chapter.

4. Practice:

- l) They will be given different exercises which can be answered through their own thoughts and creativity.
- m) They will be asked to paraphrase the separate paragraph within groups in class.

5. Evaluation:

- n) Assessing the student's subjective and objective knowledge, they will be asked to paraphrase the text.

Lesson Plan-3
(Experimental Group)

Grade Level: - XI

Date:-

Subject: - Magic of the words

Period:-

Unit: - One

Time: -

Lesson Topic: - The Lost Doll

Section:-

Teaching Item: - Reading, writing and thinking skills

N. of students:-

- 1) Specific Objectives: At the end of this lesson, the students will be able to,
 - Make a decision for appropriate and logical answer.
 - Answer the questions developing their own thoughts.
- 2) Instructional Materials:
 - Colorful drawing papers, Pencil, textbook etc.
- 3) Teaching Learning Activities:

Opinion Finders Method

Activities:

- The students will receive a piece of paper with a particular statement from the text at the top. A different color of paper is used for each statement. A grid below the each statement will be used to record the people's opinions. (For instance, Categories may include: Agree, Disagree, Strongly agree and strongly disagree, not fixed). An open space for comment will also be included in the paper after the categories.
- Then, students will be asked to read their statement to ensure that they understand it.
- They will be asked to move around the class, giving and collecting different opinions simultaneously.
- They will be asked to keep a tally of other people's opinions on their particular statement in the category grid. They will also be allowed to write down people's comments in the open space.

- After that, every student will be asked to give their opinion on every statement.
- After the allocated time, they will be asked to come together as a group with others who have the same statement.(the same colored paper).
- They will be asked to tally their own results for the statement individually and then as a group.
- They will be asked to give an account of the comments on their sheet to others in the group.
- At last, a debriefing session will be taken and results will be presented on the board.

4) Evaluation:

- Assessing the student's subjective and objective understanding, I can evaluate them by giving the assignment to combine all the ideas in a paragraph.

Lesson Plan No. 1

(Controlled Group)

Subject : The Magic of the Word

Grade : XI

Unit: One

Period:

Lesson Topic: Supernatural Stories (The Recurring Dream) Time: 45 minutes

Teaching Item: Reading Comprehension

Date:

No. of Students :

1. Specific Objectives : On the completion of this lesson, the learners will be able to
 - a. answer the comprehensive questions
 - b. summarize the story
2. Instructional Materials : daily used materials
3. Teaching learning activities :
 - a. *Pre-teaching activities* :
 - Teacher revises the previous lesson to warm up the classroom.
 - He writes the list of the characters, and describes the role they played in.
 - b. *While teaching activities* :
 - He tells the summary of the story.
 - He describes the story in a simple language.
 - c. *Post-teaching activities* :
 - The students are asked some questions to find out if they are able to understand or not. Tell the story in your own language.
4. Evaluation :
 - a. Tell the story in your own language.
 - b. Answer the following questions.
 - i. Describe the house.
 - ii. Who was the roommate of Kim?
 - iii. Why did Janet want Kim to take her parent's farm house? etc.
5. Home Work :

Lesson Plan No. 2

(Controlled Group)

Subject : The Magic of the Word

Unit: One

Lesson Topic: Supernatural Stories (The Lost Doll)

Teaching Item: Reading Comprehension

Grade : XI

Period:

Time: 45 minutes

Date:

No. of Students :

1. Specific Objectives : At the end of this lesson, the pupils will be able to –
 - a. write the questions and their answers
 - b. tell the meaning of the difficult words
2. Instructional Materials : daily used materials, flash cards
3. Teaching learning activities :
 - a. *Pre-teaching activities* :
 - Teacher warms up the class and motivate to learning.
 - He writes the title and let them discuss what it is about, list out all the characters.
 - b. *While teaching activities* :
 - He shows the flash cards of difficult words and asks for meaning, if they are unable he guides them.
 - He describes the story in a simple language.
 - c. *Post-teaching activities* :
 - He asks the students to use the vocabularies in their own sentences.
 - The students are asked some questions to find out if they are able to understand or not. Tell the story in your own language.
4. Evaluation :
 - a. Tell the meanings of the difficult words.
 - b. Summarize the poem.
 - c. Answer the following questions.
 - i. Why they named the newly born baby ‘Evangelina’?
 - ii. What is the difference between Evangelina and Carmen?
5. Home Work :

Lesson Plan No. 3

(Controlled Group)

Subject : The Magic of the Word

Grade : XI

Unit: One

Period:

Lesson Topic: Supernatural Stories (The House Call)

Time: 45 minutes

Teaching Item: Reading Comprehension

Date:

No. of Students :

1. Specific Objectives : On the completion of this lesson, the learners will be able to
 - a. tell the meanings of difficult words.
 - b. answer the comprehensive questions
2. Instructional Materials : daily used materials, flash cards
3. Teaching learning activities :
 - a. *Pre-teaching activities* :
 - Teacher motivates the students to the lesson revising the previous lesson.
 - He writes the title of the story and characters and asks if they are known about.
 - b. *While teaching activities* :
 - He shows flash cards of difficult words and asks for meaning if they know any.
 - He summarizes the story in a simple language.
 - c. *Post-teaching activities* :
 - The students are asked some questions to find out if they are able to understand or not. Tell the story in your own language.
4. Evaluation :
 - a. Tell the story in your own language.
 - b. Answer the following questions.

Lesson Plan No. 4

(Controlled Group)

Subject : The Magic of the Word

Unit: One

Lesson Topic: Supernatural Stories (The Loving Mother)

Teaching Item: Reading Comprehension

Grade : XI

Period:

Time: 45 minutes

Date:

No. of Students :

1. Specific Objectives : On the completion of this lesson, the learners will be able to
 - a. tell the meanings of difficult words
 - b. answer the comprehensive questions
 - c. narrate the story in their own language
2. Instructional Materials : daily used materials
3. Teaching learning activities :
 - a. *Pre-teaching activities* :
 - Teacher motivates the students asking some supernatural questions –
 - o Have you ever seen ghost?
 - o Do you believe in ghost?
 - o Do you agree love remain after death?
 - He writes the title of the story and characters and lets them to discuss.
 - b. *While teaching activities* :
 - He writes difficult words, asks for meaning if they know any and writes on the black board.
 - He reads the story line by line and asks the students to follow him.
 - He describes the story in concise.
 - c. *Post-teaching activities* :
 - He asks to read the story and find out some questions.
 - o Where did she lead them?
 - o Who was a pharmacist?
 - o Describe the woman.

4. Evaluation :

- a. Tell the story in your own language.
- b. Answer the following questions.
 - i. Describe the woman.
 - ii. Who helped Sojhi Sakota?
 - iii. Why did they follow the woman?

5. Home Work :

APPENDIX – III

1) Obtained scores of each group

a) Result sheet of Pre-test, Progress test and Post-test of Controlled Group (CG)

Full Score : 50

R.N	Name	T1	T2	D (T1&T2)	P% (T1&T2)	T3	D (T2&T3)	P% (T2&T3)
1	Ambar Bdr. Chaudhary	6	16	10	62.50	20	4	25.00
3	Bipana Dhakal	25	39	14	35.90	42	3	7.69
5	Krishna Adhikari	13	16	3	18.75	21	5	31.25
7	Mira Kumari Mahato	16	26	10	38.46	31	5	19.23
9	Nabin Mahato	9	13	4	30.77	22	9	69.23
11	Pusparaj Mahato	11	28	17	60.71	32	4	14.29
13	Rabi Mahato	7	17	10	58.82	23	6	35.29
15	Resma Kumari Mahato	11	27	16	59.26	30	3	11.11
17	Sarada Sapkota	15	29	14	48.28	34	5	17.24
19	Rina Tamang	20	25	5	20.00	30	5	20.00
21	Dipendra Mahato	13	15	2	13.33	24	9	60.00
23	Sakina Mahato	7	17	10	58.82	28	11	64.71
25	Mina Mahato	7	15	8	53.33	23	8	53.33
27	Rajesh Mahato	19	36	17	47.22	42	6	16.67
29	Sajana Mahato	11	17	6	35.29	19	2	11.76
31	Sarita Neupane	10	15	5	33.33	21	6	40.00
	Total Score	200	351	151	674.79	442	91	496.81
	Average Score	12.5	21.94	9.44	42.17	27.63	5.69	31.05

b) Result sheet of Pre-test, Progress test and Post-test of Experimental Group (EG)

Full Score : 50

R.N	Name	T1	T2	D (T1&T2)	P% (T1&T2)	T3	D (T2&T3)	P% (T2&T3)
2	Anita Chaudhary	15	27	12	80.00	39	12	44.44
4	Hemanta Mahato	9	30	21	233.33	38	8	26.67
6	Meghraj Mahato	10	27	17	170.00	33	6	22.22
8	Muna Devkota	8	33	25	312.50	37	4	12.12
10	Bipana Dhakal	25	39	14	56.00	44	5	12.82
12	Pradeep Chaudhary	6	27	21	350.00	31	4	14.81
14	Pabitra Gautam	7	14	7	100.00	24	10	71.43
16	Numakhar Dumre	12	31	19	158.33	38	7	22.58
18	Shikshya Tripathi	26	38	12	46.15	45	7	18.42
20	Sarita Mahato	15	35	20	133.33	39	4	11.43
22	Roshan Mahato	6	28	22	366.67	32	4	14.29
24	Hira Kumari Mahato	16	35	19	118.75	38	3	8.57
26	Mina Poudel	16	31	15	93.75	40	9	29.03
28	Punam Mahato	10	24	14	140.00	29	5	20.83
30	Santa Kumari Chaudhary	10	25	15	150.00	33	8	32.00
32	Sita Kumari Mahato	7	21	14	200.00	28	7	33.33
	Total Score	198	465	267	2708.82	568	103	395.00
	Average Score	12.38	29.06	16.69	169.30	35.50	6.44	24.69

2) Item-wise obtained score of each groups

a) True/False test items

Full Marks : 5

Controlled Group

R.N	Name	T1	T2	D (T1&T2)	P% (T1&T2)	T3	D (T2&T3)	P% (T2&T3)
1	Ambar Bdr. Chaudhary	2	2	0	0.0	3	1	33.3
3	Roshan Bhandari	4	5	1	25.0	4	-1	-25.0
5	Krishna Adhikari	4	3	-1	-25.0	3	0	0.0
7	Mira Kumari Mahato	3	3	0	0.0	4	1	25.0
9	Nabin Mahato	3	2	-1	-33.3	4	2	50.0
11	Pusparaj Mahato	2	3	1	50.0	3	0	0.0
13	Rabi Mahato	4	3	-1	-25.0	4	1	25.0
15	Resma Kumari Mahato	3	5	2	66.7	5	0	0.0
17	Sarada Sapkota	4	5	1	25.0	5	0	0.0
19	Rina Tamang	3	3	0	0.0	4	1	25.0
21	Dipendra Mahato	3	3	0	0.0	3	0	0.0
23	Sakina Mahato	4	3	-1	-25.0	2	-1	-50.0
25	Mina Mahato	3	3	0	0.0	4	1	25.0
27	Rajesh Mahato	3	3	0	0.0	1	-2	-200.0
29	Sajana Mahato	3	3	0	0.0	1	-2	-200.0
31	Sarita Neupane	3	3	0	0.0	4	1	25.0
	Total Score	51	52	1	58.3	54	2	-266.7
	Average Score	3.19	3.25	0.06	3.65	3.38	0.13	-16.7

Experimental Group

R.N	Name	T1	T2	D (T1&T2)	P% (T1&T2)	T3	D (T2&T3)	P% (T2&T3)
2	Anita Chaudhary	3	5	2	66.67	5	0	0.0
4	Hemanta Mahato	4	5	1	25.00	5	0	0.0
6	Meghraj Mahato	2	5	3	150.00	5	0	0.0
8	Muna Devkota	3	5	2	66.67	5	0	0.0
10	Bipana Dhakal	3	5	2	66.67	5	0	0.0
12	Pradeep Chaudhary	2	4	2	100.00	5	1	20.0
14	Pabitra Gautam	3	5	2	66.67	5	0	0.0
16	Numakhar Dumre	3	5	2	66.67	5	0	0.0
18	Shikshya Tripathi	4	5	1	25.00	5	0	0.0
20	Sarita Mahato	2	5	3	150.00	5	0	0.0
22	Roshan Mahato	2	5	3	150.00	5	0	0.0
24	Hira Kumari Mahato	2	5	3	150.00	5	0	0.0
26	Mina Poudel	2	5	3	150.00	5	0	0.0
28	Punam Mahato	3	5	2	66.67	5	0	0.0
30	Santa Kumari Chaudhary	3	4	1	33.33	5	1	20.0
32	Sita Kumari Mahato	3	5	2	66.67	4	-1	-25.0
	Total Score	44	78	34	1400.00	79	1	15.0
	Average Score	2.75	4.88	2.13	87.50	4.94	0.06	0.9

b) Sentence Making Test Item

Full Marks : 5

Controlled Group

R.N	Name	T1	T2	D (T1&T2)	P% (T1&T2)	T3	D (T2&T3)	P% (T2&T3)
1	Ambar Bdr. Chaudhary	2	2	0	0.0	2	0	0.0
3	Roshan Bhandari	3	4	1	33.3	4	0	0.0
5	Krishna Adhikari	3	2	-1	-33.3	3	1	33.3
7	Mira Kumari Mahato	2	2	0	0.0	5	3	60.0
9	Nabin Mahato	0	0	0	0.0	4	4	100.0
11	Pusparaj Mahato	3	3	0	0.0	5	2	40.0
13	Rabi Mahato	0	2	2	200.0	3	1	33.3
15	Resma Kumari Mahato	1	4	3	300.0	5	1	20.0
17	Sarada Sapkota	3	1	-2	-66.7	5	4	80.0
19	Rina Tamang	3	1	-2	-66.7	4	3	75.0
21	Dipendra Mahato	3	1	-2	-66.7	3	2	66.7
23	Sakina Mahato	0	0	0	0.0	4	4	100.0
25	Mina Mahato	0	1	1	100.0	2	1	50.0
27	Rajesh Mahato	0	1	1	100.0	4	3	75.0
29	Sajana Mahato	2	2	0	0.0	3	1	33.3
31	Sarita Neupane	2	2	0	0.0	3	1	33.3
	Total Score	27	28	1	500.0	59	31	800
	Average Score	1.69	1.75	0.06	31.3	3.69	1.94	50.00

Experimental Group

R.N	Name	T1	T2	D (T1&T2)	P% (T1&T2)	T3	D (T2&T3)	P% (T2&T3)
2	Anita Chaudhary	2	3	1.00	50.0	5	2	40.0
4	Hemanta Mahato	0	5	5.00	500.0	5	0	0.0
6	Meghraj Mahato	1	4	3.00	300.0	4	0	0.0
8	Muna Devkota	0	5	5.00	500.0	5	0	0.0
10	Bipana Dhakal	4	5	1.00	25.0	5	0	0.0
12	Pradeep Chaudhary	0	4	4.00	400.0	4	0	0.0
14	Pabitra Gautam	1	4	3.00	300.0	5	1	20.0
16	Numakhar Dumre	0	5	5.00	500.0	5	0	0.0
18	Shikshya Tripathi	5	5	0.00	0.0	5	0	0.0
20	Sarita Mahato	2	5	3.00	150.0	5	0	0.0
22	Roshan Mahato	1	5	4.00	400.0	5	0	0.0
24	Hira Kumari Mahato	3	5	2.00	66.7	4	-1	-25.0
26	Mina Poudel	1	5	4.00	400.0	5	0	0.0
28	Punam Mahato	0	5	5.00	500.0	4	-1	-25.0
30	Santa Kumari Chaudhary	3	5	2.00	66.7	5	0	0.0
32	Sita Kumari Mahato	0	3	3.00	300.0	2	-1	-50.0
	Total Score	23	73	50.00	4458.3	73	0	-40
	Average Score	1.44	4.56	3.13	278.6	4.56	0	-2.5

c) Matching Test Item

Full Marks : 5

Controlled Group

R.N	Name	T1	T2	D (T1&T2)	P% (T1&T2)	T3	D (T2&T3)	P% (T2&T3)
1	Ambar Bdr. Chaudhary	2	5	3	150.0	5	0	0.0
3	Roshan Bhandari	4	5	1	25.0	5	0	0.0
5	Krishna Adhikari	2	5	3	150.0	5	0	0.0
7	Mira Kumari Mahato	3	5	2	66.7	5	0	0.0
9	Nabin Mahato	3	5	2	66.7	5	0	0.0
11	Pusparaj Mahato	2	5	3	150.0	5	0	0.0
13	Rabi Mahato	1	5	4	400.0	5	0	0.0
15	Resma Kumari Mahato	3	5	2	66.7	5	0	0.0
17	Sarada Sapkota	3	5	2	66.7	5	0	0.0
19	Rina Tamang	3	5	2	66.7	5	0	0.0
21	Dipendra Mahato	3	3	0	0.0	5	2	40.0
23	Sakina Mahato	1	5	4	400.0	5	0	0.0
25	Mina Mahato	3	3	0	0.0	5	2	40.0
27	Rajesh Mahato	3	3	0	0.0	5	2	40.0
29	Sajana Mahato	3	3	0	0.0	5	2	40.0
31	Sarita Neupane	3	5	2	66.7	5	0	0.0
	Total Score	42	72	30	1675.0	80	8	160
	Average Score	2.63	4.50	1.88	104.7	5	0.5	10

Experimental Group

R.N	Name	T1	T2	D (T1&T2)	P% (T1&T2)	T3	D (T2&T3)	P% (T2&T3)
2	Anita Chaudhary	4	5	1	25.0	5	0	0.0
4	Hemanta Mahato	3	5	2	66.7	5	0	0.0
6	Meghraj Mahato	3	5	2	66.7	5	0	0.0
8	Muna Devkota	2	5	3	150.0	5	0	0.0
10	Bipana Dhakal	3	5	2	66.7	5	0	0.0
12	Pradeep Chaudhary	3	5	2	66.7	5	0	0.0
14	Pabitra Gautam	4	5	1	25.0	5	0	0.0
16	Numakhar Dumre	3	4	1	33.3	5	1	20.0
18	Shikshya Tripathi	3	5	2	66.7	5	0	0.0
20	Sarita Mahato	3	5	2	66.7	5	0	0.0
22	Roshan Mahato	2	5	3	150.0	5	0	0.0
24	Hira Kumari Mahato	3	5	2	66.7	5	0	0.0
26	Mina Poudel	3	5	2	66.7	5	0	0.0
28	Punam Mahato	3	5	2	66.7	5	0	0.0
30	Santa Kumari Chaudhary	3	5	2	66.7	5	0	0.0
32	Sita Kumari Mahato	2	5	3	150.0	5	0	0.0
	Total Score	47	79	32	1200	80	1	20
	Average Score	2.94	4.94	2.00	75.00	5.00	0.06	1.25

d) Question Answer Test Item

Full Marks : 35

Controlled Group

R.N	Name	T1	T2	D (T1&T2)	P% (T1&T2)	T3	D (T2&T3)	P% (T2&T3)
1	Ambar Bdr. Chaudhary	1	8	7	700.0	10	2	20.0
3	Roshan Bhandari	14	25	11	78.6	29	4	13.8
5	Krishna Adhikari	4	4	0	0.0	10	6	60.0
7	Mira Kumari Mahato	8	15	7	87.5	16	1	6.3
9	Nabin Mahato	2	5	3	150.0	9	4	44.4
11	Pusparaj Mahato	4	17	13	325.0	19	2	10.5
13	Rabi Mahato	2	7	5	250.0	11	4	36.4
15	Resma Kumari Mahato	4	11	7	175.0	15	4	26.7
17	Sarada Sapkota	6	17	11	183.3	19	2	10.5
19	Rina Tamang	11	17	6	54.5	17	0	0.0
21	Dipendra Mahato	4	6	2	50.0	13	7	53.8
23	Sakina Mahato	2	9	7	350.0	17	8	47.1
25	Mina Mahato	1	8	7	700.0	12	4	33.3
27	Rajesh Mahato	1	6	5	500.0	14	8	57.1
29	Sajana Mahato	3	9	6	200.0	9	0	0.0
31	Sarita Neupane	2	5	3	150.0	9	4	44.4
	Total Score	69	169	100	3954	229	60	464.4
	Average Score	4.31	10.56	6.25	247.12	14.31	3.75	29.02

Experimental Group

R.N	Name	T1	T2	D (T1&T2)	P% (T1&T2)	T3	D (T2&T3)	P% (T2&T3)
2	Anita Chaudhary	6	14	8	133.3	24	10	41.7
4	Hemanta Mahato	2	16	14	700.0	23	7	30.4
6	Meghraj Mahato	4	13	9	225.0	19	6	31.6
8	Muna Devkota	3	18	15	500.0	22	4	18.2
10	Bipana Dhakal	15	24	9	60.0	29	5	17.2
12	Pradeep Chaudhary	1	14	13	1300.0	17	3	17.6
14	Pabitra Gautam	11	22	11	100.0	27	5	18.5
16	Numakhar Dumre	6	16	10	166.7	23	7	30.4
18	Shikshya Tripathi	14	23	9	64.3	30	7	23.3
20	Sarita Mahato	8	20	12	150.0	26	6	23.1
22	Roshan Mahato	1	13	12	1200.0	17	4	23.5
24	Hira Kumari Mahato	8	20	12	150.0	24	4	16.7
26	Mina Poudel	10	16	6	60.0	25	9	36.0
28	Punam Mahato	4	9	5	125.0	16	7	43.8
30	Santa Kumari Chaudhary	1	11	10	1000.0	20	9	45.0
32	Sita Kumari Mahato	2	8	6	300.0	17	9	52.9
	Total Score	96	257	161	6234.3	359	102	470
	Average Score	6.00	16.06	10.06	389.64	22.44	6.38	29.38