

CHAPTER ONE

INTRODUCTION

Human beings are endowed with special capacity i.e. language which makes them different from other animals. Since the very beginning, human beings are using language to share their ideas, emotions, feelings and experiences to fulfill their needs, demands and basic things. Because of language, human existence is raised higher than other creatures although they have their own means of communication which is fixed. The world is connected in the field of information and there is racial harmony among many castes, ethnic groups and religion because of human language.

1.1 General Background

We cannot say how the language was originated but we can say that it was developed with the development of human beings. Many researchers have done research on how it was changed but there is no proof how it was originated actually. Whatever it is, people are using language according to their wish. Because of their origin, castes, cultures, societies and living places, there are thousands of languages spoken in the world. Language is different according to the society, castes, cultures and geographical features.

Language has been defined by many linguists and other related experts. According to Crystal (2003, p. 255) "... language is the concrete acts of speaking, writing or singing in a given situation..." This definition focuses that human beings express their emotions, experiences and feelings through speaking, writing or singing.

According to Gimson (1976, p. 30 as cited in Subedi, 2010, p. 3) "A language is a system of conventional signals used for communication by a whole community. This pattern of conventions covers a system of significant sound units (the phoneme), the inflexion and arrangement of 'words' and the association of meaning with words".

Cambridge Advanced Learner's Dictionary (2003, p. 899) defines language as "a system of communication consisting of sounds, words and grammar or the system of communication used by the people of a particular country or profession."

Above mentioned definitions stress that human language is a system of systems. There is system of sounds, grammar of morpheme, words, phrase and sentence. It is communicative, interactive and expressive means of exchanging message which distinguishes human beings from animals.

In the past, language was taken primarily as spoken only not written but now a days, this concept has been changed. People can use different signs, facial expressions and written symbols to communicate according to their purposes. By this way, language is the distinctive quality of human mind.

1.1.1 English Language in Nepal

English is standard and worldwide accepted language. It has become the trade language or pidgin. Most of the important books, product materials, etc. are written in English. English language is used in various fields like science, technology, literature, culture, religion and many others. It has been recognized as a highly prestigious language. Because of this, English language is taken as an international language.

According to Reports of Nepal Education Commissions (2011-2058 B.S., pp. 116-667), English language has no long history in the field of teaching language. English language was started in Nepal since 1910 B.S. after the Prime Minister Janga Bahadur Rana returned from England. He thought to teach English language to his own dynasties only and established a school to teach English language at Thapathali and it was known as Darbar School. At that time, many people were opposed to teaching English language and blamed that English language is beef eating language. Then Dhir Shamsheer became the Director General of education and gave permission to the children of governmental officials at Darbar School. Since 1942, general people started to get opportunity to learn English language. Then, the Prime Minister Bir Shamsheer constructed the building of Darbar High School in Ranipokhari. Dev Shamsheer established many schools for the common or general people. The Prime Minister Chandra Shamsheer established Tri-Chandra College and teaching English language was started formally in higher levels.

After the establishment of democracy in 2007 B.S., many new schools were established for the common people. Different commissions were established to give suggestions for the improvement and development of education. Nepal National Education System Plan (NESP) 2011 B.S. played vital role for the improvement and development of English language and English language started

to be taught from grade four. National Education Plan (NEP) 2049 B.S. suggested teaching English from grade one to bachelor level as compulsory subject. These process and commissions played important role in the development of English language. To emphasize English language, many private schools were also established under the supervision and permission of government.

1.1.2 Language Skills

Language skills are skills of communication to share ideas, emotions, experiences through conscious preservance and practice. Most of the people think that only speaking is language. Listening, speaking, reading and writing are equally important language skills. Among them, if one skill is lost, the other three skills are affected. These four language skills are described below:

I. Listening Skill

Among four language skills, listening skill is the primary skill and the most important skill because there is no communication without listening and language is also impossible. There should be good listening in communication to exchange the message across. This is known as receptive language skill because the listener listens and receives the information from the source.

The most common three stages discussed in teaching listening are pre-listening, while-listening and post-listening stages.

- **Pre-listening Stage**

The learners are made ready to listen to any subject matter that may be recorded or spoken in the pre-listening stage. The learners make their ideas what they expect to hear from the speaker.

- **While-listening Stage**

This is the real stage of listening. In This stage, the students keep silent and listen to the text, recorded or spoken. It enables students to begin to understand and discover the distinction between the pronunciation of words when spoken in utterances and spoken in isolation and the stress intonation and rhythm of the language.

- **Post-listening Stage**

The works and activities related to the particular listening texts are done after the listening is completed. All the activities done after listening is known as post-listening stage.

II. Speaking Skill

Speaking refers to the ability to express the feelings or desires in real life situation. This is known as productive skill. It is important part of language because communication is not possible without speaking. In this skill, the second language learners start to imitate what they listen. They produce some sounds, words, sentences and organized utterances. It is a practical way of learning foreign language. There are three kind of speaking situation:

- **Interactive**

It includes face to face conversation and telephone calls in which we are alternatively listening and speaking.

- **Particularly Interactive**

It is one way communication. The speaker speaks and the listener listens. There is no interaction between the speaker and the listener but there may be body movement and facial expression. The long speech in a mass can be taken as example.

- **Non-interactive**

In this situation, there is no two way communication and there is no direct contact between the speaker and the listener. Only the listeners listen through communicative medias. Recordings, radio broadcasts, etc. are non-interactive situation.

III. Reading Skill

Reading is decoding print or understanding, interpreting or making senses of given text. In other words, reading is the total understanding of message in a text. It is the receptive skill that helps to build vocabulary to language comprehension at the later stage. Reading is not only pronouncing the words but they need to have knowledge of stress, intonation, punctuation, etc. to understand the reading text completely.

According to Doff (1988) and Nut al (1996) "Reading is an active skill and receptive skill because we get or receive information when we read" (as cited in Sharma & Phyak, 2006, p. 242). Reading means not only receiving information but also making our mind large or active. To learn English as the second or foreign language, listening and speaking are not sufficient. Reading is equally important to increase and develop the human brain. There are three stages of teaching reading.

They are shortly discussed below:

- **Pre-reading Stage**

This stage takes place before the actual reading in the classroom. The activities which are done before reading are known as pre reading stage. Guessing, picture discussion, presenting some new words, giving brief introduction, brainstorming, etc. are the examples of pre-reading stage.

- **While-reading Stage**

The actual reading is known as while-reading. In this stage, students or learners read the text to find out the answers of given questions or get gist from the text.

- **Post-reading stage**

This is the last stage or the evaluation stage. In this stage, the learners find out the answers and do the exercises given after the text.

Reading can also be divided into different types:

- **Reading Aloud**

This type of reading is applied to improve and correct the beginner's pronunciation, articulation, intonation and rhythm. Although, it is noisy type of reading, the teacher or other friends can check easily whether the reader is reading correctly. It is not useful for the higher level students.

- **Silent Reading**

This reading is more useful for understanding the text and to develop thought. It is not useful for the beginners because it does not improve the pronunciation and intonation skills. Especially, this is useful for the higher level students and it helps to build the habits to understand the texts deeply.

- **Rapid Reading**

It is also known as faster reading. It helps to read more quickly and understand what the text is about. It is used to develop the speed of reading without stopping and hesitation. It is also used to check how fast he/she can read without mistakes.

- **Intensive Reading**

This type of reading is used to find out detailed information of the text. The learners have to read word by word to answer the questions and for better comprehension. In this reading, the students have to comprehend all the text, sense and meaning of words. Students do not only get the meaning but they also extract the contextual meaning.

- **Extensive Reading**

This reading is used to train the learners to read directly and fluently for enjoyment without any support of teacher or native speaker. It is not necessary to understand each word, structure, sentence, paragraph etc but only understand the meaning in whole. Newspaper reading poem, stories, etc. are the examples of extensive reading.

- **Skimming**

It is a type of quick and efficient reading to get the main gist of text or to know the intention of writers. Through this reading, the reader reads to grasp the general theme or central idea of the text.

- **Scanning**

This type of reading is used to locate specific information like name, date, place or specific pieces of information. It can be used in contrast to skimming because they both are not used together in reading text at the same time.

Types of reading are presented in the following figures.

According to Sharma (2007, p. 216), reading can be divided on the following basis:

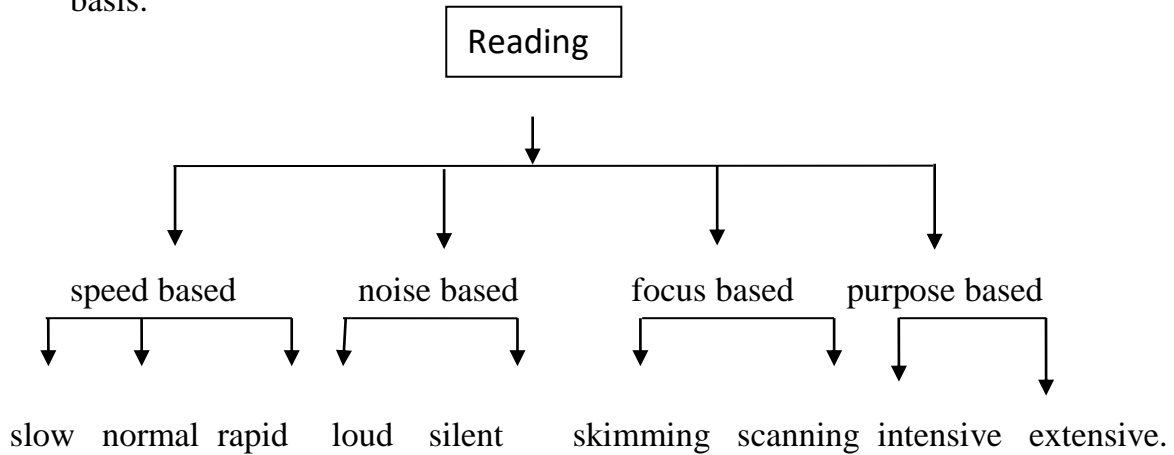
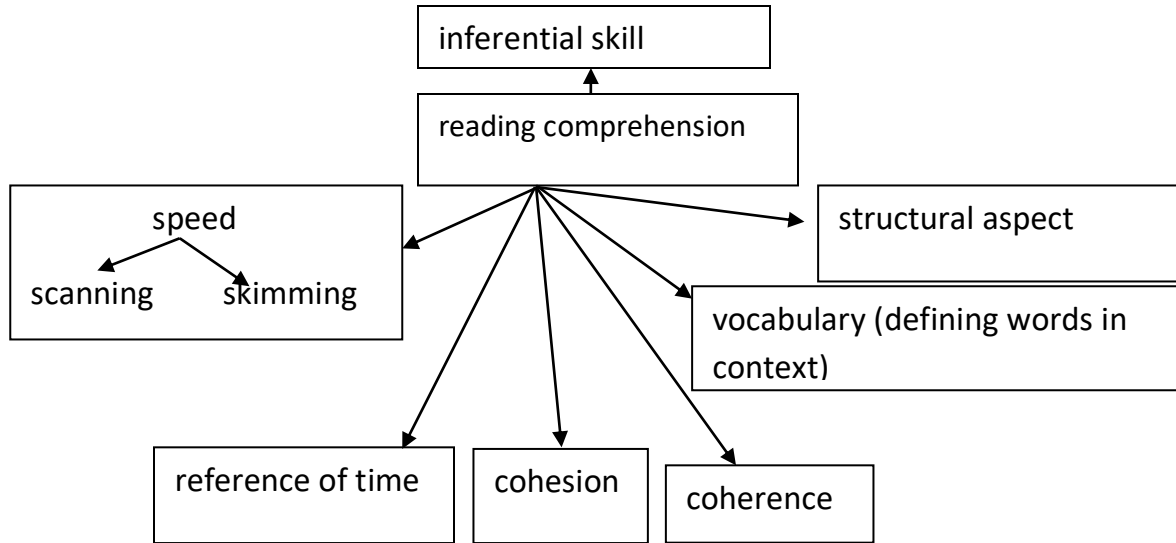


Figure 1: Types of Reading

Reading is also called inferential skill. It refers to the ability to read body language while reading the text. It is the process of taking that which is stated in text and extrapolating it to one's life. It is using one's imagination or the use of prediction. It is also known as psychological process because the learners guess before reading the texts and immediately be modified by what will follow.

The conceptual framework of reading comprehension is as follows:



Paudel (2005, p. 7)

Figure 2: Conceptual Framework of Reading

On the basis of reception and production, there are two types of reading:

- **Reading as a Receptive Skill**

Reading can be taken as receptive skill because we get or receive something like the meanings, notice, information, suggestion and so on from the written documents. According to Sharma (2002, p. 210) 'Reading obviously is a receptive skill because we receive message by reading something'. Similarly Sharma and Phyak (2006, p. 234) say, 'Reading is a receptive skill because we receive information which are presented in written form.' We also read for emotional and spiritual enlightenment which is for pleasure or self improvement.

- **Reading as a Productive Skill**

Reading skill is also known as productive skill because students understand and interpret words or sentences actively. It is very effective way of building up the students' confidence while reading. It constantly involves guessing, predicting, checking and asking questions oneself.

Rather than decoding each symbol or even every word, the reader forms hypotheses about text elements and samples text to determine whether or not the hypotheses are correct. This means as the readers read, they may guess about what the writer intends to say. It may immediately be modified by what the writer says or replaced by a new guessing or hypothesis about what will follow. By this way,

reading in such context may be looked at making and remaking of hypotheses or a psycholinguistic guessing game (Sharma & Phyak, 2006. p. 236).

IV. Writing Skill

Writing is a visual print of speaking and thinking. According to Francis Bacon "Readings make a full man, conference a ready man and writing an exact man"(as cited in Sharma & Phyak, 2006, p. 254). It is a productive skill because the writers have to pay much attention to higher level skills of planning and organizing spelling, punctuation, word choice etc. The sub-skills of writing are as follows:

- Manipulating the shapes of a language.
- Expressing information explicitly.
- Expressing information through inference and figurative language.
- Expressing the communicative values of sentence and utterance.
- Expressing relationship within a sentence.
- Expressing relationship between parts of text through cohesion devices.
- Expressing relationship between parts of a text through grammatical devices.
- Using indicators in discourse.
- Reading the text through avoiding irrelevant information etc.
(Sharma & Phyak, 2006, p. 255).

1.1.3 Importance of Reading

Reading is a gate way to language learning as it is the major source of input in a foreign language situation. All of us learnt our first language by listening and imitating and that is how English people learn English. People in Nepal do not have opportunity to learn English in the natural way. Students must get a complete picture of the ways in which the elements of the language work together to convey meaning. Reading helps them to understand language as it is used in communication.

Learning English language means not only speaking but also reading. Reading is very much important in language learning. We can learn more vocabularies, sentence structures and their meanings through reading. According to Sharma and Phyak (2006, p. 232) "Reading opens the gates of knowledge". By this, we can develop our abilities to think, to understand the meaning, to analyze and interpret the text. Being an active skills the importance of reading are as follows:

- Recognizing the script of language.
 - Deducing the meaning and use of unfamiliar lexical items
 - Understanding explicitly stated information
 - Understanding information when it is not explicitly stated
 - Understanding conceptual meaning and use of unfamiliar lexical item
 - Understanding the communicative value.
 - Understanding relation with sentences
 - Understanding the cohesion relation and coherence relation.
 - Interpreting texts, etc.
- (Sharma & Phyak, 2006, p. 232).

1.1.4 Reading Comprehension

Reading comprehension refers to understanding the meaning of a text or whole discourse. Reading is not just uttering or pronouncing the words or sentence but actual reading is grasping the meaning and analyzing the given text or discourse. According to Sharma (2002, p. 118), "Reading in general is a process of decoding. While reading, the readers construct message from graphic symbols"(cited in Gautam, 2009, p. 6)

Similarly Goodman (1967) and Smith (1971) say 'Reading is a language activity as well as psychological process' (as cited in Gautam, 2009, p. 7). They argued that reading cannot be best seen as the matching up of visual symbols to sound realization in a linear manner but as a process heavily mediated by the readers ability to make informed predictions as he/she progress through the text

Actually, reading comprehension means sketching the meaning and ideas of given texts. A good reader always pays his/her attention to the meaning of the text using different techniques of reading. Reading without comprehension is meaningless and just like throwing a stone in the dark. Careful reading helps to develop comprehension power to answer 'what does it mean?'. To comprehend the reading text, a reader must use different techniques like noting, guessing meaning, understanding, rereading, etc. in other words reading comprehension means to keep pictures or visualize the texts in the mind.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing the meaning to emphasize both the importance

and the insufficiency of the text as a determinant of reading comprehension. Reading comprehension includes three elements.

- The reader
- The text
- The activity

In the reader, we include all the capacities, abilities, knowledge and experiences that a person brings to the act of reading. Text is broadly constructed to include any printed text or electronic text. In considering activity, we include the purpose, process and consequences associated with the act of reading.

There are three dominations within a large socio cultural context that shaped by the reader and that interacts with each of the three elements. The identities and capacities of readers, the texts that are available and valued, and activities in which readers are engaged with those texts are influenced by, and in some cases determined by the socio cultural context. The socio cultural context mediates students' experiences just as student experiences influence the context.

The figures of these three elements are given below:

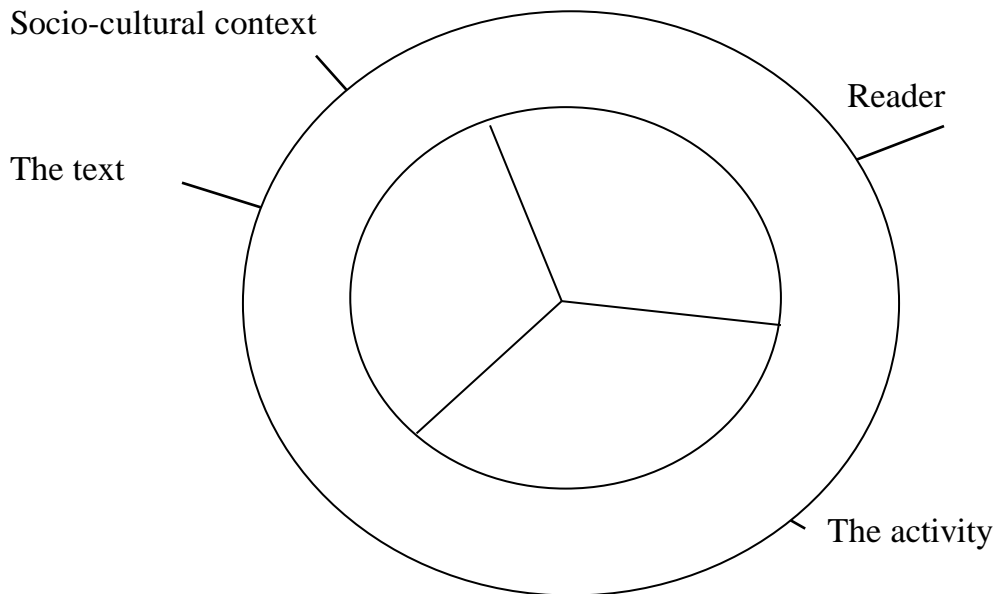


Figure 3: Elements of Reading

- **The Reader**

A reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g. attention, memory, critical analytic ability, interesting, visualization ability), motivation (a purpose for reading an interest in the content being read, self efficacy as a reader) and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). The specific cognitive, motivational, and linguistic capacities and the knowledge based on any kind of reading comprehension depend on texts and the specific activity in which one is engaged.

A reader begins to read and completes whatever activity is at hand. Some of the knowledge and capacities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic or discourse knowledge increase by reading. Fluency could also increase as a result of additional practice in reading. Motivation factors such as self concept or interest in the topic might change either a positive or a negative direction during a successful or unsuccessful reading experience.

Effective teachers incorporate students to comprehend the reading texts. They have a clear understanding of which student need which type of instruction for which text and they give students the instruction they need to meet both short term and long term comprehension goals.

- **The Text**

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different pictures of the text that are important for reading comprehension.

Text can be difficult or easy depending on factor inherent in the text, based on the relationship between the text and the knowledge and abilities of the readers and on the activities in which the reader is engaged. A reader's cognitive domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style and genre also interact with the readers' knowledge. When too many of these factors are not matched to readers' knowledge and experiences, the text may be too difficult for optimal comprehension to occur.

The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more complex texts. All students now need to read high level text comprehensively to obtain high score in exams and to make them employable.

- **The Activity**

Reading does not occur in a vacuum. It is done for purpose, to achieve some ends. Activity refers to this dimension of reading. A reading activity involves one or more purposes. Prior to reading, a reader has a purpose which can either be externally imposed (e.g. completing a class arrangement) or internally generated. The purpose is influenced by a cluster of motivational variable, including interest and prior knowledge. The initial purpose can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated (directed), as in instruction, the readers might accept the purpose and complete the activity. For examples, if the assignment is 'read a paragraph in order to write a summary'. The complaint student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the

mandated purpose, internally generated purpose may conflict with the externally mandated purpose. Such purpose may lead the incomplete comprehension.

During reading, the reader processes the text with regard to the purpose. Each process is more or less important in different types of reading including skimming (getting the main gist of text) and studying (reading text with the intent of retaining of the information for a period of time). Knowledge, application, and engagement can be viewed as direct consequences of the reading activity.

- **The Context**

Context is one of the most important parts of reading comprehension.

Understanding, how the reader's purpose for reading and operations are shaped by instructions and how short and long term consequences are influenced by instruction, constitute a major issue within the research agenda we purpose.

Context refers to the environment that facilitates the readers for reading comprehension. Context may occur the environment of school or out of school.

Socio cultural and socio historical context play important role to comprehend the reading text. Subject matter, personal experiences and interest, thinking of students and motivation, etc. are the important factors which help to comprehend the reading text (source:www.org/content/dam/rand/pubs/monograph-MR1465.ch2.pdf).

1.1.5 Visualization

Many methods, techniques as well as concepts for language teaching and learning have been developed and out dated because of the people's intention in improving learning and teaching English language. Visualization is a technique in the field of teaching language skills. Tomlinson has collected many ideas and views and prepared a book namely 'Ideas for Material Development'. According to him, (1996b), "Visualization is the converting of words on the pages into pictures in the mind".

The words that have come into our heads from reading or listening commonly leave us with pictures, sound and feelings in our mind. Although, it is psychological technique, it plays important role in language teaching and learning. Visualization is a process of imagining or building mental imagery of the picture activities or concept imaginaries in the mind while reading texts.

Solso (2001, pp. 292-93), identifies three ages (historical period) of mental imagery. The philosophic (Pre scientific) period, the measurement period and the neuro-cognitive period.

During the philosophic period, mental images were taken to be principle ingredient in the composition of the mind and sometimes were believed to be the elements of thought. The topic was an integral part of the philosophies of classic Greek philosophy. The quantitative assessment of mental imagery can be traced to Galto, who circulated a questionnaire to 100 people in which he asked them to recall their breakfast table and answer several question about the image they had. The result indicated little about the imaginable process except people reported images that were as clear as original percept while others reported little recollection of an image. Galton (1988, p. 31) developed measure of imagery that was related to sex, age and other individual differences. The testing of imagery drew the interest of several researches (as cited in Solso, 2001, pp. 266-292).

Interest in the mental testing of imagery quickly seeks below the horizon with the advent of behaviorism. Then the new science of behavior was committed to the objective observation of over response, and terms such as consciousness, mental state, mind, and imagery should never be used. This rejection of imagery and subjective introspection of mental images as topics worthy of investigation turned many psychologists away from imagery and towards the objective analysis of

behavior. As with some way topics in cognitive psychology, research in imagery lay dormant for many years. However interest in imagery simply would not go away. The subjective experience was profound and its influence was wide. It was left for long time but few researchers returned the topic to the main stream of cognitive research and the imagery research was reawakened in the late 1906s on two fronts related to the quantitative assessment of imagery and contemporary approach to imagery involved incorporation of the concept into cognitive model.

The state of mental imagery entails the border question of how information is stored and recalled form memory. We could argue that the neurological activity associated with the storage of information is of specific form. That is, visual information is coded in terms of an internal 'pictures' that can be reactivated by calling up the pictures as we might in looking at an album. However, some information is stored visually and some in an abstract form.

1.1.6. Importance of Visualization

There are so many strategies in language teaching. Among them, visualization is new and interested strategy to teach language. Visualization plays vital role in language teaching especially in reading comprehension. Visualization is not only widely used in the world of sport psychology, therapy and counseling, but it is also used in our everyday lives as a kind of water-color of the mind's eye. It is also the process of thought. It does not only help the L1 readers but also helps L2 readers to achieve comprehension, retention and recall (Tomlinson, 1998, pp. 267-69).

The importances of visualization are as follows:

- Visualization is directly related to language comprehension, language expression and critical thinking.
- The brain 'sees' in order to store and precede information.
- Image is a primary memory connection in the brain.
- Visualizing heightens motivation and enjoyments of the reading.
- Visualizing improves comprehension of narrative and expository texts.
- Whether reading fiction or nonfiction, visualizing is central to reading and to thinking with what we read.

- As we read, we create pictures in our mind of events and actions, characters and their features, clothing, settings and situations.
- Visualizing involves creating images that elaborate or embellish story in detail.
- Visualizing heightens the readers' emotions.
- Visualization helps to achieve the experiencing of a text, not just the comprehension of information.
- Visualization fills cultural gap between different communities.

(source:<https://strivingreaders.wikispaces.com/file/view/visualizing+text.ppt>)

1.1.7 Visualization in Reading Comprehension

The mental imagery, which we experience, while reading, either spontaneously or induced by instruction is now known to have powerful effects on comprehension, memory and appreciation for text. This may seem self evident today, but it was long ago that purely language based theories of cognition and memory prevailed. If memory was recognized at all, it was held to be incidental and of little importance. Many research studies have been done on visualization in reading comprehension. Research studies done by researchers in this exciting field have added to its importance in reading comprehension:

Sadoski (1985, pp. 567-90) had third, fourth and fifth-grade students read stories aloud and then perform several comprehension and recall tasks including reporting any mental images they spontaneously experienced. In the 1983 study, the text was illustrated, and in 1985 investigation, the text was not illustrated. Students, who read the non illustrated story, reported more images. Results of both story revealed that imagery of a key event in the story was related to total recall and deeper level of comprehension, such as recognition of the story's theme. In both group of students, oral reading mistakes increased significantly during the story event most reported as imaged, conforming theoretical prediction that intensive mental visualization may interfere with the visual processing of print and providing a psychological correlate for the imagery reports. In either case imagery reports were related to standardized test, close test or multiple choice

questions on the stories, suggesting that imagery is a different, non-verbal dimension of comprehension.

Long, Winograd, and Bridge (1989), used think aloud methodology and found that imagery was spontaneously reported at 60 percent of the think-aloud stops for a poem, story, and two expository texts, taken from school reading materials for fifth grades. Using an individual measure, students had been identified as high or low 'images'. Imagery was reported by both groups. The researchers found no relationship between reported imagery and performance on multiple choice comprehension or vocabulary text, concluding that these measures were intensive to the imaginable mode of comprehension. They conducted further that mental imagery occurs as a spontaneous and consistent process in reading, and imagery is related to intent in reading (as cited in Sadoski, 1985).

Sadoski, Goetz, Olivarez, Lee and Robert (1990), had community college students read a 2,100 word literary story and provide imagery reports immediately and after 48 hour. Imageries were reported under such categories as consistent with a text paragraph, elaborated beyond the paragraph, a synthesis across paragraph, or reader originated. They were also categorized as visual, auditory, and affective types. In addition, free verbal recess were extensively categorized, results indicated that while verbal recall declined after the decay, imagery reports did not. A factor analysis of imagery and recall variables produced factors dominated by visual imagery, affective imagery and reader originated imagery, suggesting that the experiences of reading the story was largely an imaginable one. Other findings indicated a significant correlation between reports and story grammar macrostructure, with imagery of the climatic event most common.

Another research study has been done by Anderson (1974), on language concreteness. He had university undergraduates read and recall simple declarative sentences. Sentence subjects were general nouns either with or without concrete modifiers. Participants remembered 50 percent more of the sentences with concrete modifiers. In a second experiment, the sentences included either concrete or abstract modifiers and were equated for length. Result for this experiment were the same as for the first, indicating that concreteness was the effective variable (as cited in Sadoski, 1985).

Experimental research studies also have been carried out by Anderson and Kulhavy (1972). They used a 2,190 words text about a factious primitive tribe with high school seniors. The experimental group was instructed to read the text

and form vivid images. The control group received instructions only to read carefully. Analysis of multiple choice and short answer comprehension on test showed no difference between the group, but analysis of a post experimental questionnaire revealed that a majority of the control group reported forming images during reading. Therefore the participants were then distinguished, no longer as belonging to the experimental or control group, but by the amount of reported imagery. Reanalysis of the data showed that comprehension was an increasing function of the amount of imagery reported. This study was interesting to experimentalists in imagery because it raised the question of whether it can be assumed that control groups are not forming images (i.e. imagery is a natural part of reading).

Many research studies have been done on visualization in reading comprehension and it has been proved that visualization plays a vital role in reading comprehension. Therefore, the effects of imagery have implications on how reading comprehension is measured. As many of the studies described above have demonstrated, imagery inducement or training can have large effects on the performance of school reading task. Improvements in practice may occur through merging mental imagery in content area reading and 'hands-on' activities in science and math for example, still another area in the role of imagery in literary response and appreciation regarding the symbolic function of imagery has been of interest since ancient times. The rebirth of interest in imagery in recent years suggests exciting new directions for researchers and educators.

In the field of cognitive (psychology) research, Howard Gardner, especially in visual and spatial intelligences, has identified seven distinctive intelligences named multiple intelligence theory (MIT 1983, 1999). It is an important contribution to cognitive science and constitutes a learners based philosophy which is an increasingly popular approach to characterizing the ways in which learners are unique and to develop instruction to respond to this uniqueness. All that multiple intelligences namely musical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, linguistic and logical mathematical intelligences are related to understanding or comprehension of text (i.e. reading comprehension). He has given special focuses on visualization among multiple intelligences, which is as follows:

▪ **The Visual Spatial Intelligence**

Gardner says that our visual spatial intelligence is the ability that we have to perceive the elements (form, shape, space, color) necessary to create a mental image of something. Mental images are present in thought and have a strong influence on reasoning. Visual elements are especially useful for providing comprehensible and meaningful input for L2 learners. Research on language comprehension has pointed very conclusively to the importance of imagery. In reading comprehension, for example, it has been found that the concreteness of a text is better predictor of comprehension than familiarity with the content of the text. There are two verbal and non verbal systems for images. It is basically through our imagery system that we access knowledge for the non linguistic world. Affective reasons are non verbal and would seem to correct non verbal cognitive process such as imagery.

It is easy to activate the visual spatial intelligences where words are in a sense, glued to images, for example, telling students to think of a pink pig will immediately bring the image to mind. Asking learners to remember their most enjoyable experience or to imagine a trip they would like to take or their ideal hours can be a stimulus for different type of activities in the language classroom (i.e. reading comprehension). In work with reading comprehension when mental images are used systematically, they become a very useful learning strategy due to the fact that visualizing while trying to understand a text is crucial for meaning making. Many students also find that visual teaching aids such as charts, pictures, drawings, slides, posters, and videos enhance their copying ability in the second language because they facilitate information retrieval.

1.1.8 The Principles of Teaching Visualization

In the process of visualizing, there needs to have some steps or principles while teaching visualization. There are no such fixed principles for visualization but we can apply some principles to support visualizing. Harmer (2008) has mentioned the following principles of reading comprehension:

Principle 1: Encourage students to read as often and as much as possible.

Principle 2: Students need to be engaged with what they are reading.

Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its constructions.

Principle 4: Prediction is a major factor in reading.

Principle 5: Match the task to the text when using intensive reading texts, (Provide appropriate tasks to the students)

Principle 6: Good teachers exploit reading texts to the full. (Teachers integrate the reading text into interesting lesson sequences and use a range of activities to bring the text to life).

These principles on reading comprehension add some basics to visualization in reading.

1.1.9 General Visualization Techniques in Reading Comprehensions for Students

Here are some techniques which help students to visualize:

- Students can choose a book or text that has no pictures, read it carefully once or twice paying special attention to things such as characters, settings, places, event, mood, plot, intention, process, ideas, etc.
- Students can make a mental picture in their mind and highlight the words or phrases that trigger images in their mind.
- They can use memories and objects from their life experience to ‘see’ what they are reading.
- They can use their past experiences to help create images of what the author is trying to bring across to readers.
- Students can make a movie in their mind as they read.
- Students can make notes of what they visualized using a two-column journal and write down a short section of the passage on the left side and write down the summary of the images that they see in their mind while reading on the right.

- Students try to recall the major scene, main idea and important process and so on, from their reading by using an image or moving images.
- They can think how and why vision or pictures develop and change with the introduction of new information.
- They can practice it many times. Later or sooner, they will be visualizing the text read (Kandel, 2011, pp. 69-70).

1.1.10 General Visualization Techniques in Reading Comprehension for Teachers

If teachers are teaching reading to the students, they need to encourage and facilitate them to visualize the text. The following points can be helpful for the teacher to start and strengthen the mental imagery of the students as they go through the text.

- Explain to students that visualization of what happens in the text will help them remember what they read (hear).
- If there is an object/ picture in front of the students to help them visualize, remove the object/ picture later and ask them what they saw.
- Choose a small section of a text and ask students to practice visualizing.
- Get the students in small group and encourage visualizing (e.g. turn out the lights and ask students to close their eyes and listen to you reading the text for them.)
- Engage readers to see pictures in their heads.
- Tell them to focus their images to what was familiar in their minds.
- Tell them to focus their images to what was familiar in the text and then to the unfamiliar later.
- Instruct them to picture a summary of each section.
- The readers can also be provided the texts with explicit visualization instruction either just before the text or in the margins within the text.

- Teacher can provide comprehension questions to help them make connections.
- Guide to make use of illustrations inserted within the text and some other collected as the teaching materials.
- Miming can also be an effective ways of inducing visualization. Teachers can mime themselves first and then, they can get the students to mime as you or another group read it aloud.
- Teachers can make use of symbolization, illustration, rhyming, rapping, reader's theatre, movement, singing, mind mapping, graphic organizer, study of author's craft, exaggeration, etc. to help students visualize the text they are reading (Kandel, 2011, pp. 69-70).

These activities seem to help achieve visual and kinesthetic impact which aids involvement, understanding and retention. These procedures can be better than the overtly accepted conventional SQ3R technique of reading, which is an acronym for 'Survey-Question-Read-React-Review'. Visualization helps us to change the concept of reading as a receptive and active language skill. We should set some kinds of comprehension tasks, in a reading text so that students read it more consciously and attentively.

1.2 Review of the Related Literature

Since very beginning in the field of teaching, million's of research tasks have been done to improve teaching and especially language teaching. Many dimensions have been added in teaching field as techniques or methods. Many researchers have conducted research on reading comprehension and visualization in reading comprehension. Some of the literatures related to reading comprehension and visualization are as follows:

Tomlinson (1996b), says that effective readers vary their reading techniques according to their purposes for reading. Visualizing in the mind refers to the imagery or picture set of in the mind. He did his experiment on native speakers (L1) and non-native speakers (L2). He concluded that words that have come into our heads from reading or listening commonly leaves us pictures, sounds and feelings in our mind. Visualization plays major role in helping the readers

to achieve involvement, comprehension, retention and recall. According to his experiment, native speaker or first language readers visualize more while reading text but non-native speakers or second language readers do not visualize as much as the first language learners because they are conditioned by their mother tongue. Whatever it is, he has suggested, in his 19 experiments, conducted with over 6 hundred second language students that those students who visualize were able to understand and recall slightly more of the text than those who did not visualize.

In his experience, second language learners can be helped to visualize effectively by encouraging a tolerance for inexactness, a willingness to take chances and make mistakes, formulation of hypotheses before reading them to confirm, refine and reject. They can also be helped to visualize by materials which combine visualization strategy instruction with visualization activities. He has presented some visualization activities which are as follows (ibid., pp. 274-77).

- Drawing activities (during pre-reading, while-reading , post-reading)
- Connection activities (connect a text to an incident in their own lives)
- Illustration (visual interpretation of the text)
- Miming (show the action without speaking)
- Dramatization (role play according to the text).

Solso (2001, p. 292), has also focused on the mental imaginary system which is related to visualization. He has defined mental imagery as mental representation of non-present object or event and puts many questions in his book ‘cognitive psychology’ about imagery. He explains this, using psychological view and says that imaging plays an important role in learning. Visual information is coded in terms of an internal picture that can be reactivated by calling up the picture as we might look in the mirror.

Lamsal (2005), conducted research on ‘Reading comprehension ability of different ethnic groups’. He selected the students of grade eight of Kathmandu district. He found that Kami students have low ability in reading comprehension then other ethnic group students. He also found that Muslim and Newar have high ability in reading comprehension.

Paudel (2005), has conducted research on ‘TOEFL based reading comprehension ability of bachelor level students’. He selected the students of T.U. from public school background. He found good reading comprehension ability in terms of T.U.

standard but according to TOEFL standard, they were not good because they had no enough practice in the TOEFL format texts.

Lin and Chen (2007), studied on 'Reading authentic EFL text using visualization and advance organization in multimedia learning environment'. The finding of the study can be summarized as follows; first dynamic visualization used to complement verbal information contained in authentic material which was not effective than static visuals in the present because the research was conducted to compose the effect of static and dynamic visualization on students learning.

Koirala (2008), carried out a research on 'Reading comprehension of poetry and short story'. He selected the students of grade 12 of Madan Bhandrai Memorial College, Kathmandu and Mayagdi Multiple Campus. The total students were sixty. He found better comprehension ability in poetry than in the short story.

Joshi (2008), has conducted research (in his Ph.D) on 'Learning strategiest of English language'. He found that conferences, learning from colleagues, peer observation and team teaching are the common learning strategies and suggested to share all the experiences each other.

Ghazanfari (2009), studied on 'The role of visualization in EFL learner's reading comprehension and recall of short stories'. He found that lexical items leave pictures in the mind when readers read a text. First, he selected 25 students in both groups randomly and he administered pre-test and found that there was no significant difference after calculating the raw scores. Then he administered post-test after the intervention by the treatment variable (visualization) to the experimental group to check if there was significant difference between two groups or not. Then he calculated the raw scores using mean, standard deviation and t-score. The experimental group obtained higher mark than the control group (by EG 33.64 and CG 30) respectively. He also put it in t-test and found that the calculated value was 3.97 than the tabulated value (1.96). He conducted that there was significant difference between experimental group (visualizers) and control group (non-visualizers).

Gautam (2009), has conducted research on 'Reading comprehension of grade 7 students of Rukum district'. In his research, he selected four public schools and four private schools. Investigating the reading comprehension of grade seven students between public schools and private schools, he concluded that reading comprehension was good not excellent. Among them, the students of private

school were better than the students of public school in reading comprehension. He found no significant difference between boys and girls.

Kandel (2011), has written a research article on 'Role of visualization in reading comprehension and recall'. In his article, he has focused on the importance of visualization in reading comprehension and mentioned some techniques for both teachers and students.

Hundreds of research works have been conducted on reading comprehension like reading comprehension of grade 7, TOEFL based reading comprehension ability, reading comprehension in poetry and short story, reading comprehension in ability of different ethnic groups, learning strategies in English language and so on. But no single research work has been conducted to find out the effectiveness of visualization in reading comprehension.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- a. To find out the effectiveness of visualization in reading comprehension.
- b. To find out the difference in reading achievement between those students who visualize and those who do not visualize while reading L2 texts.
- c. To give some suggestions for pedagogical implications.

1.4 Significance of the Study

The present study will be useful for those involved in the field of English language teaching and learning process. Being a new and first venture of research, in the context of ELT in Nepal, it will be important and beneficial for the teachers, students, linguists, psychologist, as well as the researchers in the similar field. The findings will be beneficial for language planners, text book writers, curriculum designer, subject experts and the teachers and students of linguists, language teaching and psychology.

1.5 Definition of the Specific Terms

Experimental group: The group in which visualization technique was applied during research study.

Control group: It refers the group which was taught as usual in research study.

Mental images: Mental images refer to the images or pictures in the mind while reading texts.

Visualization: It is the process of keeping or seeing pictures in the mind.

Mind's eye: It refers the psychological eyes through which we can see something in the mind.

Visualizer: The person who sees pictures in the mind while reading text is known as visualizer.

Imager: It refers the person who visualizes or sees pictures through mind's eye.

CHAPTER: TWO

METHODOLOGY

In this chapter, sources of data population and sampling procedure for the selection of the sample population, tools of data collection, procedure of analyzing the data, design of the experiment and limitations of the study are presented in detail.

2.1 Sources of Data

Both primary and secondary sources were used for the data collection.

2.1.1 Primary Sources of Data

The primary sources of the data were ninth graders who were studying in Shree Adarsha Higher Secondary School, Ghumnekhali, Dailekh. They were administered pretest and post-test from the texts of compulsory English and their answer sheets were used as data for this study. Drawing pictures related to the texts for reading comprehension were also collected for the validation of experiment. The researcher himself was involved in teaching to the students for a month.

2.1.2 Secondary Sources of Data

Besides primary sources of data collection, researcher studied different books related to visualization and visualization in reading comprehension. Researcher also studied different journals, articles, research reports and Internet online papers related to visualization in reading comprehension and other books related to teaching methods.

2.2 Population and Sampling Procedure

The populations of the study were all the ninth graders who were studying in Dailekh. Then, the students from Adarsha Higher Secondary School, Ghumnekhali, were chosen purposively from grade nine. The sample population of this study consisted of sixty students of the same grade. The total sample population was divided into two halves. Then the experimental and control group were determined randomly by lottery method.

2.3 Tools for Data Collection

Questions were selected from grade nine compulsory English of the texts Arati and Neelam (planning), Touch (poem), Little sister (diary), Baburam (drama) for data collection.

Test items and drawing pictures were the main tools for data collection. The test items consisted of five different items including both subjective and objective type questions for the students. The test items and the marks they carried are as given below:

Table no. 1: Test Items

SN	Types of test items	Marks allocated
1	Questions answers	10
2	Fill in the blank space	10
3	True false	10
4	Selecting alternatives	10
5	Matching	10

2.4 Process of Data Collection

The researcher followed the following process while collecting data:

First of all, reading texts from the compulsory English of grade nine were selected purposively and suitable test items were prepared from the selected texts.

The students were requested to take lottery individually in which 'EG' and 'CG' was written. The students who withdrew 'EG' were assigned into experimental group and who withdrew 'CG' were assigned into control group. After that the pretest was administered to both groups to find out their scores. Then the scores of the students were tabulated and mean and variance were calculated. The standard deviation was also calculated. The main differences of two groups were compared to check whether two groups formed were homogenous or not, using t-test.

After having both groups balanced in their abilities in English, both groups were taught by researcher himself. They were taught six days a week and each period took 45 minutes. It took a month to finish all the selected content from where test items were prepared.

During the experimental period, the researcher himself was involved in teaching both the experimental and control groups and they were taught same text with different teaching techniques or strategies and lesson plan (Appendix 'H'). To the experimental group, strategies of visualization were applied. They were asked to visualize or imagine in the mind what they read. Papers were distributed for drawing what they visualized before, while and post-reading. They were also asked to correct the incidents in their own lives and play role according to the story of text. If they were unable to draw pictures, they were asked to mime. They were also asked to write what they saw. Many questions were asked related to visualization in reading (e.g. What did you see in your mind? What are they doing? What colors cloths are they wearing and how big are they? What will happen or they do then?). Drawing papers were collected to check their answers with pictures. If they were unable to visualize, some pictures, photos, etc. were presented to them and they were asked what they saw after hiding those pictures. Their drawing pictures were compared and discussed whether they were related to the reading texts or not. External variables affecting visualization like noise, quarrelling totally banded and internal variable like tiredness, laziness were treated applying different jokes and singing songs, etc. But control group was taught as usual. Only writing difficult words and their meanings, explaining the text verbally and question answer techniques or strategies were used in teaching reading. Other techniques of visualization were not applied. After a month of teaching, both groups were administered the same test as post test which was administered in the pretest. The average scores of both groups of the posttest were computed and tabulated. Then obtained data were compared to determine the effectiveness of visualization in reading comprehension statistically.

2.5 Design of the Study

The pretest and post-test equivalent group design was adopted for purpose of the study. The paradigm of the present study was as follow.

Table. no 2: The Design of the study

Equivalent groups	Pretest	Treatment	Post -test
Experimental group (EG)	O ₁	X	O ₂
Control group (CG)	O ₃		O ₄

For this study, the groups were made as equal as possible on the basis of lottery method using 'EG' and 'CG' before the test was given. After the formation of two equal groups 'EG' and 'CG', one group received the experimental treatment 'X' using visualization strategies but another (controlled) group did receive usual instructions in reading comprehension. Observations are then made to determine what differences appeared in the experimental group as compared to control group. For this purpose, the difference between the mean scores on the post text of the two groups is subjected to a text of statistical significance.

2.6 Statistical Formulae Used for Data Analysis

To meet the objective of this research, statistical formulae of mean standard deviation, variance and two tailed test were used to make research valid. Mean standard deviation and variance were calculated within group and both groups were compared. But, to find out the t-test, there needs two groups. That is why, the researcher calculated and compared the marks of both two groups.

The statistical formulae used for data analysis are as follows:

- Mean (\bar{X}) =
$$\frac{\sum x}{N}$$

(I used this formula to find out the mean value of score of pretest and post-test)

- Variance of statistics (S) =
$$\frac{\sum(x-\bar{x})^2}{N}$$

(I used this formula to find out the variance of score of pretest and post-test)

- Standard deviation (SD) =
$$\sqrt{\frac{\sum(x-\bar{x})^2}{N}}$$

(I used this formula to find out the standard deviation of scores of pretest and post-test)

- Two tailed test (for equal sample data) $t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1}{N_1} + \frac{S_2}{N_2}}}$

Where,

\bar{X}_1 = Mean of the experimental group.

\bar{X}_2 = Mean of the control group.

S_1 = Variance of the experimental group.

S_2 = Variance of the control group.

N_1 = Number of the experimental group.

N_2 = Number of the control group

(I used this formula to find out significant difference between scores obtained by two groups in pretest and post-test)

2.6 Limitations of the Study

The limitations of the study were as follows:

- This study was confined to public schools in Dailekh district.
- The study was limited in Shree Adarsha Higher Secondary School, Ghumnekhali, Dailekh.
- Only sixty students of grade nine were included as the sample population.
- The primary data of this study was collected from written test (and drawing pictures), only
- Only the effectiveness of visualization in reading comprehension was observed in this study.
- This study incorporated purposive sampling procedure to select the sample population.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data used in and collected in research. Data are collected under the following headings so that it leads to the interpretation of the effectiveness of visualization in reading comprehension in English language learning.

- Holistic comparison
- Item-wise comparison

In order to test the hypothesis of the study, the researcher established two equivalent groups of the students on the basis of lottery method using 'EG' and 'CG' card then administered pretest between two groups. A test with two tailed test was computed in order to find out whether two groups are significantly different or not. It was necessary for the researcher to make two groups equivalent, in order to find out the effect of experimental treatment. If both groups were not equivalent, then no one could conclude that the difference between the experimental group and control group on the post-test, due to the influence of experimental treatment 'X'. Therefore the researcher administered the pre-test in order to established two equivalent groups. Then the scores obtained by the students of both groups in the post test were tabulated under the heading as mentioned above. After that, the average score were computed out of the individual scores tabulated. Then the score of the test was compared holistically and for the individual items. If the calculated value of 't' is higher than its tabulated value, it shows that the treatment provided to the experiment group is effective. If not, the treatment is not significant even if there is progress. To find out the significant difference between experimental group and control group, mean, standard deviations, variance and 't' test were used. Using these statistical formulae the scores obtained by the students in pretest and post-test and were calculated. The formulae used in computing scores are enlisted in Appendix 'B'.

Throughout the study, 'EG' refers to experimental group which was taught applying visualization techniques and 'CG' refers to controlled group which was taught in a conventional way without any kind of visualization techniques.

The analysis of scores obtained by experimental group and control group in pretest and post-test are presented holistically and item-wise. Holistic comparison of the pre-test and post-test result is as follows:

3.1 Analysis of Pretest Scores

Before starting research study, pretest was administered after dividing group into experimental and control to find out whether these two groups are significantly equal or not. Then the answer sheets were collected, checked and calculated by the researcher.

The item-wise pretest raw scores of students of the experimental group and controlled group are presented in Appendix 'F'. The summary statistics on the mean achievement of the experimental group and controlled group on pre test is presented in table 3.

Table no. 3: Holistic Comparison of the Pretest Scores

Group	N.	Mean	SD	Var.	Two tailed test	Level of significance	Remarks
EG	30	19.33	8.02	64	0.12	Two tailed test at 0.05	0.12<1.96
CG	30	19.1	6.98	48.82			

In both experimental and control groups, the number of students were 30 each. Since the calculated value of 't' was less than the tabulated value (1.96), the two population groups were not significantly different. The standard deviations of experimental group and control group were 8.02 and 6.98 respectively. The two population mean were not significantly different. Two groups mean were similar. The two tailed test was used to find the value of 't'. Although the mean is similar between two groups, the variance is high in experimental group. The 't' value obtained ($t= 0.12$) was small to reject the null hypothesis. There was no difference between the means of two groups at 0.05 level. Then the experimental and controlled groups were concluded as having balanced in abilities in English.

3.2 Holistic Comparison in Percentage

For holistic analysis, the total average marks of both tests were computed and tabulated in the following table.

Table no. 4: Holistic Comparison Between Pretest and Post-test Scores.

Group	Average score in pretest	Average score in post-test	D	D%
EG	19.33	33.27	13.94	72.12
CG	19.1	27.63	8.53	44.65

The above table of holistic comparison of average marks shows that control group has the average score of 19.1 and 27.63 in pretest and post-test. This group has increased its average score by 8.53 or 44.65 %. Similarly experimental group has the average score of 19.33 and 33.273 in pretest and post test respectively. This group has increased its average score by 13.94 or 72.12%.

It shows that EG has made better improvement than CG after the introduction of visualization technique in teaching. The increase difference of experimental group over controlled group is by 5.41 or 63.42%.

3.3 Analysis of the Post-test Scores.

After teaching for one month, the post test was administered to find out whether there is significant difference between experimental group and control group or not. Any information was not given to them that they would be administered the post test using same questionnaire. Even, they were not told that there would be a test at the final stage. Post-test was administered finally and the answer papers were collected and checked by the researcher himself.

The item-wise post-test row score of the control group and the experimental group has been presented in Appendix 'G' and the summary of statistical calculation of the experimental group and controlled group is given in table 5 below:

Table no. 5: Holistic Comparison of Post-test Scores

Group	N.	Mean	SD	Var.	Two tailed test	Level of significance	Remarks
EG	30	33.27	7.52	56.53	2.92	Two tailed test at 0.05	2.92>1.96
CG	30	27.63	6.07	36.87			

According to the table, the calculated value of 't' (2.92) is greater than the tabulated value i.e. 1.96. For this, two mean achievement of groups were compared statistically using 'two tailed' test. It was found that there is a significant difference between two means. The evidence of the result of significant difference between two mean was due to the treatment 'X' provided to experimental group because both the groups were statistically equivalent or homogeneous before the introduction of the treatment 'X'. Here the null hypothesis $H_0: \mu_1 = \mu_2$ is rejected and the alternative hypothesis $H_0: \mu_1 \neq \mu_2$ was accepted. Then, the investigation concluded that the visualization in reading comprehension (VRC) with continuous feedback and encouragement to students caused better achievement in reading comprehension than without such kind of feedback to the students. Through this evidence it was inferred that such kinds of treatments would enhance pupils' achievement in reading comprehension when applied to similar population of pupils.

3.4 Item-wise Analysis of Mean Difference of Experimental Group

After a month's teaching, experimental group achieved higher scores in four items except in true/ false item. Although, there was improvement in average marks than control group but it was not sufficient enough when it was calculated in t-test

In item 1, the average mark was 1.53 in which full marks was 10 in pre-test but in post, the average mark was 4.2. It was high improvement in quest answer item.

In item 2, the average mark was 1.62 in pre-test and 5.93 in post-test. It showed better achievement in post test.

In item 3, the mean score of pre-test was 5.53 and the mean score of post-test was 6.87. Here was also improvement but not far improvement than the control group.

In item 4, the achievement is better than pretest. The average score was 4.8 and 7.93 pretest and post-test respectively.

In item 5, the mean score was 5.9 in pre-test and 8.33 in post test. Here was also better achievement in post than pre-test.

3.5 Item-wise Analysis of Mean Difference of Control Group

The main objective of this subchapter is to analyze the mean difference of mean scores of control group. The analysis of item wise study is as follows:

In item 1, the mean score in pretest was 1.03 and the mean score in post test was 3.26.

In item 2, the mean score in pretest was 1.67 and 4.47 in post-test. The post-test showed that there was different between pretest and post-test.

In item 3, the average score was 5.43 in pretest and 5.76 in post-test. In this item, there was a little bit improvement but no more achievement in post-test.

In item 4, the mean raw score was 4.67 in pretest and 6.73 in post-test. In this item, there was better improvement in the post-test.

In item 5, the main row score was 6.3 in pretest and the mean raw score was 7.33 in post-test. This item also showed that there was better improvement in post-test than in pretest.

In both groups there was improvement in post-test than in pretest but there was high improvement in experimental group than in control group. (Appendix 'D' and 'E')

3.6 Item-wise Comparison of Post-test Scores Between Two Groups

For the process of data collection, five different test items were administered and the average scores obtained by the students in each item in both tests were tabulated and calculated for analysis. The mean scores of both groups in each item were used in 't' test. The calculated value and tabulated value of t were compared to see the performance of both groups in each item on the basis of the effectiveness of visualization in reading comprehension.

3.6.1 Questions Answers

In this item, the questions were selected from the English text book of grade nine. There were five subjective questions with ten marks each from the texts Arati and Neelam, Touch, The little sister and the drama. The post-test raw scores of students of controlled and experimental group are presented in Appendix 'D' and 'E'. The summary of statistical calculation of both groups in item 1 is given in table 6 below:

Table no. 6: Comparisons of the Post-test Scores of Item 1

Group	N.	Mean	SD	Var.	Two tailed test	Level of significance	Remarks
EG	30	4.5	1.83	3.38	2.7	Two tailed test at 0.05	2.7>1.96
CG	30	3.23	1.88	3.53			

According to this table, there were equal number of students in both groups (30 each). The mean score of experimental group (EG) was 4.5 and the control group (CG) was 3.23. Their standard deviation was 1.83 and 1.88 respectively. The variance between two groups was 3.38 and 3.53. The calculated 't' value with respect to mean difference of given magnitude is 2.7 which is larger than the tabulated t value.

The result shows that there is better improvement in experimental group and significant difference between experimental and controlled group.

3.6.2 Fill in the Blank Space

In this item, there were five sentences to complete or fill in the blank space. It carried ten marks. The post-test raw score of both groups has been presented in the following table. The summary of statistical calculation of both groups in item 2 is given in table 7 below.

Table no. 7: Comparison of the Post-test Scores of Item 2

Group	N.	Mean	SD	Var.	Two tailed test	Level of significance	Remark
EG	30	6	1.59	2.23	3.14	Two tailed test at 0.05	3.14>1.96
CG	30	4.4	2.27	5.17			

The table shows that the mean score and standard deviation of experimental group were 6 and 1.59 respectively. Similarly, the mean score and standard deviation of control group were 4.4 and 2.27 respectively. But the variance of experimental group was 2.23 and the variance of control group was 5.13. When 't' test was applied it was found that the calculated value of 't' (3.14) was greater than the tabulated value. The fact shows that there is significant difference between the achievement of experimental and control group. In this item, experimental group is better than control group.

3.6.3 True False

There were five sentences given to write 'T' or 'F' on the basis of whether the sentences were true or false which carried ten marks. The post-test raw score and the summary of statistical calculation of both groups in item 3 is given in table 8.

Table no. 8: Comparison of the Post-test Scores of Item 3

Group	N.	Mean	SD	Var.	Two tailed test	Level of significance	Remarks
EG	30	6.87	3.13	9.79	1.38	Two tailed test at 0.05	1.38<1.96
CG	30	5.83	2.68	7.2			

The analysis of the information mentioned in the above table shows that the average score of experimental group was 6.87 and the average score of control group was 5.83. The variance of experimental group was 9.79 and the Control group was 7.2. The standard deviation of two groups was 3.13 and 2.68. When these scores were put in t test, it was found that the calculated value of 't' (1.38) was lower than the tabulated value. It shows that there is no significance difference between the achievements of two groups in this item.

3.6.4 Multiple Choices

In this item, there were five alternative questions and each question had three alternatives. Students had to select the best alternative and fill the gaps. It carried ten marks. The post-test raw score and the summary of statistical calculation of both groups in item 4 is given in table 9 below.

Table no. 9: Comparison of the Post-test Scores of Item 4

Group	N.	Mean	SD	Var.	Two tailed test	Level of significance	Remarks
EG	30	7.83	2.39	5.71	2.23	Two tailed test at 0.05	2.23>1.96
CG	30	6.4	2.53	7.6			

The mean achievement score of experimental group and the control group were 7.83 and 6.4 respectively. The standard deviation of the experimental group is 2.29 and of the control group is 2.53. Like this, the variance of experimental group was 5.71 and the variance of control group was 7.6. When the researcher applied t test, it showed that the calculated value 't' (2.23) was larger than the tabulated value (1.96). It is found that the experimental group is far better than the control group.

3.6.5 Matching

There were five matching words in this item. In this question the matching words were selected from different text from English book of grade nine, which were taught during the research period. The summary of statistical calculation of both groups in item 5 is given in table 10 below.

Table no. 10: Comparison of the Post-test Scores of Item 5

Group	N.	Mean	SD	Var.	Two tailed test	Level of significance	Remarks
EG	30	7.93	1.57	2.47	2.71	Two tailed test at 0.05	2.71>1.96
CG	30	6.76	2.77	7.7			

The analysis of the information mentioned in the given table presents that there were 30, students in both groups like in all other items and the mean achievement

score of the experimental group and control group was 7.93 and 6.76 respectively. Their standard deviation was 1.57 and 2.77 respectively. Like this way, the variance of two groups was 2.47 and 7.7. Then the researcher applied 't' test and it was found that the calculated value 't' (2.71) was higher than the tabulated value of 't'. From this result, the researcher concluded that there was significant difference between the achievements of two groups. The experimental group was quite better than control group in this item.

According to the score of above five items of tests, there was significant difference in four items namely question-answers, fill in the blanks, multiple choices and matching but there was no difference in true/false item. However, these five item-wise analysis showed that the experimental group was far better than the control group, in the post-test.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

This concluding chapter of the study consists of findings in summary, findings in points, item wise findings and suggestions.

4.1 Findings

The researcher carried out this study to identify, analyze and interpret the effectiveness of visualization in reading comprehension. Therefore, this study was intended to answer the question whether the visualization effects in reading comprehension or not.

A pretest, post-test equivalent group design was adopted for the purpose of this study. Two equivalent groups (experimental and control) were established on the basis of lottery method. The pretest was applied in order to ascertain the difference between two groups statistically. Both groups were taught by the researcher himself on the selection unit. But the experimental group was taught using visualization (creating mental pictures) techniques providing continuous feedback and encouragement to the students. On the other hand, such kind of feedback and encouragement was not provided to the students of control group. Rather, the control group was taught in the usual way. After a month of teaching, both groups were administered a post-test. The result of both groups in the form of raw scores were computed and tabulated. Thus, the data obtained by the groups were used for the purpose of analysis and interpretation.

The statistical analysis of the data indicated that experimental group achieved more than the control group. By this way, it is concluded that visualization in reading comprehension with continuous feedback for creating mental pictures caused better achievement than the usual teaching without visualization. The following conclusions are drawn and some recommendations are put forward on the basis of findings.

4.2 Findings in Points

The main aim of research study was to find out the effectiveness of visualization in reading comprehension. This part analyses the findings that meets to the objective of research study. The objectives of the research were to find out whether visualization effects in reading comprehension or not, and whether there is significant difference between two groups i.e. experimental (visualizers) and control group (non-visualizers) or not. The findings of the study are presented below in points.

- On the basis of the pretest result, it was found that both groups i.e. experimental and control groups were equivalent in their abilities before the experiment.
- In the holistic comparison between pretest and post-test, it was found better performance of the experimental group than control group.
- In the holistic comparison of the post-test result between experimental and control group, it was also found that the experimental group achieved better than the control group.

- **4.3 Item-wise Findings**

The item wise findings are presented below:

- In item 1

Experimental group scored higher in average and the control group scored lower in average. The calculated value was higher than tabulated value by $2.7 > 1.96$. In this item, there is better improvement of experimental group in research.

- In item 2

The calculated 't' value is higher than tabulated value by $3.14 > 1.96$. This showed significantly different between two groups.

- In item 3

There was no significant difference between experimental group and control group because the calculated value was 1.38 and tabulated value was 1.96. It is lower than tabulated value.

- In item 4

There was significant difference between experimental group and control group because the calculated 't' value is higher than tabulated value by $2.23 > 1.96$.

- In item 5

Significantly different in 't' test was found by $2.71 > 1.96$ when calculated using 't' test.

The summary of the item wise comparison of the post-test result between experimental and control group is shown in the tables from table 6 to 10. These tables show the mixed results in the item wise comparison. The visualization in reading comprehension is found to be significant in four items viz. question-answer, fill in the blank space, selecting alternatives and matching items. On the contrary, this visualization is found to be insignificant in true false test item. The findings of this study were induced on the basis of the results of the group rather than individual responses of the students. Both groups were taught same contents for the equal length of time. Only the difference was in the treatment introduced of feedback to visualize in the mind to the experimental groups. The result of post-test shows that both groups were benefited.

On the whole, the visualization in reading comprehension was relatively more effective and successful than the usual way of teaching.

4.3 Recommendations

From the result of the study, the researcher suggests the following recommendations:

- Visualization (creating mental picture) should be applied in reading comprehension in secondary level students to enhance students' achievements in reading comprehension.
- This system could be fruitful to both the lower level and the higher level students in reading comprehension.
- It can be used as a technique in reading comprehension.
- Visualization in reading should be in terms of various aspects of students' growth as scholastic achievements, interest, attitudes and personality traits.
- There should be opportunity in creating mental pictures in pre-while and post readings.
- The numbers of the students should not exceed 40. If not, it is impossible to pay attention to individual student's good comprehension.
- Visualization can be applied through drawing activities, illustration, miming and dramatization.
- The environment should be peaceful and noiseless to visualize in reading comprehension.
- The students should not be in mental pressure while visualizing. There should be regular encouragement to create picture in the mind while reading.
- Teacher can use pictures to make students better comprehension.
- The study was limited to 60 students of a government school in Dailekh district. It was confined to only one experimental group and one control group and in these groups, the numbers of students were confined. That is why, it cannot be said that the findings of this research are applicable to condition in all schools of Nepal. It is therefore vary essential to carry out

further more experiments in this area with the involvement of more students and schools hence the validity of this findings can be tested.

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APPENDIX 'A'

Test Items

Test Items (Pretest)

Class:

Subject:

F.M:50

Name:

Time: 1hr.

Q.No.1. Answer the following questions.

10

a) Where is Arati planning to go? (Arati and Neelam)

Ans:

b) Who built Taj mahal? (Arati and Neelam)

Ans:

c) Where did the poet writer the poem? (Touch)

Ans:

d) How was he treated in prison? (Touch)

Ans:

e) Why does the writer envy her sister? (Little sister)

Ans:

Q.No.2 Fill in the blank spaces.

10

a) Taj mahal is in

b) Neelam is planning to go to

c) The poet has been beaten for.....

d) Little sister has friends.....

e) Dipak and Anshu help their father to make.....

Q.No.3. Write 'T' for true and 'F' for false statement. 10

- a) Tajmahal was built by Gyanendra Shah.
- b) The poet was loved in prison.
- c) Little sister is one and half years old.
- d) Lokesh left home because his father did not give him money.
- e) Baburam in an advocator.

Q.No.4. Select the best alternatives. 10

- a) Arati is planning to go to
- i) Jomsom ii) India iii) Pokhora
- b) The poet has not been touched for.....
- i) four years ii) six years iii) seven years
- c) The writer does not like.....
- i) little sister ii) books and exams iii) dog
- d) Hariram Agrawal is.....
- i) a poor man ii) a wealthy business man iii) police man

Q.No.5. Match 'A' and 'B' 10

<u>A</u>	<u>B</u>
Kaligandaki	sea
Agra	dog
Writer envies	shaligram
Tommy	Tajmahal
Mumbai	for freedom

The End

Test Items (Post-test)

Class:

Subject:

F.M: 50

Name:

Time: 1hr.

Q.No.1. Answer the following questions.

10

a) Where is Arati planning to go? (Arati and Neelam)

Ans:

b) Who built Taj mahal? (Arati and Neelam)

Ans:

c) Where did the poet writer the poem? (Touch)

Ans:

d) How was he treated in prison? (Touch)

Ans:

e) Why does the writer envy her sister? (Little sister)

Ans:

Q.No.2 Fill in the blank spaces.

10

a) Taj mahal is in

b) Neelam is planning to go to

c) The poet has been beaten for.....

d) Little sister has friends.....

e) Dipak and Anshu help their father to make.....

Q.No.3. Write 'T' for true and 'F' for false statement. 10

- a) Tajmahal was built by Gyanendra Shah.
- b) The poet was loved in prison.
- c) Little sister is one and half years old.
- d) Lokesh left home because his father did not give him money.
- e) Baburam in an advocator.

Q.No.4. Select the best alternatives. 10

- a) Arati is planning to go to
- i) Jomsom ii) India iii) Pokhora
- b) The poet has not been touched for.....
- i) four years ii) six years iii) seven years
- c) The writer does not like.....
- i) little sister ii) books and exams iii) dog
- d) Hariram Agrawal is.....
- i) a poor man ii) a wealthy business man iii) police man

Q.No.5. Match 'A' and 'B' 10

<u>A</u>	<u>B</u>
Kaligandaki	sea
Agra	dog
Writer envies	shaligram
Tommy	Tajmahal
Mumbai	for freedom

The End

APPENDIX 'B'

The Statistical Formulae Used for Data Analysis

The Statistical Formulae Used for Data Analysis are as follows:

- Mean (\bar{X}) =
$$\frac{\sum x}{N}$$
- Variance of statistics (S)=
$$\frac{\sum(x-\bar{x})^2}{N}$$
- Standard deviation (SD)=
$$\sqrt{\frac{\sum(x-x)^2}{N}}$$
- Two tailed test (for equal sample data) $t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1}{N_1} + \frac{S_2}{N_2}}}$

Where,

\bar{X}_1 = Mean of the experimental group.

\bar{X}_2 = Mean of the control group.

S_1 = Variance of the experimental group.

S_2 = Variance of the control group.

N_1 = Number of the experimental group.

APPENDIX 'C'

Holistic Comparison of the Pretest Scores

Group	N.	Mean	SD	Var.	T.	Level of significance	Remarks
EG	30	19.33	8.02	64	0.12	Two tailed test at 0.05	0.12<1.96
CG	30	19.1	6.98	48.82			

APPENDIX 'D'

Item-wise Raw Score Obtained by Experimental Group

Item-wise Raw Score Obtained by Experimental Group

S. N.	Name of Students.	Item 1		Item 2		Item 3		Item 4		Item 5		Total in Pretest	Total in Post-test
		Pre test	Post-test	Pre test	Post-test	Pre test	Post-test	Pre test	Post-test	Pre test	Post-test		
1	Ganesh. Gurung	1	2	0	6	2	2	4	9	0	8	7	27
2	Rajan Baral	0	2	2	6	1	2	2	8	4	6	9	24
3	Upendri Rawal	3	2	2	6	4	3	4	8	10	6	23	25
4	Puspa Ku. Singh	0	4	0	6	3	5	3	8	4	8	10	31
5	Dillisara Lamichhane	2	6	1	7	10	10	4	10	10	10	27	43
6	Kabita Paudal	1	7	0	7	6	10	6	10	4	10	17	44
7	Sapana Darlami	1	2	0	4	4	6	3	4	10	10	18	26
8	Sunita Baral	1	6	0	8	10	10	4	10	10	10	25	44
9	Keshave Adhikari	4	8	4	8	10	10	6	10	10	10	34	46
10	Gita Subedi	2	2	0	1	6	7	10	9	6	6	24	25
11	Sabitra Sapkota	2	5	0	8	10	5	6	10	2	8	20	36
12	Dhan Bdr. Pun	0	4	4	7	6	8	8	9	4	10	22	38
13	Radha Rijal	3	5	3	5	7	9	5	10	3	10	21	39
14	Pabitra Ku. Singh	0	6	0	4	4	8	2	3	0	8	6	29
15	Pratibha Lamichhane	0	6	2	8	4	9	4	10	10	10	20	43
16	Kalpana Ku. Baral	3	7	5	8	4	5	8	10	8	10	28	40
17	Binita Gautam	1.5	7	1.5	7	10	10	4	10	10	10	27	44
18	Hukum Bdr. Singh	0	4	2	4	2	7	0	7	2	8	6	30
19	Manju Sunar	2	7	1	7	10	10	7	8	10	6	29	38
20	Keshab Khatri	1	3	1	6	8	5	2	3	6	5	18	22
21	Mahesh Giri	4	7	4	7	10	10	8	10	8	10	34	44
22	Gita Ku. Dhungana	1	3	0	6	6	7	4	9	6	10	17	35
23	Bhabana Paudel	2	5	2	6	2	8	4	6	2	6	12	31
24	Mukesh Paharai	0	3	0	5	3	6	2	4	5	8	10	26
25	Shanta Ku. Sunar	2	3	0	6	4	10	6	4	4	6	16	29
26	Bijaya Paharai	1	3	2	5	3	6	5	9	5	9	16	32
27	Laxmi Kandal	4	3	3	3	3	5	9	10	10	10	29	31
28	Yam Ku. Subedi	2	3	4	6	5	4	8	8	6	8	25	29
29	Bhuwan Shahi	1	4	3	3	4	4	4	5	5	7	17	23
30	Kamal Sharma	1	3	2	4	4	5	3	6	3	7	13	25
	Total	45	126	48	178	166	206	144	238	177	250	580	998

APPENDIX 'E'
Item-wise Raw Score Obtained by Control Group

Item-wise Raw Score Obtained by Control Group

S. N.	Name of Students.	Item 1		Item 2		Item 3		Item 4		Item 5		Total in Pretest	Total in Post-test
		Pre test	Post-test	Pre test	Post-test	Pre test	Post-test	Pre test	Post-test	Pre test	Post-test		
1	Purna Ram Puri	2	6	2	4	6	10	6	8	9	10	25	38
2	Bijaya Lamichhane	2	4	1	3	2	7	4	8	2	6	11	28
3	Rita Paudel	0	4	3	2	4	4	5	8	7	10	19	28
4	Nirmala Khadka	2	4	0	6	4	2	6	4	10	10	22	26
5	Uday raj Adikari	0	0	0	4	6	6	6	0	2	10	14	20
6	Dipak Pr. Tiwari	0	4	2	0	2	6	4	10	2	10	12	30
7	Tilak Rawal	1	2	3	6	4	8	2	8	5	4	14	28
8	Tek Bdr. Khatri	0	2	3	4	8	4	0	8	4	4	15	22
9	Sita Giri	0	1	0	2	6	8	6	6	6	2	18	19
10	Samiksha Rana	0	1	0	2	0	3	4	4	6	6	10	16
11	Tilak Man Sunar	4	4	4	6	6	3	6	8	10	10	30	31
12	Dilliram Gautam	1	0	0	1	8	0	3	4	6	10	18	15
13	Dhanisara Mijar	1	6	0	4	6	10	6	8	4	6	17	34
14	Keshab Adikari	2	6	4	6	8	5	6	10	10	10	30	37
15	Tika Ku. Sharma	0	2	0	2	6	4	0	5	4	6	10	19
16	Bhima Thapa	2	4	3	7	5	6	6	6	6	6	22	29
17	Sangita Puri	1	4	0	8	8	8	6	6	10	10	25	36
18	Bishnu Acharya	0	4	0	2	0	9	4	4	6	9	10	28
19	Pushpa Gautam	2	3	2	5	6	6	0	4	6	6	16	24
20	Gorakhanath Yogi	3	6	4	8	10	9	6	6	10	10	33	39
21	Srijana Thapa	2	6	6	8	3	4	6	6	8	6	25	30
22	Gita Ku. Tiwari	0	4	0	5	2	4	4	10	0	10	6	33
23	Indira Paudel	1	4	0	4	10	10	6	8	6	6	23	32
24	Dhanisara Thapa	0	2	1	6	2	3	6	8	6	6	15	25
25	Maniram Gautam	1	2	4	6	10	4	6	10	10	10	31	32
26	Dharmaraj Paudel	2	4	4	6	6	4	10	10	4	5	26	29
27	Tulasi Gautam	0	1	0	0	1	10	1	2	10	3	12	16
28	Than Bdr. Baral	0	2	0	6	8	3	2	10	10	10	20	31
29	Pabitra Sapkota	1	2	0	6	10	8	4	4	6	4	21	24
30	Mahendra Pande	1	4	4	5	6	7	8	9	4	5	23	30
	Total	31	98	50	134	163	175	140	202	189	220	573	829

APPENDIX 'F'

Item-wise Raw Score of Pretest Between Two Groups

Group	Item 1	Item 2	Item 3	Item 4	Item 5	Total
EG	45	48	166	144	177	580
CG	31	50	163	140	189	573

APPENDIX 'G'

Item-wise Raw Score of Post-test Between Two Groups

Group	Item 1	Item 2	Item 3	Item 4	Item 5	Total
EG	126	178	206	238	250	998
CG	98	134	175	202	220	829

APENDIX 'H'

Lesson Plans

Lesson Plan 1a: (For Experimental Group)

School: Shree Adarsha Higher Secondary School, Ghumnekhali, Dailekh

Class: Nine

Date: 2068-05-01

Subject: English

Time: 45 minutes

Topic: Planning (Arati and Neeam)

1. Specific Objectives:

At the end of this lesson, the students will be able to:

- express their or someone other's future plans appropriately.

2. Teaching materials:

Daily used materials

3. Teaching learning activities:

- Motivate the students telling a short story and ask them to make picture in the mind.
- Write some sentences related to future plan.
- Tell the students to think or make pictures of they are going to new place for four days journey and what they need for journey.
- Tell them to draw pictures of their own journey on paper.
- Read the passage and tell the students to act just like Arati and Auntie are going to India.
- Ask them to draw pictures of Arati, Auntie, Tajmahal and the sea.

4. Evaluation:

- Where are you planning to go on Saturday?
- What is your father planning to do next month?

5. Homework:

- Write any five activities Artri is going to do in India in complete sentences.

Lesson Plan 1b: (For Control Group)

School: Shree Adarsha Higher Secondary School, Ghumnekhali, Dailekh

Class: Nine

Date: 2068-05-02

Subject: English

Time: 45 minutes

Topic: Planning (Arati and Nelam)

1. Specific Objectives:

At the end of this lesson the student will be able to:

- express their or someone other's future plans appropriately.

2. Teaching Materials:

- Daily used materials

3. Teaching learning Activities:

- Write topic on the board.
- Write meaning of difficult words.
- Read the passage and ask them to follow.
- Let them to read the passage.

4. Evaluation:

- Ask the student to answer the question like "where is Arati planning to go?"
- Where are you planning to go on Saturday?
- What is your father going to do next month?

5. Home work:

- Write any five activities Arati is going to do in India in complete sentences.

Lesson Plan 25a: (For Experimental Group)

School: Shree Adarsha Higher Secondary School, Ghumnekhali, Dailekh

Class: Nine

Date: 2068-06-02

Subject: English

Time: 45 minutes

Topic: Drama (Baburam and his family)

1. Specific Objectives:

On the completion of this lesson, the students will be able to:

- describe what Baburam is doing.
- answer the questions related to the text.

2. Teaching materials:

- Daily used materials, family pictures, etc.

3. Teaching learning activities:

- Ask students to tell the number of their family and who they are, to motivate the class.
- Ask them to recall what they do and what their jobs are.
- Ask them to draw picture of their family before real teaching from the text.
- Draw attention to the topic of Baburam and his family.
- Read the text (drama) of Baburam and ask them to make their picture in the mind.
- Let them read the text and dream the picture in their mind.
- After reading text, ask the students to perform drama and encourage them to participate.

4. Evaluation:

- Play the role of Baburam and his family members.
- Show what Baburam, Anshu, Dhiraj and Jayoti doing.
- Who is Baburam?
- Show, how does he help his wife?

5. Home work:

- How many members are there in the family of Baburam?
- Who helped him to make omelet?
- Write in short how you can help in your family.

Lesson Plan 25 b: (For Control Group)

School: Shree Adarsha Higher Secondary School, Ghumnekhali, Dailekh

Class: Nine

Date: 2068-6-3

Subject: English

Time: 45 minutes

Topic: Drama (Baburam and his family)

1. Specific Objectives:

On the completion of this lesson, the students will be able to:

- describe what Baburam is doing.
- answer the questions related to the text.

2. Teaching materials:

Daily used materials.

3. Teaching learning activities:

- Write topic and the board.
- Write difficult words and their meaning.
- Ask them to read the text and explain it clearly.
- Read the drama and ask them to follow.

4. Evaluation:

- What is Baburam doing?
- What are the children doing?
- Who is Baburam?

5. Home work:

- How many family members are there in the family of Baburam?
- Who helped him to make omelet?
- Write in short how you can help in your family.