

Usefulness of ICT Tools in Teaching Question Tag in Secondary Level

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

Submitted by

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Recommendation for Acceptance

This is to certify that Ms. Soni Bista has prepared this thesis entitled 'The Usefulness of ICT Tools in Teaching Question Tag in Secondary' under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2024/07/05

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Recommendation for Evaluation

Evaluation and Approval

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: 2024/07/05

Soni Bista

Dedication

I am thankful to my parents, adored sister, and educators for their unwavering love and support.

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Abstract

This thesis entitled “Usefulness of ICT Tools in Teaching Question Tag in Secondary Level” is an attempt to determine the effectiveness of ICT technologies in teaching question tag in secondary school. This work is experimental in nature. The researcher picked grade nine students from a private school in Hetauda, Makawanpur, using a non-random sampling approach. The research period was from 2081/01/09 to 2081/02/02 for total 21 days. First, I administered the exam items to determine the pupils' existing proficiency level. Then I separated the pupils into experimental and control groups based on their pre-test scores. I attended 21 classes using ICT teaching materials and administered post-tests to assess students' progress from the pre-test and the differences between two groups on the post-test. The disparity was discovered after comparing the results of two tests. In the post-test, students in the experimental group did better than those in the control group. The major finding of the study showed that employing ICT tools to teach question tag had better outcomes than the lecture technique.

This study is divided into five chapters. The first chapter includes the study's history, problem description, aims, research questions, importance, study limits, and operational definitions of key words. The second chapter includes a survey of related theoretical and empirical literature, research implications, and a conceptual framework. The third chapter contains methodologies and procedures developed during the study, which include design, population, sampling method, research instruments, primary and secondary data sources, collection and analysis processes, and ethical considerations. Similarly, the fourth chapter covers data analysis and interpretation. The fifth chapter discusses the findings, conclusions, and recommendations. This work concludes with references and appendices to ensure legitimacy.

List of Abbreviations

ICT	Information and Communication Technology
TU	Tribhuvan University
ELT	English Language Teaching
EFL	English as foreign language
NELTA	Nepal English Language Teacher's Association
LAN	Local Area Network
IT	Information Technology
NCF	National Curriculum Framework
DVD	Digital Versatile Disc
SSRP	School Sector Reform Plan
SSDP	School Sector Development Plan
N.S.	Number of Students
F.M.	Full Marks
T.M.	Total Marks
M.O.	Marks Obtained
A.Pre.T	Average in Pre-Test
A.P0.T.	Average in Post-test
Diff.	Differences

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Chapter 1 Introduction

This research study is on the Usefulness of ICT Tools in Teaching Question Tags in Secondary Level. The introduction consists of background of the study, research problems, rationale of the study, objectives of the study, research questions as well as significance of the study. Furthermore, it covers the delimitations of the study and operational definitions of the key terms.

Background of the Study

ICT (Information and Communication Technology) refers to a variety of mechanical tools and assets used for data transmission, storage, and management. The world of today is totally ruled by technology. It has brought about a number of modifications in a society's various facets. Our expectations of what must be learned in order to survive in the new environment are also altering as a result. To meet the demands of the modern world, information and communication technology (ICT) has evolved into an essential component of English language teaching (ELT). ICT tools in education are methods of instruction that make use of information and communication technology to facilitate, improve, and maximize the subject matter's delivery to students. Information and communication technology (ICT) has evolved into an essential component of English language teaching (ELT). ICT tools in education are methods of instruction that make use of information and communications technology to facilitate, improve, and maximize the subject matter's delivery to students.

(Mullamaa, 2010) stated "ICT enables us to foster student-centered learning, individualization and support building up a sense of belonging to a community." ICT-based educational activities give students the chance to learn more about a variety of topics. It offers a genuine chance for a person's essential growth and development. ICTs can improve educational quality by boosting student motivation, facilitating the acquisition of fundamental skills, and improving teacher preparation.

ICT can possibly develop, quicken, enhance, and extend abilities, to inspire and draw in students, to relate school experiences to work practices, make financial feasibility for tomorrow's specialists, and additionally fortifying showing and helping schools change (Davis & Tearle, 1998). Educators and learners no longer need to rely solely on printed books

and other physical media in libraries for instruction. Using ICT improves student accomplishment by allowing them to focus more on and practice the skills being tested.

The interest to involve computers in teaching was awakened in the 1970s and has since then grown. (Kenning, 2007) stated that two of the major advantages of ICT are that it helps learners to gain control of their own learning and that it can help teachers individualize teaching. The benefits of ICT include allowing learners to take responsibility of their own learning and assisting teachers in personalizing instruction. Teachers have the ability to be partners, rather than self-ruling lords with the utilization of ICT tools.

According to (Ghavifekr, Kunjappan, Ramasamy, & Anthony, 2016) , in this digital era, ICT use in the classroom is vital for offering students opportunity to acquire and apply the necessary 21st century skills. ICT allows for more creative responses to many sorts of learning queries. ICT entails specially created apps that offer novel solutions to a wide range of learning requirements. As a result, examining the concerns and challenges associated with the use of ICT in teaching and learning can help instructors overcome hurdles and become successful technology users.

To quote (Oluwalola, 2021), the use of ICT is an immeasurable intervention of this modern time which prompts a swift shift from the use of ancient instructional equipment to modern technological devices so as to move on with the tide of global technology advancement.

Likewise, (Arnell, 2012) agreed that grammar has been taught in various ways throughout the history of language learning. In the 19th century grammar was the most important part of learning a foreign language, while during the 1980s grammar was not supposed to be taught at all. Nowadays most people agree that some grammar might benefit the pupils, but how it is to be taught is still a controversial issue.

Grammar is defined as a generalization in linguistics features, which forms a system of the language (Kapatsinki, 2014). It is the linguistic aspects that constitute a system of the language. In linguistics, grammar is a collection of principles that govern how a natural language is formed as proven by its speakers or authors. Grammar rules may affect the use of clauses, phrases, and words.

A tag question is a short question that follows a statement in order to check whether something is true or to ask for agreement. (Thomson, 1993) classified question tags under two main headings according to the function: (1) asking for agreement, or (2) confirmation. After a discussion how they are formed, i. e. an affirmation statement is normally followed by a negative tag, and other way around, they describe patterns of intonation that will determine the functions.

ICT in Education

Information and communication technologies (ICTs) have grown ubiquitous in all parts of life. The implementation of ICT in education leads to more student-centered learning environments. The expanding usage of ICT in education is becoming increasingly significant, and this trend will continue throughout the twenty-first century. ICT is a significant tool for improving teaching and learning. It serves as both a professional resource and a means of classroom instruction for teachers. It allows them to speak more effectively and improve their English language skills. Teachers can employ a range of teaching technologies, such as discussion boards, forums, email, apps, web quests, video and digital photography, e-movies, and even mobile phones, to provide grammatical sections. Using ICT as a classroom tool has numerous advantages while teaching languages. It offers highly motivating activities to students. Initially, computer-based activities can provide motivation to complete chores that kids might otherwise neglect. It creates more opportunities for student interaction. It makes routine work more intriguing. It demonstrates complex processes or concepts. It enables access to resources.

ICT in education encompasses a wide range of technologies, including laptop, handheld, and desktop computers, the Internet, digital cameras, the World Wide Web (WWW), cloud computing, tutorials, spreadsheets, emails, simulations, Bluetooth, local area network (LAN), digital versatile discs (DVDs), and streaming. It also includes applications such as virtual environments, word processors, digital libraries, simulators, emulators, and video conferencing.

Nepal has established several policies and initiatives that prioritize ICT in education, including the national IT policy (2010, 2015), 10th plan (2002-2007), intermediate plan (TYIP, 2007-2010, 2010-2013), and SSRP(2009-2015), The 2013-2017 education master plan has improved access to computers and the internet in schools, enabling more use of ICT in education. The SSDP (2016-2023) identifies ICT as a key strategy for achieving

educational objectives. To accomplish this goal, Nepal's government aims to provide quality basic education and prepare students for the labor market. Information and communication technology is becoming increasingly important in several aspects of life. (SSDP, 2016-2023). Nepal's Ministry of Education, through NCF, has introduced ICT as a subject and instructional tool in schools. In education, computers were initially used for the dissemination of SLC results in 1981, in partnership with the national computer center.

Commonly used tools in ICT

ICT tools refer to digital infrastructure, including computers, laptops, printers, scanners, and radios. Teachers used these tools to make learning activities more engaging. According to journal of NELTA by (Acharya, 2015) entitled ICT / Web Tools in Teaching the common types of ICT tools used in the present day world are as follows:

- i. Laptop: A laptop is an electrical device that can execute calculations at rapid speeds. It is vital for ICT-based education. There are several offline and online programs and materials available for teaching and learning that may be accessed via laptop.
- ii. Mobile gadget: Mobile devices are another important form of ICT. It's portable and multifunctional. It may be used to make calls, take photos, and browse the internet.
- iii. Multimedia Projector
It is an information and communication technology tool used to display audiovisual materials on a screen. It deals with sound, animation, and video.
- iv. Internet
It has been the heart of ICTs. It provides millions of materials for teaching and learning English through a variety of websites and online browsers. It permits operating a variety of applications such as Facebook, Twitter, YouTube, Zoom, and Skype.

Statement of the Problem

Teaching English in this era of science and technology is being very much challenging because of innovation in different things and influence of Information Communication and Technology (ICT). As everything is in process of accepting ICT as form of change, education is also influenced by it. Student seems to feel learning as a boring task.

Every industry has been impacted by technologies and other contemporary devices as a result of globalization. ICT is a catch-all phrase that is primarily used in the education and

ELT sectors. ICT is becoming widely used for English instruction as well. English language learners want to employ ICT in teaching and learning rather than the conventional chalk-and-talk technique because they are demanding the usage of contemporary technologies in ELT. Many of them have started well-known initiatives to integrate ICT in education in a way that is "sustainable, effective, and inexpensive" (UNESCO, 2001).

ICT use in ELT has many beneficial effects, however there is a big gap between its theoretical and practical applications. The question of whether ICT should be used in schools to teach English or if it should be restricted to theory has long been up for discussion. Many nations have included ICT use in ELT in their policies, rules, and implementation commitments after taking into account its benefits, but due to numerous obstacles, ICT usage is only truly implemented in policy. It is clear that many institutions, both public and private, lack the knowledge necessary to effectively employ ICT in ELT and even lack a language lab. This is due to a lack of resources and attention.

The purpose of choosing this topic for the study is to learn more about how ICT is used in secondary English language instruction. Additionally, this research has made an effort to look into how ICT is used in the teaching of question tag. This is due to the fact that the employment of technologies in ELT as it now is bridges the gaps between theory and practice. Due to these shortcomings in theory and practice, the current study, "Usefulness of ICT Tools in Teaching Question Tags in Secondary Level" aims to fill these gaps.

Rationale of the Study

The findings of the study are expected to be beneficial to all those who are motivated towards language teaching and learning in general and more specifically to the foreign language teachers, syllabus designer, material producers, teacher trainer and all those who are directly or indirectly associated with teaching and learning language. Furthermore, the study will explore the roles of ICT to boost learning of the students. It may encourage the English language teacher to use ICT tools and materials in teaching learning activities. It will encourage syllabus designer to design English language syllabus, introducing the techniques using ICT. It may be helpful to expose the teacher trainer with new knowledge. . Finally, it will hopefully be useful for researchers who want to conduct additional research in these areas.

Objectives

The study had the following objectives:

- a. To find out the effectiveness of ICT tools in teaching question tag.
- b. To make some educational recommendations based on the research findings.

Research Questions

This research was concentrated to find out the answers of the following research questions:

- a. Are ICT tools effective for teaching question tags?
- b. What is the usefulness of using ICT tools to teach question tags?

Delimitations of the study

The basic delimitations of the study are as follows:

- a. This study is experimental in nature.
- b. It was limited to teaching question tags using ICT tools
- c. This study limits its coverage on the 9th grade students of a private school.
- d. Television, mobile and laptop were taken as ICT tools for this research.
- e. The duration of the study was about 3 weeks.
- f. Only 28 students were selected for the research.
- g. The findings are based on the analysis and interpretation of the test scores obtained through pre – test and post –test.

Operational Definitions of the Key Terms

The key terms of the study are listed and defined as follows:

- English Language Teaching: The term refers to English as a foreign language that is taught as a subject, a medium of instruction and language.
- ICT tools: The acronym ICT stands for Information Communication Technology tools. In my research, ICT tools refer to digital infrastructures such as computers, laptops, smartboards, and mobile phones.
- Question tag: A question tag is a very brief phrase at the end of a sentence that converts the statement into a question.
- Secondary level: Secondary level is the stage of formal education that follows basic level and precedes higher education. In my research, class 9 is the secondary level.

Chapter 2 Review of Related Literature and Conceptual Framework

Many studies have been conducted to date, with a focus on the effectiveness of ICT in Nepal and elsewhere. One of the most important aspects of any research project is conducting a literature review. The literature review is a crucial aspect of the research process, contributing to nearly every phase. This study examines existing theoretical literature to determine its relevance and usefulness to the current research. This section reviews the related literature article and thesis.

Review of Theoretical Literature

Here, I attempted to investigate the theoretical aspects of my research effort. The following are some significant hypotheses that contribute to my research:

Theory of Experimental Research

Research is the systematic and structured collection, compilation, and data analysis with the ultimate purpose of informing decision-making using research findings. It is a methodical approach of resolving a research problem, finding a solution, or acquiring new information.

Thrift (2009) mentioned experimental design is the process of doing research in an objective and controlled manner to optimize precision and reach particular conclusions about a hypothesis statement.

Experimental research is a scientific method of doing research in which one or more independent variables are changed and then applied to one or more dependent variables to determine their effect on the latter. The researcher attempts to maintain control over all variables that could impact the outcome of an experiment (Zubair, 2022).

There are three major forms of experimental study design, as follows:

- a. Pre-Experimental: Pre-experimental research design is the most basic type of experimental research design in statistics. Following the identification of certain elements as the cause and effect, this strategy keeps a group or groups under monitoring. This method is commonly used to decide whether additional study is required for the target group. As a result, this process is regarded as efficient. In a pre-experimental study design, one or more dependent groups are assessed for the impact of an independent variable expected to cause change. It is the simplest experimental study design, with no control group.

- b. **True-Experimental:** This is the most precise sort of experimental study design since it employs statistical hypotheses to prove or disprove the hypothesis. This is the most common method used in physical science. True experimental study design is the only approach for establishing cause-and-effect relationships among groups. This approach requires the following factors:
- Random variables
 - Researchers can modify variables.
 - Control Groups (participants who are familiar with the experimental group but do not apply the experimental rules)
 - Experimental Group (participants who apply the experimental rules)

The study can include at least two randomly assigned dependent individuals, with or without a pretest. This experimental study design is the most accurate, relying on statistical hypothesis to confirm or deny findings. An experimental study involves a control group, a variable that can be changed by the researcher, and a random distribution.

- c. **Quasi experiment:** "Quasi" refers to "partial," "half," or "pseudo." Quasi-experimental research is similar to, but differs from true experimental research. In a real experiment design, group participants are assigned at random. As a result, all units have an equal probability of being assigned to the experimental group. In a quasi-experimental design, group members are not assigned at random. As a result, the researcher is unable to draw a judgment about cause and effect. As a result, the participants cannot be assigned to the group. Because participants in quasi-experiments are not selected at random, they are employed in situations where randomization is difficult or impossible. This is common in educational studies, as administrators are unwilling to select kids at random for experimental samples.

Advantages and Disadvantages associated with Experimental Design

It becomes expedient at this point that we clarify the fact that every research technique as good and as suitable as it might seem to a particular research investigation is not devoid of drawbacks. The researcher must thus be aware of its benefits and flaws in order to make a decision on which technique to utilize, as well as the amount of validity or generalization that can be made utilizing the research technique (Onyekachi .E Wogu, 2014).

Advantages of experimental design

- a. Experiments allow researchers to exert a high degree of control over extrinsic and intrinsic variables, hence improving the validity of causal inference.
- b. Control over the elimination of irrelevant factors is stronger than with other research methods.
- c. Experiments allow researchers to manipulate the introduction of the independent variable in order to discover the direction of causation.
- d. With precise control and settings, researchers can repeat the experiment to confirm results or findings.
- e. Obtaining consistent or similar results increases confidence in study findings.

Disadvantages of experimental design

- a. The design lacks the ability to imitate real-life social circumstances, leading to low external validity.
- b. Due to the foregoing problem, researchers cannot make generalizations about the population, restricting the scope of their results.
- c. Ethics and experiment are costly and not always feasible

A Question Tag: an Overview

Grammar is frequently defined as "the way words are combined to form correct sentences." A structure is commonly used to refer to a specific instance of grammar. Naturally, not every language has the same structure.

Tag question is a special construction in English. It is a statement followed by a mini-question. The whole sentence is a "tag question", and the mini-question at the end is called "question tag". (<https://en.wikipedia.org/wiki/Nepal>)

In discourse, the question tag is used to make a remark and ask for confirmation, such as "It's very hot, isn't it?" The latter part, 'isn't it,' is known as a question tag. To make a positive assertion, use auxiliary + n't + subject (pronoun).

If the assertion is negative, use the auxiliary + subject (pronoun) structure.

As a result, the grammatical term "question tag" refers to a tag query in the form of a question.

Richards et al. (1999:372) defines a tag question, "A tag question is defined as a word, phrase, or clause added to a sentence in order to give emphasis or form a question."

But Wood (1984:218) defines question tag as “a short question to a statement to invite agreement from the question addressed.” Likewise, (A. J. Thomson and A. V. Martinet , 1985) give similar view when they mention “Question tags are short additions to phrases, asking for agreement or confirmation.”

The tag question often contrasts in polarity with the statement; when the statement is affirmative, the tag is negative, and vice versa.

Your sister lives in Spain, doesn't she?

She's a doctor, isn't she?

He isn't here, is he?

I don't need to finish this today, do I?

A tag question's shape reflects its meaning: A tag question is a question that is appended to a statement. In essence, the speaker makes an assertion and invites the listener to respond. Quirk et al. (1985, as cited in Larsen-Freeman, 1999: 261) argue that it is crucial to distinguish between the assumption underlying the main phrase and the expectation expressed in the tag question. These two combine with the two intonation patterns discussed above, resulting in four potential combinations. A tag inquiry is significantly more common in oral discourse than in written speech.

Question tags are the denominators of spoken language for various reasons. The two primary reasons of employing question tags are confirmation and agreement. Question tags are short forms of questions used to confirm a point during conversation. Tag usage requires adhering to specific restrictions. The essential points, to consider are listed below:

- a) Statement with auxiliary: If there is any auxiliary verb in the statement, the same auxiliary verb is used to make a question tag. For example:

He has done homework, hasn't he?

They are dancing, aren't they?

- b) Statement without auxiliary: If there is no auxiliary verb in the statement, the right form of the verb 'do' is utilized to create a question tag. Remember to use 'does' for present singular, 'do' for present plural, and 'did' for past. For example:

You haven't seen this film, have you?

Your sister lives in Spain, doesn't she?

He can't drive, can he?

- c) Contracted form: When asking a negative inquiry, use the contracted form: 'not'. Some auxiliary verbs have regular contracted forms, whereas others have irregular contracted forms, as seen below:

Regular contracted forms

is+ not – isn't

does+ not – doesn't

have+ not – haven't

Irregular contracted form

am +not – aren't

will + not – won't

shall + not – shan't

For example: I am a teacher, aren't I?

He will come tomorrow, won't he?

- d) Words that make sentences negative: Certain words, such as not, nobody, no, no one, nothing, never, infrequently, scarcely, hardly, hardly ever, barely, neither...nor, can create a negative sentence. If the assertion contains such words, apply the affirmative tag. For example:

He hardly ever sings, does he?

Neither of them laughed, did they?

A barking dog seldom bites, does it?

- e) Have 'verb' as main verb: The verb 'have' can be employed as both an auxiliary and main verb. Therefore, it is vital to determine whether it is an auxiliary verb or not. The main verb 'have' can be used to show possessions, something happening to us, or something we experience, as well as to mean 'eat', 'drink', 'take', 'saw', and 'perform'. For example:

We have a rest at night, don't we?

(Have=take)

I had a dream last night, didn't I?

(Had =saw)

Radha has a swim daily, doesn't she?

(Has=perform)

Mohan has his breakfast, doesn't he?

- f) 'One', 'there', 'all', 'something', 'everything' as subject: Generally, subject is to be changed into personal pronoun (he, she, it, they) but 'one', and 'there' are not changed. For example:

There is a tiger in the zoo, isn't there?

One should preserve the tiger, shouldn't one?

If 'all' is used as singular subject we should use 'it' but if 'all' is used as plural subject, we should use 'they'. For example:

All is wrong, isn't it?

All are wrong, aren't they?

If 'everything', 'something', 'nothing', and 'anything', are used as subject they are changed into 'it' in question tag. For example:

Everything is ready, isn't it?

Something is missing, isn't it?

- g) None, no one, nobody, someone, somebody, everyone, everybody, anyone, anybody as subject: If a sentence contains 'none', 'no one', 'nobody', 'someone', 'somebody', 'everyone', 'everybody', 'anyone', or 'anybody' as a subject, it is transformed to 'they'. Additionally, the singular verb may be altered to plural. For instance:

Someone has stolen my pen, haven't they?

Everyone is making noise, aren't they?

- h) The verb 'have to', 'has to', 'had to' and 'used to': If the statement consists of the verb 'have to', 'has to', 'had to' and 'used to' the correct form of 'do' is used to make question tag. For example:

Amar has to work hard, doesn't he?

Nobody had to work yesterday, did they?

My dog used to bark at stranger, didn't it?

We have to rest at night, don't we?

- i) Imperative sentence: If the phrase starts with (v1, Don't, Please, Kindly, Always, Never, Let), use 'would you?' If the phrase begins with "Let's," we use "shall we?" in the question tag. For example:

Please shut the door, will you?

Let's go out, shall we?

Let us play the game, will you?

Don't disturb me, will you?

Review of Empirical Literature

Nepal(2018)carried out a research entitled “Use of ICT in English Language Teaching at Secondary Level” in order to find out the use of ICT. The current study was a descriptive qualitative study that aimed to assess the impact of ICT in English language learning and its potential application in English language teaching. ICT has a positive and significant impact on students' language acquisition and academic success. Similarly, it was revealed that teachers use ICT in the classroom on occasion, depending on the subject at hand. Teachers can study in a variety of ways, but ICT is the best medium for them to conveniently access instructional learning resources, allowing them to broaden their pedagogical knowledge. Almost all teachers were favorable about the role and implementation of ICT in English language learning. Similarly, they anticipated ICT to be used effectively in English teaching and learning.

Rini(2023) conducted a research entitled “INTEGRATING ICT: EFL Students Challenge in Learning Grammar” to determine if there is any significant effect of integrating ICT of the British Council website on the EFL students' grammar mastery at STKIP PGRI Pakistan in the academic year 2022/2023.This study followed a pre-experimental design. The study involved 25 EFL students recruited by purposeful selection. Before administering treatment, the researchers collected data using a grammar test as their primary tool. Following therapy, a post-test was given. The researchers employed questionnaires as a secondary data collection method. Finally, the investigations found that using ICT from the British Council website had a considerable impact on EFL students' grammar. Furthermore, the majority of EFL students embraced the challenge of combining ICT into grammar teaching and learning.

Phyna & Champakaew (2017) wrote a research entitled “Effects of ICT-Aided Flipped Classroom on Grammar Achievement”which aimed to investigate the influence of ICT-aided flipped classroom on students' grammar achievement at one university in Cambodia.This study, using a communicative strategy, looks into the impact of an ICT-aided flipped classroom on students' grammatical achievement at a Cambodian institution. Using the purposive sampling technique, there are 81 participants: 41 in the control group receiving non-flipped classroom and 40 in the experimental group receiving ICT-aided flipped classroom. Pre-tests, post-tests, formative assessments, and student records were all utilized as study tools. After one semester, the pre-test and post-test results show that both groups

perform better academically in grammar, but the experimental group outperforms with a moderate effect size. Furthermore, average formative assessment scores are rising, validating the test results. The student record shows that students watched videos and read handouts ahead of time, which is associated with increased academic achievement. The current study proposes three potential components that influence grammar improvement: pre-class activities, in-class activities, and the teaching process. With these hopeful findings, this report calls for more research into flipped classes in a variety of English abilities, professions, and philosophies. The ICT-aided flipped classroom considerably improved students' grammar achievement, with a moderate effect size.

Likewise, Subedi(2017) carried out a research entitled “Exploring Ways for Teaching Grammar at Secondary Level.” It was a survey inquiry. The study's major purpose was to look into practice methods for teaching grammar at the secondary level, namely prepositions, tense, articles, tags, causative verbs, and subject verb agreement. The study included thirty English secondary teachers from the Parbat area, ten of whom were chosen for classroom observations using selective non-random sampling techniques. According to the findings, there is no one-size-fits-all approach to teaching grammar. We can choose and design any approach that is suited for the learners' skill level, course kind, and teaching circumstance.

Furthermore Updhaya(2011) carried out a research entitled “Teaching English through Animation” by using an action research design. The main objective of the research was to find out the effectiveness of animation in teaching English. The original data was acquired from kids in grade two at Shree Rastriya Higher Secondary School, Balchaur, Kailali, a private boarding school, using administrative progressive tests (pre-test and post-test). The study looked at the usefulness of animation in teaching English. In this study, the researcher selected four different teaching elements (comprehension, preposition, action verbs, and vocabulary) and students of grade two at Rastriya Higher Secondary School were chosen as a sample for this research effort. The original data was acquired from kids in grade two at Shree Rastriya Higher Secondary School, Balchaur, Kailali, a private boarding school, using administrative progressive tests (pre-test and post-test). The study looked at the usefulness of animation in teaching English. In this study, the researcher selected four different teaching elements (comprehension, preposition, action verbs, and vocabulary) and students of grade two at Rastriya Higher Secondary School were chosen as a sample for this research effort.

In the same way, (Dhamala, 2016) carried out a research on “The Effectiveness of Language Games for Developing Students’ Vocabulary” by using an experimental research design. The major goal of the study was to determine the efficiency of language games in

enhancing students' vocabulary. The researcher used a non-random selection strategy to pick only 28 pupils from grade nine at Shree Sahid Sukra Secondary School in Bagbazar, Kathmandu. The researcher split the students into experimental and controlled groups and utilized a pre-test and post-test design for the study. Students in the experimental group outperformed the control group in the post-test. It means that using language games to teach vocabulary was more effective than using the lecture method.

Implications of the Literature Review for the Study

A thorough review of empirical literature is essential for the success of any research project. It explains the aims, research topics, methodological techniques, and other critical components of research. That is, it assists researchers in clarifying and focusing on the study problem, technique, and contextualizing the findings.

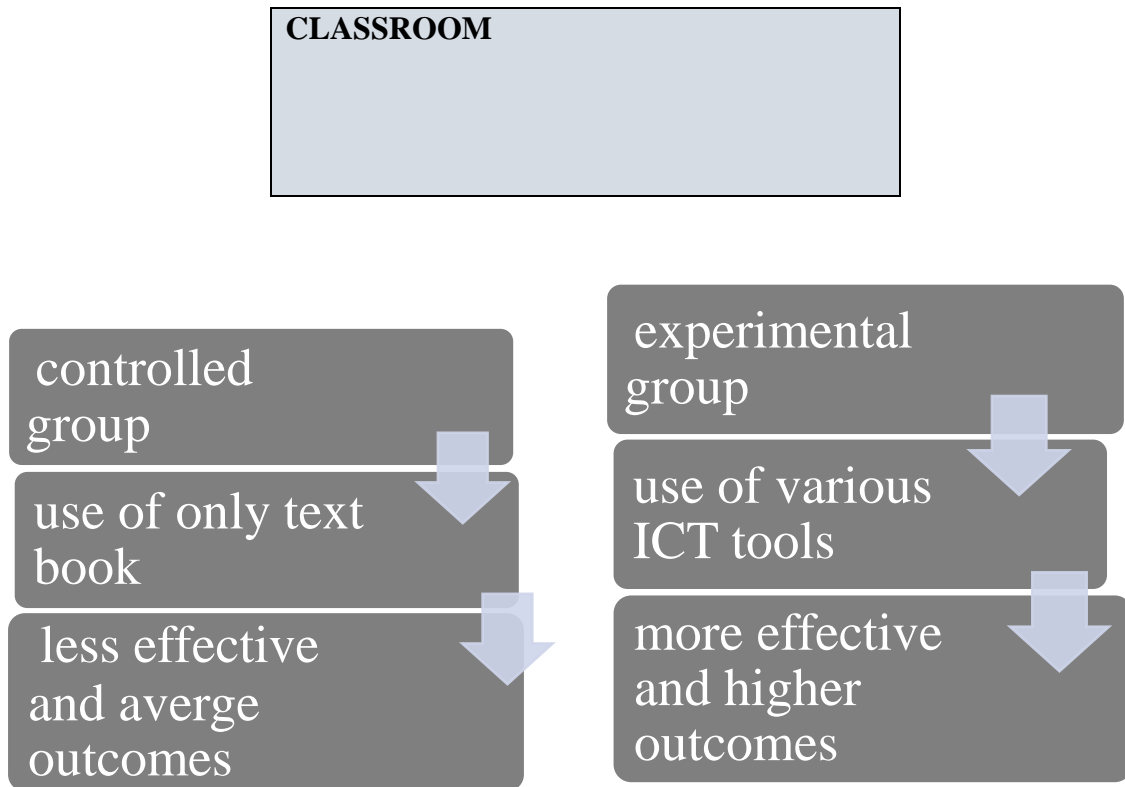
I benefited much from the literature review in terms of bringing clarity and emphasis to research challenges, improving my methodology, and broadening my knowledge horizons in my study area from the work of (Dhamala, 2016), (Nepal, 2018) (Rana & Rana, 2020) and (Oluwalola, 2021) I was also able to contextualize the findings after examining the acquired data. To be more exact, it informed me about the use of ICT and many facets of it. Similarly, the evaluation of empirical literature assisted me in developing the proper methodology.

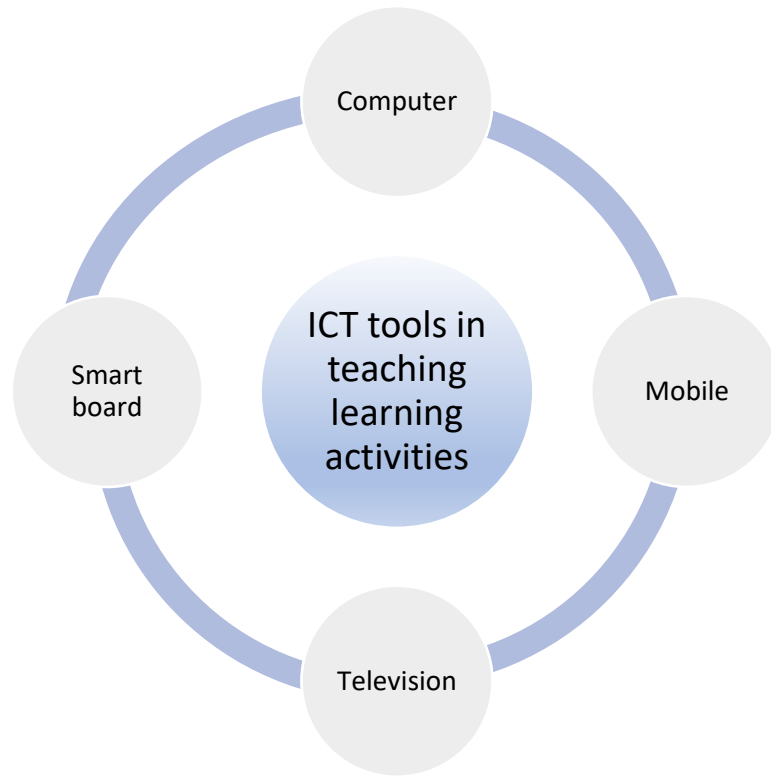
I read a variety of books, articles, and journals while conducting theoretical literature reviews. Similarly, I had evaluated a large body of empirical literature that was very comparable to my work. After studying the literature, I discovered several implications for the conclusion of my research.

The works of (Rini, 2023), (Updhaya, 2011) (Nepal, 2018) especially helped me to understand the empirical ideas related to my research as these ideas are related to teaching English grammar.

From the study of (Thomson, 1993) (Kapatsinki, 2014) I learnt some lessons of teaching question tag effectively. These scholars' research papers to some extent aided me on the identification and selection of the different topics such as research questions, research tools, research design, and research methodology and so on.

Conceptual Framework





Chapter 3 Research Methodology

This section of the research covers the study's design and methodologies, population, sample, and sampling strategy, data sources (primary and secondary), data gathering tools and techniques, data collection protocols, data analysis and interpretation procedures, and ethical issues.

Research Design

A research design is a plan, structure, and method for investigating research issues or problems. The plan represents the entire concept or program of the research. It outlines what the investigator will do, from drafting the hypotheses and their operational implications to conducting the final data analysis (Jongbo, 2014).

There are various research designs that can be employed to determine the answers to a variety of difficult problems. Experimental research is one of the research designs. Experimental design is a type of research design that employs an experimental method to collect and process data. In an experimental technique, one or more independent variables are controlled while responses to one or more dependent variables are used. In this approach, a researcher constructs an imaginary setting and conducts experiments to determine the cause-and-effect relationship between dependent and independent factors. An experiment is an activity that intervenes in a natural setting with the goal of discovering truth by validating existing truth.

The basic purpose of experimental research is to discover the degree of the cause-effect relationship shared by two or more variables, either by testing the hypothesis or verifying an existing or established theory.

Designs of Experimental Research

With reference to Campbell and Stanley (1966, p.65) the main designs of experimental research are outlined below:

Design 1:- The post-test only equivalent group design

Design 2:- The post-test only equivalent research design

Design 3:- The pre-test, post-test equivalent group design

Design 4:- The solomon four group design.

For my study, I used Design 3: The Pre-test, Post-test Equivalent Groups Design, which is one of the experimental research designs listed above. This design includes both pre-testing and post-testing. I did not randomly divide the students into two groups. The pre-test was done, and adjustments were made equally for both groups. The pre-test was used to detect early differences. Adjustments were made in two groups based on the pre-test results to ensure that both groups had the same level of proficiency. One group was labeled experimental, and the next as control. The experimental group received a new treatment, while the control group continued their regular activities. Three weeks later, both groups were given post-tests. The post-test mean scores of both groups were compared to their respective groups' pre-test mean scores.

Process of Experimental Research

The experimental research procedure relates to how the experiment is carried out. Experimental research design, like other types of study, requires specific protocols. However, English Education at T.U. has its own research traditions and methodologies.

Experimental design, sometimes known as "design of experiment," is a field of applied statistics concerned with the preparation, execution, analysis, and interpretation of controlled testing. It is used to determine the variables that influence the value of a parameter or set of parameters. It is a robust data gathering and analysis tool that may be used in a variety of investigations. The steps of experimental research design according to (Zubair A. , 2023)

Step 1. First of all, identify the problem.

Step 2. Deduce the solutions or establish some hypotheses to the problem.

Step 3. Now design the experiment to test the hypothesis established in the previous step.

Step 4. Let's carry out the experiment designed in Step 3.

Step 5: Do an in-depth analysis of the data obtained from the experiment.

Step 6. Finally, state the conclusions of the experiment.

Sampling Procedures

The study's population comprised of all Makawanpur district grade 9 students. Only 28 ninth-grade pupils from a private school in Hetauda were chosen as a sample in this study. The school and sample size were picked using a non-random selection approach.

Study site

The study area of my research was Hetauda, Makawanpur. The field of the study was related to the teaching question tag through ICT teaching materials.

Data Collection Methods

This is a quantitative research. It is experimental research design. I used pre-test and post-test to find out the effectiveness of ICT tools in teaching question tag. In this study both primary and secondary sources were used for the collection of data. These sources are described as follows:

Primary Sources

In the present study, the primary sources of data were the sampled students of grade 9 studying in a private school, Hetauda.

Secondary Sources

As secondary sources of data, I reviewed many books, journals, theses, and articles, as well as visited some associated websites, to gather further information for the purpose of designing "pre and post-test" and for preparing materials for classroom teaching. I consulted (Arnell, 2012) (Mullamaa, 2010) (Ghavifekr, Kunjappan, Ramasamy, & Anthony, 2016) (Onyekachi .E Wogu, 2014) (Zubair, 2022) etc. Aside from this, other theses, articles, journals, and other resources linked to the subject were consulted to help with the investigation.

Data Collection Tools

Tools are very important elements of any research study. In this research, the different grammatical items related with question tag from the textbook of Grade 9 as well as outside the textbook were collected. They were taught through the use of ICT materials and a set of test items was prepared. And it was used as the main tool for data collection. The test items carried out 20 marks. I used pre-test and post –test respectively to elicit the required information.

Data Collection Procedures

The data were gathered using the following stage process:

- a. First, I went to the selected school and requested permission from the principal, explaining the goal of my study. With the approval of the principal, I spoke with the subject teacher and asked for essential assistance.
- b. After consulting with the principal and subject instructor, I set a time range for conducting the experimental investigation.
- c. A collection of examinations encompassing all of the activities was developed to assess the students' linguistic proficiency, particularly with relation to question tags.
- d. A written pre-test was used to assess the students' actual performance in the question tag. The students were graded with 20 complete marks.
- e. The rank of the students was determined on the basis of their individual scores. Then the total students were divided into two groups, and 'B', on the basis of odd and even numbers.

Pre-test Rank	Group 'A'	Group 'B'
1-10	Even	Odd
11-20	Odd	Even
21-28	Even	Odd

f. The group 'A' students and group 'B' students were taught side by side for 21 days. Group 'A' was taught using ICT tools and group 'B' was taught using only textbook. Teaching topics was same for both and groups. The medium of instruction was English.

g. The pre-test and post-test scores of the two groups of students were studied separately, and the findings were compared to determine the effectiveness of ICT tools for teaching question tag.

Data Analysis

There is no single method for analyzing and interpreting the acquired data. In general, qualitative research data is evaluated using descriptive language, whereas quantitative research data is studied and interpreted using statistical methods. Sometimes we can utilize both descriptive and statistical tools.

In this study, data obtained using various test items was analyzed and interpreted descriptively and quantitatively using basic statistical techniques and tables. Analysis and interpretation is one of the most crucial steps in the thesis writing process. The information was gathered and assembled systematically from primary sources. The major sources were ninth-grade students of Hetauda, a private school in Makawanpur.

The record of the students' performance (pre-test and post-test) is examined from many perspectives to determine the use of ICT tools in teaching question tag.

Ethical considerations

Ethical considerations are so significant in the field of research. The ethical issues to be considered have equal importance in both quantitative and qualitative research. Research as a cooperative and collaborative task, it demands a researcher to be serious in dealing with people involved in the study and employing the ideas of other academics to assist their study. Research investigation was conducted with systematic and rigorous process in numerous issues. Several ethical considerations were maintained throughout the study because they play such an important role. Similarly, research involves tension and complexities. And to overcome these tensions and complexities, the researcher should follow the certain rules, principles or guidelines. I tried my best to avoid the plagiarism and keep the concept of not to harm information they provided for this study. For completing the research work I have applied the following safeguards;

At first, I was certain that their involvement in the research was completely voluntary. I then reassure the participants that their information will be kept completely confidential and that their anonymity will be preserved indefinitely. I have explained the goal of the study to them verbally, providing them with a detailed explanation of how the data was used and the conclusions I expected to draw from it. I also make sure they fully understand everything I say. After then, I imagined that my research had fulfilled a prerequisite for writing my master's thesis. I never utilized the information for anything else my research without the respondents' consent. To reduce the possibility of being accused of plagiarism, I have properly credited the authors of books, journals, papers, and research projects. In my

research, I upheld confidentiality, objectivity, reliability, transparency, and credibility. I concluded by thanking each and every attendee.

Chapter 4 Results and Discussion

In this chapter, I have presented the whole analysis and interpretation of data that were collected from primary and secondary sources. The data gathered using various test items was analyzed and interpreted descriptively and quantitatively using simple statistical tools and tables. This chapter interprets data acquired while teaching grammar using computer software to twenty-eight ninth-grade pupils at a Hetauda high school.

Data collection was initiated with the objectives of the research in mind, i.e. to assess the effectiveness of the use of computer in the teaching of English grammar and to suggest the pedagogical implications of this kind of teaching and the problems so far faced by the professionals in this field, who have ever been haunted by the fear of sub-standard results and the ambiguous opinions on the effectiveness of the use of computer for teaching language with grammar in perspective.

Analysis of Data and Interpretation of Results

Following the experiment, data is interpreted in terms of the results in many categories. In experimental research, quantitative methods are used to analyze the data collected. All items are explained in the following subheadings. The statistics are presented comparatively in a holistic and group-wise manner.

Holistic Comparison

For holistic comparison, the pre-test and post-test results of the experimental and control groups were compared. The 28 students in grade nine are separated into two groups. Each group has fourteen pupils. The comparison is presented as follows:

Table 1

Performance of Experimental and Control Group in pre-test and post-test

Group	N.S	F.M	T.M	M.O	A.Pre.T	T.M	M.O	A.Po.T	Diff
Experimental group	14	20	280	155	11.07	280	238	17	5.93
Controlled group	14	20	280	164	11.74	280	188	13.42	1.68

(N.S.= Number of Students, F.M.= Full Marks, T.M.= Total Marks, M.O.= Marks Obtained, A.Pre.T.= Average in Pre-Test, A.P0.T.= Average in Post-test, Diff.= Differences)

The table above shows that the experimental group had an average score of 11.07 in the pre-test and 17 in the post-test. The experimental group increased on average by 5.93. On the other hand, the control group had an average score of 11.74 in the pre-test and 13.42 in the post-test. The control group's average marks increased by 1.68 in the post-test.

It reveals that pupils in the experimental group had advanced by 5.93. It is an effect of ICT materials. The control group has not advanced in this way. This indicates that the use of ICT tools in teaching question tag is beneficial.

The table below shows specific information on scores in various test items.

Table 2

Differences of Average Score of Both the Groups in each Category

S.N	Types of test items	F.M	Group A	Group B	Differences
1.	Match the following	5	1.22	0.29	0.93
2.	Choose correct option	5	1.57	0.5	1.07
3.	Add suitable question tag	10	3.15	0.92	2.23
	Average total	20	5.94	1.71	4.23

The table shows the overall comparison between groups 'A' and 'B' in each category. This reveals that group 'A' increased its average score by 5.94 from pre-test to post-test, while group 'B' grew by 1.71 in post-test. It demonstrates that the group 'B' had a lower average score than the group 'A'. The group 'A' learned better, with an average score of 5.94, thanks to the good influence of ICT teaching materials. Based on this, we may conclude that using ICT teaching resources is effective in teaching grammar.

Items Wise Comparison

In this part, ten distinct types of test items are evaluated.

Result of match the following

This is one of the test items that the researcher included in both the pre-test and post-test. They completed five marks altogether. Each object has a single mark.

Table 3

Score Obtained in Matching Statement with Correct Question Tag

Group	T.PT.	A.PT.	A%.PT.	T.PoT.	A.PoT.	A%.PO.T.	D.AS.	D.A %
A	40	2.85	57%	57	4.07	81.4%	1.22	24.4%
B	39	2.78	55.6%	43	3.07	61.4%	0.29	5.8%

(T. PreT. = Total Score in Pre-Test, A.PreT.= Average score in Pre-Test, T.Po.T.= Total score in Post-test, A.PoT.= Average score in Post-test, D.AS.= Difference in Average Score)

The table displays the pre-test and post-test results for students in groups "A" and "B". It reveals that Group 'A' received an average score of 2.85 out of five complete marks in the pre-test whereas 4.07 in the post-test representing a 24.4 average percentage increase. Group 'B', on the other hand, had a pre-test average score of 2.78 and a post-test average score of 3.07 representing a 5.8 average percentage increase. It means that ICT tools are efficient for teaching matching statement with correct question tag.

Result of Choose the Correct option

This is one of the test items which the researcher has included in pre-test and post-test items. They totally carried out five marks. Each item contains one mark.

Table 4

Score Obtained in Choosing the Correct option

Group	T.PT.	A.PT.	A%.PT.	T.Pt.	A.Pt.	A%.Pt.	D.AS.	D.A %
A	39	2.78	55.6%	61	4.35	87%	1.57	31.5%
B	41	2.92	58.4%	48	3.42	68.4%	0.5	10%

The table displays the pre-test and post-test scores of students in groups "A" and "B". It demonstrates that group 'A' had an average score of 2.78 in the pre-test and 4.35 in the post-test, representing a 31.5 average percentage increase. In contrast, group 'B' received an average score of 2.92 in the pre-test and 3.42 in the post-test, representing a 10 average percentage gain. This suggests that ICT tools are effective at selecting the correct question tag option.

Result of Adding Suitable Question Tag

This is one of the test items that the researcher included in both the pre-test and post-test. They completed ten marks in total. Each object has a single mark.

Table 5

Score Obtained in Adding Suitable Question Tag

Group	T.Pre.T.	A.Pre.T.	A%.Pre.T.	T.P0.T.	A.Po.T.	A%.Po.T.	D.AS.	D.A %
A	76	5.42	54.2%	120	8.57	85.7%	3.15	31.5%
B	84	6	60%	97	6.92	69.2%	0.92	9.2%

The table displays the pre-test and post-test results for students in groups "A" and "B". It demonstrates that in the pre-test, group 'A' had an average score of 5.42 out of ten total points, and in the post-test, it was 8.57, representing a 3.15 average percentage increase. Group 'B', on the other hand, had an average score of 6 in the pre-test and 6.92 in the post-test, representing a 0.92 average percentage increase. It means that ICT tools are effective in teaching by adding appropriate question tags.

Chapter 5 Conclusion and Implication

The purpose of this study was to determine whether or not secondary school pupils could benefit from learning question tag using ICT resources. Thirty ninth-grade students participated in the study, which was carried out in a private school in the Makwanpur district, Hetauda. Two groups—the experimental group and the control group—were created from the chosen pupils by evaluating and understanding the information gathered throughout the course of the 21-day instruction. The finding, conclusion, recommendations and suggestion are given below.

Findings

This study investigated the effectiveness of ICT tools in improving English language learning for secondary school students. The findings reveal significant benefits for both teachers and students, leading to demonstrably better learning outcomes. ICT is useful for better teaching and better learning.

Quantitative Evidence:

Statistically Significant Improvement:

Students in the experimental group (Group A) using ICT tools achieved a statistically significant improvement in post-test scores compared to the control group (Group B) using traditional methods. On average, Group A outperformed Group B by a margin of 4.26 points (ranging from a 24.4% to 31.5% improvement by category). This translates to a considerably stronger grasp of the English language compared to the control group.

Detailed Breakdown by Skill:

1. **Matching Statements with Correct Question Tags:** Group A demonstrated a substantial improvement (24.4%) in correctly matching statements with question tags, compared to Group B's more modest gain (5.8%). This suggests ICT tools effectively target this specific skill.
2. **Choosing the Correct Option:** Similar results were observed in choosing the correct option, with Group A exhibiting a significant improvement (31.5%) compared to Group B's gain (10%). This indicates ICT tools enhance students' ability to identify the most appropriate option.

3. **Adding Suitable Question Tags:** While both groups improved in adding question tags, Group A's improvement (3.15%) was more pronounced compared to Group B (0.92%). This suggests ICT tools offer an advantage in acquiring this skill as well.

Qualitative Evidence

1. **Increased Student Motivation:** Student interviews revealed a positive learning experience with ICT tools. The interactive and engaging nature of ICT-based lessons fostered a more enjoyable learning environment for the majority of students, potentially leading to increased motivation and engagement.
2. **Overall Impact:** These findings provide strong evidence that integrating ICT tools into English language instruction at the secondary level can lead to significant improvements in student learning outcomes across various language skills. Additionally, ICT tools appear to contribute to a more positive and engaging learning experience for students.
3. **Future Considerations:** This research lays the groundwork for further exploration in this area. Future studies could delve deeper into: **Impact on Specific Skills:** How do different ICT tools affect the development of various language skills (reading, writing, listening, speaking)?
4. **Effective Integration Strategies:** What strategies can be employed to effectively integrate ICT tools into the curriculum while maintaining a balanced learning approach? **Teacher Training and Support:** What kind of training and support do teachers need to successfully implement ICT tools in their classrooms? By investigating these aspects, educators can continue to refine their use of ICT tools to maximize their benefits for English language learning at the secondary level

Conclusions of the Study

In this study, I discovered that the groups who employed ICT tools performed better. So, in classroom activities, teachers must employ ICT tools to make abstract grammatical concepts apparent and convert them into tangible form for easier comprehension. Using ICT tools proved effective in the teaching and learning process, particularly in English classes. According to the findings of this study, instructional resources are more effective than traditional teaching methods in helping students understand abstract concepts for linked chapters.. ICTs are effective in facilitating student learning and comprehension.

Students demonstrated positive attitudes towards adopting ICTs for learning and self-improvement. As a result, using ICT to teach question tag is a successful method.

Recommendations

Based on my findings, I have made policy-related, education related, and further research related recommendations for educational implications:

Policy Related

Based on the study's findings, policy recommendations can be made to improve the use of ICTs for English language acquisition.

- This study found that the experimental group outperformed in all aspects of grammar. Thus, the use of ICT materials in grammar instruction should be encouraged.
- Authorities should focus on developing policies for using ICTs in English language learning.
- Education planners, syllabus designers, and material developers should consider modern ICTs. Students should have the option to use ICTs for instructional objectives.
- The Department of English Language should educate EFL teachers on the benefits of modern technology and how to use it effectively. Thus, people can reap the benefits of new technologies.
- The government and school/college administration should implement a new policy to maximize the use of ICT in learning activities to achieve certain goals.

Educational Implication

- English teachers should be encouraged to use and adapt educational technology alongside their instructional methods.
- Government should conduct major research studies to evaluate the effectiveness of using materials in schools across Nepal.
- The research will also be conducted in a government school.
- It may be interesting to reproduce this study in other subjects.

Further Research

The findings of this study indicate that using ICT tools to teach and learn question tags was beneficial; however, the following recommendations are made for further research:

- Generally, English teachers should strive to use accessible materials in teaching learning question tags; among the various materials, the use of ICT is more appropriate in modern society.
- Before entering the classroom, researchers should be confident in their ability to use appropriate material.
- Government or school management should provide training programs for English teachers.
- A similar study can be undertaken in all grades except grade nine.

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Appendices

Appendix A

Test Items (Pre Test/ Post Test)

School's Name:	Date:
Name of the Student:	Full Mark: 20
Class: Nine	Pass Mark: 8

1. Match following the statements with correct question tag. (5*1=5)

Column A

- a. Ram is an officer,
- b. Let's go to the party,
- c. I shall leave early,
- d. Let me help you,
- e. He'd enjoy there,

Column B

- shall we?
- will you?
- wouldn't he?
- isn't he?
- shan't I?

2. Choose the correct alternative and complete the given statements. (5*1=5)

- a. William couldn't help him, ?

- i. could Willam
- ii. could he
- iii. can we
- iv. can't we

- b. They're working yesterday, ?

- i. are they
- ii. aren't they
- iii. were they
- iv. weren't they

- c. Mr. Thapa cut the cake, ?

- i. do he
- ii. doesn't he
- iii. did he
- iv. didn't he

- d. She wasn't ready, ?

- i. isn't she
 - ii. was she
 - iii. is she
 - iv. wasn't she
 - e. Riya won't join for dinner, ?
 - i. will she
 - ii. will not she
 - iii. won't he
 - iv. will Riya
3. Add suitable question tag to the given statements. (10*1=10)
- a. Ramesh left home, ?
 - b. She sometimes visits her parents, ?
 - c. That dog can run vey fast, ?
 - d. My brother wasn't drunk, ?
 - f. Bina and Mina love travelling, ?
 - g. She would marry soon, ?
 - h. Prem shouldn't meet him, ?
 - i. They were on time, ?
 - j. She rarely wakes up late, ?

Appendix B

Answer Sheet of the Test Items

School's Name:

F.M.: 20

Class: Nine

P.M.: 8

1. Match following the statements with correct question tag. (5*1=5)

Column A

Column B

- | | |
|---------------------------|--------------|
| a. Ram is an officer, | isn't he? |
| b. Let's go to the party, | shall we? |
| c. I shall leave early, | shan't I? |
| d. Let me help you, | will you? |
| e. He'd enjoy there, | wouldn't he? |

2. Choose the correct alternative and complete the given statements. (5*1=5)

a. William couldn't help him, ?

ii. could he?

b. They're working yesterday, ?

iv. weren't they?

c. Mr. Thapa cut the cake, ?

iii. did he

d. She wasn't ready, ?

ii. was she

e. Riya won't join for dinner, ?

ii. will she

3. Add suitable question tag to the given statements. (10*1=10)

a. Ramesh left home, ?

b. She sometimes visits her parents, ?

c. That dog can run very fast, ?

d. My brother wasn't drunk, ?

e. Bina and Mina love travelling, ?

f. She would marry soon, ?

g. Prem shouldn't meet him, ?

h. They were on time, ?

i. She rarely wakes up late, ?

Appendix C

Score in Pre-test and Post-test of Controlled and Experimental Group

S.N.	Name of Students	Pre-Test	Post-test	Differences
1	A	12	17	5
2	B	8	10	2
3	C	9	14	5
4	D	9	10	1
5	E	11	11	0
6	F	11	19	8
7	G	13	15	7
8	H	8	15	4
9	I	13	18	5
10	J	12	18	6
11	K	14	16	2
12	L	16	19	6
13	M	9	12	3
14	N	11	12	1
15	O	13	14	1
16	P	10	15	5
17	Q	11	17	6
18	R	10	14	4
19	S	10	18	8
20	T	9	10	2
21	U	16	19	3
22	V	16	18	2
23	W	15	16	1
24	X	11	19	8
25	Y	12	13	1
26	Z	9	14	5
27	A1	14	16	2
28	A2	10	16	6
	Average Score	11..89	15.32	3.43

Appendix -D

Performance of Experimental Group

S.N.	Name of Student	Pre-test	Post-test	Difference
1.	A	12	17	5
2.	C	9	14	5
3.	F	11	19	8
4.	H	8	15	7
5.	I	13	18	5
6.	J	12	18	6
7.	L	13	19	6
8.	P	10	15	5
9.	Q	11	17	6
10.	S	10	18	8
11.	U	16	19	3
12.	X	11	19	8
13.	Z	9	14	5
14.	A2	10	16	6
	Average Score	11.07	17	5.93

Appendix - E

Performance of Controlled Group

S.N.	Name of Student	Pre-test	Post-test	Difference
1.	B	8	10	2
2.	D	9	10	1
3.	E	11	11	0
4.	G	13	15	2
5.	K	14	16	2
6.	M	9	12	3
7.	N	11	12	1
8.	O	13	14	1
9.	R	10	14	4
10.	T	9	11	2
11.	V	16	18	2
12.	W	15	16	1
13.	Y	12	13	1
14.	A1	14	16	3
	Average Score	12.71	13.64	0.93

Appendix - F

Holistic Comparison

Group	F.M.	Average in Pre-test	Average in post-test	Differences
Experimental	20	11.07	17	1.93
Control	20	12.71	15.32	3.43