

**Impact of Using Cutout Pictures in Developing Basic Level Students'  
English Writing Skill**

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

**Submitted by  
Dhansara Jaisi**

**Faculty of Education  
Tribhuvan University, Kirtipur,  
Kathmandu, Nepal  
2024**

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This is to certify that Mrs. DhansaraJaisi has prepared this thesis entitled **Impact of Using Cutout Pictures in Developing Basic Level Students' English Writing Skill** under my guidance and supervision.

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### **Declaration**

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

Date: 2024/07/04

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**Dhansara Jaisi**

**Dedication**

To

**My parents**

*Who devoted their entire life for my study and making me what I am now.*

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## Abstract

The main objectives of the study entitled **Impact of Using Cutout Pictures in Developing Basic Level Students' English Writing Skill** were to explore the impact of using cutout pictures in developing basic level students' writing skill in English. The study was carried out using action research design. The intervention was a month teaching writing skill by using cutout pictures while teaching writing skill. It was found that all the learners were found to have better writing skills on paragraph and essay writing. The overall percentage of post-test indicates that learners' level of writing is higher than that of pre-test. It shows that students have better performance on the given task related to writing essays and paragraphs after teaching through using cutout pictures in the classroom.

This study consists of five chapters. The first chapter comprises of the background of the study, statement of the study, research questions, and significance of the study, delimitation of the study and operational definitions of the key terms. The second chapter deals with review of the related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework. Third chapter incorporates research design, population, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedures and ethical considerations. The fourth chapter is about the analysis and interpretation of the result. And the fifth chapter is all about the conclusion and implications of the study. It is followed by reference and appendices.

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## **Chapter 1**

### **Introduction**

This study was entitled as the **Impact of Using Cutout Picture in Developing Basic Level Students' English Writing Skill**. The study investigated on the impact of use of cutout picture in developing basic level students writing skill of grade seven. It studies that how it can be effective to develop writing skill through cutout picture of the students especially of grade seven. Furthermore, this chapter consists of background of the study, statement of the problems, objectives of the study, research questions, and significances of the study, delimitation of the study and operational definitions of the key terms.

#### **Background of the Study**

Indeed, it doesn't matter whether we learn English as Foreign Language (EFL) or English as Second language (ESL). But it matters when we can't speak, write, understand the characters when we heard and read the letters. The government of Nepal has been implementing rules and regulation for successful of English language in schools, textbooks and in curriculum. In Nepal, English is not a second language. English is not recognized as an official language, an international language, a language for broader communication, or a language of collective identity in Nepal (Shrestha,1983). However, many private schools, colleges, and universities have employed it as a teaching medium. For those who speak Nepali, English is a foreign language. It is given as a subject in schools.

English was taught in Nepal with the intention of providing students with a foreign language competency so they could read, write, speak, and listen to English in the previous ten years. Though different authorities have made their effort to enhance the English language still children are not used to it. It is one of the difficult subjects for them. So, how effectively we can teach them is also the matter of concern. Likewise, using different technique in the classroom would be effective or not? Especially for writing skills we need to be more specific and precise in our teaching. Among four major skills of English, writing is one of the most important aspects in learning English. Writing is a very complex process which included planning (what to write), translating ideas into the text and reviewing is what has been written (Hayes

&Flower, 1966). In addition, it is a linguistic activity that is very important in human life. Writing is one of the skills that each student must master. Through it we can express everything which we can't express by any other means. We can express our thoughts, ideas, feelings, love etc via writing. There are many components that we have to consider and concentrate in order to develop our writing skills. It is also called mechanics of writing. Similarly, it is far from simple matter of transcribing language into written symbols (Harmer, 2008, p.323). Error-free writing requires more than just using good grammar. Learners must also use correct mechanics of writing in their texts.

The mechanics of writing specifically include the established conventions for words that we use in our documentation. According to Harmer (2004) in Putri and Adan (2019) writing is the way to express ideas in written form using letters, words, art or media. Therefore, to accomplish this task we need some way or method so an action research would be perfect way of design to draw the map of students' problem, put into action, observe the result and again reflecting some lacks and again repeating same procedure. An action research is the method of correcting problems and searching for the solutions. It is the best design to address classroom problems in certain area.

Impact is something that is effect or impression of one person or thing on another. Indeed, it is influence or positive effect or impression made to someone by something. It encourages doing something from inner heart at their interest. Truly, it is challenging task to make impact or influence to someone to do something eagerly. As per the Cambridge Advanced Learner's dictionary it is said that impact is to have positive mindset and influence on something. Similarly, as per Merriam Webster it is impinging or striking especially of one body against another. In addition it is forceful contact or onset also the impetus communicated in or as if in such a contact.

It is always matter of concern to the researcher which pedagogical methods or instruction can be implemented to make impact on children so that they can learn easily in effective way. Sometime children think learning as a burden task. It is great issue and challenge to develop writing skills among the children without any impact and influence. Therefore, cutout picture could be helpful resources to enhance the writing skills in the children. Cutout picture is the photography is a way to manipulate

an image with the purpose to distinguish one or more items at the picture as if it was coming in or out of that very same photo and very good way to do that is to select what your object and to turn everything else. A shape or picture that is cut from a piece of paper, cardboard etc (Britanica, 2015) A cutout is simply a photo with the background removed- just like when we were a kid making collages with scissors, glue and old magazines. Similarly, it is cut-out picture, also known as a cut-out image or a clipped image, refers to a photograph or graphic where the subject or object has been isolated from its original background. This is achieved by removing the background from the image, leaving only the desired subject or object intact. In addition, it is often used in various contexts, such as graphic design, advertising, catalogs and presentations.

The process of creating a cut-out picture can be done manually or with the help of image editing software like adobe Photoshop. Manual methods involve using selection tools, such as the Pen tool or the magic wand tool, to trace and separate the subject from the background. This process requires precision and attention to detail to ensure a clean and accurate cut-out. Therefore, cutout picture can make great impact on children especially to develop writing skills. It can be good means of teaching aids to the children as well. Today's children are different; they want to learn in smart and creative way. Their class should be entertaining otherwise they may fall asleep. That's why for grade seven students cutout picture can develop their writing skills with having entertaining class. It can create great impact on them.

### **Statement of the Problem**

Writing is far from simple matter of transcribing language into written symbols. It is extremely cognitive activity in which a writer is required to demonstrate and control a number of variables simultaneously. The learners must understand basic aspects of complex process of writing. Mechanics are the subtle and basic considerations for writing that provide foundation for accurate writing. Mechanics refer to the rules of the written language, such as capitalization, punctuation and spelling. An understanding of both grammar and mechanics is required to clearly communicate ideas in paper. Therefore, writing is essential component and this has to be developed gradually among the children. Many researchers have been working on different methods and ideologies so that they can make positive impact to develop

writing skills of the children. To develop writing skills is great challenging task in today's world. New methods and techniques are needed in order to put impact on children. Writing is not merely being able to write alphabets. Its horizon is beyond the imagination. With a piece of writing has created history and has changed many lives. Precisely, writing is ways of expressing unspoken feelings, thoughts, views and many more. The old methods are boring to the students. They learn at slow pace with it. So, how we can create impact on children to learn something eagerly and something very interestingly? Like other method can we make impact with cutout picture in order to develop their writing skills especially of grade seven? How we can make impact by using different methods and technique? How our children can write confidently on any given topics? Most of the children are not learning something willingly. It seems that their parents have sent them forcefully to the schools.

Learning is continuous process. It requires continuous effort to master on something. So, writing is a vital part of learning. To be able to write on something is competency. Children want to learn with joy and fun. Hence, if we can teach our children in joyful environment then they can learn quickly and effectively. So this is the impact of new technique. Therefore, cutout picture is one of the best techniques which can make positive impact on children especially to develop writing skills. However, why children are not learning and developing? How we can make them learn in effective way? They are learning but not developing because they are not learning eagerly something from their heart. So to create such impact cutout picture could be the solution to them. Children love cartoon and it is explored that they learn a lot from it too. Children's nature is that they want something new often. How we can develop writing skills through cutout picture? What could be its impact on developing writing skills?

Writing skill is very essential in every professional field. Teachers and Parents have been struggling to make their children write well. Children are frequently given classwork and homework to develop their writing skills. But have we thought of their interest and capacity? One of the basic requirements is none other than impact. How we can create impact on them is the real concern? So, to create such impact to develop their writing skills could be cutout picture. They learn quickly if they get colourful pictures to play. Learning and teaching activities remains joyful and

interesting if we have more pictures to observe. It grabs their attention quickly and easily. Therefore, have we created cutout pictures? Have we used them? Do our teaching is interesting and joyful? What sorts of impact have we made to the children?

### **Objectives of the Study**

The objectives of the research are as follows:

- To explore the impact of cutout pictures in developing basic level students writing skills
- To suggest pedagogical implication of cutout pictures while teaching writing skills

### **Research Questions/Hypotheses**

The research will be based on the following research questions to explore the impact of use of cutout picture in developing basic level students writing skills.

- How we can create impact of use of cutout picture?
- How we can use cutout picture to develop writing skills?

### **Significance of the study**

In general, this study will provide necessary information regarding numerous impact of using cutout pictures to develop writing skills of basic level students. More specifically, the study will be significant to the concerned school and the school members. Similarly, the novice teachers will get considerable insights regarding methodology, teaching-learning activities, materials development and use of technique etc. to overcome or minimize the practical problems of teaching of existing methodology.

Moreover, policy makers might get the ideas for improving the present education policy by reviewing the policy that has been in practice. More importantly this study will be a foundation to the course designer and curriculum developers in order to develop effective curriculum and practicable policy and to move forward addressing the explored issues, national and level-wise objectives of education. My study will be more helpful to the concerned school administration in order to develop

and use appropriate teaching methods by using cutout pictures to the basic level students.

Practically this study will be great use for the novice teachers. It will be resourceful materials to the other academic fields, especially to the language teaching institutions and consultancy. Among the four skills of language, writing is that skills in which most of the IELTS and PTE students score comparatively less mark. Therefore, this study definitely helps them somehow to improve their writing skills. It will be helpful material to carry another research on this field. It will help to read the psychological nature of the students because it studies the impact of use of cutout pictures.

### **Delimitations of the Study**

It is difficult to include large area in this kind of small research because of limited time and resources, so the researcher is bound to limit the study within a selected area. This study has the following delimitations.

- This study is limited to the basic level students of grade seven.
- The area of the study is limited to only one public school of Madhuwan municipality.
- This study confirm to action research only.
- The observation is limited to only one class.
- The respondents are 20 students from grade seven.

### **Operational Definitions of the key Terms**

The following are the key terms of the Study

**Action Research:** A methodical investigation into teaching and learning that aims to identify issues, enhance practices, or support decision-making regarding a single local teaching site is known as practical action research. It is the way of improving the current issue and problem in the classroom.

**Impact:** Influence or impression originated from something or someone. The action of one object coming forcibly into contact with another. Similarly, a powerful effect that something, especially something new, has on a situation or person.

**Cutout Picture:** Cutout images are photos where the object has been cutout from its original background onto a clean, white background. A kind of teaching aids to make teaching learning more enjoyable and effective. In addition something useful is selected from any materials like magazines, newspaper or used books and cut them as per their size use if purposively for the teaching and learning activities mostly in the basic level.

**Writing:** Writing is a technical skill that we use to communicate effectively through the written word. Similarly, it is all about having adequate knowledge and abilities to express our thoughts and ideas in written words.

**Skills:** Train to do a particular task or having expertise on something. Similarly, it is the ability to use one's knowledge effectively and readily in execution or performance. It comes from one's knowledge, practice, aptitude etc to do something well.

**Basic level:** The level of categorization that can be retrieved from memory most quickly and used most efficiently. Likewise, forming or relating to the first or easiest part of something.

**Public or Community School:** A type of government funded school that serves as both an educational institution and a center of community life. Teachers are hired by Teacher Service Commission and are paid according to government scale. They are managed by the Teacher Service Commission.

**Institutional School:** An educational institution is a place where people of different ages gain an education, including preschools, childcare, primary-elementary schools, where mostly elite people send their children and economically fees are high.

## **Chapter 2**

### **Review of the Related Literature and Conceptual Framework**

This chapter consists of review of theoretical literature, reviews of empirical research, implication of the review for the study and conceptual framework. The literature related to the study will be reviewed under two broad topics; theoretical and empirical are discussed in detail below:

#### **Review of Related Theoretical Literature**

A theoretical literature review gives readers the fundamental understanding and expertise required to carry out their own research projects. The various theoretical stances on writing skills and strategies for improving writing skills are covered in this subsection. I looked over the relevant literature on writing strategies and action research that has been done. The theoretical review of this study includes the discussion of following topics:

#### **Writing skill or knowledge?**

We were taught that writing is the skill; it is an art of designing the letters and words in the sheet of paper. Skill is related with the question of how to write whereas what to write is related with the knowledge. Having merely writing skill can't be said he or she has good writing skill. Even the students of grade four or five can have good handwriting; hence they can write in neat and clean handwriting. Likewise, a person might have knowledge about the content regarding what to write or might know the all the procedure of writing components but might not have good handwriting. Therefore, what to teach to the students regarding writing skill; should they be taught as skill or knowledge? Indeed, writing is an imperfect imitation of speech, it doesn't represent meanings or ideas directly; it represent language units (Joshi and Poudel, 2076). In addition to this, people learnt speaking first of writing? It is still an argumental issue in many ways. Many experts and scholars say that writing is merely just the representation of graphic symbols representing the spoken words or language. Therefore, speaking is the first skill we learn from our parents rather than writing. We learn speaking so it is called as our first language.

However, writing is the productive skill which helps us to express our thought, views and many more which is inexpressible through speaking. Writing requires many factors to master on it. Hence, to develop writing skill we have to follow many techniques and procedure. It is paramount in today's world, especially for today's generation. To develop writing skill among the children is the tough task or responsibility to accomplish. Helping children to know about how to write and what to write is very necessary. Therefore, my research will be based on how this cutout picture can raise the influence or impact among the children to develop writing skill in both ways as matter of skill or as the matter of knowledge. Both are very essential to teach about writing skill. Gradually, children should be taught in both ways i.e. how to write and what to write. So, how this cutout picture helps in developing writing skills of basic level is the main concern of this research.

### **Characteristics of Writing**

As mentioned by Ur (2013, pp.150-151) here are some characteristics of writing;

- It uses graphic symbols.
- It is the outcome of conscious mental effort.
- The person or people being addressed are not physically present.
- It is a learnt and has high-prestige form.
- It is the encoding of the message.
- It is the process as well as the product.
- It is a collaborative activity.
- It is used for learning and writing

### **Action Research**

It is also known as teacher research and is done to investigate issues, particularly those that arise in the classroom. Additionally, it is group research done by the instructors. Then, it moves toward the initial observation to determine where and why the issues are. A hypothesis is put forth first. A change is made to the current situation to test the hypothesis. The term "Action Research" was first used by Kurt Lewin in 1944. A spiral-stepped comparative study of the circumstances and

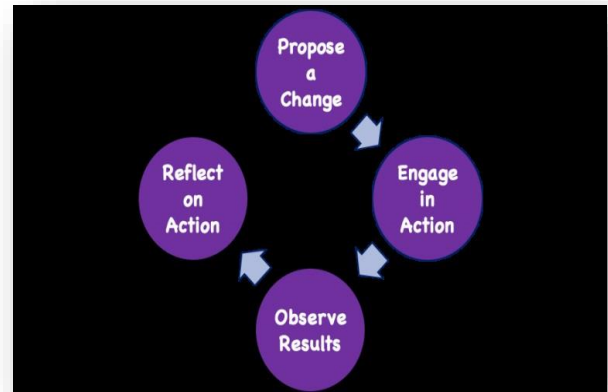
outcomes of various forms of social action is what Kurt Lewin called "research leading to social action." Chris

Argyris claims that "an action science begins with the study of how human beginnings design their actions in difficult situations." Action research is an interactive inquiry process that balance problem-solving actions implemented in a collaborative context with data-driven collaborative analysis context with data driven collaborative

analysis or research to understand underlying causes enabling future predictions about personal and organizational change (Reason, Peter et.al 2001). It helps to diagnosis the problem of any situation simultaneously it explore the solution to that problem. There are four steps to be followed while conducting an action research. Likewise, Richards and Lockhart (2010) present the following phases of action research:

1. Planning
2. Action
3. Observation
4. Reflection

Indeed, it is the way of improving oneself and the current situation. Therefore, in this method teacher they are the researcher. Since action research is teacher-initiated classroom investigation. First teacher make plans over the problem and organize certain action to be done. After observing on both the problem and action certain findings are taken to be discussed. Likewise, the procedure goes on until the some improvement and solution are not found. It is very useful method to find out impact and its effect on something. As mentioned by Education Reform (2015) an action research in education refers to a broad range of evaluative, investigative, and analytical research approaches intended to identify organizational, academic, or instructional issues and assist teachers in creating workable solutions to solve them swiftly and effectively. Action research can also be used to improve initiatives or methods of instruction that aren't obviously Research having issues but that educators wish to know more about. The overall objective is to develop an iterative



learning, evaluation, and improvement process that is straightforward, doable, and repeatable and produces results for programs, instructors, or schools that are progressively better. Since it frequently adheres to a predetermined method that is repeated over time, action research is also sometimes referred to as a cycle of action or cycle of inquiry. Similarly, Spencer et al (n.d) mentioned that the cycle of an action research is as follow:

**Plan:** a change takes action to enact the change

**Observe:** the process and Consequences of the change

**Reflect:** on the process and Consequences

**Act:** Observe and reflect again and so on.

### **Types of Action Research**

#### **1. Participatory action research**

By emphasizing that participants should be members of the community under study, participatory action research empowers those who will be most impacted by the research's conclusions. With this approach, participants function as co-researchers since the research process is shaped by their lived experiences.

#### **2. Practical action research**

The goal of practical action research is to address and resolve particular problems by concentrating more on the research methodology.

### **Impact**

Impact is something which is stronger and motivating from inner heart to do something. It always motivates to do something or to learn something for good reasons. There are some agendas in everyone life which frequently impact their life to live. Sometimes we feel discourage and disheartened regarding our task and responsibilities and it is impact which always give us strength to do something. It creates strong effect on someone or something to do something positively. Therefore, how a cutout picture can influence the learning or teaching of writing skills to the basic level students? If positive impact is created among the children they learn quickly and in entertaining way. Similarly, if we can teach our children in joyful

environment then their learning would be effective. So, cutout picture could be good technique to teach to develop the writing skills of the children. In addition, always we should encourage our students before teaching anything. What it happens is that learning would be effective? Therefore, impact is such thing if we can create it, our teaching and learning activities would be easier. If we can do something in creative way it will have positive impact on something. Students are unable to learn if they are unmotivated and don't have any impact of something. Teachers need to have ways to engage and motivate learners to activate their minds and help them be excited about what they are learning. Without motivation and impact, it's difficult for learners to reach into their past experience and make connections for new learning.

### **Skills**

If you are able to do something then you are skilled man. Hence, the ability to do something well; expertise. Similarly, it is the ability to do something. We develop skills through experiences in life and work. Skills can be simple, such as making a bed, or more complex such as playing a musical instrument. In the workplace you'll use a combination of technical and personal skills. Similarly, a skill is the learned ability to act with determined results with good execution often within a given amount of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be used only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

A skill may be called an art when it represents a body of knowledge or branch of learning, as in the art of medicine or the art of war. Although the arts are also skills, there are many skills that form an art but have no connection to the fine arts. People need a broad range of skills to contribute to the modern economy. It is paramount for today's generation without which we can't survive on this earth. Writing skills is essential to learn. It helps people to communicate and understand each other. Therefore, teaching learning skills to the children is very important. There are many ways of teaching writing skills and before teaching any skills we must create impact

or influence in the children. If they have impact or influence of something they eager to learn them quickly.

### **Development in Writing Skills**

Since writing is a potent form of expression, it is incredibly important. It encompasses much more than just creating visual representations. It all comes down to converting our ideas into a visual language. Proficiency in writing does not happen overnight. Writing is a process that takes time to develop through other tasks or activities. A well-written essay is the result of numerous steps. According to Seow (2002, as referenced in Richards and Renandya, 2010), writing is a private activity that consists of four major stages: planning, drafting, revising, and editing. These are the very first steps in honing our writing abilities. Planning is the first step in starting any activity, so we must consider our topic and its goals or objectives before we begin writing. The maps for our introduction, body, and conclusion must be drawn. Similarly, drafting is carrying out our plans and drawing a rough outline of our bodies. Upon completion of the draft, we must edit our work to determine whether it meets our standards. After that, we have to revise our draft. According to Joshi and Poudel (2076), writing is shaped by students' experiences and efforts in relation to the following fie set of activities:

#### **1. Controlled Writing**

This writing task is intended for beginning students. It is done directly under the teacher's supervision. Students are required to compose a text that fully relies on the provided paragraphs or framework. Learners are involved in tasks like completion, reproduction, and combining. Combining can involve using coordinators and sub-ordinates to join sentences.

#### **2. Guided Writing**

The goal of guided writing is to meticulously lay the foundation for the writing process. It serves as an intermediary between directed and unrestricted writing. Writing para-orthographic texts, parallel writing, developing a skeleton into a fuller text, and paraphrasing are common writing exercises in guided writing. Students attempt to write a text using an outline, prompts, or hints.

### 3. Free Writing

Through the practice of controlled and guided writing, students are expected to develop their free writing abilities. Students are allowed to write whatever they want in this assignment. They choose their own vocabulary and organizational style. Its nature is unrestricted. Therefore, there are no limitations on the length or vocabulary that can be used. They are at liberty to ponder and provide suggestions.

### 4. Creative Writing

In this context, imaginative works like poetry, stories, songs, and plays are considered forms of creative writing. It's an exploration of oneself. It encourages efficient learning. After students have completed a number of controlled, guided, and free writing-related exercises, teachers can support their creative writing by assigning various case studies from their course book.

### Inclusion of three Phases of Writing

A common concern among teachers of second or foreign languages is how best to instruct students with mediocre or below average writing skills. While guiding or supporting teachers in various training sessions, we have also encountered the same queries from the educators. While there is rarely a single approach to teaching writing to students, the majority of academics, instructors, experts, and trainers believe that the process approach is superior. We try to create positive impact by using different approaches to develop their writing skills. The approach which we take inside the class really matters to leave impact among the children. Therefore, Graves (1983) have described '*The Five-Steps Writing Process*' to develop writing skills. They are as follows:

1. **Pre-Writing Phase:** In this phase teacher encourage students to write. In this phase we have to motivate the students and prepare them to generate the ideas regarding the topic. So, I will try to get their attention first and I will help them to generate the ideas by showing some pictures or cutout which I have prepared.

## 2. While-Writing Phase

**Planning:** After motivating or encouraging them I will let them to plan what to write or thinking for topic and possible ideas for generating topic on the basis of the pictures or cutout.

**Brainstorm and Group:** In this phase students brainstorm their mind and collect the information with the help of the cutout pictures and list them as quickly as they can and begin writing.

**Drafting, Revising and Editing:** At the pre-writing stage, students try out to write for the first time after gathering enough ideas through planning, brainstorming, and outlining. It implies that they must be asked to draft by the teacher. The first attempt at putting ideas on paper by a writer is called drafting. Drafts that are done well are disjointed, meandering collections of ideas. The students picture the ideas or plans they wish to convey through writing. Reacting to students' writing is the role of the teacher. As a result, they ought to respond to students' drafts right away.

3. **Post-Writing:** It refers to any activity that can be done in class by the instructor and students using the finished writing assignments. Students can share their writing here with their peers, teachers, or the general public. This is where writing comes to life and becomes real. Class books, writing collections, school or class newspapers, school or class magazines, and posting brief writing samples in the hallway or public spaces are examples of publications. Reading aloud student writings in small groups, in front of a classmate, or in front of a larger group enhances the writing experience even further.

### Cutout Pictures and Writing Skill

Cutout picture is essential tools that draw attention and concentration. Cutout picture helps in emphasizing learners mind into wider platform. Therefore, writing requires such skill is crucial to enhance writing. Cutout picture attracts the learners' attention and concentration which enable them to learn effectively. It creates creativity and enhances such creativity in learning techniques. Therefore, we can bring positive changes among the children through cutout pictures. An image with its background removed is called a cutout, akin to the collages we created as kids with

old magazines, scissors, and glue. Moreover, these images are also known as deep etched pictures since they feature an object that has been sliced out of its original background and placed against a crisp white background. Thanks to the marvels of digital technology, you can simply create simple cutouts of objects on plain backgrounds, like a dish of strawberries on a white counter. Additionally, cutout graphics increase productivity and enjoyment in our classroom. They are more visually appealing, and we can create a learning atmosphere in our presentations by using these kinds of pictures or images. In fact, it helps us understand concepts faster and is preferable to the sounds we hear. It draws in the entire class and aids in the pupils' in-depth understanding of the material.

### **Constructivism**

According to Mathews and Michael (1998) Constructivism is an educational theory that contends that people, or learners, do not develop knowledge and understanding by passively taking it in through a direct process of knowledge transmission, but rather they create new understandings and knowledge through experience and social discourse, fusing new information with what they already know (prior knowledge). For kids, this includes information acquired before starting school. It is linked to a number of philosophical stances, particularly those related to epistemology as well as ontology, politics, and ethics. The origin of the theory is also connected to cognitive development theory developed by Swiss developmental psychologist Jean Piaget. Therefore Nola et al (2006) mentioned that Constructivism is a theory in education which posits that individuals or learners do not acquire knowledge and understanding by passively perceiving it within a direct process of knowledge transmission, which means knowledge transfer is the sharing or disseminating of knowledge and the providing of inputs to problem solving. In organizational theory, knowledge transfer is the practical problem of transferring knowledge from one part of the organization to another. Like knowledge management, knowledge transfer seeks to organize, create, capture or distribute knowledge and ensure its availability for future users. It is considered to be more than just a communication problem. If it were merely that, then a memorandum, an e-mail or a meeting would accomplish the knowledge transfer.

Therefore, they construct new understandings and knowledge through experience and social discourse, integrating new information with what they already know. For children, this includes knowledge gained prior to entering school. To create some sort of skills in the children, they have to construct their understanding first. Learning through experience and social interaction is very important. Children can learn quickly. It is an important learning theory that educators use to help to their students learn. Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. So, everyone's individual experiences make their learning unique to them.

It's important to understand how teachers can apply constructivism inside their classroom to create a unique learning environment for students. In constructivist classrooms, the teacher has a role to create a collaborative environment and impact upon the students, where students are actively involved in their own learning. Teachers are more facilitators of learning than actual instructors; teachers must work to understand the pre-existing conceptions and understanding of students, then work to incorporate knowledge within those areas. Teachers will also need to adjust their teaching to match the learner's level of understanding. Constructivist classrooms are often very different from normal classrooms in many ways, constructivist classrooms focus on student questions and interests. They build on what students already know, they focus on interactive learning and are student-centered, teachers have a dialogue with students to help them construct their own knowledge, they root in negotiation, and students work primarily in groups. In constructivist classroom often have teachers who do small group work, collaborative and interactive activities and open dialogues about what students need in order to find success.

Therefore, it is crucial to understand as an educator because it influences the way all of your students learn. Teachers and instructors that understand the constructivist learning theory understand that their students bring their own unique experiences to the classroom every own unique experiences to the classroom every day. Their background and previous knowledge impacts how they are able to learn. Educators are able to use constructivist learning theory to help their students

understand their previous knowledge. If you are a current or aspiring educator, it's important to get the education and credentials you need. Similarly, according to Steffe et al (2012), the epistemology of knowledge, which is concerned with the logical categories of knowledge and its justification, is where constructivism in education has its roots. Epistemology also emphasizes the justification of both conventional knowledge and the individual knower's subjective knowledge. The learner's prior knowledge and experiences—which are frequently shaped by their social and cultural environment—are thus acknowledged in constructivism. Therefore Seifert et al (2009) mentioned that learning is accomplished by students "constructing" knowledge from their experiences. Even though the behaviorist school of education may be useful in understanding what students are doing, teachers also need to be aware of what students are thinking and how to develop that thinking. According to some academics, the so-called "transmission model of education" gave rise to the constructivist viewpoint.

Teaching-learning activities must be taken actively. Children should be allowed to generate or to construct their knowledge or understanding by themselves with the help of other institutional bodies which are around them. Therefore, picture and other teaching aids will stimulate their brains to enhance their learning. With the pictures and other realia provide them insightful ideas to construct their own understanding. It will help them to be active all the time and keeps learning activities entertaining most of the time.

### **Strip story and cutout pictures**

A cutout is just an image with the background removed, much like in those childhood collages we made with old magazines, scissors, and glue. In addition, it is image also called deep etched and are photos where the object has been cutout from its original background onto a clean, white background. You can easily create basic cutouts of objects on plain backgrounds, such as a bowl of strawberries on a white counter, thanks to the wonders of digital technology. Children love story very much. If they are not willing to do something which we have instructed, we can convince them by saying if you do this I will tell you interesting story. Therefore, story can play great role in teaching and learning environment. It is one of the great interventions to convince the children especially to those who are unwilling to study and who don't show any interest of reading and writing. It is the technique to teach children on the

basis of breaking down the story into different pictures. Indeed, it is totally learner centric method. Also, children enjoy a lot in this technique. We can leave great impact by this technique to teach something. It helps to create pleasant and enjoyable environment in the children. Likewise, with the aid of this priming activity, students can become more familiar with a subject and textual elements. They must use logic to determine how ideas are presented in a text. Students are given sentence strips that make up a passage before reading it.

### **Why is it important (cutout picture)**

- Cutout images also make our classroom more productive and entertaining. They are more appealing to the eye and by having this type of photos or images in our presentation we can create learning environment.
- It helps to grab the ideas more quickly indeed it is better than the sound we heard.
- It attracts the whole class and help students to get in depth of the content.
- It saves our time and energy meaning that if we teach only orally then we have to spend more energy just to make them understand but if we can use pictures and other images it helps them to understand in effective way.
- Elaborate thinking capacity
- Makes understanding more easy and clear.

### **Review of Empirical Literature**

Previously many researches and investigation had been under taken by many researchers and the scholars as well on the similar topics. Both in pedagogically and theoretically it is very important to use different teaching aids especially in the primary level. Therefore, cutout pictures can create great impact or influence on the children to develop their writing skills. So, to support my findings and study I had done some empirical review of previous thesis, journals and articles. They are presented below in chronological order.

Karki (2010) had done research on the title of "Grade Seven Students Proficiency in Guided Writing." The main objectives of this study were to find out the grade seven students' proficiency in guided writing and to compare the proficiency of girls and boys belonging to community schools and to suggest some pedagogical implications for the students. She has used qualitative method with classroom observation. For the primary sources of data she used grade seven students and for the

secondary data sources of data she used classroom observation and other tests. The finding of the study shows that only 37 percent of the students obtained above the average marks and other 63 percent of the students obtained below average marks. In total, the boys were more proficient than the girls. Similarly, guided writing is considered to be the most effective technique to teach writing skills to the children. Guided writing is totally based on the guidance and supports of the teacher or instructor to learn writing.

Shrestha (2010) conducted a study on "The Effectiveness of Teaching Materials in Developing Writing Skill." The main objective of her study was to determine the effectiveness of teaching materials in writing in secondary level for this, one school from Tanahun was selected purposively. Eighty students studying in grade nine were the primary source of data. The primary data for the study were obtained by administering the tests. At the entry point, a pre-test was administered. Then, the students were divided into two groups on the basis of obtained result from the pre-test to maintain equal proficiency of both the groups and were termed as 'Control group' and 'experimental group.' Both groups were taught the selected items. At the end of the classroom teaching a post- test was administered. The obtained data were compared and interpreted using appropriate statistical tools. It was concluded that the teaching aids have high positive effect on teaching English writing skills.

In addition, Neupane (2011) carried out an action research on "Effectiveness of Picture in Paragraph Writing." The study aimed to find out the effectiveness of pictures in developing paragraphs writing for his study, Shree Mahendra Secondary School, Bhojpur was selected using non-random judgmental sampling procedure. To elicit the required data, the researcher used both types of sources primary and secondary. At first, the researcher administered the pre-test to identify the current level of proficiency in writing and then, the researcher taught twenty one lessons using picture. At the end of the lesson, he administered post-test using same test item. The obtained result of the test was analyzed, interpreted and presented using appropriate tools, tables, chart and diagram. The finding showed that the degree of effectiveness of using picture in paragraphs writing was satisfactory.

Sharma (2012) carried out a research on the title of Effectiveness of TBLT in Teaching Writing Skill. The objective of his study was to find out the effectiveness of

TBLT in teaching writing in secondary level. In his research he also did not mention the sample size. He used random sampling procedure to procedure to sample the population. In his study he used test as the tool. The overall research findings show that students writing skill has improved to a great extent by the use of TBLT in the classroom. TBLT is the great intervention to teach writing skill for the students.

Bhandari (2014) has carried out a research on "A Study of Techniques Implemented by English Teacher while Teaching Reading Skills." The objective of the study was to find out techniques implemented by the secondary level English teachers while teaching reading texts. The sample population for this research was fifteen secondary level English teachers teaching in different private schools. The teachers were selected purposively. She used questionnaire, interview (open-ended) and classroom observation as the tools for data collection. Findings of the research show that most of the teachers used signposts questions in pre-reading stage. In while reading stage, the teachers involved their students in group work, pair work and in the final stage, the teacher organized question answer session to know the students' understanding.

Shahi (2015) carried out the research on "Effectiveness of Writing Personal Letters in Developing Learners' writing skills." The main goals of the study were to find out the effectiveness of writing personal letter in developing learners' writing similarly to suggest some pedagogical implications based on findings. For this research she had used experimental design and the population of the study was all the grade ten students. The sample consisted of thirty students of grade ten. For collecting data she used random selecting method and experimental interviews. The major findings were that the writing skills of experimental group was for better in comparison to control group. It was found after the analysis and comparison of the pre-test and post-test score of experimental group in pre-test.

Bohara (2019) carried out the research entitled "Motivation of M.Ed level students towards English Learning: A Narrative Inquiry." The main objectives were to find out the motivation of M.Ed level students towards English Language Learning and to suggest some pedagogical implication. Narrative inquiry research design was used in these research four students of M.Ed level purposive non-random sampling procedure. The main tool of data collection was interview in this study. He found that

student were motivated from different motivational factors such as: career related factor, social factor, economic factor, language related factor. Similarly students were motivated towards English Language from different sources; teachers, parents respectful persons in the society.

Likewise, Sarifah (2020) conducted a research on the title of "The use of Picture and Picture Technique in Improving Student Writing Skill." The main goal of the study was to explore whether picture and picture technique can improve students' writing skill." The method was used quantitative research with one group pre-test and post-test research design. The population was the 11th grade students of SMK Tunas Bangsa. This study only looks one class at mechanical engineering and consisted of 35 students. The major findings were that picture and picture technique have great impact to develop writing skills on student. Picture technique really helped them to improve their writing skill. It helped them to grab the idea easily.

Limbu (2022) conducted a research on the topic of "Motivating Factors of Students to Learn English in Higher Level." The main objectives of the study were to find out the motivating factors of students to learn the English Language at a higher level and to suggest some pedagogical implications. She has adopted narrative inquiry research design. The population was the students studying at B.Ed third year and sample were five students selecting from the purposive non-random. The data collecting tool was in-depth interview. She had collected data from both the primary and secondary sources. The major finding of the study were that students being from uneducated family had difficult learning experiences and many challenges were found at the initial phase. And sources of motivation to learn the English Language were first from their family and the teachers.

From above reports, researches and reviews we can say that there had been done much work on the similar topic of mine research topic. Many colleagues and professor have tried to dig pit on the sector of cutout pictures and their impact in developing writing skills among the children. Some of them have tried to explore the effectiveness of pictures, whereas some of them have tried to find out the motivating factors of using pictures and cutout pictures. It has been great additional sources to my research and it has helped to elaborate and to expand my research area and findings. Research can't be done alone and individual effort can't be sufficient to

support the findings. Therefore, we have to reviews other's reports, thesis and research to get the actual findings. Likewise, from the above reports and thesis I have gathered plenty of information and data to find out the main objectives of my study.

By analyzing above reports and thesis many researchers have used various methodologies to find the effectiveness and impact of using cutout pictures. And majority of them have suggested that pictures and other teaching materials could be great motivating factors to enhance the writing and other skills. Writing follows different mechanical process and it should be taught step wise. It is not over-night process rather it takes long process to comprehend the writing skill to any children. Therefore, one of the best techniques could be the use of cutout pictures. Likewise, from the above reports many of them have suggested different teaching aids to support writing skills. We all require some inspirational agent or motivating factors to do something until and unless we have motivation. If we lack motivation or impact of something then we cannot do anything at our will. Therefore, creating impact is very essential to teach something to the students. So, above mentioned reports and thesis have suggested pictures as the great motivating factors to teach something to the students. The use of picture help students to grab idea and information easily hence it makes teaching and learning activities easily learnable and understandable.

Therefore, my study will explore the impact or influence created by cutout picture among the children to develop the writing skill. The above studies have missed the right uses of cutout pictures and their impact on students to learn writing skills. Similarly, my study will be solely focused on development of writing skills by using the cutout pictures. Likewise, how writing mechanics could be achieved through cutout pictures? And how impact can help them to learn writing skills? These are the main concern of my study. Teaching is not easy task it requires hard work of an individual teachers. First we should understand their psychology and we have to create learning environment as per their behavior and psychological nature. That's why creating impact is very essential.

### **Implication of Literature Review**

I have gone through various theories, reports, articles and other researched works of my senior colleagues and distinguished personalities to support my study

and to get ideas regarding my titles and objectives. They all have been great resourceful materials to my research and helped me to explore the hidden ideas and information related to my topic and objectives. Their researches have provided useful guidelines and some similarities and differences to my study. It has helped me to make self-evaluation of my research and its objectives. Their works are significant and valuable to my study however my study will explore the different findings and solutions. At the same time their works have helped me to differentiate what has been found and what has not been found. This will help me to focus on those not found or unsolved problems and situation. Most of them have addressed the motivating factors only but have missed the development of writing skills that's why I chose this topic to explore the different developmental factors to enhance the writing skills by the use of cutout pictures.

To support my study, I reviewed different research works of previous researchers and they have aided resourceful materials to my study. So, some of them are;

Karki (2010) had done research on the title of grade seven students proficiency in guided writing. And Karki has found that boys were more proficient than girls in guided writing. Similarly, guided writing is totally based on the guidance and supports of the teacher. Similarly, Shrestha (2010) had explored the effectiveness of teaching materials in developing writing skills. It was concluded that the teaching aids have high positive effect on teaching English writing skills. In addition, Neupane (2011) found that pictures are the most effective tools to develop writing skills. Likewise, Sharma (2012) carried the research on TBLT which was concluded that TBLT is the great intervention to teach writing skill for the students. Bhandari (2014) have found that different techniques were used to develop reading skills. In this study the researcher has found that most of the teachers used signposts questions in pre-reading stage. Similarly, Shahi (2015) carried out the research on effectiveness of writing personal letters in developing learners' writing skills. The major findings were that the writing skills of experimental group was for better in comparison to control group. Bohara (2019) found that students were motivated towards English language from different sources; teachers, parents and respectful person in the society. Sarifah (2020) found that picture technique have great impact to develop writing skills on students.

Likewise, Limbu (2022) found that students being from uneducated family had different learning experience and many challenges were found at the initial phase and sources of motivation to learn the English were first from their family and the teachers.

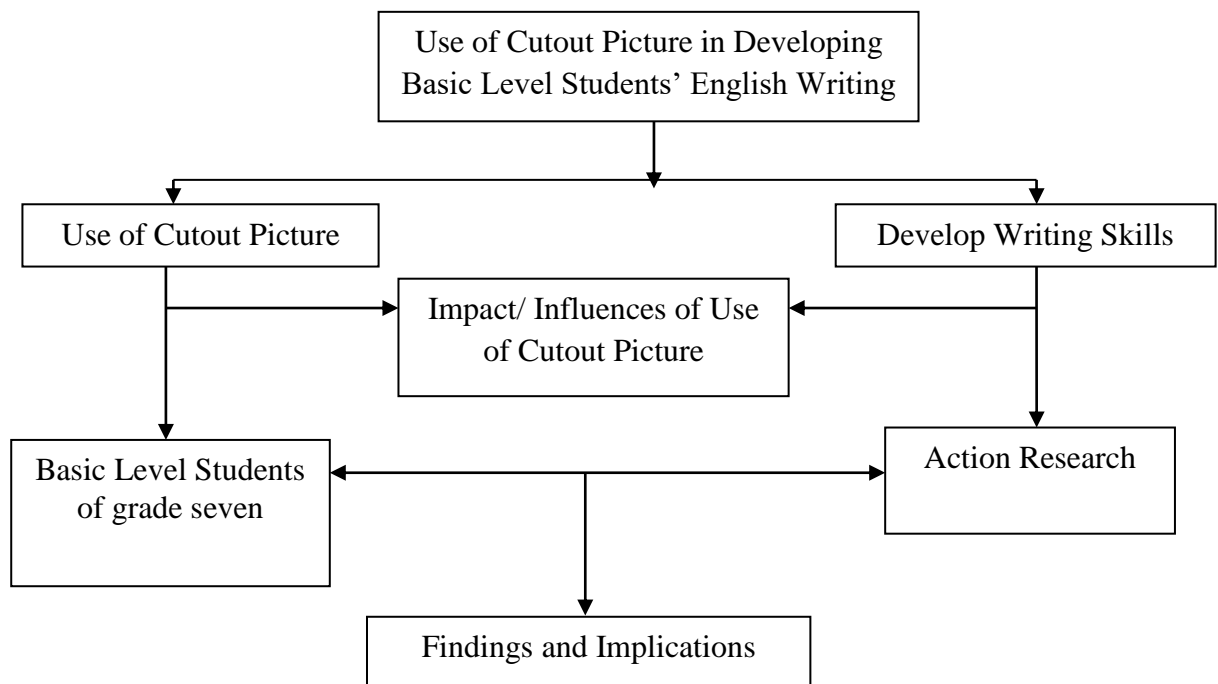
As the matter of fact, they have concluded their works with only the motivating factors, effective tools for teaching and have focused on technique but have lacked to mention the different developmental stage of writing and impact of cutout picture to level up their writing skills. So, my study will be focusing on the developmental procedure of writing skills by the impact that are generated from the cutout pictures.

Therefore, after reviewing these empirical research like Karki(2010), Shrestha (2010), Neupane (2011), Sharma (2012), Bhandari (2014), Shahi (2015), Bohara (2019), Sarifah (2020), Limbu (2022) and some other theoretical review related to my title like Joshi and Poudel (2076), Ur (2013) have helped my present research to meet my objectives of this study.

## Conceptual Framework

Simply said, a conceptual framework is a project's overarching design. Here, it refers to a researcher's maps, which are often created at the start of the study and change throughout. In other words, it shows the researcher's comprehension of the theories and conception of the relationship between various factors, which primarily focuses on who and what should be examined. The following diagram presents the study's conceptual framework:

The conceptual framework of my study is presented below:



## **Chapter 3**

### **Methods and the Procedure of the Study**

In this chapter I have included the methodology of the study, design of the study, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation and ethical consideration.

#### **Design and Method of the Study**

The design of my study was an action research. The action research is the method used to explore the problems along with its solutions. As mentioned by Joshi and Poudel (2076) it is called a teacher research or a collaborative research as it is carried out by the teachers teaching particular subject and in collaboration with each other. Action research is a collaborative inquiry technique that combines problem-solving efforts carried out in a group setting with data-driven analysis or study to identify root causes and make predictions about future individual and group change (Reason et al.,2001). Likewise Reason et al. (2008) mentioned that a method of action research called participatory action research (PAR) emphasizes the involvement and action of people from the communities that the research was influence. It tries to understand the world by attempting to alter it in a cooperative manner after reflection.

The PAR places a strong emphasis on group experimentation and inquiry based on experience and social history. Communities of inquiry and action in a PAR process develop and address questions and concerns that are meaningful for those who participate as co-researchers according to the report. PAR differs from traditional research techniques, which prioritize controlled testing, statistical analysis, and the reproducibility of results. Therefore, my method was fully concerned with the live practice inside the classroom of the students and it was helpful to explore the real impact of use of cutout pictures. I followed the steps of action research; in first step I planned my activities in accordance to my title, objectives and research questions. Then in second steps I put into an action to those activities. Thirdly, I analyzed their activities and fourthly I reflected those actions.

### **Population, Sample and Sampling Strategy**

The study population of my research was the students of Shree Guras Model secondary school of Madhuban municipality ward no: 6, Bardiya. I chose this municipality because it is favorable and centric location from my home which will be advantage for me and for my study as well. And the sample was all the students of grade seven. A purposeful non-random sampling approach was utilized to choose the study's population. Following this method, a sample of 15 students of grade seven were chosen. I observed their performance daily at least for a month. I observed their improvement of writing skill and the impact that is created by the cutout pictures.

### **Data collection Tools and Techniques**

The researcher must employ the proper data collection methods and instruments in order to obtain comprehensive and pertinent information about the phenomenon. In order to gather data for this study, I created twenty intervention lesson plans, three distinct test items (a pre-test, a progress test, and a post-test), and I administered them all within a set time frame. The identical test item was utilized during both the post-test and initial phases. The way the lessons are progressing was determined how the progress test was designed. Additionally, students' excitement and enthusiasm as well as the effects of the cutout picture help them develop their writing abilities. The data was collected mainly from the participant observation in the classroom, focus group discussion, and group work and performance measurement. Similarly, informal talk with the students were managed to get other necessary data. Likewise interviews and set of questionnaire was prepared if needed.

### **Sources of Data**

The data was collected from the both primary and secondary sources. For primary data (15 students) classroom observation and participant observation was done thoroughly whereas for secondary data I looked some of the articles, journals and the literature to support my study.

## **Data Collection Procedures**

The gathering of data is regarded as a crucial component since without it, an activity is rendered incomplete. When gathering data, the researcher should pay close attention to a specific, methodical process. Therefore I chose an action research design and thoroughly research my research question. I first got the administration's and the students' permission to conduct the research. I carried out pre-research activities in which I continue to share study-related information. After that, I started using new teaching techniques in the EFL classroom, like the three writing phase technique and various exercises. The two study cycles were cover acting, planning, observing, and reflecting. Two weeks were passing during the first one. In order to assess the sample group's level of language proficiency in writing, first I administered a pre-test item. Two weeks later, I administered a progress test item. I employed the same approach or set of instructional strategies and exercises for cycle 2. Students were completed the rating response type test during the progress test and post-test phases, and they were given the opportunity to reflect and be observed while they do so. The process of gathering data was finished.

To collect data I followed the following steps to collect data for my research.

- First, I visited the Education Development and Co-ordination unit in Bardiya district and I asked for the approval.
- I selected the school and contacted to the principal of the school to allow me to conduct research in their school.
- Then I had concern the class teacher and the students about my research motives.
- After their approval and all the necessary works I conducted my data collection procedure.

## **Data Analysis and Interpretation Procedure**

After collecting the data from the sources, the collected data was analyzed in percentage, interpreted and was presented descriptively with the help of diagram and tables. Similarly, I classified into different topics in accordance with their major theme.

**Ethical Considerations**

Due to the fact that ethical considerations are universal values and principles that apply to all facets of human life, it is thought of as one of the study's most important topics. The privacy of research participants' rights and dignity, the reputation of the participating institution, and obtaining consent before the study are the main factors to be taken into account when conducting research. To prevent any interruptions to the study, I obtained approval from the informants and the school administration. In a similar manner, I obtained their permission to have them sign the questionnaire so that I can collect natural data evaluating each response. Additionally, I pledged not to use the data for any other unintended uses and additionally, the gathered.

## Chapter 4

### Analysis and Interpretation of Data

In this chapter, I have analyzed and interpreted the data collected from primary sources. The primary sources of data were obtained through a pre-test, three progressive tests and a post-test. Data collection was initiated through the objectives of research study in mind that is to find out the impact of cutout picture in developing writing skills and to suggest some pedagogical implications. For this purpose, the data have been tabulated and analyzed in the following order:

- i. Analysis and interpretation of pre-test and post-test scores
- ii. Analysis and interpretation of the individual test scores obtained from the pre-test, progressive test and post-test
- iii. Comparative analysis and interpretation of the scores

#### Analysis and Interpretation of Pre-test and Post-test Scores

Pre-test was administered before starting any lesson which was set covering the teaching items on writing skill which were taught during the field study. But post-test was administered after teaching all the lessons. The question items were the same of the pre-test and the post-test. The full marks of both tests were same that is fifty but percentage and average scores of the two tests were very different. The comparisons of both tests have been show in the following table:

**Table No.1**

**Comparison of the Pre-test and Post-test scores**

Test	No. of Students	Total marks	Obtained Marks	Percentage	Increased marks	Increased percentage	Average scores
Pre-test	15	1500	520	34.67%	-		17.33
Post-test	15	1500	1121	74.73%	601	40.06%	37.36

The above table clearly shows that the total score of pre-test was 520 i.e. 34.67%. Whereas the total scores of post-test was 1121 i.e. 74.73%. It shows that the percentage of post-test had increased very high than that of the pre-test. Thus, there is

the vast difference between the score of pre-test and post-test. The average score of the percentage and individual average scores between the two tests proved that grade eleven students' writing proficiency was increased by teaching through cutout picture and its impact was clearly seen in students' writing.

### **Analysis and Interpretation of Individual Test Scores Obtained Through Pre-test, Progressive Tests and Post-test**

This section comprises the analysis and interpretation of the students' score on the pre-test, progressive tests and post-test.

#### **Analysis and Interpretation of Pre-test Score**

The pre-test was administered after building rapport with the school administration and students in order to determine the students' initial proficiency in writing paragraph and essays. I administered a set of test items which carried fifty full marks and the test items were related to free writing that is paragraph writing and essay writing but the topics were taken from the link of grade VII.

The number of students who obtained the same score have been grouped in the same row and their obtained score have been given in the table as below:

S.N.	Full Marks	Marks Obtained in Frequency	No. of Students	Percentage	Average score
1	50	29	1	58%	17.33
2	50	27	1	54%	17.33
3	50	26	1	52%	17.33
4	50	24	3	48%	17.33
5	50	21	1	42%	17.33
6	50	20	1	40%	17.33
7	50	19	2	38%	17.33
8	50	18	3	36%	17.33
9	50	17	3	34%	17.33
10	50	16	2	32%	17.33
11	50	15	2	30%	17.33
12	50	14	1	28%	17.33
13	50	13	3	27%	17.33
14	50	12	3	24%	17.33
15	50	11	1	22%	17.33
16	50	10	2	20%	17.33
Total	1500	520	30	34.67%	519.9

As the above table shows, the total full mark of the pre-test is 1500. Out of 1500, the total obtained mark is 520 i.e. 54.67%. The total average score of the pre-test is 519.9. The highest score of pre-test is 29 i.e. 58% which is obtained by only one student and the lowest score is 10 i.e. 20% which is obtained by two students. The individual average score of the pre-test is 17.33 which are obtained by three students. Likewise, 13 students have obtained higher scores and 14 students have obtained lower scores than the individual average scores 53% of the students are above the average and 45.67% of them are below in the pre-test. Thus the result of the pre-test is not satisfactory.

### **Analysis and Interpretation of the First Progress Test Score**

After administering the pre-test, I started teaching based on my lesson plan in different ways like cubing, branching, looping on paragraph and essay writing. Then, I administered the first progress test in order to determine the students' writing proficiency at the interval of five classes. Those five lesson plans were related to different ideas based on their experiences or imaginations. After conducting the first progress test, the score was calculated and the record was kept. The following table clearly shows the students' score in the first progress test:

**Table No. 3**

#### **Students' Score in the First Progress Test**

<b>S.N.</b>	<b>Full Marks</b>	<b>Marks Obtained in Frequency</b>	<b>No. of Students</b>	<b>Percentage</b>	<b>Average Score</b>
1	20	11	3	55%	7.2
2	20	10	4	50%	7.2
3	20	8	7	40%	7.2
4	20	7	4	35%	7.2
5	20	8	6	30%	7.2
6	20	5	3	25%	7.2
7	20	4	3	20%	7.2
<b>Total</b>	<b>600</b>	<b>216</b>	<b>30</b>	<b>36%</b>	<b>216</b>

As the table shows, total full mark of first progress test is 600. Out of 600 the total obtained mark is 216 i.e. 36%. The highest score of the first progress test is 11

i.e. 55% which is obtained by two students and the lowest score is 4, i.e. 20% which is obtained by four students. The individual average score of first progress test is 7.2 which is obtained by 4 students. Likewise, 7 students have obtained higher score than the individual average score. The result clearly shows that the students have not progressed in writing essays, paragraphs. 23.33% of the students are above the average and 53.33% of them are below in the progress test.

### **Analysis and Interpretation of the Second Progress Test Score**

When the first progress test was administered and kept record, other five lessons were taught on writing skill through cut out pictures. After teaching those ten lessons i.e. ten class days in total, again another progress test was administered. The scores of the students on second progress test were recorded and tabulated as follows:

**Table No. 4**

#### **Students' Score on Second Progress Test**

<b>S.N</b>	<b>Full Marks</b>	<b>Marks Obtained in Frequency</b>	<b>No. of Students</b>	<b>Percentage</b>	<b>Average Score</b>
1	20	13	3	65%	9.2
2	20	12	4	60%	9.2
3	20	10	6	50%	9.2
4	20	9	8	45%	9.2
5	20	8	7	40%	9.2
6	20	7	2	35%	9.2
Total	600	276	30	46%	276

As the table shows, the total full mark of the second progress test is 600. Out of 600, the total obtained mark is 276 i.e. 46%. The total average score of the second progress test is 276. The highest score of the second progress test is 13 i.e. 65% which is obtained by 3 students and the lowest score is 7 i.e. 35% which is obtained by 2 students. The individual average score of the second progress test is 9.2 which is obtained by 8 students. Likewise, 13 students have obtained higher score and 9 students have obtained lower score than the individual average score. 43.33% of the

students are above the average and 30% of the students are below in the second progress test. Thus, the result clearly shows that the students have been progressed in writing.

### **Analysis and Interpretation of Third Progress Test Score**

Third progress test was administered after the completion of 15 periods based on the lesson plans. The following table records the scores of the students on third progress test.

**Table No. 5**

#### **Students' Score on Third Progress Test**

<b>S.N</b>	<b>Full Mark</b>	<b>Marks obtained in Frequency</b>	<b>No. of Students</b>	<b>Percentage</b>	<b>Average Score</b>
1	20	17	3	85%	15.3
2	20	16	12	80%	15.3
3	20	15	10	75%	15.3
4	20	14	2	70%	15.3
5	20	13	2	65%	15.3
6	20	12	1	60%	15.3
Total	600	459	30	76.5%	459

The above table reveals the fact that the total full marks of the third progress test is 600. Out of 600, total obtained score is 459 i.e. 76.5%. The highest score of the third progress test is 17 i.e. 85% which is obtained by 3 students and the lowest score is 12 i.e. 60% which is obtained by only one student. The individual score of third progress test is 15.3 which are obtained by 10 students. Likewise, 15 students have obtained higher score and 5 students obtained lower score. Thus, the result clearly shows that the students have progressed in essay and paragraph writing. 50% of the students are above the average and 16.67% of them are below in the third progress test. So, the result of the third progress test is satisfactory and progresses of the students have shown the changed situation in the classroom teaching.

### Analysis and Interpretation of the Post-test Score

After teaching all the twenty lessons, I administered the post-test in order to determine the students' writing skill progress of the whole duration of my research period. The question items of post-test were the same questions which were administered in the pre-test i.e. the questions of the pre-test and the post-test cover the all lessons which were set from the topics during the field study. The following table clearly shows the score of the students in post-test:

**Table No. 6**  
**Students' Score in the Post-test**

S.N	Full Mark	Marks obtained in Frequency	No. of Students	Percentage	Average Score
1	50	45	2	90%	37.36
2	50	44	3	88%	37.36
3	50	42	5	84%	37.36
4	50	39	7	78%	37.36
5	50	37	6	74%	37.36
6	50	33	2	66%	37.36
7	50	28	3	56%	37.36
8	50	23	1	46%	37.36
9	50	21	1	42%	37.36
Total	1500	1121	30	74.73%	1120.8

Observation of the above table shows the fact that 1500 is the total full marks of the post-test. Out of 1500, total obtained mark is 1121 i.e.74.73%. The highest score of post-test is 45 i.e. 90% which is obtained by 2 students and the lowest score is 21 i.e. 42% which is scored by only one student. The individual average score of the post-test is 37.36 which is obtained by 6 students. Likewise, 17 students have obtained higher score and seven students obtained lower score than the individual average score. Thus, the result clearly shows that the students have impact of cutout

picture in order to develop writing skills. Around 57% of the students are above the average and 23% of them are below in the post-test and if we compare the score of the post-test, the result of the post-test is far better than the pre-test result.

### **Comparative Analysis and Interpretation of the Test Scores**

Here, the result of all the tests viz. pre-test, first progress test, second progress test, third progress test and post-test are compared and analyzed with each other.

### **Comparative Analysis and Interpretation of Pre-test and the First Progress test**

In this comparison, the score of the pre-test and the first progress test are analyzed, interpreted and compared in order to see how cutout picture has created impact among the students to develop writing skills. The comparison of the scores of both tests is clearly shown in the following table:

Test	No. of students	Total Marks	Obtained marks	Percentage	Increased Percentage	Average Score
Pre-test	30	1500	520	34.67%	-	17.33
Post-test	30	600	216	36%	1.33%	7.2

The above table indicates that the total obtained mark of pre-test was 520 i.e. 34.67% and the total obtained mark of the first progress test was 216 i.e. 36%. Thus, the mark in first progress test was increased by 1.33%. So, the difference between the two tests proved that grade 7 students' level on writing was slightly improved by teaching through cutout pictures.

### **Comparative Analysis and interpretation of the First Progress Test and the Second Progress Test Scores**

In this comparison, the scores of the first progress test and the second progress test are analyzed and compared. The comparison of both tests is presented in the table below:

**Table No. 8****Comparison of the First Progress Test and the Second Progress Test Score**

Test	No. of students	Total Marks	Obtained marks	Percentage	Increased marks	Average Score
Pre-test	30	600	216	36%	-	-
Post-test	30	600	276	46%	60	10%

It is obvious from the above table that 216 was the total mark of the first progress test. In other words, the total percentage of the first progress test was 36%. In the same way, 276 were the total marks of the second progress test and the total percentage in the second progress test was 46%. Second progress test was increased by 60 or 10%. Therefore, increased percentage of second progress test proved that grade seven students' writing proficiency has been developed by teaching them through cutout pictures in the classroom.

**Comparative Analysis and Interpretation of the Second Progress Test and the Third Progress Test Score**

In this comparison, the scores of the second progress test and third progress test are analyzed and compared. The comparison of both tests can be presented in the following table:

**Table No. 9****Comparison of the Second Progress Test and the Third Progress Test**

Test	No. of students	Total Marks	Obtained marks	Percentage	Increased marks	Average Score
Second Progress Test	30	600	276	46%	-	-
Third Progress Test	30	600	459	76.5%	183	30.5%

As the table shows, the total obtained marks in the second progress test was 276 i.e. 46%. Whereas the total obtained scores in the third progress test was 459 i.e. 76.5% out of 600. In other words, third progress test score was increased by 183 or 30.5%. Therefore, increased percentage of the third progress test proved that grade

seven students' writing skill was developed through using different cutout pictures of teaching writing skills in the classroom.

### **Comparative Analysis and Interpretation of the Third Progress Test and the Post-test Score**

The scores of the both tests i.e. third progress test and the post test are also analyzed and compared with each other as in the following table:

**Table No. 10**

#### **Comparison of the Third Progress Test and the Post-test Scores**

Test	No. of students	Total Marks	Obtained marks	Percentage	Increased marks	Increased percentage
Third progress test	30	600	459	76.5%	-	1.77%
Post-test	30	1500	1121	74.73%	662	-
Average score of third progress test 15.13 Average scores of post test 37.36						

As the table shows that out of 600 marks, students have obtained 459 i.e. 76.5% marks in third progress test whereas out of 1500 marks, students have obtained 1121 i.e. 74.73%. The average score of third progress test was 15.3 and the average score of post test was 37.36. The difference of average score between third progress test and post test proved that grade seven students' writing skills on writing have developed through teaching using cutout pictures.

## Chapter 5

### Findings and Recommendations

This chapter deals with the major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

#### Findings

As a whole, all learners were found to have better writing skills on paragraph and essay writing. The overall percentage of post-test indicates that learners' level of writing is higher than that of pre-test. It shows that students have better performance on the given task related to writing essays and paragraphs after teaching through using cutout pictures in the classroom. Additionally, the specific findings of the study have been derived from the analysis and comparison of the data below:

- It was found after the analysis and comparison of the pre-test and post-test that the total score of the pre-test was 520 i.e. 34.67% and the total score of post-test was 1121 i.e. 74.73%. The increased mark of the post-test was 601. Therefore, from the increased it can be said that there is vast difference between the pre-test and post-test.
- When the score of first progress test was analyzed and interpreted, it was found that the total score of all students was 216 i.e. 36%. The highest score was 11 i.e. 55% the lowest score was 4 i.e. 20% and the individual average score was 7.2 thus from the percentage, it can be said that the result of the first progress test was satisfactory.
- After the analysis and interpretation of the second progress test, it was found that the total mark of the second progress test was 276 i.e. 46%. Individual average score was 9.2. Similarly, the highest score was 13 i.e. 65% and the lowest score of second progress test was 7 i.e. 35%. Thus, from the percentage, it can be said that the result of second progress test was satisfactory.
- From the analysis and interpretation of the third progress test, it was found that the total mark of third progress test was 459 i.e. 76.5%. The individual average score was 15.3. Similarly, the highest score was 17 i.e. 85% and the lowest score was 12 i.e. 60%. Thus, from the percentage, it can be said that the result of third progress test was fruitful than the first and second progress tests.

- After analysis and interpretation of the post-test, it was found that the total mark was 1121 i.e. 74.73%. The total average score was 1120.8 and the individual average score was 37.36. Similarly, the highest score was 45 i.e. 90% and the lowest score was 21 i.e. 42%. So, it can be said that the result of the post-test was far better than the pre-test.
- It was found that the total percentage of pre-test was 34.67% and the total percent of first progress test was 36%. It means the percent of first progress test was increased by 1.33%. Thus, it can be proved that percentage was increased slowly in the first progress test than the pre-test.
- In comparison to the first progress test, it was found that the total obtained percent was 36% in first progress test and the total obtained percent was 46% in second progress test. The increased percentage of second progress test was 10%. Thus, it was proved that progress of the students was increased in second progress test.
- In comparison to the second progress test and third progress test, it was found that the total percentage in second progress test was 46% and the total percentage in the third progress test was 76.5%. The increased percentage was 30.5%. So, the progress test was increased in the third progress test than the second test.
- In comparison to the second progress test and third progress test, it was found that the total percentage in second progress test was 46% and the total percentage in the third progress test was 76.5%. The increased percentage was 30.5%. So, the progress test was increased in the third progress test than the second test.

In conclusion, all the test results thus made it obvious that students' writing skill was developed through using cutout picture in grade seven.

### **Recommendations**

On the basis of the findings of the research, I have made the following recommendations for pedagogical implications:

- Based on the analysis, interpretation and comparison of all the data, it was found that the students had increasing result in all the tests. Thus, it is proved that cutout picture seem very effective in order to develop writing skills.

Therefore, it is advised that the learners should follow the cutout picture technique to develop writing skill in the English Language Class.

- According to analysis, interpretation and comparison of data it was found that the percentage kept on increasing. Thus, cutout pictures technique can be used to develop writing proficiency of the learners.
- In order to make the students self-confident in learning a second language especially to develop writing skill, cutout pictures technique has to be applicable in the classroom.
- Use of cutout pictures in teaching skill seems to be better means of lessening the boredom of teacher. Hence cutout picture technique should be used while teaching writing skill.
- Syllabus designers, methodologists and textbook writers are advised to include the cutout picture technique in the course of study as far as possible.
- Teaching creative writing opens the gate of knowledge and expands its area through creating different types of writing which are totally based on their experiences and imaginations of the learners. It can be foster with the help of cutout picture technique. Thus, it should be included in the course of study.
- Cutout picture is an effective technique for developing confidence, co-operation, positive interdependence and decreasing the unhealthy competition and shyness in the students. Therefore, it should be used by all the teachers.
- Qualities like positive attitude towards each other, trust upon each other, respect to each other, mutual understanding, frankness, curiosity to learn and collaborating should be possessed by the learners, as these are the essence to learning writing skill among learners. Therefore, teachers should be aware of these qualities while creating friendly classroom environment.
- In order to make the students more active, more participants in the classroom, cutout pictures technique to learning writing skill should be applied in the ELT classroom.
- The present study which was carried out in a government aided secondary school situated in an urban area. The result of the single study is insufficient to decide the effectiveness of cutout picture in all situations. Thus, more action research in other situation i.e. rural schools and different levels should be carried out.

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**Appendices**

**Appendix I**

**Pre and post test items**

Name:

Date:

Name of the School: Guras Modal Secondary School

Full Mark: 50

Class: VII

Time: 2 hours

*Attempt all the questions.*

Q. No.1 Write an essay on "Importance of Education" (10)

Ans.....  
.....  
.....  
.....

Q.No.2 Write an essay on "Water Pollution" (10)

Ans.....  
.....  
.....  
.....

Q.No.3 Make sentences by using following words. (10)

a.Kindness:.....  
.....

b.Play:.....  
.....  
.....

c.Beautiful:.....  
.....

d.Study:.....  
.....  
.....

e. Clearly:.....









## Appendix-II

### Lesson Plan No. 1

School:

Teaching Item: Writing

Date:

Topic: ICT and its importance

No. of students: 30

Class: VII

Time: 45 minutes

#### **Specific Objectives:**

On completion of this lesson, the students will be able to make a list of ideas that come into their mind and write a paragraph on the given topic.

#### **Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

#### **Teaching Learning activities**

##### **a. Presentation**

The teacher will ask the following questions to motivate the students:

- Have you played game in the computer? If yes which game?
- Have you watched documentary videos in computer or in any media?
- Have you used word paint program in the computer?
- Have you used Typeshala in the computer?
- Students will reply orally, via this we will try to build rapport relation among the students

##### **b. Practice:**

- The teacher will ask the students to make a list of ideas that come into their mind about the topic.
- Teacher will show chart having cutout pictures on it regarding the topic.
- Students will compare their ideas and clues shown in the chart paper.
- Teacher will facilitate to incorporate the ideas regarding the topic

- After matching both information and ideas students will come up with gist and they will try to write the main points as shown in the chart.

**c. Performance:**

- The teacher will ask the students to make similar list of ideas with the help of cutout pictures as shown in the chart.
- Students will prepare a list in their exercise book with the help of the given clues.
- The teacher will ask them to write a paragraph with the help of given clues.
- Students will write a paragraph with the help of clues.
- Teacher will facilitate them if necessary.

**Homework**

Prepare a list of ideas that come into your mind about the topic and prepare a readable paragraph with help of cutout pictures.

## Appendix-II

### Lesson Plan No. 2

School:

Teaching Item: Writing

Date:

Topic: ICT and its importance

No. of students: 30

Class: VII

Time: 45 minutes

#### Specific Objectives:

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of given clues.

#### Teaching Materials:

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

#### Teaching Learning activities

##### a. Presentation

The teacher will ask the following questions to motivate the students:

- What is ICT?
- Why it is important?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

##### b. Practice:

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about problem caused by lack of ICT and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'pollution'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

### Appendix-III

#### Lesson Plan No. 3

School:

Teaching Item: Writing

Date:

Topic: Punctuation Marks and it uses

No. of students: 30

Class: VII

Time: 45 minutes

#### Specific Objectives:

On completion of this lesson, the students will be able to use different punctuation marks at proper place while writing an essay.

#### Teaching Materials:

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

#### Teaching Learning activities

##### a. Presentation

The teacher will ask the following questions to motivate the students:

- What is punctuation marks?
- Why it is important in writing?
- What are the punctuation marks?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

##### b. Practice:

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the punctuation marks that can be seen in the picture.

The teacher will show the chart having clues about the punctuation marks caused by students while writing an essay and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Insert correct punctuation marks in the given passage.

**Appendix-IV****Lesson Plan No. 4**

School:

Teaching Item: Writing

Date:

Topic: Types of writing

No. of students: 30

Class: VII

Time: 45 minutes

**Specific Objectives:**

On completion of this lesson, the students will be able to list out the types of writing.

**Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

**Teaching Learning activities****a. Presentation**

The teacher will ask the following questions to motivate the students:

- What is writing?
- Why it is needed?
- What are types of writing?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

**b. Practice:**

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about different types of writing and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Make comparison between control writing and guided writing.

## Appendix-V

### Lesson Plan No. 5

School:

Teaching Item: Writing

Date:

Topic: Job Application

No. of students: 30

Class: VII

Time: 45 minutes

#### Specific Objectives:

On completion of this lesson, the students will be able to list out the similar ideas and make a readable job application with the help of given clues.

#### Teaching Materials:

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

#### Teaching Learning activities

##### a. Presentation

The teacher will ask the following questions to motivate the students:

- What is job application?
- Why it is important?
- What are the components of it?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

##### b. Practice:

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about writing job application and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Write a job application letter with the help of following clues.

**Appendix-VI****Lesson Plan No. 6**

School:

Teaching Item: Writing

Date:

Topic: Biography of AnuradhaKoirala

No. of students: 30

Class: VII

Time: 45 minutes

**Specific Objectives:**

On completion of this lesson, the students will be able to list out the similar ideas and make a readable biography with the help of given clues.

**Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

**Teaching Learning activities****a. Presentation**

The teacher will ask the following questions to motivate the students:

- Who is AnuradhaKoirala?
- What are her efforts?
- What are the awards she received?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

**b. Practice:**

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the life of AnuradhaKoirala that can be seen in the picture.

The teacher will show the chart having clues about her lifestyles of her childhood and present the asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare a biography of one of the famous personality of Nepal on the basis of following clues.

## Appendix-VII

### Lesson Plan No. 7

School:

Teaching Item: Writing

Date:

Topic: ICT and its importance

No. of students: 30

Class: VII

Time: 45 minutes

#### Specific Objectives:

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of given clues.

#### Teaching Materials:

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

#### Teaching Learning activities

##### a. Presentation

The teacher will ask the following questions to motivate the students:

- What is pollution?
- Why is it a problem?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

##### b. Practice:

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about problem caused by pollution and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'pollution'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

## Appendix-VIII

### Lesson Plan No. 8

School:

Teaching Item: Writing

Date:

Topic: Pollution and its causes

No. of students: 30

Class: VII

Time: 45 minutes

#### Specific Objectives:

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of given clues.

#### Teaching Materials:

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

#### Teaching Learning activities

##### a. Presentation

The teacher will ask the following questions to motivate the students:

- What is pollution?
- Why is it a problem?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

##### b. Practice:

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about problem caused by pollution and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'pollution'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

## Appendix-IX

### Lesson Plan No. 9

School:

Teaching Item: Writing

Date:

Topic: Woman Education and its importance

No. of students: 30

Class: VII

Time: 45 minutes

#### **Specific Objectives:**

On completion of this lesson, the students will be able to list out the similar ideas and make a readable essay with the help of given clues.

#### **Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

#### **Teaching Learning activities**

##### **a. Presentation**

The teacher will ask the following questions to motivate the students:

- What is Education?
- Why it is important to educate woman?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

##### **b. Practice:**

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about woman education and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'Woman Education'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

**Appendix-X****Lesson Plan No. 10**

School:

Teaching Item: Writing

Date:

Topic: Local Festivals

No. of students: 30

Class: VII

Time: 45 minutes

**Specific Objectives:**

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of given clues.

**Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

**Teaching Learning activities****a. Presentation**

The teacher will ask the following questions to motivate the students:

- What is local festival?
- Why it is important?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

**b. Practice:**

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about problem caused by pollution and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'pollution'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

**Lesson Plan No. 11**

School:

Teaching Item: Writing

Date:

Topic: ICT and uses

No. of students: 30

Class: VII

Time: 45 minutes

**Specific Objectives:**

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of given clues.

**Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

**Teaching Learning activities****a. Presentation**

The teacher will ask the following questions to motivate the students:

- What is uses of ICT in schools?
- Why it is necessary?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

**b. Practice:**

- The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.
- Students will list down the ideas that come into their mind about the problem that can be seen in the picture.
- The teacher will show the chart having clues about problem caused by ICT and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'ICT and uses'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

**Lesson Plan No. 12**

School:

Teaching Item: Writing

Date:

Topic: Water Pollution and its causes

No. of students: 30

Class: VII

Time: 45 minutes

**Specific Objectives:**

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of given clues.

**Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

**Teaching Learning activities****a. Presentation**

The teacher will ask the following questions to motivate the students:

- What is pollution?
- Why is it a problem?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

**b. Practice:**

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about problem caused by pollution and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'pollution'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

### Lesson Plan No. 13

School:

Teaching Item: Writing

Date:

Topic: A Kind King

No. of students: 30

Class: VII

Time: 45 minutes

#### **Specific Objectives:**

On completion of this lesson, the students will be able to list out the similar ideas and make a readable story with the help of given clues.

#### **Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

#### **Teaching Learning activities**

##### **a. Presentation**

The teacher will ask the following questions to motivate the students:

- Who is in this picture can you guess?
- Why the king helped the poor woman?
- Why was the King sad?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

##### **b. Practice:**

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about the story and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Write the main theme of the story.

**Lesson Plan No. 14**

School:

Teaching Item: Writing

Date:

Topic: Population and Environment

No. of students: 30

Class: VII

Time: 45 minutes

**Specific Objectives:**

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of given clues.

**Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

**Teaching Learning activities****a. Presentation**

The teacher will ask the following questions to motivate the students:

- What is population and environment?
- Why is it a problem?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

**b. Practice:**

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about problem caused by pollution and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'pollution'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

**Lesson Plan No. 15**

School:

Teaching Item: Writing

Date:

Topic: ICT and its importance

No. of students: 30

Class: VII

Time: 45 minutes

**Specific Objectives:**

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of given clues.

**Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

**Teaching Learning activities****a. Presentation**

The teacher will ask the following questions to motivate the students:

- What is pollution?
- Why is it a problem?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

**b. Practice:**

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about problem caused by pollution and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'pollution'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

**Lesson Plan No. 16**

School:

Teaching Item: Writing

Date:

Topic: Internet and its causes

No. of students: 30

Class: VII

Time: 45 minutes

**Specific Objectives:**

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of given clues.

**Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

**Teaching Learning activities****a. Presentation**

The teacher will ask the following questions to motivate the students:

- Have you opened FB id ?
- Why you use internet?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

**b. Practice:**

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about problem caused by internet and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'internet and student'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

**Lesson Plan No. 17**

School:

Teaching Item: Writing

Date:

Topic: Social Media

No. of students: 30

Class: VII

Time: 45 minutes

**Specific Objectives:**

On completion of this lesson, the students will be able to list out the similar ideas and make a readable paragraph with the help of given clues.

**Teaching Materials:**

- Daily used materials
- Cutout Pictures in a chart having clues
- ICT ( Laptop, Speaker and Video player)

**Teaching Learning activities****a. Presentation**

The teacher will ask the following questions to motivate the students:

- What is social media?
- Why is it a problem?
- Why do we need a solution?
- What can you see in this picture can you explain? By showing cutout picture chart
- Students will reply orally, via this we will try to build rapport relation among the students

**b. Practice:**

The teacher will show the cutout picture and ask the students to make a list of ideas that come into their mind after looking the picture.

Students will list down the ideas that come into their mind about the problem that can be seen in the picture.

The teacher will show the chart having clues about problem caused by social media and asks the students to compare and add in their list.

**c. Performance:**

- The teacher will ask the students to make a similar outline with the help of given clues.
- Students will prepare an outline in their exercise book with the help of the given clues.
- Then the teacher will ask them to write a paragraph with the help of those clues.
- Students are ask to prepare a cutout pictures and write a readable paragraph with the help of given clues on the picture chart
- The teacher will facilitate if necessary.

**Homework**

Prepare an outline of an essay on the topic 'Social Media'. Then write an essay in about 200 words with the help of cutout pictures and outline that you have prepared.

Appendix X



## Appendix XI

Pre-Test

Date \_\_\_\_\_  
Page \_\_\_\_\_

Name: Bandana Dhakal

Name of the School: Gurur Modal Secondary School.

Class: VII

M  
To

Q.1. Write an essay on "Importance of Education".

Ans. Education is a wisdom. It is knowledge which gives us light and makes our future bright and colourful. If we don't have education our future will be dark and aimless. Therefore we must get education which is our third eye. Education makes human happy being because it brings happiness in our world. It can change any person from inside the heart and it is one of the vital element which is very useful in our life. Therefore, getting some information from different sources is known as getting education.

The importance of education are as follows:

1. It brings light in our life.
2. To change people's life
3. To make future bright and colourful
4. To transfer one another.

## Post-Test

Date \_\_\_\_\_  
Page \_\_\_\_\_

Name: Usmila Sunar

Name of the School: Shree Gurus Model Secondary School.

Class: VII

Q. 1. What is the importance of ICT in Education? Mention them briefly.

Ans:

5  
10

Schools uses a diverse set of ICT tools to communicate, create, disseminate, store and manage information. In some contexts, ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboard with interactive digital whiteboards, using students' own smartphones or other device for learning during class time, and the "flipped classroom" model where students watch lectures at home on the computer and use classroom time for more interactive exercises.

When teacher are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized option for students to express their understanding, and leave students better prepared to deal with ongoing technological change in society and the workplace.

## Post-Test

Date \_\_\_\_\_  
Page \_\_\_\_\_

Name: Bandana Dhakal

Name of the school: Shree Gurav Model Secondary S

Class: VII

Q. 1. Write an essay on the following topics.

a. My Village.

6  
10

I am very glad to write about my village and grateful to share some information regarding my village. My village's name is Ranidada which is very famous for its organic coffee production. It is located at the height of 1300 meters from the sea-level and it is a central location for several neighboring villages. Many people come here to trade locally made products like Doko, broom etc.

b. My Aim

It is said that having no aim is having no vision in life. Without aim you are like a car without your destination. Therefore, your aim leads your way to the destination. Likewise, I have an aim of being a good citizen of the country. Besides, it, my aim is to be a good lawyer and I want to fight for those who are in the verge of injustice.

Pre-TestDate \_\_\_\_\_  
Page \_\_\_\_\_

Name: Usimila Sunon

Name of the School: Guayas Model Secondary School

Class: VII

Q.1. Write an essay on "Water Pollution"

5  
10

Water pollution (or aquatic pollution) is the contamination of water bodies, with a negative impact on their quality. It is usually a result of human activities. Water bodies include lakes, rivers, oceans, aquifers, reservoirs and groundwater. Water pollution results when contaminants mix with these water bodies. Contaminants can come from one of ~~four~~ four sources. These are: sewage discharges, industrial activities, agricultural activities and urban runoff including stormwater. Water pollution may affect either surface water or groundwater. This form of pollution can lead to many problems. One is the degradation of aquatic ecosystems.

**Appendix XII**

**Cutout Picture**

6/26/24, 10:46 AM

Summary Report

# Impact of Use of Cutout Picture in Developing B...

By: Dhansara Jaisi

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