

**EFFECTVENESS OF ‘EXPLORATION, EXPLANATION
AND EXPRESSION’ METHOD IN TEACHING VOICE IN
ENGLISH**

**A Thesis Submitted to the Department of English Education
Sukuna Campus, Indrapur, Morang
In Partial Fulfillment for the Master’s Degree in English Education**

**By
HEM RAJ SANJEL**

**Faculty of Education
Sukuna Multiple Campus
Indrapur, Morang
2011**

**EFFECTVENESS OF 'EXPLORATION, EXPLANATION
AND EXPRESSION' METHOD IN TEACHING VOICE IN
ENGLISH**

**A Thesis Submitted to the Department of English Education
Sukuna Campus, Indrapur, Morang
In Partial Fulfillment for the Master's Degree in English Education**

**By
HEMRAJ SANJEL**

**Faculty of Education
Sukuna Multiple Campus
Indrapur, Morang.**

2011

T.U. Regd. No: 9-1-214-341-98

Campus Roll No: 367

Second Year Examination

Roll No: 2140197/064

Date of Approval of the Research

Proposal : 2068-3-3

Date of Submission : 2068/5/5

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Hem Raj Sanjel** has prepared this thesis entitled '**Effectiveness of Exploration, Explanation and Expression Method in Teaching Voice**' under my guidance and supervision.

I recommend this thesis for acceptance.

Signature

.....

Date: 2068/ 9 /22

Mr. Guru Pd. Adhikari (Guide)

Lecturer

Department of English Education

Sukuna Multiple Campus

Indrapur, Morang

RECOMMENDATION FOR EVALUATION

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

Signature

Mr. Mohan K. Tumbahang

.....

Head and Lecturer

Department of English

Chairperson

Language Education

Sukuna Multiple Campus

Mr. Guru Pd. Adhikari (Guide)

Lecturer

.....

Department of English

Member

Language Education

Sukuna Multiple Campus

Mr. Shankar Dewan

.....

Assistant Lecturer

Member

Department of English

Language Education

Sukuna Multiple Campus

Date: 2068/9/22

DEDICATION

To

My parents who spent their whole life to make me what I am today.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to my respected thesis guide **Mr. Guru Prasad Adhikari**, lecturer, Department of English Language Education, Sukuna Multiple Campus for his continuous guidance, enlightening ideas, valuable inputs, and comprehensive suggestion.

I am extremely grateful to **Mr. Tirth Raj Khaniya**, Professor and Head of the Department of English Education for his invaluable suggestion and comment that led me to carry out this research work. Likewise I am extremely grateful to **Mr. Mohan Kumar Tumbahang**, Head of the Department of English Education for his invaluable suggestions and comments that led me to carry out this research work.

My heart -felt gratitude goes to Lecturers **Mr. Shankar Dewan, Mr. Nara Prasad. Bhandari, Mr. Pramod Niroula** and other respected lecturers for their encouragement, co-operation and constructive suggestion to prepare this thesis. Similarly, I would like to express my sincere gratitude to all respected teachers who guided and evaluated my thesis.

Same way, I would like to acknowledge **Mr. Keshav Prasad Bhattarai, Mukunda Prasad Ghimire** and my other colleagues who directly and indirectly supported and guided to prepare it. Finally, my thanks go to the librarian, Devraj Giri of Sukuna Campus for his kind help for the study and Mrs. Kopila; Proprietor of Net and Net, Dharan, who helped me for effective computer work. I heartily offer my thanks to those who helped me during my study, I would like to thank the headmaster and students of class X at Shree Sharada Balika Namuna Higher Secondary School, Dharan, who supported and co-operated in my research study and enthusiastically participated in it.

Date: 2068/ 8 / 5

Hem Raj Sanjel

ABSTRACT

This study deals with **‘The effectiveness of ‘Exploration, Explanation and Expression’** method in teaching passivization in English’. It is conducted to determine the effectiveness of 'EEE method' in teaching passivization. Forty students of grade X studying at Shree Sharada Balika Namuna Higher Secondary School, Dharan, Sunsari were the sample population for this study. To carry out this research, data from both primary and secondary sources were used. The researcher selected the essential students using purposive sampling procedures. The sets of test item were developed from specific area of grammar viz. passivization under four items:- Tick() the best answer, completion item, fill in the gaps and transformation item in a single test paper & 100 full marks which (pre-test and pro-test) was the major tool for data collection. The mean achievement score of students of experimental group is 79.2 and the students of Non-experimental group is 61.05 in the post-test. The actual difference in the mean achievement scores between both groups is 18.15. So, It was found that teaching voice using 'EEE method' was very effective than using traditional method.

This present thesis has been divided into four chapters; Introduction, methodology, analysis and interpretation and findings and recommendations. The first chapter deals with the short introduction, concept of EEE method, ELT in Nepal, Grammar and its teaching, Passivization in English, Literature Review, and Objectives of the study and Significance of the study. The second chapter deals with methodology adopted during study. The third chapter deals with the analysis and interpretation of data. The final chapter consists of the findings and recommendation which are presented on the basis of analysis and interpretation of data. Besides the main chapters, the supported material such as, test items, reference, tables, flash cards etc used during the research are presented in the appendix section.

CONTENT

	Page
<i>Recommendation for Acceptance</i>	<i>i</i>
<i>Recommendation and Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgement</i>	<i>v</i>
<i>Abstract</i>	<i>vi</i>
<i>Abbreviations</i>	<i>vii</i>
<i>Content</i>	<i>ix</i>
<i>List of Tables</i>	<i>xiii</i>

CHAPTER ONE: INTRODUCTION 1-33

1.1 General Background	1
1.1.2 Importance of the English Language	2
1.1.3 ELT in Nepal	3
1.1.4 Review of Foreign Language Teaching Approach, Methods and Techniques.	5
1.1.5 Integrative L2 Grammar Teaching	7
1.1.6 Concept of ‘Exploration, Explanation and Expression’ (EEE) Method.	10
1.1.7 Teacher-student interaction in (EEE) instruction	12
1.1.8 Importance of Grammar and its Teaching	15
1.2 Passivization in English	16
1.2.1 Assertive Sentence	18
1.2.1.1 Sentence with single object in tense	19

1.2.1.2	Pronominal Change	19
1.2.1.3	How to Find out Object?	21
1.2.1.4	Sentence with Double Object in Tense	21
1.2.1.5	‘Be’ with Modals	21
1.2.1.6	‘Been’ with Modals	22
1.2.1.7	Get passive	22
1.2.1.8	Deletion of Subject	23
1.2.1.9	The Auxiliaries (Do, Does, Did) in Negative	23
1.2.1.10	Use of other preposition instead of ‘by’	24
1.2.1.11	Passive of “going to” Future	24
1.2.2	Impersonal Sentence	24
1.2.3	Imperative Sentence	25
1.2.4	Interrogative Sentence	26
1.2.4.1	The Auxiliaries: Do, Does. Did in Wh-question	27
1.2.5	Optative Sentence	28
1.3	Literature Review	28
1.4	Objectives of the Study	33
1.5	Significance of the Study	33

CHAPTER –TWO: METHODOLOGY 35-37

2.1	Sources of Data	35
2.1.1	Primary Source of Data	35
2.1.2	Secondary Sources of Data	35
2.2	Population of the Study	36
2.3	Sampling Procedures	36
2.4	Tools for Data Collection	36
2.5	Process of Data Collection	36

2.6	Limitation of the Study	37
CHAPTER-THREE: ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA		38-61
3.1	Item-wise comparison	39
3.1.1	The Result in using EEE method for teaching Multiple Choice items	39
3.1.2	The Result in using EEE method for teaching Completion Item	40
3.1.3	The Result in using EEE method for teaching Transformation Item	40
3.1.4	The Result in using EEE method for teaching Fill in the gaps Item	41
3.2	Sentence based Comparison	42
3.2.1	The Result in Assertive Sentence	42
3.2.2	The Result in Imperative Sentence	43
3.2.3	The Result in Interrogative Sentence	44
3.2.4	The Result in Optative Sentence	44
3.3	Form based Comparison	45
3.3.1	The Result in using EEE method for teaching present Passive Form	45
3.3.2	The Result in using EEE method for teaching past passive Form	46
3.3.3	The Result in using EEE method for teaching future passive Form	47
3.3.4	The Result in using EEE method for teaching Conditional Passive Form	48
3.4	Comparative Analysis of Average Test Score	50
3.4.1	The Comparison of total Students' average achievement scores	

of experimental and non experimental groups on pre-test and post test.	50
3.4.2 Test of Significance of mean achievement scores of total Students of both groups on pre-test.	51
3.4.3 Test of Significance of Mean Achievement Scores of total Students of both groups on post-test.	52
3.4.4 Test of Significance of mean achievement of total Students on pre-test and post test of experimental group.	52
3.4.5 Test of Significance of mean achievement scores of total Students on post test of experimental group and non-experimental group on the Item of Tick the best answer	53
3.4.6 Test of Significance of mean achievement of total Students on post-test of experimental and non-experimental group on the Completion Item	54
3.4.7 Test Significance of mean achievement of total Students on Post-test of experimental group and non-experimental group on Transformation Item	55
3.4.8 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on Fill in the blanks Items	55
3.4.9 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on in Assertive sentence.	56
3.4.10 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on Imperative Sentence.	57

3.4.11 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on Integrative Sentence.	58
3.4.12 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on Optative Sentence.	58
3.4.13 Test of Significance of mean achievement scores of the total students on post-test of experimental and non-experimental group on in the present passive form.	59
3.4.14 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on in the Past Passive Form.	60
3.4.15 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on on the Future Passive Form.	61
3.4.16 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on in the Conditional Passive Form.	61

CHAPTER-FOUR: FINDING AND RECOMMENDATION OR PEDAGOGICAL IMPLICATION

4.1 Findings	63
4.2 Recommendation	65

REFERENCE

APPENDICES

APPENDIX-I	Model Lesson Plan
------------	-------------------

APPENDIX-II	Statistical Formula used in this study
APPENDIX-III	Name of the Students
APPENDIX-IV	Test Scores of the Student on pre-test and Post-test
APPENDIX-V	Group wise table for pre-test and post-test
APPENDIX-VI	The Result of Items based tables of pre-test and post-test
APPENDIX-VII	The Result of Sentences based tables of pre-test and post-test
APPENDIX-VIII	Form based table of pre-test and post-test Result
APPENDIX-IX	Test paper
APPENDIX-X	Question paper

LIST OF TABLES

Table No.1	The process of changing verbs into Passivization	20
Table No.2	The Result in Multiple Choice Item	39
Table No.3	The Result in Completion Item	40
Table No.4	The Result in Transformation Item	41
Table No.5	The Result in Fill in the gaps Item	41
Table No.6	The Result in Assertive Sentence	42
Table No.7	The Rresult in Interrogative Sentence	43
Table No.8	The Result in Imperative Sentence	44
Table No.9	The Result in Optative Sentence	44
Table No.10	The Result in Present Passive Form	45
Table No.11	The Result in Past Passive Form	46
Table No.12	The Result in Future Passive Form	47
Table No.13	The Result in Conditional Passive Form	47
Table No.14	Comparison of total student's average score on both groups on pre-test and post- test.	50
Table No.15	Test of Significance of mean of total students on pre-test of both groups.	51
Table No .16	Test of significance of mean of total students on post test o both groups.	52
Table No.17	Test of Significance of mean of total students on pre-test and on post-test of experimental group.	52
Table no.18	Test of Significance of mean of total students on post test of both groups on the item of Tick the best answer	53
Table No.19	Test of Significance of mean of total students on post-test of both groups on the Completion Item.	54

Table No.20	Test Significance of mean of students on post-test of both groups on Transformation Item.	55
Table No.21	Test of Significance of mean scores of the total students on post-test of both groups on Fill in the blanks Items.	55
Table No.22	Test of Significance of mean scores of the total students on post-tests of e both groups on Assertive Sentence.	56
Table No .23	Test of Significance of mean scores of the total students on post-test of both groups in Imperative Sentence.	57
Table No.24	Test of Significance of mean scores of the total students on post-test of both groups on Interrogative Sentence.	58
Table No.25	Test of Significance of mean scores of the total students on post-test of both groups on Optative Sentence.	58
Table No. 26	Test of Significance of mean scores of the total students on post-test of both groups on the present passive Form.	59
Table No .27	Test of Significance of mean scores of the total students on post-test of both groups on the Past Passive Form.	60
Table No .28	Test of Significance of mean scores of the total students on post-test of both groups on the Future Passive Form.	61
Table No.29	Test of Significance of mean scores of the total students on post-test of both groups on the Conditional Passive Form.	61

ABBREVIATION

App	Appendix
Av/av	Average
D:	(post-test, pre-test) difference between the (av) marks of the pre-test and post test. If 'D' is positive, it indicates increment in the (av) mark. If it is negative, it indicates the difference in percentage.
D%	Different in percentage
Gr.	Group
N.P	Noun Phrase
V	Verb
Aux	Auxiliary verb
CLT	Communicative Language Teaching
EG	For example (example of ratio)
ELT	English Language Teaching
EXP	Experimental
GT	Grammar Translation
OBJ	Object
OSS	Oral Structure and Situational
Pre-t	Pre-test
Post-t	Post-test
Q	Question
Sub	Subject
TBLT	Task Based Language Teaching
VS	Versus
V ¹	bare form of the verb
V ⁵	third person singular form of verb
VIZ	Namely
CA	Communicative Approach
ESL/EFL	English as Second language / English as Foreign Language

S ₁	a student
S ₂	next student
S.N	Serial Number
CDL	Curriculum Development Centre
L.P.NO	Lesson plan Number
NEC	National Education Commission
NESP	National Education System Plan
NNEC	Nepal National Education Commission
A.V	Active Voice
P.V	Passive Voice
R.N	Roll Number
T.U	Tribhuvan University
%	Percentage
EEE	Exploration, Explanation and Expression
et.al	at alias (and other people)
Etc.	Etcetera
F.M	full marks
IRE	Initiation, Response and Evaluation
ZPD	Zone of Proximal Development
L ₂	Second Language

CHAPTER- ONE

INTRODUCTION

1.1 General Background

Language is a voluntary vocal system of human communication. It is a system of arbitrary vocal symbols which permits all people to communicate. It functions as a lingua franca between or among the people of speaking variety languages. Oxford Advanced Learner's Dictionary (2000.P.721) defines language as "the use by human of a system of the sound and words to communicate."

English is a standard language. It is regarded as the world's most prestigious and important language. It is one of the six official languages of the UNO. It plays an important role in international communication. It is the most important and effective means of communicating ideas, feelings, thoughts and emotions. It is used commonly only by human beings. It is a mirror through which a broad world can be watched. It is a link language because it is used to communicate with the people who are of different linguistic backgrounds. So, the good knowledge of English is basic need in modern age. Most of the books related to different fields in these days, such as arts, science, education, commerce technology, famous journals, institutions' prospectuses, brochures, newspapers, posters, pamphlets etc are written in English. The world-wide events and innovations can be found in English. Thus, English language has become inevitable vehicle for the transmission of modern civilization in our country.

English language dominates other languages in the world. So, it has been compulsorily taught from grade one to Bachelor's level. It plays a vital role for transmission of culture, religions and rituals. Moreover, it is the foundation for scientific, economic and tourism development. It is used to establish diplomatic

relationship between most of the countries in the world by international organization such as United Nation Organization (UNO). South Asian Association for Regional Co-Operation (SAARC) etc.

1.1.2 Importance of the English Language

It is said that language is important phenomenon. It is said that it is a means for communication. It plays a vital role for transmission of culture and world heritage. It is the most unique gift that sets them apart from the rest of living beings. It is the great accomplishment of human civilization. Bhattarai (1995.p.226) has stated

English has become an indispensable vehicle to the transmission of the modern civilization into the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantage of the world citizen. He is received and understood everywhere. Therefore, English is the only means preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the fold of dark curtain of ignorance.

There are many languages in the world. Among them, English is one of the most dominant languages and most widely used language in the world because it has gained the status of international language. It is important to establish diplomatic relation with many other nations, to send people abroad for further studies, as good channels of communication with other nations, to welcome tourists in Nepal, to attract them through attractive and beautiful scenery. It is essential for business executives for international trade, waiters for serving tourists and for occupational purpose etc. It is essential to get international information through radios, internet, computer, brochures, newspapers, prospectuses, magazines, articles etc. It is essential for technological

development. It plays a vital role for understanding encyclopedia, technical research work, books and foreign affairs, different subjects of higher level and science and technology.

Moreover, it is essential for educational system in Nepal. It has been prescribed in the curricula of school and colleges as a compulsory course. English language is the most important language which is popularly used in mass media, business and diplomacy. Nepalese people need it to get good job, to visit foreign country, to pass their lives in standard way. Moreover, innumerable English medium private schools have been established in Nepal. So, it proves that there is the value of the English language.

1.1.3 ELT in Nepal

Teaching English was started in 1910 B.S with the establishment of Darbar High School. Prime Minister, Janga Bahadur Rana established it after his return from England to provide formal education to his children and to the children of other Rana family members. After about four decades, it was shifted to Rani Pokhari in 1991 AD to the lower classes of society. In that time, there were only limited schools and colleges which provide education in Nepal through English medium. Both the textbook and the medium of instruction were in English medium. The educational system in India had influenced the Nepalese curriculum. When Tribhuvan University started, it prescribed its own syllabuses and conducted its own examination in 1960AD.

English was started formally with the establishment of Tri Chandra College (1919 AD) in the higher education. It played a vital role for the medium of instruction in education in Nepal. After that, the establishment of S.L.C board in (1933 AD) and the T.U. Examination board (1956 AD) strengthened the formal education system along with institutionalization of teaching English in Nepal. A number of schools and colleges were established and common people

also got opportunity to have modern education. However, with the course of time, English lost its role of being the medium of instruction, ironically after Tribhuvan University came of age. Nevertheless English was retained as a compulsory subject. Maximum things turned bad for English language teaching in Nepal after the New Education Plan was introduced in 1972. The two papers (100 marks each) slashed to one. A lot of experiment as well as weak textbooks from among various other factors led to the present not so happy scenario. All these happened because of a lack of definite language policy defined in the total education system of Nepal. In the absence of any well-defined language policy, English teaching in Nepal has been arbitrary, un-motivating and uninteresting. As a result, the students have been tremendously handicapped at various levels: academic, intellectual as well as psychological level.

A great change was brought in the English curriculum after the implementation of the NEDP (1971-1976). The curriculum allocated 100 full marks for English subject at the school level from grade four onwards. There was also provision of optional English at secondary level. English was taken as both compulsory and specification subject in the curriculum.

Nepalese education system developed after the democracy was established in 1950 AD. NNEC was introduced in 1955 AD. And it set up TU in 1956 AD. These were significant changes taken place in the field of education in Nepal. The great attempts were carried out by All Round Education System Plan (NESP, 1972), Curriculum Implementation Plan (CIP, 1981), and National Education Commission (NEC, 1992). The government had attempted to reform the education system by the report of the curriculum development centre.

Before implementation of NESP, teaching English was considered as transmission of culture, teaching items were literary. The literature based curriculum of the school level emphasized the teaching by applying GT method. GT method dominated foreign language teaching from 1840-1940s

then direct method was adopted which was based on the belief that foreign language could be taught without translation. Due to lack of trained teachers and its theoretical basis led it to gradual decline. After that OSS approach came into existence which stresses on the need of grammar in the language course in which the principal of grammatical and lexical gradation are used and new teaching techniques are presented and practiced through situation. At present, communicative approach is known as the best way of teaching English. The new syllabus for school has been designed on the basis of communicative approach in which grammar is taught in a meaningful situation not in isolation.

1.1.4 Review of Foreign Language Teaching Approach, Methods and Techniques

Grammar Translation method is the oldest method in language teaching. It was well known in foreign language teaching from 1840s to 1949s. It couldn't fulfill the need of children because it aimed to teach foreign language for the purpose of understanding through translation. It focuses on reading and writing but ignores listening and speaking of children. Thornbury, (1999, p. 21) states

Grammar- Translation, as its name suggests, took grammar as the starting point for instruction. Grammar- Translation courses followed a grammar syllabus and lesson typically began with an explicit statement of the rule, followed by exercises involving translation into and out of the mother tongue.

This method does not emphasize the selection and gradation of teaching materials. It ignores pronunciation, fluency and doesn't teach a language. Then direct method came into existence which is a method of teaching a foreign or second language. This doesn't use the mother tongue and teaches by the direct association on of the target language. Thornbury, (1999, p.21) states

the direct method, which emerged in the mid- to late-nineteen century, challenged the way that Grammar – Translation focused exclusively on the written language. By claiming to be a “Natural” method, the Direct Method prioritized oral skills and while following a syllabus of grammar structures, rejected explicit grammar teaching. The learners, it was supposed, picked up the grammar in much the same way as children pick up the grammar of their mother tongue, simply by being immersed in language.

It became popular and got success during 1950s to 1960s. It emphasizes that there is fluency in speech. It is based on belief that foreign language could be taught without translation, if meaning was conveyed directly through demonstration and action. L2 utterances are directly associated with the denoted object, actions ideas, and expression. This method emphasized listening and speaking more.

Then OSS approach emerged emphasizing oral presentation of language structure in meaningful situation. It focuses on oral structural drills, situational presentation and practice. On the basis of OSS approach, audio lingual method emerged from 1950 to 1960s. The origin of Audio Lingual Method is to be found in the ‘Army method’ in 2nd World War. It focuses on selection and gradation. Language of day to day communication is used. It is natural way of teaching and learning. Teaching skills are sequenced as listening, speaking reading and writing. Great importance is attached to pronunciation. But student can’t develop creativity in writing since this approach gives more emphasis on speech. Functional aspect of language isn’t considered. Thonbury, (1999.p.22) States the development in 1970s of Communicative Language Teaching (CLT) was motivated by developments in the new science of socio-linguistics, and the belief that communicative competence consists of more than simply the knowledge of rules of grammar.

This method focuses on meaning rather than forms because it was believed that it was meaning which drives language acquisition and development. It aims at developing the communicative competence of the learners, which would include the learners acquiring the knowledge of communicative functions of the language and the linguistic means to perform the different kinds of functions. It emphasizes on meaning and context as well as forms. It makes communicative competence as the goal of language teaching. It emphasizes on fluency rather than accuracy. It emphasizes on functional and communicative categories of language rather than grammatical and structural features.

Language is learnt through communication. It integrates different skills and psycholinguistic process. New methods have been innovated in ELT in present age. Grammar can be integrated in ELT by using PPP model, TBLT modal, skills based lesson, story-based lesson and EEE method, which focuses on both form and meaning. 'EEE method' proposed by Sysoyev is new method in English language teaching. So, to select a complete and suitable method of teaching grammar is basically a challenging job. In this context, this research hopes to make an effort to find out the effectiveness of an integrative method called 'EEE method' in teaching English grammar, proposed by Sysoyev, (as cited from <http://itestj.org/article/sysoyev-integrative.html>, Sysoyev, 1999)

1.1.5 Integrative L2 Grammar Teaching

In English language teaching, there is debate between teachers about what method can be the best for teaching grammar. Some language teachers select an old method of teaching grammar; Grammar Translation Method, inductive and deductive method etc. some language teachers select new method as communicative method. In early stage of grammar teaching, Grammar Translation Method was in practice. Some new technology, innovation and explosion of knowledge brought great changes in teaching. As a result, Audio Lingual Method came into existence in the 1940s and 1950s which focuses on habit formation through drills and pattern practices. But, it lacks learner's

thinking and conscious planning. So, it was replaced by communicative method in the 1970s and 1980s. It focuses on meaning rather than grammar rules. It emphasizes that language is taught through meaningful context or in real life situations. So, language learners need to learn both form and meaning of grammar. On the one hand, students need to know the rules, as that is what they are tested at schools, on the other, there is a good need for communication in an L₂. That's why; there is a need to look at the ways of combining form and meaning in teaching foreign language or integrative L₂ grammar teaching: (EEE) method, Exploration explanation and expression which equally focus on both form and meaning.

As a possible solution, integrative grammar teaching combines a form-based with a meaning-based focus. Spada & Lightbown (1993.p.205) have also argued that form-focused instruction and corrective feedback provided within the context of communicative interaction can contribute positively to second language development in both the short and long term". Thus, integration of form and meaning is becoming increasingly important in current research. Celce-Murcia, Dornyei and Thurrell (1997.pp.141--146) call it "a turning point" in communicative language teaching in which "explicit, direct elements are gaining significance in teaching communicative abilities and skills" Kumara Vadivelu calls this a "principled communicative approach." (as cited in Celce-Murcia, Dornvei & Thurrell,1997). Of course, depending on the students and their particular needs, both forms and meaning can be emphasized. But, in having various students with different needs in the same group, or having various needs in the same students, an integrative grammar teaching approach creates optimal condition for learning for everyone in the classroom. Musumeci (1997) Mentions the idea of connecting form and meaning in grammar teaching as a developing trend in reference to the proficiency oriented curriculum. She points out that students should be able to learn explicit grammar rules as well as have a chance to practice them in communication in the authentic or simulation tasks. Interestingly, Musumeci

advocates for giving students a chance to look at the language on a sentence level to see how certain grammatical rules are applied.

Integrative grammar teaching, which presupposes students' interaction while learning, can be viewed as a cognitive process of learning an L₂ that reflects the socio cultural theory about the development of a child's brain and his socialization theory proposed by the Russian psychologist Vygotsky, 1978. In talking about the development of a child's brain and his socialization, Vygotsky argues that there is a strong relationship between learning and cognitive development in which cognition develops as a result of social interaction and sharing the responsibility with a parent or a more competent person

In the process of grammar teaching learning activity, students always face troubles while learning an L₂ grammar. The students need grammar rules to take an exam. They should be able to communicate with foreigners with second language. That's why, it is possible to solve the problems using integrative L₂ grammar teaching; combine 'form' and 'meaning' on teaching second Language. For this, 'EEE method' of Sysoyev, published in I-TESL – J. Vol. v No.6 June 1999 is considered an integrative method of teaching L₂ grammar (as cited by Elissa Weinroth; teaching L₂ grammar to ESL students, EDU 524 literacy development in multilingual communities: writing spring 2003). "The author discusses two current methods of teaching grammar; the communicative (meaning-based) method and the form-based (structure or grammar) method. "There is a need to combine form and meaning in the ESL class room" says Sysoyev, I-TESL-J. vol. v. no. 6, June 1999. He cities several studies that point to the need for integrative grammar as well as the need for students' interaction while learning, because students' interaction can promote cognitive development, Sysoyev, I-TESL-J.vol. v. no 6, June 1999, collects his understanding of integrative grammar teaching and explains the (EEE) method: It consists of three different stages to which he called an integrative method of teaching L₂ grammar. They are exploration, explanation and expression.

1.1.6 Concept of ‘Exploration, Explanation and Expression’ (EEE) Method.

EEE (Exploration, Explanation and Expression) Method is a method of teaching English grammar proposed and labeled by Pavel, V. Sysoyev in his article published in I-TESL. Journal, vol. v. no. 6, June 1999(Sysoyev ,1999)

Sysoyev, (1999. p.1) calls it as integrative grammar teaching which focuses on both form and meaning and helps students to receive both form and meaning. He says that both fluency and accuracy are desirable and cannot be taught in isolation.

Beginning in 1970’s interest in the teaching of ‘real language’ has increased as scholars have become more and more interested in the language used in various social and cultural settings. As a result, there has been a rapid shift of research and practice from Audiolingual and Grammar Translation Methods to the exploration of communicative language teaching, and much attention has been paid to focusing on global and integrative task rather than on discrete structures. In her entry to the Routledge encyclopedia of applied linguistics, Savignon (forthcoming) makes clear that “communication cannot take place in the absence of structure or grammar, a set of shared assumptions about how language works”. Therefore, as she continues, Canale and Swain (1980) included grammatical competence into their model of communicative competence however, a review of research starting from 1970’s (Ellis ,1997) shows that communicative L₂ teaching was perceived as a departure from grammar in favor of focusing on the meaning only. Comparison of communicative (also referred as meaning-based) to form based (also referred as structure-based) approaches in L₂ teaching shows that communicative language teaching enables students to perform spontaneously, but doesn’t guarantee linguistic accuracy of the utterances. On the other hand, form-based approaches focus on the linguistic and grammatical structures, which makes the speech

grammatically accurate. But this accuracy is observed in prepared speech only and students lack the ability to produce spontaneous speech. Therefore, 'EEE method' addresses the issues of grammar teaching to ESL students with the focus on form and meaning. It is the natural method of integrative grammar teaching consisting of three major stages (a) exploration (b) explanation and (c) expression (EEE) in short.

Exploration

It is the first stage of integrative grammar teaching. It is characterized by "inductive learning". The students explore the rules of grammar by themselves from model sentence with the help of teachers. Exploration stage is the stage which presupposes student's motivation and active participation. It is an active cognitive process of learning an L₂. Instead of being given an explicit rule, students spend some time discussing and discovering grammatical patterns, which, as the survey shows, helps them understand rules. In this stage, students are given sentences illustrating a certain grammatical rules and are asked as a group to find the patterns and to formulate the rule with the help of teachers. Their work is to facilitate or mediate to students in their learning activities within the zone of proximal development. He starts at the points where his students are and pushes them, with his help, to grow and improve their L2 competence.

Explanation

It is the second stage of learning. The teacher explains explicit rules which will make their speech more grammatically accurate. It is important for the teachers to connect the rules to the examples from the exploration stage which provides content-based example for the third stage. As students find sequences or patterns in the examples they used during the exploration stage, the teachers or students can summarize what was previously discovered, now focusing on the form. In this stage, the students are familiar with the language structures and it

may be essential to go to the textbook and together with students relate 'textbook-rules' with the examples and finding of the exploration stage. The explanation stage is quite important because students feel safer when they know the rules and find source to go back to in case of confusion or for future reference. It depends on student's proficiency, confidence and actual performance. However students are made aware of the rules or experience the strategies they may use to refer to the explicit rules.

Expression

It is third and last stage of integrative L_2 grammar teaching process. After discovering certain grammatical patterns in the exploration stage and getting to know the rules in this stage, student starts practicing the production of meaningful utterance with each other in communication and interactive tasks. The importance of this study is to provide student's experience in applying their acquired knowledge in practice by making meaningful utterances especially focusing on meaning-based language. It may serve as motivation technique, since learners can actually see what they can do with what they have learned. It provides opportunity them to practice to communicate under the teacher's supervision which usually assures the students that they can produce a correct utterance. Communicative interaction will be better if it is content-based. This stage prepares L_2 users by making them focus equally on form and meaning in using language in communication.

1.1.7 Teacher -Student Interaction in (EEE) Instruction

Exploration stage follows an initiation response evaluation (IRE) interaction sequence, (Mehan, 1979). The teacher begins by introduction the topic for group exploration and then elicits students' responses. It creates tremendous effect on the students to explore the new rules. It contains several implicit messages such as, making new rules is a discovery, it is acceptable to make

mistake. Students have chances of talking and expressing the thoughts. And next is encouraging confidence and students' potential, which are responsible for investigation and participation in the learning process. The flow of teacher-student dialogue, as a rule, depends on the students' reaction, responses and their understanding.

If the students don't understand some thing or misinterpreted the rules, the teacher tries to control it and put them on the right track by paraphrasing their statements or with leading questions.

The classroom interaction is governed by the teacher and by the students, a situation which creates optimal condition for learning. The interaction sequence (Teacher-Student communication) establishes at the beginning, breaks several times into "student –student" interaction. There is breaking the student-teacher sequence, enters the discussion and helps if there is confusion. The break in the teacher-student response sequence is a vivid example of how ZPD theory works. The teacher helps them to improve their knowledge of grammatical structure. The teacher employs different strategies to help them discover the answer by themselves by paraphrasing.

At the beginning of integrative grammar teaching, students look to and ask the teacher for clarification and confirmation that they are saying the right things.

When the students' participation decrease alternative questions are used as the teacher reinforces and encourages students. It happens due to new instructional method and nature of each new task. The teacher and students set implicit rules of interaction. He initiates the discussion by giving and assignment.

In the explanation stage, he tells the students the explicit grammatical rules. Sometimes, depending on the level of difficulty of the particular grammatical construction, students may be asked to open the book to a certain page and with the teacher go through the rules. The teacher tries to make this 'routine' activity

cognitive and that is why he compares example used in the first stage with examples given in the test book. This technique has a great effect on learners.

In the explanation it is important to make a connection between the example and the explicit rules. After the explanation of explicit rules, the teacher again gives students meaningful examples of how and in what situations the tense can be used.

In expression, the teacher divides students into pairs and gives them the tasks. At the beginning, the teacher establishes the structure for the student- student interaction. Arranged in pairs student take turns. Every student will have an equal opportunity to be the leader while performing action. Then, change the rules.

Being a self imposed leader and hence implicitly responsible for the completion of the task, they several items shift back to the major topic of the discussion. There is grammatical accuracy to the explanation of the rules. It tries to relate a particular grammatical feature from the context to the previous stages, thus showing the implementation of from in producing meaningful utterance. This stage represents meaning based task, which reflects the nature of social interaction. It enables the students to simulate a real-life situation, asking follow-up questions and reacting consequently, the major advantage of combining from and meaning –based tasks, students negotiate the meaning in their L₂. That results in spontaneous use of the target language.

Group work in the third stage of EEE instructional method is very powerful. Peer interaction creates a certain micro –world that enables the students to negotiate the assignment to clarify tasks, and even provide each other with corrections.

1.1.8 Importance of Grammar and its Teaching

Grammar plays a vital role in the language. It is system of general principles for speaking and writing a language. The word “Grammar” means different things to different people. To the ordinary citizen, it can note “correct or incorrect English”, it means ‘an analytical and terminological study of sentence.’ To a linguist, it means “the total set of signals by which a given language expresses meaning” or the total structure of language.” A person can not learn a foreign language accurately only through a process of unconscious assimilation, grammar is a sure ground of reference when linguistic habit fails us. It helps us to consolidate forms and structures already learnt.

Grammar is defined variously. Ur.(1996 ,as cited in Saud, 2003. p. 143) defines grammar as “the way words are put together to make correct sentences”.

Oxford Advanced Learner’s Dictionary (2000, p.559) states that ‘Grammar is the rules in a language for changing the forms of words and combining them into sentences’. To analyze the above mentioned definitions in its broad sense, grammar holds all the level of language, i.e. phonology, morphology, syntax and semantics. So, broadly speaking, all things are studied under grammar.

Grammar is the description, analysis and formalization of language patterns.

The knowledge of grammar and its appropriate use are essential in language learning. There are two schools of thought in language learning; Structuralism and Rationalism. According to structuralism, grammar should be taught consciously. Structural pattern should be taught deliberately first. On the other hand, rationalism believes that learning grammar is an internal and sub conscious process.

Having its various levels i.e. (phonological, syntactic, semantic and pragmatic levels), teaching passivization is the backbone of any language. It is meant for improving the linguistic proficiency of its users. It involves a special importance in teaching and learning English as a second language. The

passivization is highly marked in the schools and colleges while checking pupils' performance whether it is spoken or written form.

Syntactic level is the most important level of language in which grammar is included. Without it correct sentences cannot be formulated. Grammar helps the learners to use the language accurately and appropriately. The teaching of grammar is one of the most important aspects of teaching language. It is the backbone of language. It is a type of rule-governed behavior. Grammar is subset of those rules which govern the configuration that the morphology and syntax of language assume. The teaching of grammar is very important for the students because of the following reasons.

- a. Grammar is essential to produce correct sentences.
- b. Grammar can be taught for academic pursuit. It affords an insight into the
- c. structure of the language, its beauty and intricacy.
- d. It provides the criteria for judging the correctness of language.
- e. It helps in developing mental abilities such as; reasoning observation and concentration.
- f. It helps for systematic analysis of language forms.
- g. The knowledge of grammar helps the students in the improvement of written work.
- h. Grammar helps them to monitor their performance.
- i. It provides the knowledge of segmental and supra segmental features of language.
- j. It makes the students practice over a wide range of available structures.

1.2 Passivization in English

Passivization is a grammatical process which is used for expressing the action done to the subject indicating that the apparent subject of a verb is the person or things undergoing not performing. Active and passive are the terms used in passivization in English. The subject of an active sentence focuses on who does

an action. The subject of a passive sentence focuses on what is done by subject. Moreover, the active is used to focus on subject and passive is used to focus on object in English. The subject of the active sentence occurs in the 'by phrase' of the corresponding passive sentence. Thomson & Martinet (1960) state

The passive of an active tense is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb. The agent is very often not mentioned. When it is mentioned, it is preceded by 'by' and placed at the end of the clause.

Example

Active

I play chess.

passive

Chess is played by me.

'I' is the subject of an active sentence because it occurs in the 'by phrase' of the passive sentence. The "voice" is that form of verb which shows whether what is denoted by the subject does something or has something done to it. If the active verb is used in sentence, it is called active sentence and adding the past participle of the active verb forms the passive of an active sentence. The subject of an active verb becomes the object of passive verb. Mainly, these steps are used for the passivization of the active sentence.

- a. The object N.P. in the active sentence moves into subject position in the passive sentence.
- b. The subject N.P moves to the end of the sentence and 'by' is inserted before it. The sentence now has an agent by phrase.
- c. The main verb is changed to its past participle form and the appropriate form of 'be' (is, am, are, was, were, been, being) is inserted before it.
- d. The passive sentence verb agrees in number with the NP that has been moved into subject position.

- e. If the verb in the active sentence is in the simple present or simple past, so is the form of 'be' that precedes the past participle of the main verb.
- f. If the verb in the active sentence is in the progressive aspect then 'being' is inserted between the progressive form of be and the past participle of the main verb.
- g. If the verb in active sentence is in the perfect aspect then 'been' is inserted between the form of 'have' and past participle of the main verb.
- h. Perfect progressive, although rare in passive sentence include 'being' before the past participle.
- i. If the active sentence contains a modal followed by a bare infinitive verb, then in the passive sentence the modal is followed by the bare infinitive form of be before the past participle.

The students of secondary level must know when to use the active voice and when to use the passive voice. The ability to change active voice to passive voice and vice versa is difficult task. The active voice is used when the doer of an action is emphasized; the passive voice, when the person or thing acted upon is to be emphasized. Therefore, passive voice is generally preferred when the active form would involve the use of an indefinite or vague pronoun or noun (somebody, they, people, we) as subject. If the agent has some importance and is necessary to complete the sense, 'By phrase' cannot be avoided. If the agent has not importance and is not necessary to complete the sense, 'by phrase' can be avoided. The changes occurred in passivization are as follows:

1.2.1 Assertive Sentence

A sentence that functions as a statement or assertion is called an assertive sentence, examples;

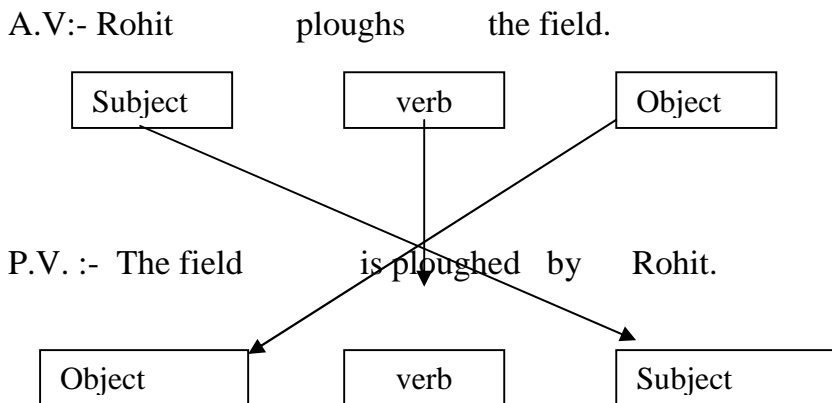
A.V.:- Ramita sings a song.

A.V.:- She is reading a story.

P.V.:- A song is sung by Ramita. P.V:-A Story is being read by her
 Thomson, A.J. & Martin, AV. (1963)

1.2.1.1 Sentence with single Object in Tense

Generally, sentences are formed using D.O. or both I.O. and D.O. If the active sentence has only one object i.e. D.O. (Direct object), the agreement takes place according to the honorific status of both subject and object in passive construction. So, in that case, the grammatical function of subject or object is changed. The subject of the sentence of active voice follows main verb with 'by phrase' as object and the object of the sentence of active voice precedes main verb as subject in passive construction.



1.2.1.2 Pronominal Change

If the subject and the object are in pronominal form, the form of the pronoun is changed subject to object and vice versa in passivization. They are as follows:

A.V:- I like him.

P.V:- He is liked by me.

Subject	Object
I	me
We	us

You you
 They them
 He him
 She her
 It it

Table No. 1 The process of changing verbs into passivization

The verb form changes according to given below:

Tense/verb form	Active voice	Passive Voice
Simple present	Keeps	is kept
Present Continuous	Is/am/are keeping	is/am/are being kept
Present perfect	has/have kept	has/have been kept
Simple past	Kept	was /were kept
Past continuous	was/were keeping	was/were being kept
Past perfect	had kept	had been kept
Future	will keep	will be kept
Future perfect	will have kept	will have been kept
Conditional	should/would keep	should/would be kept
Perfect conditional	should/would have kept	should/would have been kept
Present infinitive	To keep	to be kept
Perfect infinitive	To have kept	to have been kept
Present participle	Keeping	being kept
Perfect participle	having kept	having been kept

(Thomson, A.J. & Martinet, A.V. (1960))

Note: The perfective progressive does not have passive equivalent, e.g.

A.V:-We have been buying a jacket.

P.V:- No passive form.

1.2.1.3 How to Find out Object?

Generally, object follows the main verb in active sentence. If the main verb follows prepositions, the object remains after prepositions. But if the main verb follows many objects or words, then, to find out objects, whom and what question should be asked.

The answer of them will be the object of active sentence, e.g.

- 1) Mina bought a pen.
What did she buy? a pen. (object)
- 2) She knew all the people of that village.
Whom did she know?
All the people of that village. (object)

1.2.1.4 Sentence with Double Object in Tense

Sometimes, active sentence has two objects i.e. (I.O and D.O.) either of the two objects can be the subject of passive sentence. E.g.

A.V:- Priya gave him a book.

P.V:- 1) A book was given to him by Priya.

2) He was given a book to Priya.

Note: Passive (ii) is more common than passive (i). If the direct object (D.O) appears as a subject in sentence, preposition 'to' is placed before indirect object (I.O).

1.2.1.5 'Be' with Modals

If the modals appear in the active sentence 'be' is used with modals.

A.V:-I can play a game.

P.V.:- A game can be played by me.

A.V.: He will sing a song.

P.V.: A song will be sung by him.

Active

Subject + may/might/will/
would/shall/should/can/could/
must + infinitive + object.

Passive

= Object + may/might/will/ would/
shall/should/can/could/must + be + past
participle + by + subject.

1.2.1.6 'Been' with Modals

If modal auxiliaries follow 'have participle' in active sentence, verb 'been' is added to make passive voice e.g.

A.V:-He may have drunk a cup of tea.

P.V:- A cup of tea may have been drunk by him.

Structure:

Active

Subject + may/might/will/would/
shall/should/can/could/must +
have + past participle + object.

Passive

=Object + may/might/will/would/
shall/should/can/could + must + have
+ been + past participle + by +subject

1.2.1.7 Get passive

While 'be' passive are the most common type of passive in English, passive sentences may also be formed with the verb 'get'. Get passive sentences are formed with the appropriate form of get followed by a past participle. They occur in the same range of forms as 'be' passives. e.g

- a) John got arrested
- b) John is getting arrested
- c) John has gotten arrested
- d) John will get arrested.

1.2.1.8 Deletion of Subject

The subject of the passive sentence is deleted in the passive construction in the following contexts.

- a) Generally, the subjects like: people, you, they, somebody, no body, no one, none, everyone etc are deleted, e.g.
A.V:- People speak English all over the world.
P.V:- English is spoken all over the world.
- b) If the subject is irrelevant or not known especially, e.g.
A.V:- Somebody steals money.
P.V:- Money is stolen.
- c) If the subject is obvious, e.g.
P.V:- The students are taught in school.
P.V:- The robber was kept in prison.

1.2.1.9 The Auxiliaries (Do, Does, Did) in Negative

The passive of (Do, Does, Did) in negative sentence is changed as follows:

A.V:-I don't like rice.

P.V:- Rice is not liked by me.

A.V:-She didn't write a letter.

P.V:- A letter wasn't written by her.

Structure

Active

Subject + do/does + not +
infinitive+ object.
Subject + did not + infinitive +
object

Passive

Object + is/am/are + not + past
participle + by + subject
Object + was/were + not + past
. participle + by + subject.

1.2.1.10 Use of other preposition instead of ‘by’

If the verb expresses ‘states’ rather than ‘action’ done by the subject, other preposition like: with, at, to, in, on etc are used instead of ‘by’, e.g.

A.V:-The good message pleased her.

P.V:- She was pleased with good message.

A.V:-The programme surprises me.

P.V:- I am surprised at the programme.

1.2.1.11 Passive of “going to” Future

If an active sentence expresses something is happening in near future. The passive of this will be as follows:

A.V:-Shyam is going to meet Mohan.

P.V:- Mohan is going to be met by Shyam.

Structure

Active

Subject + is/am/are + going
to + infinitive + object.

Passive

Object + is/am/are + going to + be
+ past participle + by + subject.

1.2.2 Impersonal Sentence

If the active sentence starts from people, they , we , as subject and follow hope, believe, say, think , know , feel , fear , see etc. as verbs with that clause, people, we, they etc are changed into ‘it’ as subject to make that clause passive, e.g.

A.V: They hope that she will recover soon.

P.V: It is hoped that she will recover soon.

A.V: People say that he is an honest boy.

P.V: It is said that he is an honest boy.

The underlined clause (it is said, it is hoped) is called impersonal passive because it has impersonal pronoun 'it' as the subject of the passive verb. The impersonal passive helps us to say something with authority without naming the authority.

Structure

Active

People/ we/ they + hope/ say/
believe + that clause.

Passive

→ It + 'be verb' + past participle +
that clause.

The following procedures are used to make passive of this types of sentence.

- i. Deletion of connective 'that'
- ii. Deletion of subject in the sub-ordinate clause

That clause

- iii. Is /am /are changed into 'to be'

e.g. People say that he is an honest boy.

He is said to be an honest boy.

1.2.3 Imperative Sentence

A sentence that expresses a command, request, suggest, offer, etc is called an imperative sentence. That is categorized as follows:

i) Command sentence:

A.V:- close the window.

P.V:- Let the window be closed.

A.V:- Do it yourself

P.V:- let it be done.

Structure

Active

infinitive + object

Passive

→ Let + object + be + p. participle.

ii. Request sentence.

The sentence which involves please, kindly etc. to ask somebody to do something politely, refers to a request sentence, e.g.

A.V:- Please, sit down.

P.V:- You are requested to sit down.

A.V:-Kindly, help him.

P.V:- You are requested to help him.

Structure

Active

infinitive + object

Passive

→ You are requested + to +infinitive.

iii) Suggest Sentence:

The sentence which functions as suggestion or advice is called suggest sentence.

Help the poor. (A.V)

You are suggested to help the poor. (P.V)

Structure

Active

infinitive + object

Passive

You are suggested + to + infinitive + object.

1.2.4 Interrogative Sentence

A sentence that asks question is called an interrogative sentence. They are:

1) **Yes / No question.**

2) **WH- question.**

i) **Yes / No question:**

e.g. A.V: Does he bring a pen?

P.V: Is a pen brought by him?

A.V: Are you buying a book?

P.V: Is a book being bought by you?

Structure

Active

Auxiliaries + sub + verb
+ obj?

Do / Does / did + sub. + Verb
+ obj?

Passive

= Auxiliaries + object + past
participle + by + sub?

= Is /am / are/ was/ were + obj +
past participle + by + sub?

ii) WH- question:

Eg. A.V:- Who has stolen my bag?

P.V:- By whom has my bag been stolen?

P.V:- Who has my bag been stolen by?

Structure

Active

WH +Auxiliaries + Sub + V + obj?

Passive

By+ WH + auxiliaries + obj. + past
participle?

or

WH-word auxiliaries + obj + past
participle + by + sub?

Structure

Active

Auxiliaries + sub + verb +
obj?

Do / Does / did + sub +
infinitive + obj?

Passive

= Auxiliaries + object + past
participle + by + sub?

= Is/am/are/was/were + obj +
past participle + by + sub?

1.2.4.1 The Auxiliary: Do, Does. Did in WH-question

E.g.

A.V:- What does she give him?

P.V:- What is he given by her?

A.V:- Why did he punish you?

P.V:- Why were you punished by him?

Structure

Active

WH+ do/does + sub +
infinitive + obj....?
WH + did + sub + infinitive +
obj +...?

Passive

WH + is/am/are + obj + past
participle + by + sub?
WH + was/were +obj + past participle +
by + sub?

1.2.5 Optative Sentence

A sentence that expresses desire or wish is called an optative sentence. E.g

A.V: May god save you from all sort of evil force?

P.V: May you be saved from all sort of evil force?

1.3 Literature Review

Many research works have been carried out by the different researchers in the field of language under the department of English education, Tribhuvan University. But very few researches have been carried out on the effectiveness of 'EEE method' in related topics. But no one has attempted to carry out their research work on 'effectiveness of 'EEE method' in teaching voice. That's why; the researcher has selected this very new topic in his research work. Before selecting this topic, he went through different researches available to him. Those research works with their findings are cited below:

Sharma (2003) conducted a research work entitled '**The effectiveness of role play technique in teaching communicative function.** The major objective of this research work was to find out the effectiveness of role play in teaching communicative function. He collected data using both primary and secondary sources. The primary data were pre- test and post – test and the secondary data were books related to the role play communicative functions such as, Johnson, K.(1982), Ladousse, G.P. (1987) & littlewood, W. (1981). He selected Eighty

four students of Grade X studying in Jana Jyoti Secondary school, Motipur, Kapilvastu. He administered the test and divided the groups using random sampling procedure. This research found that teaching students using role play technique is more effective than teaching them using only icons- directed methods included in the text book.

Gotame (2004) conducted a research work on '**Teaching conditional in English inductively and deductively**'. The main objective of this study was to find out which method (deductive or inductive) is more effective for teaching conditionals in English. She had collected the primary sources of data selecting thirty –eight students of Kathmandu district studying in grade VIII in Manohar Secondary school. She consulted related researches, books, journals, reports etc related to ELT and grammar teaching. The major tools for data collection in her study were test items. The population was divided into two groups on the basis of odd and even number using random sampling procedure. It was found that deductive method is more effective than inductive method to teach conditionals in English.

Rawal (2004) carried out a research work on "**The effectiveness of Drill technique in teaching passivization**". The objective of this research was to find out the effectiveness of drill technique in teaching passivization. He had used both primary and secondary sources for data collection. The primary data for this study were collected by administering pre-test and post test. Sixty students studying in grade Eight of Shree Arunodaya Secondary School, Khairiphata Kailali were selected for the purpose of carrying out the research. Various grammar books, such as; a practical English grammar (A. J. Thomson and A.V. Martinet: 1963), Journals, reports etc. were consulted for the facilitation of the study. The major tool for data collection was a test which was taken from English book of grade VIII. He found out that teaching passivization through drill technique is more effective than teaching it using other techniques.

Pants (2004) conducted a research work on **the effectiveness of discovery technique in teaching subject verb agreement** in grade ix. The objective of his research work was to find out the effectiveness of discovery technique in teaching subject- verb – agreement in English. The primary data for this study were collected by administering a pre-test and post-test. The following books, journals related to English language teaching and grammar were consulted for designing the test items and classroom teaching materials.

- a) The Grammar Book (Murcia and Freeman).
- b) Text book of (grade 8, 9 and 10 (Rai, V.S.) Teaching and Learning grammar (Jeremy Harmer) etc.

He selected thirty students studying in Grade IX at Shree Shivapur Secondary School Rupandehi. He conducted a test as main tool for data collection using random sampling procedure. This research discovered that teaching subject verb agreement through discovery technique is more effective than teaching it traditionally.

Oli (2005) carried out a research entitled “**the effectiveness of task based technique for teaching simple present tense**”. The objective of this study was to determine the effectiveness of task based technique for teaching simple present tense. He had collected primary sources of data from students of class 10 studying in Himalaya Higher Secondary School, Kholagaun, Rukum. He had consulted following books related to task based teaching and grammar such as; doff. A, 1988, Teach English and Ur Penny, (1996), The course in Language teaching theory and practices. The main tool for data collection was test items in his study. He collected data using random sampling procedures. It was found that teaching simple present tense through task- based technique is more effective than teaching it without them.

Acharya (2005) carried out a research work on **effectiveness of instructional materials on teaching English to Grade X**. The main objective of this study

was to determine the degree of effectiveness of IMs on teaching English for Grade X. He conducted the pre- test and post test to collect primary sources of data. Thirty students of Grade X were participated in test from Shree Balvidya Secondary School, Kohalpur Banke. Secondary Education Curriculum for compulsory English, textbook of grade X and teacher's guide of grade X were secondary sources. The main tools for data collection were the test items as well as observation form. He used random sampling procedure to divide the students into two groups. The major finding of this research was that the instructional materials are an integral part of the teaching English language and they have very high positive impact in learning English.

Khakural (2005) conducted a research work on **effectiveness of match-stick figures in teaching action verbs at Grade 'X'**. The main objective of this research work was to find out the effectiveness of Match-stick figures in teaching action verbs. He had collected primary data using pre- test and post-test. He selected forty students of Grade 'V' studying in Buddha shanty Secondary School. piple 7. He had consulted the books related to it such as, El-Araby Salah (1974), Harmer (1991) etc. The tool for data collection in his study was the test. He had divided the students into two groups on the basis of odd- even roll number according to their pre- test score. The finding of this research was that the degree of effectiveness in the use of matchstick figures in teaching action verb in English is good.

Adhikari (2006) conducted a research work on **passivization in English and Tharu**. The main objectives of this study were to find out the processes of passivization in Tharu language and to compare and contrast Tharu passivization with that of English. The native speakers of Tharu language of Dhadhuwar and Deudakal VDCs of Bardiya District were the primary sources in his study. He had used different types of books, text books and dictionary written in Tharu language eg, Ojarar Dagar, Hamar Pahura and Tharu Nepali English dictionary by Gopal Dalit 2054. Sixty Tharu native speakers living at

same VDCs were sampling population. He had used the quota sampling procedure to select data. Questionnaires and interview schedule were used as research tools. The major findings of this research work were as follows:

1. The very structure: root verb + Ja (i) / ga : (i) (passive auxiliary) is used to passivize the active sentence.
2. Generally, 'se', similar to 'by+ agent' in English is inserted just after subject in active sentence changing pronominal subject into object case but 'se' is immediately inserted to noun to make passive structure.
3. The grammatical function of pronoun in active sentence is changed while transferring into passive. eg.
Mai (T.) - Maihin (Me)
Tamre (we) - hamran (us)
Tu (you) '2NH' - Tuhin (you) etc.
4. The syntactic positions of nouns and pronouns as subject and object remain intact or unchanged in Tharu while changing active sentence into passive. like in English the inversion of the subject and object does not take place in passive structure in Tharu.
5. Various changes occur in passivization in English and Tharu in assertive, interrogative and imperative sentence.

Bhattarai (2006) practically studied **“the effectiveness of EEE method on teaching Reported speech in English”**. The main objective of this study was to find out the effectiveness of ‘EEE Method’ in teaching reported speech in English. Both primary and secondary sources of data had been used to carry out this study. Test items were administered as primary sources and various kinds of secondary materials such as books, journals, articles, textbooks and reports related to study had been consulted. The population of this study consisted of forty students studying in grade ‘X’ in Amar secondary school in Dhankuta. Forty students of same school had been selected and divided them in two groups by purposive sampling procedures on the basis of marks obtained in

pre-test. The ranking of the students was administered on the basis of their individual scores obtained on the pre-test and they were kept in descending order. The researcher had used test items as major tools. The finding of this research was that teaching Reported speech through EEE methods is more effective than using other usual methods.

B.C. (2008) carried out a research work on **“the effectiveness of teaching grammar through discovery technique”**. This research aimed to find out the effectiveness of discovery technique in teaching grammar. In this study, both primary and secondary sources were used for the collection of data. The primary data of this study were collected by administering the pre and post test on forty students studying at Narayan Secondary school, Banke. He had used various books and research works related to teaching grammar to design the test items and prepared classroom teaching materials. Such as, English text book of grade IX etc. He had selected purposive sampling procedure. The main tool for the collection of data was a set of test item consisted of sixty items related to tense. He found that teaching grammar through discovery technique is better than teaching grammar traditionally.

1.4. Objectives of the Study

The objectives of the study are:

- a. to find out the effectiveness of ‘EEE Method’ in teaching passivization in English.
- b. to suggest some pedagogical implications.

1.5 Significance of the Study

This work will be significant for finding out the effectiveness of 'EEE Method' in teaching voice. Teaching language is a complicated job. Various methods of teaching foreign language are in practice in the field of language teaching. But, none of them is complete in itself. So, language teachers are always in search of an alternative method. In this modern era, it plays a vital role for modifying their existing approaches, methods and techniques. This study is equally beneficial to the expertise i.e., Language planners, syllabus designers, text book writers and methodologists etc. for improving or developing the ways of language teaching and launching the integrative method. It also helps the students or language learners to master language form in real life situation naturally. It will be significant for providing guideline for the researcher in the stated area.

CHAPTER-TWO

METHODOLOGY

2.1 Sources of Data

To carry out this research, both primary and secondary sources were used.

2.1.1 Primary Sources of Data

This study was mainly based on primary source of data collected from the 10th graders studying in Sharada Balika Higher Secondary School, Dharan-16 in Sunsari district. The data had been collected administering a pre-test and post-test. The pre-test had been given before the actual classroom teaching and the post-test had been given after teaching.

2.1.2 Secondary Sources of Data

The secondary sources of data were the various materials eg: books, journals, articles, reports, textbook, web-sites and theses in related area. Some of them are: Sysoyov, (1999), Bhattarai, (2006), Celce Murcia and freeman, (1999), Rawal, (2004), Thomsom and Martinet, (1963) and Text book of Grade 10,(Rai

2.2. Population of the Study

The population of this study consisted of 40 students studying in grade 'X' in Shree Sharada Balika School, Dharan – 16, Sunsari.

2.3 Sampling Procedures

The researcher used purposive sampling procedure. He divided the 40 students of the same school into two groups on the basis of marks obtained in the pre-test. They are named as experimental and non-experimental groups.

2.4 Tools for Data Collection

Major tools for data collection were test items. The researcher constructed four types of test items from a specific area of grammar viz. passivization, which carried all together 100 marks. The items were taken from English book from grade X and SLC test paper. They were:

1. Tick (✓) the best answer:
2. Transform active voice into passive.
3. Complete the passive voice in the tense suggested according to brackets.
4. Fill in the blanks choosing correct verb form from given alternatives.

2.5 Process of Data Collection

The following step-wise procedures were used to collect data for the study.

- a) Firstly, the researcher developed the set of test items from a specific area of grammar viz. passivization. Then teaching aids and classroom teaching technique developed accordingly.
- b) The researcher visited the selected school. He requested the headmaster for permission to involve the selected students in teaching learning activities or to administer the test.
- c) He selected 40 students in grade 'X' from same school. A written pre-test were administered to determine the student's proficiency in the use

of voice. They were given 3 hours to attempt the questions and their written responses were marked.

- d) The ranking of the students were determined on the basis of individual scores obtained on the pre test and they were kept in descending order.
- e) The students were selected in odd and even numbers from serial number and divided into experimental and non-experimental groups by using purposive sampling procedures.
- f) Both groups were taught by the researcher separately. The experimental group was taught passivization using 'EEE Method' and non-experimental group was taught by deductive method. Each of them was taught 25 lessons all together in a period in a day of forty five minutes.
- g) The researcher administered the post-test after teaching 25 lessons. The test items were the same used in pre-test.
- h) The achievement of both groups on pre-test and post-test were compared and analyzed by using descriptive and statistical tools to find out the effectiveness of "EEE Method" on teaching voice.

2.6 Limitation of the Study

The Limitation of this study was follows:

1. The population of this study consisted of 40 students of grade 'X' studying in Sharada Balika Model Higher Secondary School, Dharan-16, Sunsari.
2. Both primary and secondary sources of data were used to carry the findings of this study.
3. The test items were prepared from one specific area of grammar viz. passivization.
4. The test items were administered as written test.
5. The research was limited to 25 lessons.
6. Only transitive verbs were taken from the English book of grade 'X' and previous SLC test papers.

CHAPTER-THREE

ANALYSIS & INTERPRETATION OF DATA

This research work is related to the effect of the independent variable (teaching students using EEE Method) on the dependent variable (student's achievements in the test). The main objective of the present research work was to find out the degree of the effectiveness of the use of 'EEE Method' of teaching voice. In the light of the main objective, a correlation co-efficient between the two variables viz. performance difference between the pre-test and post –test of the experimental group and non experimental group was calculated. The individual score of both tests (pre-test and post –test in each item calculated (in Appendix iv) have been presented and tabulated group wise systematically. To make the study more objective, the statistical tools of "Average value (Mean)" and its standard deviation and T-test and its significance of mean achievement scores have been calculated for the analysis and interpretation. It deals with the interpretation of their performance and effectiveness of method. The difference between the average scores of the pre-test and post test of each group is computed and compared. If it is higher than zero, it shows the improvement of the group. It is assumed that the technique which revealed the better performance is considered to be effective. Same materials, medium of teaching have been used for both groups. The variation is the use of the technique i.e. experimental group has been taught with the help of EEE method, where as non- experimental group has been taught using usual or deductive method. It is assumed that one group performed better than the other group because the technique used for that group was more effective. Marks obtained by individual students in each test and each item are given in Appendix IV. On the basis of the individual's scores, average score for each group and for each category of sentence was calculated to compare the achievement of the groups. If the

difference (D) between the averages score of a group in pre-test and post-test is more. Then the group is better than other.

3.1 Item-wise Analysis in Comparison of both Groups

The questions were divided into four items; Tick () the best answer or multiple choice items, transformation items, completion item and fill in the gaps item.

3.1.1 Multiple Choice Items

In this item, the students were required to choose the best answer from the given four alternatives and tick it. This test item consisted of twenty-five question which carried out twenty-five marks.

Table No.2

The Result in Multiple Choice Items

Group	Average score in pre-test	Average score in post-test	D
Experimental group	13.25	22.2	8.95
Non-experimental group	13.75	18.65	4.9
Difference	0.5	3.55	4.05

The table No. 1 shows that the average score achieved by experimental group was 13.25 in the pre-test and 22.2 in the post-test in their performance. Their marks increased by 8.95 whereas the average score obtained by non-experimental group was 13.75 marks in the pre-test and 18.65 marks in the post-test in their performance. The difference between them was 4.9. The difference between the achievement scores of both group is 0.5 in the pre-test and 3.55 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average scores in the pre and post-

test is higher of experimental group (8.95) than non experimental group (4.9). The real difference of the treatment between the two groups is 4.05.

3.1.2 Completion Item

In this item, students were required to supply the missing appropriate passive verb form in tense suggested according to bracket. This item consisted of twenty-five questions which carried twenty-five marks.

Table No.3

The Result in Completion Items

Group	Average score in pre-test	Average score in post-test	D
Experimental group	6.20	15.7	9.5
Non-experimental group	5.8	12.5	6.75
Difference	0.4	3.2	2.75

The table No.2 shows that the average score of experimental group was 6.20 in pre-test and 15.7 in the post-test. The increment between pre-test and post-test was found 9.5. On the other hand, the average score of non-experimental group was 5.8 marks in the pre-test and 12.5 in the post-test. It was found that their marks increased by 6.75 The difference between the achievement scores of both group is 0.4 in the pre-test and 3.2 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average scores in the pre and post-test is higher of experimental group (11.45) than non experimental group (6.75).The real difference of the treatment between the two groups is 2.75.

3.1.3 Transformation Items

In this item, the students were required to change or transform active voice into passive voice. The item involved twenty-five questions and it carries twenty-five marks.

Table No. 4

The Result in Transformation Item

Group	Average score in pre-test	Average score in post-test	D
Experimental group	9.15	20.6	11.45
Non-experimental group	8.5	15	6.5
Difference	0.65	5.6	4.95

The table No. 3 shows that the average score of experimental group was 9.15 marks in pre-test and 20.6 marks in the post-test whereas, the average score of non-experimental group was 8.5 marks in the pre-test and 15 marks in the post-test. The difference between the achievement scores of both groups is 11.45 in the pre-test and 6.5 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average scores in the pre and post-test is higher of experimental group (11.45) than non experimental group (6.5). The real difference of the treatment between the two groups is 4.95.

3.1.4 Fill in the Gaps Item

The students were required to fill up the blanks selecting correct words or choosing right tense from the bracket. This item consisted of twenty-five questions which carries twenty-five marks.

Table No. 5

The Result in Fill in the gaps Item

Group	Average score in pre-test	Average score in post-test	D
Experimental group	10	20.7	10.7
Non-experimental group	10	14.85	4.85
Difference	0	5.85	5.85

The table No.4 shows that the average score obtained by experimental group was 10 marks in the pre-test and 20.7 marks in the post- test. Their marks increased by 10.7.

On the other hand, the average score of non – experimental group was 10 marks in the pre-test and 14:85 marks in the post-test in their performance. Their marks increased by 4.85. The difference between the achievement scores of both groups is 0 in the pre-test and5.85 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average scores in the pre and post-test is higher of experimental group (10.7) than non experimental group (4.85). The real difference of the treatment between the two groups is 5.85.

3.2 Sentence – wise Comparison

The questions were divided into four types of sentences i.e. assertive sentence, interrogative sentence, optative sentence and imperative sentence.

3.2.1 The Result in Assertive Sentence:

Table No.6

Group	Average score in pre-test	Average score in post-test	D
Experimental group	21.25	44.05	24.8
Non-experimental group	21.05	32.4	13.35
Difference	0.2	11.65	11.45

The table number 5 shows that this category consisted of 59 items. Each item carried one mark. The experimental group has the average score of 21:25 marks in the pre-test and 44.05 marks in the post- test. This group has made the improvement in marks by 24.8 then the non-experimental group has the average score of 21.05 in the pre-test and 32:4 marks in the post- test. This group has made the improvement only by 13.35 marks. The difference between the achievement scores of both groups is 0.2 in the pre-test and 11.65 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average scores in the pre and post-test is higher of experimental group (24.8) than non experimental group (13.35). The real difference of the treatment between the two groups is 11.45.

3.2.2 The Result in Interrogative Sentence

Total marks: 25

Table No. 7

Total items: 25

Group	Average score in pre-test	Average score in post-test	D
Experimental group	9.45	18.2	8.75
Non-experimental group	8.8	15.85	7.05
Difference	0.65	2.35	1.7

The table No.6 shows that this category consisted of 23 items. Each item carried out one mark. Experimental group has the average score of 9.45 marks in the pre- test and 18.2 mark in post- test. This group has increased its marks by 8.75. On the other hand, Non experimental group has the average score of 8.8 marks in the pre- test and 15.85 marks in the post- test. This group has increased its marks by 7.05. The difference between the achievement scores of both groups is 0.65 in the pre-test and 2.55 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average in the pre and post-test is higher of experimental group (8.75) than non experimental group (7.05). The real difference of the treatment between the two groups is 1.7.

3.2.3 The Result in Imperative Sentence

Total items: 15

Table No. 8

Total marks: 15

Group	Average score in pre-test	Average score in post-test	D
Experimental group	6.9	12.75	5.85
Non-experimental group	6.75	11.1	4.35
Difference	0.4	0.65	1.5

This category consisted of 15 items. Each item carried one mark. Experimental group has the average score of 6.9 marks in pre-test and 12.75 marks in the post- test. This group has increased its marks by 5.85. On the other hand, the non-experimental group has the average score of 6.75 marks in the pre-test and 11.1 marks in the post- test. This group has increased its marks by 4.35. The difference between the achievement scores of both groups is 0.5 in the pre-test and 3.55 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average in the pre and post-test is

higher of experimental group (5.85) than non experimental group (4.35). The real difference of the treatment between the two groups is 1.5.

3.2.4 The Result in Optative Sentence

Total items 3

Table No. 9

Total marks 3

Group	Average score in pre-test	Average score in post-test	D
Experimental group	1.1	2.1	1
Non-experimental group	1.05	1.7	0.65
Difference	0.05	0.4	0.35

This category consisted of 3 items. Each item carried one mark. The average score of experimental group is 1.05 marks in the pre test and 2.1 marks in the post- test. This group has increased its marks by 1.05. On the other hand, non experimental group has the average score of 1.05 in the pre- test and 1.7 in the post- test. This group has increased its marks by 0.65. The difference between the achievement scores of both group is 0.05 in the pre-test and 0.4 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average in the pre and post-test is higher of experimental group (1) than non experimental group (0.65). The real difference of the treatment between the two groups is 0.35.

3.3 Form -Based Comparison

This category consists of four forms of present, past, future and conditional. They are analyzed and interpreted as follows:

3.3.1 The Result in Present Passive Form

Table No. 10

Group	Average score in pre-test	Average score in post-test	D
Experimental group	19.5	39.15	19.65
Non-experimental group	18.6	30.4	11.8
Difference	0.9	8.75	7.85

This category consisted of 51 items of one mark each. Experimental group has the average score of 19.65. Non- experimental group has the average score of 18.6 in the pre- test and 30.4 in the post- test and has improved by 11.8 marks. The difference between the achievement scores of both groups is 0.9 in the pre-test and 8.75 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average in the pre and post-test is higher of experimental group (19.65) than non experimental group (11.8). The real difference of the treatment between the two groups is 7.85.

3.3.2 The Result in Past Passive Form

Table No .11

Group	Average score in pre-test	Average score in post-test	D
Experimental group	7.70	18.95	11.25
Non-experimental group	7.5	14.15	6.65
Difference	0.2	4.8	4.6

This category consisted of 23 items of one marks each. Experimental group has the average score of 7.7 in the pre-test and 18.95 in the post-test. This group has improved its marks by 11.25. Non-experimental group has the average marks of 7.5 in pre-test and 14.15 in the post –test. This group has made the improvement in marks by 6.65. The difference between the achievement scores

of both groups is 0.2 in the pre-test and 4.8 in the post-test. The table shows that both groups have higher scores on the post-test.. The difference between the average scores in the pre and post-test is higher of experimental group (11.25) than non experimental group (6.65). The real difference of the treatment between the two groups is 4.6.

3.3.3 The Result in Future Passive Form

Table No.12

Group	Average score in pre-test	Average score in post-test	D
Experimental group	5.90	13.8	7.9
Non-experimental group	6.25	11.05	4.8
Difference	-0.35	2.75	3.1

This category consisted of 16 items of one mark each. In this category, experimental group has the average score of 5.90 in the pre-test and 13.8 in the post test. It has improved its marks by 7.9 . The non-experimental group has the average marks of 6.25 in the pre-test and 11.05 in the post- test. This group has improved by 7.9 marks. The difference between the achievement scores of both groups is - 0.35 in the pre-test and 2.75 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average scores in the pre and post-test is higher of experimental group (7.9) than non experimental group (4.8). The real difference of the treatment between the two groups is 3.

3.3.4 The Result in Conditional Passive Form:

Table No.13

Group	Average score in	Average score in	D
--------------	-------------------------	-------------------------	----------

	pre-test	post-test	
Experimental group	5.45	7.3	1.85
Non-experimental group	5.3	6.95	1.65
Difference	0.15	0.35	0.20

This category consisted of 10 items of one mark each. Experimental group has the average score of 5.45 in the pre-test and 7.3 in the post-test. This group has improved its marks by 1.85. The non-experimental group has the average score of 5.3 in the pre-test and 6.95 in the post- test. This group has improved in marks by 1.65. The difference between the achievement scores of both group is 0.15 in the pre-test and 0.35 in the post-test. The table shows that both groups have higher scores on the post-test. The difference between the average scores in the pre and post-test is higher of experimental group (1.85) than non experimental group (1.65). The real difference of the treatment between the two groups is 0.20.

3.4 Test of Significance of Mean Achievement Scores (T-test)

W.S Gusset (1908) conducted a research work in which he used 'T-test' and explained it in 1908.'T-test', in fact is the way of testing difference between two mean critical values and the standard error of two mean critical values. It is the way of testing the ratio of significant difference and Significance of standard error of two Mean critical values. It is also known as 'T-ratio' which is used to test the significant difference of two mean values.

In the process of statistical analysis, the validity of null hypothesis at certain level of Significance is tested by the researcher. He can use either 0.1level of significance or 0.5level of significance. The use of certain level of significance depends on how much the researcher is confident about the rejection of the null hypothesis in his research work or study. So, one of the two levels of

significance is used which is always expressed in percentage. It means 5% or 1%. If a researcher used 0.5 level of significance, the possibility of true null hypothesis rejection in his research is 5% and similarly, if he uses 0.1 percent level of significance, here the probability of true null hypothesis rejection in his research is 1%. In the same context, S.P Gupta says (as Khanal et al, 2059) "The rejection of null hypothesis indicates that the differences have statistically significant and the acceptance of the null hypothesis indicates that the differences are due to the chance"

Degree of Freedom

The degree of freedom is one of the important parameter in t-distribution. It is defined as the number of values that can be chosen freely, hence named as degree of freedom or D.F. and it is denoted a U (nu) and calculated by n_1-1+n_2-1 .

Test of hypothesis

One of the important applications of statistical inference is 'test of hypothesis.' In testing of hypothesis, an assumption is made about the population parameter. To test whether the assumption or hypothesis is right or not, a sample is selected from the population, simple statistic is obtained, observe the difference between the sample mean and the hypothesized population value, and, test whether the difference, the sample mean is close to the hypothesized value has low chance to correct.

Formulation of H_0 and H_1

Null hypothesis, H_0 : $M_1=M_2$ i.e. there is no significance difference between the two population means or the two populations have the same means.

Alternative hypothesis, $H_1: M_1 \neq M_2$ (two-tailed test) i.e. there is significance between the two populations means or two population means are not equal.

While testing the hypothesis, we make two correct decisions, reject null hypothesis when it is false, and accept the null hypothesis when it is true. And we can commit errors of two types rejecting the null hypothesis when it is false. The tabulated value means the value given in two tail test at 5% level of significance at degree of freedom. If calculated value is less than tabulated value then H_0 is accepted and if the calculated value is greater than tabulated value, alternative value is accepted or null hypothesis is rejected it means there is significant difference in mean achievement scores of the students on two variables.

3.4 Comparative Analysis of Average Test Scores

The result of average calculation scores of total students have been given below:

3.4.1 The Comparison of total Students' average achievement scores of experimental and non experimental groups on pre-test and post test.

Table No-14

	Pre-test	Post-Test	Difference
Experimental group	38.6	79.2	40.6
Non-experimental group	37.9	61.05	23.15
Difference	0.7	18.15	17.45

The table shows that the students of experimental group scored 38.6 and the students of Non-experimental group scored 37.9 respectively on pre-test. The scores show that there is not much variation in their achievement. But the

students of experimental group got 79.2 marks on post-test than the students of non-experimental group got 61.05 marks. The difference between the scores on pre-test and on post-test of experimental group is 40.6 and the difference between the scores on pre-test and on post-test of non-experimental group is 23.15. More over, the above mentioned table shows that the experimental group's average achievement score is higher (38.6) than Non-experimental group on pre-test. On post test, experimental group has 79.2 average achievement scores and non-experimental group has 61.05. The difference between the achievement scores of both groups is 17.45. The difference between the average achievement scores of experimental and non-experimental groups on pre-test is 0.7 and 18.15 on post-test.

3.4.2 Test of Significance of mean achievement scores of total Students of both groups on pre-test.

Table No-15

Null Hypothesis	Calculated value	Tabulated value	DF	Level of significance	Result
There is no Significant difference in the mean achievement scores of the total students of both groups on pre-test $H_0: M_1 = M_2$ $t_{cal} < t_{tab}$	0.198	2.025	38	0.05	Accepted

The table shows that calculated value of total students of both groups on their pre-test is 0.198 and the tabulated value of 38 degree of freedom at 0.05 level

of significance is 2.025. As we know that if the calculated value is less than tabulated value, the H_0 is accepted and alternative hypothesis is rejected the calculated value of the test is less by 1.827 than tabulated value so, the H_0 of the test is accepted. It means that there is no significance difference in the mean achievement of total students of both groups on pre-test.

3.4.3 Test of Significance of Mean Achievement Scores of total Students of both groups on post-test.

Table No-16

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both groups of total students on post test $H_1: M_1 \neq M_2$ $t_{caL} > t_{tab}$	5.695	2.025	38	0.05	accepted

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 5.695 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 3.670 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post -test.

3.4.4 Test of Significance of mean achievement of total Students on pre-test and post test of experimental group.

Table No-17

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both groups of total students on post test $H_1: M_1 \neq M_2$ $t_{caL} > t_{tab}$	13.578	2.025	38	0.05	accepted

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 13.578 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 11.353 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post-test.

3.4.5 Test of Significance of mean achievement scores of total Students on post test of experimental group and non-experimental group on the Item of Tick the best answer.

Table No-18

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population	5.057	2.025	38	0.05	accepted

means of both groups of total students on post test $H_1: M_1 \neq M_2 \quad t_{caL} > t_{tab}$					
--	--	--	--	--	--

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 5.057 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 3.032 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.6 Test of Significance of mean achievement of total Students on post-test of experimental and non-experimental group on the Completion Item

Table No-19

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both groups of total students on post test $H_1: M_1 \neq M_2 \quad t_{caL} > t_{tab}$	2.851	2.025	38	0.05	accepted

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 2.851 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value

is greater than tabulated value (the calculated value of the test is greater by 0.826 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.7 Test Significance of mean achievement of total Students on Post-test of experimental group and non-experimental group on Transformation Item

Table No-20

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both groups of total students on post test $H_1: M_1 \neq M_2$ $t_{caL} > t_{tab}$	5.469	2.025	38	0.05	accepted

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 5.469 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 3.444 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.8 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on Fill in the blanks Items

Table No-21

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both group of total students on post test $H_1: M_1 \neq M_2$ $t_{caL} > t_{tab}$	5.735	2.025	38	0.05	accepted

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 5.375 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 3.710 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.9 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on in Assertive sentence.

Table No-22

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between	8.019	2.025	38	0.05	accepted

the two population means of both group of total students on post test $H_1:M_1 \neq M_2$ $t_{caL} > t_{tab}$					
---	--	--	--	--	--

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 8.019 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 5.994 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.10 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on Imperative Sentence.

Table No-23

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both group of total students on post test $H_1:M_1 \neq M_2$ $t_{caL} > t_{tab}$	2.666	2.025	38	0.05	accepted

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 2.666 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 0.641 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.11 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on Integrative Sentence.

Table No-24

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both group of total students on post test $H_1: M_1 \neq M_2$ $t_{caL} > t_{tab}$	2.530	2.025	38	0.05	Accepted

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 2.530 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 0.505 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.12 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on Optative Sentence.

Table No-25

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both group of total students on post test $H_1: M_1 \neq M_2$ $t_{caL} > t_{tab}$	2.220	2.025	38	0.05	Accepted

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 2.220 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 0.195 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.13 Test of Significance of mean achievement scores of the total students on post-test of experimental and non-experimental group on in the present passive form.

Table No-26

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant	6.051	2.025	38	0.05	Accepted

difference between the two population means of both group of total students on post test $H_1: M_1 \neq M_2 \quad t_{caL} > t_{tab}$					
---	--	--	--	--	--

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 6.0512 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 4.026 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.14 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on in the Past Passive Form.

Table No-27

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both group of total students on post test $H_1: M_1 \neq M_2 \quad t_{caL} > t_{tab}$	3.285	2.025	38	0.05	Accepted

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 5.310 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 3.285 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.15 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on the Future Passive Form.

Table No-28

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both group of total students on post test $H_1: M_1 \neq M_2$ $t_{caL} > t_{tab}$	3.929	2.025	38	0.05	Accepted

The table shows that calculated value of the mean achievement scores of total students of both group on their post-test is 3.929 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is greater than tabulated value (the calculated value of the test is greater by 1.904 than tabulated value) the null hypothesis is rejected and H_1 is accepted. It means that there is significant difference in the mean achievement scores of the total students between both groups on post test.

3.4.16 Test of Significance of mean achievement scores of the total Students on post-test of experimental and non-experimental group on in the Conditional Passive Form.

Table No-29

Alternative hypothesis	Calculated value	Tabulated value	D.F	Level of Significance	Result
There is significant difference between the two population means of both groups of total students on post test $H_0:M_1=M_2$ $t_{caL} < t_{tab}$	1.186	2.025	38	0.05	accepted

The table shows that calculated value of the mean achievement scores of total students of both groups on their post-test is 1.186 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.025. If the calculated value is less than tabulated value, the null hypothesis is accepted and H_1 is rejected. Here, the calculated value of the test is less by 0.839 than tabulated value. It means that there is no significant difference in the mean achievement scores of the total students between both groups on post test.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

On the basis of analysis and interpretation of data presented in previous section, the researcher tried to present findings in this section. The experimental group which comprises twenty students and non experimental group of same- size. The hundred questions were prepared for the pre-test and the post-test included eight types of sentences mentioned above under four different grammatical items, such as, Multiple choice item, Transformation item, Completion item and Fill in the gaps item. The researcher has dealt with each type of sentence to compare experimental group and non-experimental group. The findings of this study in different sentences are as follows:

The average score of the both groups were calculated and the difference between the average scores of pre-test and post-test were calculated and compared. If the difference is greater than Zero, it showed the improvement. Then it was assumed that the technique which revealed the better performance was considered to be effective. At last, when the analysis was completed, we came to the finding that experimental group which was taught by using 'EEE' Method achieved higher or greater average scores than the non experimental group. Thus, on the whole, 'EEE Method' was found to be better than the usual teaching method.

Similarly, on the basis of analysis and interpretation, the study has derived the following findings.

1. The average achievement scores of the students of experimental group scored 38.6 and the students of Non-experimental group scored 37.9 in the pre-test. The scores show that there is not much variation in their performance. But in the post-test, students of experimental group scored 79.2 and the students of Non-experimental group scored 61.05. The difference between the scores on pre-test and post-test of experimental group is 40.6 and the Non-experimental group is 23.15. It shows that experimental group has got better result or learnt better than non experimental group. Thus, on the whole, the actual difference in the average achievement score in the post-test between experimental group and Non-experimental group is 18.15 and the difference between the achievement scores of both groups is 17.45.

2 The data were analyzed and compared as form of tense i.e. present passive form, past passive form, future passive form and conditional form. In this comparison the experimental group has greater average score than non-experimental group by 4.85 in present passive form, by 4.6 past passive form, by 3.1 in future passive forms and by 0.20 in conditional passive form. Moreover, data were analyzed and compared as various items such as, multiple choice, completion item, fill in the gaps and transformation item. The experimental group has greater average score than the non-experimental group by 4.05 in multiple choice items, by 2.15 in completion item, by 4.95 in transformation item and by 5.85 in Fill in the gaps Items.

3. Similarly, in the test of significance of mean achievement scores (t-test) the null hypothesis (there is no significant difference between the mean achievement scores of students of both groups in the post-test, table No. 16) is rejected and alternative hypothesis is accepted.

4. The finding of this study was determined on the basis of the result of the whole group not on the basis of an individual student. The result shows that the experimental group was benefited in all the cases whether in the result of

multiple choice completion, transformation and fill in the blanks item or present, past, future and conditional passive form as both groups were taught the same subject matter using the same medium and materials but teaching method was different. Thus, the proposed triple 'EEE Method' has been found better than usual teaching methods.

5. Students take part actively in learning so they can create many sentences by themselves because it focuses on form and meaning.

4.2 Recommendation

This study has the following pedagogical implications and recommended Suggestion is as follows:

1. The EEE Method is more effective to use in teaching of grammar. So the English Language teachers should follow 'EEE Method' in class room.
2. It encourages comparative study of teaching methods since it didn't make explicit comparison with any other particular method existed traditionally.
3. This research was limited to eight areas of sentences under the main four heading i.e. Assertive, interrogative, imperative and optative with all form of tense. Similar type of the research can be carried out on the other area of grammar in teaching passivization.
4. This study has been carried out within the limited time on small number of students and a specific area of English grammar viz. passivization. The researcher also experienced an individual care lacking. So, for greater improvement, the future researcher should manage all these variables.
5. The EEE method will be beneficial for English language teachers, text book writers, curriculum designers, and administrators because it emphasizes on

teaching both language form and meaning providing with sufficient time for practicing language form in meaningful context.

6. As it is one of the effective methods of teaching English grammar, it can be included in the seminars, workshops as an effective subject matter or topic for discussion publicly concerning to all language teachers. It provides a language teacher better knowledge and better alternative way of language teaching.

7. This research was limited only to the forty students of a public school so it cannot be claimed that the finding of this research are applicable everywhere. The researchers in the day to come can carry out this type of research by including more students and more schools of different types and different parts of kingdom.

Finally, the researcher wants to request the concerned authorities that above mentioned recommendations should be taken into consideration. Similarly, to test the validity of the findings mentioned above and also for its applications at the national and international level, it is necessary to carry out further researches on the other areas of the grammar.

REFERENCE

- Adhikari, K.P. (2006). *Passivization in English and Tharu*; unpublished M.Ed. thesis; Tribhuvan Univesrsity, Kathmandu,Nepal.
- Acharya, N. (2005). *Effectiveness of Instructional materials on teaching English to grade X*; unpublished M.Ed. thesis; Tribhuvan Univesrsity, Kathmandu,Nepal.
- B.C, C.K. (2008). *The effectiveness of teaching grammar through discovery techniqu* unpublished M.Ed. thesis; Tribhuvan Univesrsity, Kathmandu,Nepal.
- Bhattarai, G.R. (1986). *Methods of teaching English*. Kathmandu: Ratna Pustak Bhandar.
- Bhattarai, K.P. (2006). *Effectiveness of EEE method in teaching reported speech; a practical study*, unpublished M.Ed. thesis; Tribhuvan Univesrsity, Kathmandu,Nepal.
- Celce – Murcia, M, Dornvei , Z, Thurrel, S , 1997. *Direct approaches in L₂ instruction. A Turning point in communicative language Teaching ? TESOL Quarterly*, 31:141- 152.
- Celce-Murcia M. & Larsen- Freeman, D. (1999). *The grammar book*. N.Y: Heinle & Heinle.
- Cowan, R (2009). *The teacher's grammar of English*. Cambridge University press: New York.
- Elissa Weinroth 2003, *Teaching L₂ grammar to ESL Students, EDU 524, Literacy Development in Multilingual communities: writing*.
<http://iteslj.org/articles/sysoyev.integrative.html>.
<http://iteslj.org/Techniques/Hussein-poems.html>.
- Gautam , R.S. (2010). *Research methodology in language*, Katmandu: sunlight publication.
- Gautame, A. (2007). *Teaching conditional in English inductively and deductively*; unpublished M.Ed. thesis; Tribhuvan Univesrsity, Kathmandu,Nepal.

- Hornby, A.S. (2000). *Oxford advanced learner's dictionary*. New York: Oxford University Press.
- Khakurel, R.H. (2005). *Effectiveness of matchstick figures in teaching action verbs*; unpublished M.Ed. thesis; Tribhuvan University, Kathmandu, Nepal.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon.
- NEC. (1992). *Report of the national education commission*. Kathmandu.
- Pandey, B. (1996). *Teaching English theory and methods*. Kathmandu: M.K. Publishers and Distributors.
- Rai, V.S. & Shrestha, I. (2000). *English textbook of grade X*; Sanothimi, Bhaktapur: Curriculum Development Centre.
- Rai, V.S. (1998). *Fundamental of applied linguistics*. Kathmandu: Bhirkuti Academic Publication.
- Rawal, B.B. (2004). *The Effectiveness of drill techniques in teaching passivization*; A Practical study : unpublished M.Ed. thesis; Tribhuvan University, Kathmandu, Nepal.
- Saud, M.S. (2003). *ELT Theories and method*. Kathmandu: M.K. Publishers and Distributors.
- Sharma, Y. (2003). *Effectiveness of role play technique in teaching communicative function*; unpublished M.Ed. thesis; Tribhuvan University, Kathmandu, Nepal.
- Shrestha, S. & Silwal, D. (2063). *Statistical methods in management*. Kathmandu: Taleju prakashan.
- Sysoyev, 1999. P.V.I. – TESL – J. Vol. v. no. 6.
- Thomson, A.J. & Martinet, AV (1963). *A practical English grammar*. New York: Oxford University Press.
- Thornbury, S. (1999). *How to teach grammar*. England: Pearson Education Ltd.

APPENDIX-I

Model Lesson Plan:

School: Shree Sharada Balika H.S. School, Dharan – 16 Sunsari

Period: 5th

Time: 45 Minutes

Class: ten

Date: 2068-3-5

Lesson plan – No – 1

Non –Experimental Group

Date: 2068-3-5

Topic: Types and identification of subject and object

Objectives:

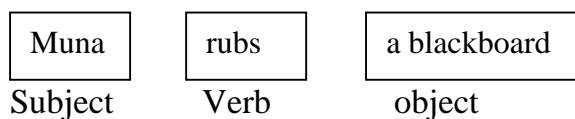
The students will be able to:

- find out subject, object and verb in active and passive voice.
- tell two types of voice.
- identify about the adding word in passive voice

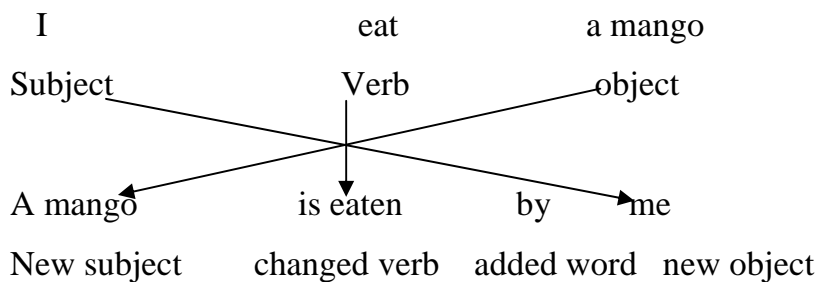
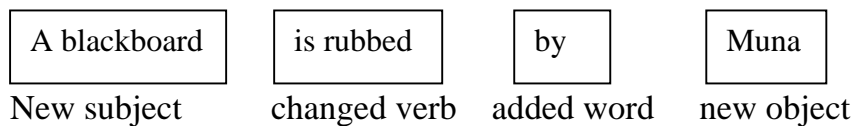
Teaching materials:

Charts and flash cards

Active Voice



Passive Voice



Activities:

- Researcher shows the first chart and says there are two types of voice i.e. an active and passive voice
- He makes them identify subject, verb and object in active voice
- He shows second chart and makes them to identify a new subject of passive
- He says them the word 'by' is added in passive voice
- He underlines subject, verb and object in the sentence of active and passive voice.
- He helps them by describing explicit rules if necessary.

Evaluation:

- Identify subject, verb and object of active and passive voice
- Separate active and passive voice
- Find out the added word
 - a) Ram read a book.
 - b) I write a letter.
 - c) A book is read by Ram.

Experimental Group**Exploration:**

- He shows the charts and asks them to identify subject, verb and object of the sentence of active voice and new subject, changed verb and the object of the sentence of passive voice
- He asks them to read out the chart and guess to identify active and passive voice
- He asks them to find out the added word in by phrase.
- The students try many times if they are unable to change an active sentence into passive sentences.
- He follows the process of Initiation Response and Evaluation 'IRE' interaction sequence so that they care to expose the rules correctly

Explanation:

- He describes that object of the active voice follows main verb and subject of the active voice precedes main verb.
- He describes that object of the sentence of active voice precedes main verb as new subject in passive voice and the subject of the sentence of the active voice follows main verb as new object with by phrase.
- He describes that the word 'by' is used in by phrase to change active into passive

Expression

- He divides the class into pair and asks a student to tell a sentence of active voice. Then, he asks next to find out subject and object
- He asks a student to tell a sentence of active voice. Then he asks next one to change sentences into passive voice.

ST₁:-

Ram	reads	a book
Subject	Verb	Object

ST₂:-

A book	is read	by	Ram
New subject	Changed verb	Added word	New object

Lesson – Plan No – 2

Non-Experimental Group

Date: 2068-3-6

Topic: Pronominal change

Objective:

The students will be able to

- transform the pronominal in passive voice

Teaching materials

Subjective pronoun	objective pronoun
I	Me
We	Us
You	You
They	Them
He	Him
She	Her
It	It
Who	Whom
Active	Passive
I throw him.	He is thrown by me.
She is drawing a picture.	A picture is being drawn by him.
I push them.	They are pushed by me.

Activities:

- He shows a chart and asks them to observe subjective pronoun and objective Pronoun as well as their changes into passive voice
- He changes the pronominal from active voice into passive voice.
- Then he asks students to change active voice into passive voice from the chart paper
- Students will change them and the teacher corrects them.
- They are asked to practice to change sentence.

Evaluation:

change the following sentences into passive voice

- He arrests him.
- She disturbs me.
- I carry him.

Experimental Group

Exploration:

- He shows the charts and asks them to identify subjective pronouns and Objective pronouns and their transformation in passive voice
- They are helped to explore the rules by helping them at 'ZPD' stage
- They verify the structure and find the rules

Explanation:

- They explain that subjective pronouns (I, we, you, they, he, she, it) are changed into objective pronouns (me, us, you, them, him, her, it) respectively and follow main verb with 'by phrase' and objective pronouns (me, us, you, them, him, her, it) are changed into subjective pronouns (I, we, you, they, he, she, it) and precede main verb as new subject in passive voice.

Expression:

- He asks a student to tell an active sentence and asks him to change into Passive voice

ST₁ - A.V. I love him.

ST₂ - P.V. He is loved by me

ST₁ - A.V. we hate them.

ST₂ - P.V. They are hated.

Lesson plan –No – 3

Non-Experimental Group

Date: 2068-3-7

Topic: Simple Present Tense

Objectives: The student will be able to:

- develop the ability of learner's in transforming assertive sentence with single object into passive.

Teaching Materials:

Rule: subject + infinitive + object = new subject + is/am/are + past participle + by + new object.

A.V: Mana Maya destroys a ball.

P.V: A ball is destroyed by Mana Maya.

A.V: Melina breaks a plate.

P.V: A plate is broken by Melina.

A.V: He robs my house.

P.V: My house is robbed by him.

Activities:

- Researcher shows the flash cards and tells the student to observe the sentence about the rules to change active into passive voice.
- He changes the active voice into passive by using the rules.
- He describes that simple present (infinitive) is changed into is/am/are past participle into passive voice.
- He writes other more sentences of active voice to change into passive voice.
- He describes that subject of the sentence of active voice follow main verb with by phrase and the object of the sentence of active voice precedes main verb in passive voice.
- He shows the chart and ask to involves students in practice stage

Evaluation:

Change the following sentences into passive voice.

- Smriti cheats him.
- Asmita teaches me.
- She asks a question.

Experimental Group

Exploration:

- Researcher shows the chart and asks the students to identify subject, verb and object
- He asks them to identify verb form whether infinitive or other verbs are used.
- He asks them to find out new subject, changed verb and new object in passive Voice
- He asks them to find out the added word in passive voice.
- Students are helped to explore the rules by helping them at ZPD stage.
- They are asked to change active into passive voice and helps them to verify the rules.

Explanation:

- Simple present tense (V1/V5) changes into is/am/are + past participle while changing active voice into passive voice.
- The word 'by' is added in 'by phrase'.

Expression:

- He gives the same sentences of evaluation stage of non – experimental group.
- He divides the class into pair and asks a student to tell a sentence and asks next student to change into passive.

Lesson plan – No – 4

Non-Experimental Group

Date: 2068-3-8

Topic:Present continuous passive.

Objectives: Student will be able to:

develop the ability of learner's to change the sentences of active voice of present continuous tense into passive.

Rules:

- sub + is/am/are + V-ing + object = new sub + is/am/are + being + past participle+ by+new object.

Activities:

- Teacher shows the chart and tells about the changes of verb form.
- He describes present continuous tense i.e. is/am/are + V-ing changes into is/am/are + being + past participle in passive voice.
- He writes some more sentences of present continuous to change them into passive voice.
- He involves them in practice exercise showing chart

Evaluation:

Change the following sentences into passive voice.

- a) Karina is mending a watch.
- b) Kabita is drawing a picture.
- c) You are holding a party.

Experimental Group

Exploration:

- He shows the chart and asks them to identify verb form of the sentences of an active voice and changed verb of passive voice and asks to explore the rules about the change of present continuous tense into the correct forms of a passive voice.
- He writes some sentences of active voice in the blackboard and asks them to change into passive voice.
- He helps them to find out the rules in ZPD stage.

Explanation:

- He explains that present continuous tense i.e. (is/am/are + v-ing) is changed into 'is/am/are + being + past participle' into passive voice.

- He describes that an object precedes the main verb and subject follows the main verb while changing sentences into passive voice
AV: I am repairing a cycle.
P.V: A cycle is being repaired by me.

Expression

- He divides the class into pair or group and asks a student of a group to tell the correct statement like.
- I am cutting grass.
- He is making a note.
- You are holding a party.

And another student of other group is asked to change them into passive voice.

Lesson plan no: 5

Non – Experimental Group

Date: 2068-3-9

Topic: Present Perfect Tense

Objectives: Student will be able to:

- change an active voice that contains present perfect tense into passive voice.

Teaching materials

- | Active | Passive |
|------------------------------|--------------------------------------|
| - Puja has read a story. | - A story has been read by Puja. |
| - Asmita has passed an exam. | - An exam has been passed by Asmita. |
| - I have bought a book | - A book has been bought by me. |

Rule: Subject + has/have + past participle + object = object + has/have + been +past participle+ by+ subject

Activities:

- He presents the rules and changes the sentence of active voice into passive voice and makes them observe the changed sentence.
- He explains explicit rules that 'has/have + past participle' is changed into 'has/have + been + past participle' while changing active voice into passive voice.
- He shows the chart and involves them in practice exercise.

Evaluation:

change the following sentences into passive voice.

- Priya has thrown a pen.
- Preshna and Rina have built a house.
- I have driven a car.

Experimental Group**Exploration:**

- He shows the chart and asks them to identify the changes of tense in the sentences
- He gives more examples of active voice that contains present perfect tense.
- He helps them to explore the rules at the ZPD stage into passive voice
- He changes the sentences of active voice.

Explanation:

- 'Has/have + Past participle' is changed into 'has/have + been + Past participle' into passive voice
- He explains that singular subject agrees singular verb and plural subject agrees plural verb

Expression:

- He divides the class into pair. He then asks a student to make the sentence of an active voice and asks next one to change into passive voice

ST₁- Muna has paid fee.

ST₂- Fee has been paid by Muna.

ST₁- Namrata and Nabina have prepared delicious food.

ST₂- Delicious food has been prepared by Namrata and Nabina.

Lesson plan –No- 6**Non-Experimental Group****Topic: Simple Past Passive**

Objectives: students will be able to:

- change active voice into passive voice which contain past tense

Teaching Materials:

Active voice

- Narbada played a ball.
- She robbed a house.
- I punished him.

Passive voice

- A ball was played by Narbada.
- A house was robbed by her
- He was punished by me.

Rule: Subject + past + object

- Object + was/were + past participle +
by + subject

Activities:

- Teacher shows the chart and asks the students to observe the changes of an active voice into passive voice.
- He shows the chart of rules and explains that past tense (v²) changes into was/were +past participle into passive voice.
- Students will try but they need more explanation. He changes some of them into passive voice with explanation of rules.

- He involves them in a practice exercises giving the sentence on the blackboard

Evaluation:

- Change the following sentences into passive voice.
- He discovered some teaching technique.
- I tear newspaper.
- You restored peace.

Experimental Group

Exploration:

- Researcher shows the chart and asks them to observe the change of active into Passive voice then he asks them to identify the changes of tense.
- He writes more examples of active and passive voice that contains past tense.
- He follows the process of initiation response and evaluation 'IRE' interaction Sequence so that they come to expose the rules closely.
- He helps them to explore the rules.

Explanation:

- He explains that Past 'V²' changes into was/were +past participle and asks a student to make sentence of simple past. And asks next one to change into passive voice

Expression:

- He divides the class into pair and asks a student to make sentence of simple past and asks next one to change into passive voice

ST₁- We destroyed a big building.

ST₂- A big building was destroyed.

ST₁- I rubbed the high wall.

ST₂- The high wall was rubbed by me.

Lesson plan – No – 7

Non- Experimental Group

Topic: Past Continuous Passive

Objectives: The Students will be able to

- change the sentence of active voice into passive voice which contains past Continuous tense

Teaching Materials:

Active	Passive
- Past continuous Passive	
- Subject + was/were + V-ing +obj	= New subject + was/were+ being + Past participle + by + new object
- He was selecting a pen.	A pen was being selected by him.
- I was sending a letter.	A letter was being sent by me.
- You were trapping a tiger.	A tiger was being trapped by you.

Activities:

- He shows the chart and asks students to observe the changes of active and passive voice.
- He shows the chart of rules and explains that was/were + V-ing in an active voice is changed into was/were + being + Past participle in passive voice.
- He changes some of sentence into passive voice with explanation of rules.

Evaluation:

Changes the following sentence into passive voice

- He was leading her.
- Television was broadcasting news.

- The police was arresting the thief.

Experimental Group

Exploration:

- He shows the chart and asks them to identify the changes of tense
- He gives more examples related to past continuous tense.
- He changes the sentences into passive.
- He helps them to explore the rules.

Explanation:

He explains that past continuous ‘was/were + v-ing’ changes into ‘was/were being + past participle’ in passive voice.

Expression:

He gives the sentences of evaluation stage of non-experimental group and asks them to change into passive voice.

Lesson plan – No -8

Non- Experimental group

Date: 2068-3-13

Topic: Past Perfect passive

Objective: The student will be able to:

Change the sentence of active voice into passive voice.

Teaching Materials:

Active	passive
- Subject +had+ past participle + object	New subject + had + been + Past participle+ by+ new subject
- Punam had distributed the pens.	The pens had been distributed by Punam.
- He had wrapped the gift.	The gift had been wrapped by him.

Activities:

- He shows the chart and asks students to observe the changes of tense
- He shows the rules chart and explains that 'had + past participle' changes into 'had + been+ past participle' into passive voice.
- He writes more examples on the blackboard and changes them into Passive voice
- He shows the chart and involves them in practice exercises.

Evaluation:

Change the following sentences into passive voice.

- 1) He had invited them.
- 2) You had torn a new shirt.
- 3) Ram had supported him.

Experimental group**Exploration:**

- He shows the chart and asks them to identify the changes of tense.
- He gives more examples related to past perfect tense and changes them into Passive voice
- He helps them to explore the rules.

Explanation:

- He explains that past perfect tense i.e. 'had+ past participle' is changed into 'had + been + Past participle' in passive voice.

Expression:

- He divides the class into pair then he asks a student to make a sentence of an active voice and next to change into passive voice

ST₁- Manira had lifted a book.

ST₂- A book had been lifted by Manira.

ST₁- Sabita had won the prize.

ST₂- The prize had been won by Sabita.

Lesson plan – No – 9

Non- Experimental group:

Date: 2068-3-14

Topic: Simple future passive

Objective: The student will be able to

- change 'shall/will + infinitive' into 'shall/will +be + past participle' in passive voice

Teaching Materials

Active	passive
Subject + shall/will/can/may/ must + infinitive + object.	New sub + shall/will/can/may must + be + past participle + new object.
- She will learn English.	English will be learnt by her.
- Ranjita may finish her homework.	Her homework may be finish by Ranjita.
- I must wear a uniform.	A uniform must be worn by me.

Activities:

- He shows the chart and asks to identify the changes of tense.
- He explains the rules for changing active voice into passive voice.
- He changes some active sentences into passive voice.
- The Students are involved in practice to change active into passive voice

Evaluation:

Change the following sentence into passive voice.

- The doctor will check the patient
- The mason can make a house.
- She may love him.

Experimental group

Exploration:

- He shows the chart and asks them to identify the changes of tense.
- He gives more examples of active voice that contains simple future tense.
- He changes them into passive voice
- He helps them to explore the rules at the ZPD stage.

Explanation:

He Explains that verb form ‘can/may/will/shall/must/ought to + infinitive’ is changed into ‘can/may/will/shall/must/ought to + be + past participle’ in passive voice.

Expression:

- He gives same sentences of evaluation stages of non – experiment group and asks to change into passive voice.

Lesson plan-No- 10

Non-Experimental Group

Date: 2068-3-15

Topic: Future perfect passive

Objectives: The students will be able to:

- develop the learner’s ability to change future perfect into passive.

Teaching materials:

Rules:

Active

Subject + shall/will/ + have + past
+ participle + object

Passive

New subject + shall/will
+ have+ been + past participle
+ by + new object

A.V: Muna will have recited a lesson.

P.V: A lesson will have been recited by Muna.

AV: Ranjita will have cheated him.

A.V: He will have been cheated by Ranjita.

Activities:

- He shows the rules chart and asks to identify the changes of tense.
- He explains the rules for changing active voice into passive.
- He writes some sentences on the blackboard and changes them into passive
- The students are asked to changes active in to passive.

Evaluation:

Changes the following sentences into passive

- a) Ranjana will have lost a pen.
- b) Smriti will have stolen some money.
- c) Shiva will have hated him.

Experimental group

Exploration:

- He shows the chart and asks them to identify the changes of tense.
- He gives more example of active voice that contains future perfect tense.
- He changes them into passive voice.
- He asks them to identify rules at them ZPD stage. If they are unable to explore, he helps them to explore the rules.

Explanation:

He explains the students that verb ‘will/shall+ have + past participle’ is changed into ‘shall/will + have + been + past participle’ in passive voice or the word been is added in perfect tense while making passive

Expression:

- He gives some sentences of evaluation stage of non- experimental group and asks to change in passive voice
- He asks a student to create sentence that contains future perfect tense. And asks next student to change into passive voice

ST₁- I will have lost my pen.

ST₂- My pen will have been lost by me

Lesson plan –No- 11**Non-experimental group**

Date: 2068-3-16

Topic: conditionals**Objective:**

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

- develop the learner's ability to change the sentence of conditionals into passive

Teaching materials**Rules**

Active	Passive
Subject+ should/would/could/might	New sub + should/would/
Must + bare infinitive + object	might /could/ must + to +be + past participle + new object

A.V: Puja would respect the teacher.

P.V: The teachers would be respected by Puja.

A.V: Prajila should obey her parents.

P.V: Her parents should be obeyed by Prajila.

Activities:

- He shows the chart and asks to change them into passive voice.

- He shows the rules chart and asks them to identify the changes of tense.
- He explains the rules of conditional to change into passive.
- They are asked to practice to change active into passive.

Evaluation:

Change the following sentences into passive voice.

- 1) Sarita would play badminton
- 2) Smerika should write a letter.
- 3) Pranita must study an English book.

Experimental Group

Exploration:

- He writes some sentences on the blackboard from the chart and changes them into passive voice
- Student are asked to identify the change of would/ could/ might/should/ must into passive voice
- He asks them to explore the rules.

Explanation:

The conditional i.e. ‘would, could, might, must, should with bare infinitive’ is changed into ‘would, could, might, must with be past participle’

Expression:

- He divides the class into pair and a student makes the sentence of active voice then he asks next student to change into passive voice.
- ST₁ - He should read a book.
- ST₂ - A book should be read by him.
- ST₁ - Pabitra might ring a bell.
- ST₂ - A bell might be rung by Pabitra.

Lesson plan-No-12

Non-experimental group

Date: 2068-3-17

Topic: Perfect Conditionals

Objective:

The students will be able to:

- change the sentences of active voice into passive voice that contains perfect conditional

Teaching materials

Rules:

Active	Passive
Subject+ should/would/could/ might/ must + have+ past participle + object	Subject + would/could/ should/might/must + have + been + past participle

A.V: Mina could have studied a story.

P.V: A story could have been studied by Mina.

A.V: Nabina might have sold a watch.

P.V: A watch might have been sold by Nabina.

Activities:

- He writes some sentences of active voice on the blackboard having perfect Conditional.
- He changes them into passive voice.
- He shows the rules to change active voice into passive.
- He asks them to identify the changes of perfect conditionals and they are involved in practice to change an active sentence given in the chart.

Evaluation:

Change the following sentences into passive voice.

- You might have praised the teachers.

- Hemanta must have hated him.
- Rina would have distributed the prize at the birth day party.

Experimental Group

Exploration:

- He writes some sentences from the chart and other conditional sentence of an active voice on the blackboard and changes them in to passive voice
- Students are asked to identify the changes of perfect conditionals into passive Voice
- He helps them to explore the rules.

Explanation:

Perfective conditionals i.e. ‘would/could/might/must/should + have + past participle’ is changed into would/could/might/must/should + have + been + past participle into passive voice.

Expression

- He divides the class into pair and asks a student to tell a sentence of an active voice and asks next student to change them into passive voice.
- He gives some exercise of evaluation stage from the non- experimental group.

Lesson – plan-no- 13

Non-Experimental group

Date: 2068-3-19

Topic: is/am/are going to future

Objective:

Students will be able to:

- change the sentences of an active voice into passive voice that Contains is/am/are + going to +bare infinitive.....

Teaching materials:

Rules:

Active

Subject +is/am/are+ going to
infinitive+obj.

passive

New sub+ is/am/are + going to + be
past participle + by + new obj.

A.V: Bhakta is going to recite the poem.

P.V: The poem is going to be recited by Bhakta.

A.V: Priya is going to draw a nice picture.

P.V: A nice picture is going to be drawn by priya

Teaching activities:

- He shows the chart and asks to change them into passive voice.
- The student try to change the sentences. If they are unable to change the sentences, he describes the rules.
- The students are involved in practice the exercises by giving a chart. If it is necessary, he gives other sentences containing is/am/are going to bare infinitive.

Evaluation:

Change the following sentences into passive voice.

- Lokendra is going to destroy a building.
- He is going to invite him.
- A teacher is teaching a new technique.

Experimental group:

Exploration:

- He shows the chart and changes some of the active voice into passive voice.
- Students will notice the changes made by the teacher.

- Teacher helps them by making other active voice and changing them into passive voice.
- He helps them to explore the rules.

Explanation:

He explains that ‘is/am/are + going to + infinitive’ is changed into ‘is/am/are + going to be past participle’ in passive voice or be past participle is added with ‘is/am/are + going to’

Expression:

- He divides the whole class into pair and asks a student to make a sentence of an active voice and next student to change into passive voice.
- He gives the exercises of evaluation stage of non- experiment group to change into passive voice

Lesson plan-No-14

Non-Experimental Group

Date: 2068-3-20

Topic: subject deletion

Objectives:

Students will be able to:

- develop the learner’s ability to change an active voice into passive that contains indefinite subject i.e. somebody, nobody, everybody, anybody, people, they, we etc.

Teaching materials:

Active	-	passive
Somebody helps me.	-	I am helped.
Nobody taught him.	-	He wasn’t taught.
They cut down trees.	-	Trees are cut down.

People speak English all over the world. – English is spoken all over the world.

Activities:

He explains that the subject of an active voice i.e. somebody, nobody, people, they, everybody, anybody, etc are not used in 'by phrase' while changing into Passive voice.

- He gives the examples of some sentences containing the subject i.e. somebody, everybody, anybody, nobody, they etc and changes them into passive voice.
- Students are given the exercises from chart paper and involved in practice.
- He helps to clarify each and every detail, if necessary.

Evaluation:-

Changes the following sentences into passive voice

- They steal some money.
- Nobody recites poem.
- Somebody suggests me.
- Anybody wrote a letter.

Experimental group

Exploration

- He presents the lesson by giving some examples of an active and passive voice on the blackboard containing the subject i.e. somebody, anybody, everybody, they etc. and asks the student to identify the changes.
- He gives the task to find out the correct changes in passive voice.
- He helps the students to explore the rules in ZPD stage.

Explanation:

The subject of the active sentences is deleted in the passive construction, if Subject is obvious, an irrelevant or not known especially.

- The subjects of an active voice i.e. somebody, everybody, nobody, anybody, they, we, someone, anyone, everyone etc are not written after 'by phrase'.

Expression:-

Some exercises of evaluation stage are given to practice.

Lesson plan – No – 15

Non- Experimental Group

Date: 2068-3-21

Topic: Passive of negative subject

Objective:

The students will be able to:

- develop the learner's ability to change an active voice into passive voice contained negative subject i.e. nobody, no one, neither of, none of etc

-

Teaching Materials:

Active	passive
Nobody helps him.	He isn't helped.
None read a book.	A book isn't read.
None of the students play a football.	A football isn't played.

Activities:

- He shows the chart and asks the students to identify the changes of tense.
- He shows the chart and changes the active sentences into passive voice that contains the active subject.
- Students are asked to change such other sentences which the researcher provides on the board.
- The chart will be given to practice them as the class work.

Evaluation:

- change the following active voice into passive voice.
- Nobody disturbed him.
- None explored the rules.
- Neither of the student read novel.

Experimental Group

- He shows the chart and asks them to change the active voice into passive voice.
- He asks them to identify the changes of tense.
- He gives them the task to find out the correct changes in tense.
- He writes other more examples containing selected words and changes them into passive voice.

Explanation:

He explains that 'negative subject nobody, none, neither' etc don't follow verb in passive but 'not' is used with auxiliary verb.

Expression:

- He divides the class into two groups and asks a student of a group to make a sentence containing negative subject and asks next student to change into passive.

ST₁- Nobody is wrapping a letter.

ST₂- A letter isn't being wrapped.

Some exercises of evaluation stage are given to practice.

Lesson plan-No-16

Non -Experimental group

Date: 2068-3-22

Topic: Sentence with Double Object

Objective:

The student will be able to:

- develop the learner's ability to change the active voice into passive voice that contains double object

Teaching Materials:

AV: Manira will lend me a pen.

PV: A pen will be lent to me by Manira.

AV: Smriti was giving him a book.

PV: he was being given a book by Smriti.

AV: He is giving me a pencil.

PV: I am given a pencil by him.

Activities:

- He writes some sentences of active voice containing double objects i.e. IO Or D.O (indirect and direct object)
- He changes them in passive voice.
- The students are given the sentences of active voice from the chart to involve in practice exercises.

Evaluation:

Change the following sentences into Passive voice.

- Researcher teaches me an English lesson.
- Ram will ask me a story.
- My friend sends me a letter.
- He distributed me the prize.

Experimental Group

Exploration:

- He shows the chart and asks the students to change the active voice into the passive voice that contains double object in tense.
- Students will try and they can change the double object into correct form with the help of researcher.
- He writes more examples and changes them into passive voice to ensure the students to explore the rules.
- Students are asked to explore the rules.

Explanation

If the active sentence has two objects i.e. I.O or D.O, either of the two objects can be the subject of the passive sentence. Preposition 'to' is placed before indirect object, if the (D.O) direct Object comes as a subject in a sentence.

Expression:

- He divides the class and asks a group to make some sentences of active voice and other group to change them into passive voice. The same exercise of the evaluation stage of non- experimental group will be given them as the guidelines e.g.
- They sell me a cap.
- I am sold a cap by them.
- A cap is sold to me by them.

Lesson plan no-17

Non-Experimental group

Date: 2068-3-23

Topic: The verbs, which use other preposition instead of 'by'

Objectives:

The students will be able to:

- Transform the sentence of active voice into passive voice which uses other preposition instead of 'by':

Teaching Materials:

Rules:

Frighten/Surprise, shock	=	at
Know, marry, Oblige, object	=	To
beg, wait, wish hope	=	with
Interest, contain, succeed	=	in

A.V -Puja knows Manira .

P.V- Manira is known to Puja.

A.V -They frightened him.

P.V-He was frightened at.

P.V -They were married to priya.

Activities:

- He enlists the verbs which take appropriate preposition instead of 'by'
Then, Presents some sentences on the blackboard.
- He changes the active voice into the passive voice using appropriate preposition.
- Students will change them and he corrects them.

Evaluation:

Change the following sentences into passive.

- My friend has pleased him.
- He shocks them.
- Muna surprises him.
- The news pleased them.

Experimental Group

Exploration:

- He writes some sentences of the active voice on the blackboard from the chart containing verbs which take suitable preposition
- He changes them into passive voice.

- He asks the students to identify the changes or added word.
- He asks them to find out the rules and help them with other examples.

Explanation:

He explains that if the verbs express 'states' rather than 'action' done by the subject, other preposition such as, at, to, for, with, in, etc are used instead of 'by'. He explains that the verbs surprise, frightened, shock etc take preposition 'at' The verbs beg, wait, wish, hope etc take preposition 'for'

Expression:

Same exercise of the evaluation stage is given them to change into the passive voice. He divides the class into pair and helps them to make the active voice containing the above mentioned verbs. Then, change them into passive voice correctly turn by turn to one another.

ST₁ – The S.L.C result surprised me.

ST₂ - I was surprised at the S L C result.

Lesson Plan -No – 18

Non – Experimental group

Date: 2068-3-24

Topic: Passive of (Don't/Didn't/Doesn't) in Assertive sentence:

Objectives:

The students will be able to:

- develop the learner's ability to transform the active voice contains (Don't/Doesn't /Didn't) in sentences.

Teaching Material:

Rules:

Subject + don't /doesn't + bare infinitive + object – new subject + is /am/are + Past participle + by+ new object

Sub + didn't + infinitive + object -New sub + was/were + not + past participle

A.V: Sabina doesn't break down a brick.

P.V: A brick isn't broken down by Sabina.

A.V: Usha and Uma don't send a letter.

P.V: A letter isn't sent by Usha and Uma.

A.V: Rohit didnot cheat him.

P.V: He wasn't cheated by Rohit.

Activities:

- He shows the chart and writes down some sentences on the blackboard.
- He changes them into passive voice.
- The students will be able to identify the changes of tense.
- The students are involved in practice.

Evaluation:

Change the following sentences into passive voice.

- Ramita doesn't disobey his friend.
- They don't invite me.
- He didn't arrest them.

Experimental Group

Exploration:

- He shows the chart in the class room and asks the students to observe or identify the changes in tense.
- He asks a student to read the active voice on the chart and other to read the Passive Voice
- He asks them to find out the rules and helps them to understand the meaning of the Sentences.

Explanation:

He explains that 'subject + don't /doesn't + bare infinitive + object' is changed into 'new subject + is /am/are + past participle + by+ new object'. He explains that 'sub + didn't + bare infinitive + object' is changed into new sub + was/were + not + past participle + by+ new object.

Expression:

Same exercise of the evaluation stage is given them to change into the passive voice. He divides the class into pair and helps them to make the active voice containing the above mentioned verbs. Then change them into passive voice correctly turn by turn to one another.

ST₁: Mina doesn't sell the books.

ST₂: The books aren't sold by Mina.

Lesson plan No – 19

Non- Experimental group

Date: 2068-3-26

Topic: Impersonal Sentence.

Objective:

The students will be able to:

- transform the impersonal sentences into the passive.

Teaching materials:

Following sentences and rules on the chart paper

Active	Passive
People/we/they+ hope/say/believe+	It + be Verb + past
That+ clause	Participle + that clause

A.V- People said that he was jealous of her.

P.V- It was said that he was jealous of her.

P.V- He was said to be jealous of her.

A.V- People believe that he is an intelligent boy.

P.V- It is said that he is an intelligent boy.

P.V- He was said to be intelligent boy.

Teaching Activities:

- He writes some sentences of the active voice which belong to impersonal sentence
- He transforms them into passive voice.
- He involves the students in practice stage.

Evaluation:

Change the following sentences into passive.

- People say that she is an honest girl.
- People believe that he is a hardworking man.
- People hope that they are intelligent students.

Experimental Group

Exploration:

- He shows the chart and asks the students to identify the changes of tense
- He writes some sentences of active voice. He asks the students to change into passive voice.
- He involves the students in practice stage to explore the rules.
- He involves them to understand form and meaning.

Explanation:

He explains that if the active sentence starts from people, they, we as subject and follow hope, believe, say, think, know, consider etc as verb with that clause people, We, they etc are changed into 'it' as subject to make that clauses passive here 'it is said' is called impersonal passive form because it has impersonal pronoun 'it' as the subject of the passive verb. The impersonal passive helps to say something with authority without naming the authority.

The impersonal 'It' is replaced with the real subject of the sentence in these conditions.

- Deletion of the connectives 'that'
- Deletion of the subject in the sub-ordinate clause.
- Am/is/are changes into 'to be.'

Expression:

- He divides the class into pair and asks a student to make an impersonal active sentence. Then asks next to change into passive voice.
ST₁ – They say that we are honest.
ST₂ - It is said that we are honest.
- He gives some question of Non - Experimental group to change into passive voice.

Lesson plan -No – 20

Non-Experimental group

Date: 2068-3-27

Topic: Command imperative sentence

Objectives:

The students will be able to:

- Transform the command imperative sentences into passive.

Teaching Materials:

Rules:

Active

Passive

Infinitive + Object

Let+ Object+ be+ past + participle

A.V - Respect the elders.

P.V - Let the elders be respected.

A.V- Bring a glass of water.

P.V- Let a glass of water be brought.

A.V- Divide these oranges.

P.V- Let these oranges be divided.

Activities:

- He presents the rules to change command imperative Sentence into passive voice.
- He shows the sentence charts and asks the students to change.
- He writes some sentences on the blackboard and asks them to practice.
Change the following sentences into passive voice.
- Steal money.
- Discuss the lesson.
- Shut the window.

Exploration:

- He shows the chart and asks the students to identify the changes of tense.
- He writes some sentences on the blackboard containing command imperative sentence and asks them to change into passive voice.
- He changes the sentences into passive voice.
- He involves them to explore the rules.

Explanation:

- He explains that the active sentence which belongs to command imperative sentence is transformed into passive voice as follows:
'Imperative+ object' is changed into 'Let + object + be + past participle'.

Expression:

- He divides the whole class into pair and asks a student to make a Sentence of active voice then asks next student to change them into passive voice.

ST₁- Don't disturb him.

ST₂ - Let him not to be disturbed.

- He writes some sentences from the evaluation stage of non-experimental group then asks them to change into passive voice.

Lesson plan – No – 21

Non-Experimental Group

Date: 2068-3-28

Topic: Polite Imperative Sentence.

Objective:

The students will be able to:

- Transform the sentences of an active voice which belongs to polite imperative sentence into passive.

Teaching Materials:

Rules

Active	passive
Bare infinitive	you are requested + to + bare infinitive+ Object

e.g.

Please, sit down.

You are requested to sit down.

Kindly, help him.

You are requested to help him.

Please, respect them.

You are requested to respect them.

Teaching Activities:

- He shows the rule and asks students to identify about it.
- He shows the chart and asks students to identify the changes of tense.
- He writes some other sentences and changes them into passive voice.
- He writes some sentences and involves them to practice.

Evaluation:

Change the following sentences into passive voice.

- Please, do it.
- Kindly, love them.
- Please, bring my bag.
- Kindly, copy her voice.
- will you please buy a book?

Experimental Group

- He shows the chart and asks the students to identify the changes of tense
- He writes some sentences on the blackboard and asks the students to Change them into passive voice.
- He helps them to explore the rules.
- He monitors to clarify the meaning and form of the sentences.

Explanation:

He explains that the word 'please, kindly, will you, could you...etc. refer to polite structure. If these word appear with imperative sentences, 'Kindly +bare infinitive (v1) + object' is changed into 'you are requested to + v1+ object'. Then, kindly, will you, please etc are omitted.

Expression:

- He divides the whole class into pair and asks a student to make a polite imperative sentence. He asks next one to change into passive voice
- ST₁ - Will you bring me a glass of water, please?
- ST₂ - You are requested to bring me a glass of water.
- He writes some sentences from the evaluation stage of non – Experimental group then asks students to change into passive.

Lesson plan – No – 22

Non-Experimental Group

Date: 2068-3-29

Topic: Yes/no question

Objective:

The students will be able to:

- develop their ability to transform the sentence of active voice which Contain yes/no question into passive voice
- make the sentence of active voice.

Teaching materials:

Active

passive

- | | |
|--|--|
| 1) Auxiliary verb + sub + verb + obj-? | Auxiliary verb + past participle
New subject + by + new object? |
| 2) Do/does + sub + verb + obj -? | Is/am/are + new sub + past participle
+by + new obj? |
| 3) Did + sub + verb + obj-? | was/were + new sub+ past
Participle + by + new obj? |

A.V: Will he sell a car?

P.V: Will a car be sold by him?

A.V: Does she recite a poem?

P.V: Is a poem recited by her?

A.V: Did they disturb him?

P.V: Was he disturbed?

Teaching Activities:

He writes the sentences which contain yes/no question and change into Passive voice

- He shows the rules.
- He shows the sentence chart and asks students to identify rules.
- He involves them in practice stags.

Evaluation:

Change the following sentences into passive voice.

- Was he reciting a poem?
- Has he watched the television?
- Did they teach us?

Experimental group**Exploration:**

- He shows the sentence chart and asks the student to identify the changes of tense.
- He writes the sentences of active voice which contain yes/no question and asks them to change into passive voice
- He helps them to explore the rules.
- He helps them to understand the form and meaning of the sentences

Explanation:

He explains that if the sentences start from auxiliary verb + sub + verb + object? It changes into auxiliary verb + new sub + past participle + by + new subject? He explains others are as follows:

'Do/does + sub + verb + obj...?' is changed into 'Is /am/are + past participle + by + new object'?

'Did + subject + verb + object ...?' is changed into 'was/were + past participle + by + new object ...?'

Expression:

- He divides the class into pair, then asks a student to make the sentence of active voice and asks next student to change into passive voice

ST₁ - Are you destroying the jungle?

ST₂ - Is the jungle being destroyed by you?

- He writes some sentences of active voice on the blackboard and asks to change them into passive voice.

Lesson plan –No: 23

Non-Experimental Group

Date: 2068-3-30

Topic: WH- question

Objectives:

The students will be able to:

- Transform the sentence of active voice into passive voice which contains WH- question.

Teaching Materials:

Rules:

Active

Passive

Auxiliaries +sub +verb+ obj? - Auxiliaries +new sub +past participle+by
+ new object ?

Why have you studied a math? - Why has a math been studied by you?

How are you playing a game? - How is a game being played by you?

Where will you smoke a cigarette? - Where will a cigarette be smoked by
you?

Who broke a glass? - Who was a glass broken by?
By whom was a glass broken?

Activities:

- He shows the chart and asks the student to identify the rules.
- He writes some sentences on the blackboard and changes them into Passive voice
- He shows the sentence chart and asks them to identify the changes of the tense
- He helps the students to involve in practice stage.

Evaluation:

Change the following sentences into passive voice.

- Who buys a camera?

- Why has he disturbed her?
- What are you selling him?
- When has he recited a poem?

Experimental Group

Exploration:

- He shows the sentence chart and asks the students to identify the changes of tense
- He writes some sentences and asks them to change into passive voice
- He asks the students to explore the rules studying the given sentences.
- He helps them to explore the rules.
- He clarify the rules and provide the concept of form and meaning of the Sentences

Explanation:

He explains that 'WH- word + auxiliary verb + sub + verb + object' is Changed into 'WH-word + auxiliary verb + new sub + past participle + by + object'?

Expression:

He divides the class into groups and asks a student of a group to make a Sentence of active voice containing WH-question and asks next student of other group to change into passive voice.

ST1 - who studied the English?

ST2 - Who was the English studied by?

By whom was the English studied?

- He provides the sentences of non experimental group to change into passive voice.

Lesson plan – No – 24

Non- experimental group

Date: 20683-3-31

Topic: Auxiliary: Do/Does/Did in WH- question

Objectives: The students will be asked to transform the sentence into passive voice which contains auxiliaries ‘ Do/Does/Did in WH- question’

Teaching Materials:

Rules:

1) WH-word + do/does + Sub + verb + obj ...? _

WH-word + is/am/are + new sub + past participle + by + new obj..?

2) WH-question +did +bare infinitive + obj? _

WH-word + was/were + new sub +past participle + by +new obj...?

AV- How did you pass an exam?

PV- How was an exam passed by you?

AV- Why does he respect the elders?

PV- Why are the elders respected by him?

AV- When do you throw a pen?

PV- When is a pen thrown by you?

Teaching Activities:

- He shows the chart and asks the students to identify the rules.
- He writes some sentences on the blackboard then he changes them into Passive voice
- He shows the sentence chart and asks them to identify the changes of tense.
- He helps the students to involve in practice stage

Evaluation:

Change the following sentences into passive voice

- Where did he buy a cycle?

- How does she destroy a building?
- Why do you punish him?

Experimental Group

Exploration:

- He shows the sentence chart and asks them to identify the changes of tense.
- He writes some sentences and asks them to change into passive voice
- He asks the students to explore the rules
- He helps them to explore the rules
- He involves the students to understand the form and meaning of the Sentences

Explanation:

- The teacher explains that ‘WH-word + do /does + subject + verb + object?’ is changed into ‘WH-word + is/am/are + new subject + past participle + by + new + object ..?’
- He explains that ‘WH -word + did + subject + bare infinitive + object?’ Changes into ‘WH-words + was / were + past participle + by + new object?’

Expression:

- He divides the whole class into pair and asks a student to make sentence of active voice and asks next student to change into passive voice.
- ST₁ - Why do you sell a car?
- ST₂ - Why is a car sold by you?
- He writes some sentences on the blackboard and asks them to change into passive voice

Lesson plan -No– 25

Non-experimental group

Date: 2068-4-1

Topic: optative sentence

Objectives:

The students will be able to:

- Transform the sentence of an active voice into passive

Teaching Materials:

A.V: May + subject + verb + object?

P.V: May + new subject + be + past participle + by + new object?

A.V: May God save you?

P.V: May you be saved?

A.V: May you finish your business?

P.V: May your business be finished?

A.V: May you cross the road?

P.V: May the road be crossed?

Teaching Activities:

- He shows the chart and asks the students to identify about the rules
- He writes some sentence of active voice containing optative sentence and change them into passive voice
- He writes some sentences of active voice and asks students to change them in to passive voice
- He involves them in practice stage

Evaluation:

- Change the following sentences into passive voice
- May you pass the bachelor level?
- May you find a good job?
- May you earn a lot of money?

- May you finish your work?

Experimental Group

Exploration:

- He shows the chart and asks the student to identify the changes of tense
- He writes some sentence of active voice and asks students to change them into passive voice
- He asks the students to explore the rules.
- He helps them to explore the rules

Explanation:

- He explains that the active voice of optative sentence is changed as following:
'May + sub + verb + object?' changes into 'may + new sub + be + past participle' + new object?

Expression:

- He divides the whole class into pair and asks a students to make a Sentence of active voice and asks next student to change into passive Voice
- He writes the sentence of evaluation stage of non-experimental group and asks them to change into passive voice

APPENDIX-II

Formulae for the average mean.

$$\bar{X} = \frac{\sum X}{N}$$

Here,

\bar{X} = Average or mean.

X = Students' scores

Σ = Sign of Summation

N = Total number of student

Test of significance of mean achievement score (t-test)

$$SD \text{ or } \sigma = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{(n_1 + n_2 - 2)}}$$

$$\sigma D = \sigma \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$$

$$t = \frac{M_1 - M_2}{\sigma D}$$

$$df = n_1 + n_2 - 2$$

Here; SD or σ = Standard deviation

Σ = Sum.

X = difference between the students score and Mean value.

n_1 = Total number of first group.

n_2 = Total number of second group.

df = degree of freedom.

σD = Standard error of difference between Mean.

APPENDIX- III

1. Name of the Students

1	Asmita Rai	
2	Puja Tamang	
3	Jyoti Limbu	
4	Smriti Sharma	
5	Prajila Thapa	
6	Sarita Rai	
7	Sharmila Rai	
8	Usha Khadka	
9	Urmila Limbu	
10	Sabina Rai	
11	Kanchan k. Shah	
12	Muna Katuwal	
13	Kajol Shah	
14	Kabita Rai	
15	Susmita Khadka	
16	Narata Thatal	
17	Kalpana Adhikari	
18	Chumaya Gurung	
19	Sharmila Khadka	
20	Melina Gurung	
21	Nabina Rai	
22	Mana Maya Giri	
23	Prity Majhee	
24	Anjana Bardewa	
25	Manira Raut	
26	Sajata Singh	
27	Sima Rai	
28	Rojina Ghimire	
29	Roma Rai	
30	Unika rai	
31	Narbada Yakha	
32	Sabita Adhikari	
33	Minu Ghising	
34	Sital Bhattarai	
35	Sheha Limbu	
36	Suena Limbu	
37	Dipti Shrestha	
38	Sushila Rai	
39	Meling Shrestha	
40	Anita Rai	

APPENDIX-IV

2. Test scores of the students on pre-test and post – test

2.1. Scores on pre-test

S.N	Name on the students	Scores on pro-test	position
1	Asmita Rai	42	19 th
2	Puja Tamang	44	14 th
3	Jyoti Limbu	45	12 th
4	Smriti Sharma	47	10 th
5	Prajila Thapa	47	9 th
6	Sarita Rai	38	25 th
7	Sharmila Rai	45	13 th
8	Usha khadka	49	2 nd
9	Urmila Rai	37	26 th
10	Sabina Rai	41	20 th
11	Kanchan k. Shah	44	15 th
12	Muna Katwal	41	21 st
13	Kajal Shaj	48	8 th
14	Kabita Rai	50	1 st
15	Susmita Khadka	32	31 st
16	Namrata Thapa	31	38 th
17	Kalpan Adhikari	20	37 th
18	Choumaya Gurung	22	36 th
19	Sharmila Khadka	18	39 th
20	Melina Gurung	17	40 th
21	Nabina Rai	29	32 nd
22	Man Maya Giri	28	33 rd
23	Priti Majhee	27	34 th
24	Anjana Bardewa	25	35 th
25	Manira Raut	42	17 th
26	Sujata Singh	49	3 rd
27	Sima Rai	46	11 th
28	Rojina Ghimire	48	7 th
29	Roma Rai	48	6 th
30	Unika Rai	49	4 th
31	Narbada Yakha	43	16 th
32	Sabita Adhikari	49	5 th
33	Minu Ghising	42	18 th
34	Sital Bhatarai	32	30 th
35	Sheha Limbu	35	27 th
36	Smena Limbu	40	23 rd
37	Dipti Shrestha	35	28 th
38	Sushila Rai	33	29 th

39	Melina Shrestha	39	24 th
40	Anita Rai	40	22 nd

2.2 Scores on post-test Result of Experimental group

S.N	Name on the students	Scores on Post-test
1	Kabita Rai	92
3	Sujata Singh	85
5	Subi Adhikari	82
7	Rojina Ghimire	95
9	Projila Thapa	82
11	Sima Rai	84
19	Sharmila Rai	67
15	Kanchan K. Shah	75
17	Manika Raut	78
19	Asmita Rai	81
21	Muna Katwal	82
23	Smena Rai	80
25	Sarita Rai	79
27	Sneha limbu	83
29	Sushila Rai	78
31	Sasmita Khadka	84
33	Mana Maya Giri	81
35	Anjana Bardewa	70
37	Kalpana Adhikari	60
39	Sharmila Khadka	62

2.3 Scores on post –test Result of Non- experimental group

S.N	Name on the students	Post-test
2	Usha Khadka	67
4	Unika Rai	65
6	Roma Rai	64
8	Kajal Shah	67
10	Smriti Sharma	63
12	Jyoti Limbu	62
14	Puja Tamang	61
16	Narbada Yakha	64
18	Minu Ghising	60
20	Sabina Rai	62
22	Anita Rai	64
24	Melina Shrestha	61
26	Urmila Rai	59
28	Dipti Shrestha	56
30	Sital bhattarai	60
32	Nabina Rai	58
34	Prity Majhee	56
36	Chomaya Gurung	57
38	Namrata Thatal	59
40	Melina Gurung	56

2.4 Ranking of the Students by the marks obtained in pre-test

S.N	Name of the students	Scores on pre-test
1	Kabita Rai	50
2	Usha Khadka	49
3	Sujata Shigh	49
4	Unika Rai	49
5	Sabita Adikari	49
6	Roma Rai	48
7	Rajina Limbo	48
8	Kajal Shah	48
9	Prajila Thapa	47
10	Smriti Sharma	47
11	Sima Rai	46
12	Jyoti Limbu	45
13	Sharmila Rai	45
14	Puja Tamang	44
15	Kanchan k. Shah	44
16	Narbada Yakha	43
17	Manira Raut	42
18	Minu Ghsing	42
19	Asmita Rai	42
20	Sabina Rai	41
21	Muna Katwal	41
22	Anita Rai	40
23	Smena Rai	40
24	Melina Shrestha	39
25	Sarita Rai	38
26	Urmila Rai	37
27	Sneha Limbu	35
28	Dipti Shreshta	35
29	Sushila Rai	33
30	Sital Bhattarai	32
31	Susumita Khadka	32
32	Nabina Rai	29
33	Mana Maya Giri	28
34	Priti Majhee	27
35	Anjana Bardewa	25
36	Chaomaya Gurung	22
37	Kalpana Adhikari	20
38	Namrata Thatal	19
39	Sharmila Khadka	18
40	Melina Gurung	17

APPENDIX-V

3.4 The Group wise table for Pre-test and post-test.

The Result of pre-test and post-test of both groups

Roll No.	Name of the Students	Experimental Group		Non-experimental Group	
		Pre-test	Post-test	Pre-test	Post-test
1	Kabita Rai	50	92		
2	Usha Khadka			49	67
3	Sujata Shigh	49	85		
4	Unika Rai			49	65
5	Sabita Adikari	49	86		
6	Roma Rai			48	64
7	Rajina Limbo	48	95		
8	Kajal Shah			48	67
9	Prajila Thapa	47	82		
10	Smriti Sharma			48	63
11	Sima Rai	46	84		
12	Jyoti Limbu			47	62
13	Sharmila Rai	45	67		
14	Puja Tamang			45	61
15	Narbada Yakha	44	75		
16	Manira Raut			44	64
17	Minu Ghsing	42	78		
18	Asmita Rai			42	60
19	Sabina Rai	42	81		
20	Muna Katwal			41	62
21	Anita Rai	41	82		
22	Smena Rai			40	64
23	Melina Shrestha	40	80		
24	Sarita Rai			39	61
25	Urmila Rai	38	79		
26	Sneha Limbu			37	59
27	Dipti Shreshta	35	83		
28	Sushila Rai			35	56
29	Sital Bhattarai	33	78		
30	Susumita Khadka			32	60

31	Nabina Rai	32	84		
32	Mana Maya Giri			29	58
33	Priti Majhee	28	81		
34	Anjana Bardewa			27	56
35	Chaomaya Gurung	25	70		
36	Kalpana Adhikari			22	57
37	Namrata Thatal	20	60		
38	Sharmila Khadka			19	59
39	Melina Gurung	18	62		
40	Kanchan k. Shah			17	56
	Total	772	1584	758	1221
	Average Value (mean)	38.6	79.2	37.9	61.05

APPENDIX VI

3.4.1 Test of Significance of Mean achievement of total Students on pre-test and post-test of experimental group.

The Result of t-test of total Students of both groups

Experimental group on per-test				Experimental group on post-test			
Roll N	X_1	$x_1(X_1 - M_1)$	x_1^2	Roll N	X_2	$x_2(X_2 - M_2)$	x_2^2
1	50	11.4	129.96	2	92	12.8	163.84
3	49	10.4	108.16	4	85	5.8	33.64
5	49	10.4	108.16	6	86	6.8	46.4
7	48	9.4	88.36	8	95	15.8	249.64
9	47	8.4	70.56	10	82	2.8	7.84
11	46	7.4	54.76	12	84	4.8	23.04
13	45	6.4	40.96	14	67	12.2	148.84
15	44	5.4	29.16	16	75	-4.2	17.64
17	42	3.4	11.56	18	78	-1.2	1.44
19	42	3.4	11.56	20	81	1.8	1.44
21	41	2.4	5.76	22	82	2.8	3.24
23	40	1.4	1.96	24	80	0.8	7.84
25	38	0.6	0.36	26	79	0.2	0.64
27	35	3.6	12.96	28	83	3.8	0.04
29	33	5.6	31.36	30	78	1.2	1.44
31	32	6.6	43.56	32	84	4.8	1.44
33	28	10.6	112.36	34	71	1.8	23.04
35	25	13.6	184.96	36	70	-9.2	3.24
37	20	18.6	345.96	38	60	-19.2	84.64
39	18	20	424.36	40	62	17.2	295.84
	$x_1=772$		$x_1^2=938.44$		$x_2=1$		$x_2^2=1465.2$

	M ₁ =38.6				584		
					M ₂ =		
					79.2		

$$\sigma = \sqrt{89.569} = 9.464$$

$$\sigma D = 9.464 \times 0.316 = 2.990$$

$$t_{caL} = 13.578$$

$$t_{tab} = 2.025$$

3.4.3 Test of Significance of mean achievement of total Students of both groups on post-test.

The Result of t-test of total Students of both groups on pore-test

Experimental group on pre-test				Experimental group on post-test			
Roll N	X ₁	x ₁ (X ₁ -M ₁)	x ₁ ²	Roll N	X ₂	x ₁ (X ₂ X ₁ -M ₁)	x ₂ ²
1	92	12.8	163.84	2	67	5.95	35.40
3	85	5.8	33.64	4	65	3.95	15.60
5	86	6.8	46.24	6	64	2.95	8.70
7	95	15.9	249.64	8	67	5.95	35.40
9	82	2.8	7.84	10	63	1.95	3.8
11	84	4.8	23.04	12	62	0.95	0.90
13	67	-12.2	148.84	14	61	-0.05	0.0025
15	75	-4.2	17.64	16	64	2.95	8.70
17	78	-1.2	1.44	18	60	-105	1.10
19	81	1.8	3.24	20	62	-0.95	0.90
21	82	2.8	7.84	22	64	2.95	8.70
23	80	0.8	0.64	24	61	2.95	0.0025
25	79	-0.2	0.04	26	59	0.05	4.25
27	83	3.8	14.44	28	56	2.05	25.50
29	78	-1.2	1.44	30	60	5.05	1.10
31	84	4.8	23.04	32	58	1.05	9.30
33	81	1.8	3.25	34	56	3.05	25.50

35	70	-9.2	84.64	36	57	5.05	1.10
37	60	19.2	368.64	38	59	2.05	9.30
39	62	-17.2	295.84	40	56	-5.05	16.40
	$x_1=158$ 4 $M_1=79.2$		$x_1^2=1$ 465.2		$x_2=122$ 1 $M_2=$ 61.05		$x_2^2=2309$

$$\sigma = 9.966$$

$$\sigma D = 3.152$$

$$t_{cal} = 5.695$$

$$t_{tab} = 2.025$$

3.4.2 Test of Significance of mean achievement of total students of both groups on pre- test.

The Result of t-test of total Students of both groups on pre-test

Experimental group on pre-test				Experimental group on post-test			
Roll N	X1	$x_1(X_1 - M_1)$	X_1^2	Roll N	X1 X2	$x_1(X_2 - M_1)$	X_2^2
1	50	11.4	129.96	2	49	11.10	123.21
3	49	10.4	108.16	4	49	11.10	123.21
5	49	10.4	108.16	6	48	10.10	102.01
7	48	9.4	88.36	8	48	10.10	102.01
9	47	8.4	70.56	10	48	10.10	102.01
11	46	7.4	54.76	12	47	9.10	82.81
13	45	6.4	40.96	14	45	7.10	50.41
15	44	5.4	29.16	16	44	6.10	37.21
17	42	3.4	11.56	18	42	4.10	16.81
19	42	3.4	11.56	20	41	3.10	9.61
21	41	2.4	5.76	22	40	2.10	4.41
23	40	1.4	1.96	24	39	1.10	1.21
25	38	0.6	0.36	26	37	-0.9	0.81

27	35	3.6	12.96	28	35	-2.9	8.41
29	33	5.6	31.36	30	32	-5.9	34.81
31	32	6.6	43.56	32	29	-8.9	79.21
33	28	10.6	112.36	34	27	-10.9	118.81
35	25	13.6	184.96	36	22	-15.9	252.81
37	20	-18.6	345.96	38	19	-18.9	357.21
39	18	20.6	424.36	40	17	-20.9	436.81
	$x_1 =$ 772 $M_1 = 38.6$		$x_1^2 = 1938$.44		$x_2 = 758$ $M_2 =$ 37.9		$x_2^2 = 2089$.99

$$\sigma = 10.29$$

$$\sigma D = 3.154$$

$$t_{\text{cal}} = 0.198$$

$$t_{\text{tab}} = 2.025$$

APPEDIX-VII

3.1. The Result of Items based tables of pre-test and post-test

3.1.1. The Result of Tick () the best answers:

Total items: 25

Total marks: 25

Experimental Group					Non-Experimental Group				
Roll No.	Pre-test	Post-test(X ₁)	x ₁ (X ₁ -M ₁)	X ₁ ²	Roll No.	Pre-test	Post-test(X ₂)	x ₂ (X ₂ -M ₂)	X ₂ ²
1	13	23			2	14	21		
3	11	25			4	18	22		
5	9	25			6	12	22		
7	18	25			8	18	22		
9	15	24			10	17	19		
11	16	22			12	19	19		
13	15	21			14	14	20		
15	14	24			16	18	21		
17	16	24			18	15	17		
19	17	22			20	16	17		
21	16	20			22	15	18		
23	14	22			24	15	17		
25	14	23			26	16	18		
27	15	23			28	13	17		
29	13	23			30	14	20		
31	14	22			32	9	18		
33	10	22			34	10	17		
35	10	19			36	9	16		
37	7	17			38	6	17		
39	8	18			40	7	15		
Total	x ₁ = 265	x ₁ = 444			Total	x ₂ = 275	x ₂ = 373		
Avg. (mean)	M ₁ =13.25	M ₁ = 22.2		x ₁ ² = 110.8	Avg. (mean)	M ₂ = 13.75	M ₂ = 18.65		x ₂ ² = 76.8

3.1.2. The Result of Completion Item in the tense suggested according to brackets.

Total items: 25

Total marks: 25

		Experimental Group					Non-Experimental Group		
Roll No.	Pre-test	Post-test(X_1)	$x_1(X_1 - M_1)$	x_1^2	Roll No.	Pre-test	Post-test(X_2)	$X_2(X_2 - M_2)$	X_2^2
1	12	20			2	7	12		
3	8	10			4	8	12		
5	8	11			6	9	10		
7	7	23			8	6	17		
9	4	9			10	5	11		
11	6	14			12	7	10		
13	9	19			14	7	17		
15	6	18			16	5	12		
17	6	19			18	4	13		
19	6	14			20	7	10		
21	6	17			22	8	17		
23	6	11			24	7	11		
25	6	10			26	6	10		
27	7	14			28	8	15		
29	7	20			30	5	13		
31	6	20			32	6	10		
33	6	19			34	4	11		
35	3	17			36	3	12		
37	3	14			38	2	13		
39	2	15			40	2	15		
Total	$x_1 =$ 124	$x_1 =$ 314			Total	$x_2 =$ 116	$x_2 =$ 251		
Avg. (mean)	$M_1 =$ 6.20	$M_1 =$ 15.7		$x_1^2 =$ 354.53	Avg. (mean)	$M_2 =$ 5.8	$M_2 =$ 12.55		$x_2^2 =$ 110.2

3.1.3. The Result of Transformation Item of active voice into passive:

Total items- 25
Total marks- 25

Experimental Group					Non-Experimental Group				
Roll No.	Pre-test	Post-test(X ₁)	x ₁ (X ₁ -M ₁)	X ₁ ²	Roll No.	Pre-test	Post-test(X ₂)	X ₂ (X ₂ -M ₂)	X ₂ ²
1	11	24			2	12	14		
3	13	25			4	10	14		
5	15	25			6	10	14		
7	11	24			8	11	12		
9	13	25			10	12	17		
11	12	25			12	11	18		
13	12	14			14	15	13		
15	14	18			16	9	17		
17	9	19			18	13	15		
19	9	22			20	8	18		
21	7	22			22	7	15		
23	11	24			24	9	18		
25	10	23			26	8	17		
27	7	23			28	7	12		
29	5	14			30	7	15		
31	7	20			32	7	16		
33	6	19			34	5	13		
35	5	18			36	2	15		
37	3	14			38	5	15		
39	3	14			40	2	12		
Total	x ₁ = 183	x ₁ = 4 12			Total	x ₂ = 170	x ₂ = 300		
Avg. (mean)	M ₁ = 9.15	M ₁ = 20.6		x ₁ ² = 320.8	Avg. (mean)	M ₂ = 8.5	M ₂ = 15		x ₂ ² = 78

3.1.4 The Result of Fill in the blanks Item:

Total items: 25

Total marks: 25

		Experimental Group						Non-Experimental Group			
Roll No.	Pre - test	Post - test(X_1)	x_1 ($X_1 - M_1$)	x_1^2	Roll No.	Pre-test	Post-test(X_2)	x_2 ($X_2 - M_2$)	x_2^2		
1	14	25			2	16	20				
3	17	25			4	13	17				
5	17	25			6	17	18				
7	12	23			8	13	16				
9	15	24			10	14	16				
11	12	23			12	10	15				
13	9	13			14	9	11				
15	10	15			16	12	14				
17	11	16			18	10	15				
19	10	23			20	10	17				
21	12	23			22	10	14				
23	9	23			24	11	15				
25	8	23			26	7	14				
27	6	23			28	7	12				
29	8	21			30	6	12				
31	5	22			32	7	14				
33	6	21			34	8	15				
35	7	16			36	8	14				
37	7	15			38	6	14				
39	5	15			40	6	$x_2=14$				
Total	$x_1 = 200$	$x_1 = 414$			Total	$x_2 = 200$	$x_2 = 297$				
Avg. (mean)	$M_1 = 10$	$M_1 = 20.7$		$x_1^2 = 307.82$	Avg. (mean)	$M_2 = 10$	$M_2 = 14.85$		$x_2^2 = 88.23$		

APPENDIX - IX

3.2. The Result of Sentence based table of pre-test and post-test

3.2.1 The Result of Assertive Sentence.

Total items: 59

Total marks: 59

		Experimental Group						Non-Experimental Group			
Roll No.	Pre-test	Post-test(X₁)	$x_1(X_1 - M_1)$	X_1^2	Roll No.	Pre-test	Post-test(X₂)	$x_2(X_2 - M_2)$	X_2^2		
1	30	53			2	25	31				
3	25	52			4	24	32				
5	23	48			6	24	30				
7	23	54			8	24	29				
9	26	50			10	27	29				
11	26	49			12	25	34				
13	23	36			14	23	32				
15	22	40			16	27	32				
17	26	41			18	27	30				
19	28	49			20	29	36				
21	19	48			22	19	34				
23	22	44			24	23	33				
25	24	52			26	23	39				
27	22	56			28	18	30				
29	17	47			30	19	36				
31	20	52			32	15	36				
33	16	48			34	18	34				
35	13	36			36	11	31				
37	10	30			38	11	28				
39	10	36			40	9	3 x ₂ =2				
Total	$x_1 =$ 425	$x_1 =$ 921			Total	$x_2 =$ 421	$x_2 =$ 648				
Avg. (mean)	$M_1 =$ 21.25	$M_1 =$ 46.05		$x_1^2 =$ 977.4	Avg. (mean)	$M_2 =$ 21.05	$M_2 =$ 32.4		$x_2^2 =$ 154.8		

3.2.2 The Result of Imperative Sentence:

Total items: 15

Total marks: 15

		Experimental Group					Non-Experimental Group		
Roll No.	Pre-test	Post-test(X_1) (X_1)	$x_1(X_1 - M_1)$	X_1^2	Roll No.	Pre-test	Post-test(X_2) (X_2)	$x_2(X_2 - M_2)$	X_2^2
1	7	14			2	8	13		
3	9	11			4	9	11		
5	8	13			6	8	13		
7	9	15			8	10	14		
9	10	14			10	10	14		
11	9	14			12	9	13		
13	9	14			14	10	14		
15	10	14			16	8	12		
17	5	14			18	5	10		
19	5	12			20	5	10		
21	11	13			22	9	12		
23	9	13			24	8	10		
25	4	11			26	5	8		
27	5	10			28	7	9		
29	5	12			30	5	10		
31	5	12			32	4	9		
33	7	12			34	3	8		
35	5	14			36	6	12		
37	4	13			38	3	12		
39	2	10			40	3	8		
Total	$x_1 =$ 138	$x_1 =$ 255			Total	$x_2 =$ 135	$x_2 =$ 222		
Avg. (mean)	$M_1 =$ 6.90	$M_1 =$ 12.75		$x_1^2 =$ 63.8	Avg. (mean)	$M_2 =$ 6.75	$M_2 =$ 11.1		$x_2^2 =$ =81.8

3.2.3 The Result of Interrogative Sentence.

Total items: 23

Total marks: 23

		Experimental Group					Non-Experimental Group		
Roll No.	Pre-test	Post-test(X ₁)	x ₁ (X ₁ -M ₁)	x ₁ ²	Roll No.	Pre-test	Post-test(X ₂)	x ₂ (X ₂ -M ₂)	x ₂ ²
1	12	22			2	15	21		
3	14	20			4	15	20		
5	16	22			6	15	19		
7	15	23			8	13	22		
9	10	16			10	9	18		
11	10	19			12	9	13		
13	12	15			14	10	14		
15	11	19			16	7	18		
17	10	20			18	9	18		
19	8	18			20	6	14		
21	10	19			22	11	16		
23	8	20			24	7	17		
25	9	15			26	8	11		
27	7	16			28	9	15		
29	10	17			30	7	12		
31	6	18			32	9	12		
33	5	19			34	5	13		
35	6	16			36	4	13		
37	5	16			38	4	18		
39	5	14			40	4	13		
Total	x ₁ = 189	x ₁ = 364			Total	x ₂ = 176	x ₂ = 317		
Avg. (mean)	M ₁ = 9.45	M ₁ = 18.2		x ₁ ² = 123.2	Avg. (mean)	M ₂ = 8.8	M ₂ = 15.85		x ₂ ² = 204.9

3.2.4 The Result of Optative Sentence

Total items: 3

Total marks: 3

Experimental Group					Non-Experimental Group				
Roll No.	Pre-test	Post-test(X ₁)	x ₁ (X ₁ -M ₁)	X ₁ ²	Roll No.	Pre-test	Post-test(X ₂)	x ₂ (X ₂ -M ₂)	X ₂ ²
1	1	3			2	1	2		
3	1	2			4	1	2		
5	2	3			6	1	2		
7	1	3			8	1	2		
9	1	2			10	1	2		
11	1	2			12	2	3		
13	1	2			14	1	2		
15	1	2			16	1	2		
17	2	3			18	1	2		
19	1	2			20	1	2		
21	1	2			22	1	2		
23	1	3			24	1	1		
25	1	1			26	1	1		
27	1	1			28	1	2		
29	1	2			30	1	2		
31	1	2			32	1	1		
33	1	2			34	1	1		
35	1	2			36	1	1		
37	1	1			38	1	1		
39	1	2			40	1	1		
Total	22	42			Total	x ₂ = 21	x ₂ = 34		
Avg. (mean)	M ₁ = 1.1	M ₁ = 2.1		x ₁ ² = 7.8	Avg. (mean)	M ₂ = 1.05	M ₂ = 1.7		x ₂ ² = 4.6

APPENDIX-X

3.3 Form based table of pre-test and post-test Result

3.3.1 The Result of Present Passive

Total items: 51

Total marks: 51

Experimental Group					Non-Experimental Group				
Roll No.	Pre-test	Post-test(X_1)	$x_1(X_1 - M_1)$	X_1^2	Roll No.	Pre-test	Post-test(X_2)	$x_2(X_2 - M_2)$	X_2^2
1	24	50			2	23	37		
3	24	43			4	23	31		
5	23	44			6	27	30		
7	29	50			8	25	38		
9	26	39			10	20	26		
11	22	40			12	20	29		
13	22	34			14	23	28		
15	24	33			16	25	30		
17	21	37			18	22	36		
19	18	36			20	17	26		
21	23	40			22	23	32		
23	20	39			24	22	28		
25	20	38			26	18	25		
27	20	40			28	18	26		
29	18	33			30	14	30		
31	16	45			32	11	28		
33	11	42			34	12	33		
35	11	35			36	11	34		
37	12	33			38	11	32		
39	6	32			40	7	29		
Total	$x_1 =$ 390	$x_1 =$ 783			Total	$x_2 =$ 372	$x_2 =$ 608		
Avg. (mean)	$M_1 =$ 19.50	$M_1 =$ 39.15		$x_1^2 =$ 539.68	Avg. (mean)	$M_2 =$ 18.6	$M_2 =$ 30.4		$x_2^2 =$ 256.43

3.3.2 The Result of Past Passive

Total items: 33

Total marks: 33

		Experimental Group						Non-Experimental Group			
Roll No.	Pre-test	Post-test(X_1)	$x_1(X_1 - M_1)$	X_1^2	Roll No.	Pre-test	Post-test(X_2)	$x_2(X_2 - M_2)$	X_2^2		
1	13	19			2	11	18				
3	10	19			4	11	15				
5	10	20			6	8	14				
7	7	22			8	9	20				
9	10	22			10	10	14				
11	10	22			12	10	13				
13	8	12			14	9	13				
15	6	20			16	5	18				
17	8	20			18	8	15				
19	8	21			20	9	17				
21	7	20			22	8	16				
23	9	19			24	8	13				
25	7	19			26	7	15				
27	6	21			28	6	14				
29	7	22			30	7	11				
31	6	18			32	6	10				
33	7	19			34	5	11				
35	5	18			36	4	10				
37	3	12			38	4	13				
39	7	14			40	5	13				
Total	$x_1 =$ 154	$x_1 =$ 379			Total	$x_2 =$ 150	$x_2 =$ 283				
Avg. (mean)	$M_1 =$ 7.70	$M_1 =$ 18.95		$x_1^2 =$ 172.91	Avg. (mean)	$M_2 =$ 7.5	$M_2 =$ 14.15		$x_2^2 =$ 137.97		

3.3.3 The Result of Future Passive

Total items: 16

Total marks: 16

		Experimental Group						Non-Experimental Group			
Roll No.	Pre-test	Post-test(X_1)	$x_1(X_1 - M_1)$	X_1^2	Roll No.	Pre-test	Post-test(X_2)	$x_2(X_2 - M_2)$	X_2^2		
1	9	16			2	9	15				
3	8	15			4	9	12				
5	9	14			6	6	12				
7	7	16			8	8	12				
9	6	15			10	8	13				
11	8	15			12	9	13				
13	7	13			14	6	13				
15	7	14			16	8	10				
17	6	14			18	7	12				
19	8	15			20	9	12				
21	5	15			22	4	10				
23	7	15			24	5	12				
25	7	14			26	7	12				
27	4	15			28	6	10				
29	4	15			30	6	12				
31	4	14			32	5	12				
33	4	13			34	6	7				
35	4	10			36	3	6				
37	2	8			38	2	7				
39	3	10			40	2	9				
Total	$x_1 =$ 119	$x_1 =$ 276			Total	$x_2 =$ 125	$x_2 =$ 221				
Avg. (mean)	$M_1 =$ 5.90	$M_1 =$ 13.8		$x_1^2 =$ 85.56	Avg. (mean)	$M_2 =$ 6.25	$M_2 =$ 11.05		$x_2^2 =$ 100.9		

3.3.3 The Result of Conditionals Passive.

Total items: 10

Total marks: 10

		Experimental Group						Non-Experimental Group			
Roll No.	Pre-test	Post-test(X ₁)	x ₁ (X ₁ -M ₁)	x ₁ ²	Roll No.	Pre-test	Post-test(X ₂)	x ₂ (X ₂ -M ₂)	x ₂ ²		
1	4	7			2	6	7				
3	7	8			4	6	7				
5	7	8			6	7	8				
7	5	7			8	6	7				
9	5	6			10	9	10				
11	6	7			12	6	7				
13	8	8			14	6	7				
15	7	8			16	5	6				
17	7	7			18	5	7				
19	8	9			20	6	7				
21	6	7			22	5	6				
23	4	7			24	4	8				
25	4	8			26	5	7				
27	5	7			28	5	6				
29	4	8			30	5	7				
31	6	7			32	7	8				
33	6	7			34	4	5				
35	5	7			36	4	7				
37	3	7			38	2	7				
39	2	6			40	3	5				
Total	x ₁ = 109	x ₁ = 146			Total	x ₂ = 106	x ₂ = 139				
Avg. (mean)	M ₁ = 5.45	M ₁ = 7.3		x ₁ ² = 10.08	Avg. (mean)	M ₂ = 5.3	M ₂ = 6.95		x ₂ ² = 22.93		

APPENDIX – XI

Test paper:

Student's Name :-

School's Name :-

Class :-

F.M. : 100

P.M. :

A. Change these sentences into passive from active voice.

1. Yogesh sings a pop song.
→
2. Ram is destroying a pen.
→
3. Somebody is mending watches
→
4. She has broken a plate.
→
5. Bharat robbed my house.
→
6. I was teaching my daughter.
→
7. Raju called me a liar.
→
8. Rekha had cheated him.
→
9. Sita will ask a question.
→
10. Rita will have discovered a technique.
→
11. Kiran must study an English book.
→
12. Saran could have broken a glass.
→
13. Please, give me a book.
→
14. Help the poor.
→
15. Open the door.
→
16. He is going to play tennis.
→
17. Nobody can solve this problem.
→
18. Is he studying a story?
→
19. Does she ring a bell?
→

20. Who wrote this letter?
→
21. What do you give him?
→
22. When did you meet him?
→
23. Rupesh doesn't carry out my command?
→
24. People think that life is a bed of roses.
→
25. May God bless you?
→

B. Tick (✓) the best answer of the choosing correct passive sentence.

26. Priya cuts grass.
a. Grass is cut by Priya.
b. Grass is being cut by Priya
27. They are playing a football.
a. A football is being played.
b. A football is played.
28. Nobody helped him.
a. He wasn't helped.
b. He was helped.
29. Karina has torn a book.
a. A book has been torn by Karina.
b. A book has torn by Karina.
30. Puskar was teasing her.
a. She was being teased by Puskar.
b. She was teased by Puskar.
31. Purnima gave me a book.
a. I was given a book by Purnima.
b. I was giving a book by Purnima.
32. Shiva had discovered a new technique.
a. A new technique had discovered by Shiva.
b. A new technique had been discovered by Shiva.
33. Shrijana will eat a mango.
a. A mango will eat by Shrijana.
b. A mango will be eaten by Shrijana
34. Sashikala will have distributed tickets.
a. Tickets will have distributed by Sashikala.
b. Tickets will have been distributed by Sashikala.
35. Rupesh should take better treatment.
a. Better treatment should take by Rupesh.
b. Better treatment should be taken by Rupesh.
36. Mohan would have invited him.
a. He would have invited by Mohan.
b. He would have been invited by Mohan.

37. Kindly, close the window.
- You are requested to close the window.
 - Let the window be closed.
38. Put a book down.
- Let a book be put down.
 - Let a book put down.
39. Shyam is going to write a story.
- A story is going to be written by Shyam.
 - A story is going to write by Shyam.
40. Nobody is making noise.
- Noise isn't being made.
 - Noise isn't made.
41. Are they crossing the bridge?
- Is the bridge being crossed?
 - Are the bridge being crossed?
42. Did he play a music?
- Was a music played by him?
 - Were a music play by him?
43. Who invited him?
- By whom was he invited?
 - By whom is he invited?
44. What does he wear?
- What is he worn by?
 - What was he worn by?
45. Why are you taking an exam?
- Why is an exam being taken by you?
 - Why is an exam taken by you?
46. He didn't obey his parents.
- His parents wasn't obeyed by him.
 - His parents weren't obeyed by him.
47. They say that life is struggle.
- It is said that life is struggle.
 - It was said that life is struggle.
48. May the god curse you !
- May you be cursed by god !
 - May you curse !
49. Somebody invites him.
- He is invited.
 - He was invited.
50. Respect your parents.
- Let your parents be respected.
 - Let your parents respected.

C. Complete this passive sentences in the tense suggested according to brackets:

51. I (Surprise) _____ at Priya. (Simple present passive)
52. A bag (carry) _____ by him. (Present continuous passive)
53. A red sari (buy) _____ by Shristi. (Present perfect passive)
54. A meeting (hold) _____ by headmaster. (simple past passive)
55. A student (punish) _____ by English teacher. (Past continuous passive)
56. A football match (win) _____ by players. (past perfect passive)
57. Good manners (learn) _____ by Shamjhana. (Simple future passive)
58. The breakfast (eat) _____ by my father. (Future perfect passive)
59. An ink pot is going to (destroy) _____ by Poonam. (going to future passive)
60. Let the door (open)_____. (Imperative command passive)
61. You are requested (respect) _____ elders. (imperative request passive)
62. Let the disabled persons (help) _____(imperative command passive)
63. Let him not (disturb)_____.(Imperative command passive)
64. The game (play)_____ (Simple past passive)
65. May you (help)_____ by god in every steps ! (Optative sentence passive)
66. Will a story (read)_____ by him? (Interrogative passive)
67. Has a watch (mend)_____ by Ram? (Interrogative passive)
68. Had I (disturb) _____ by Sita? (Interrogative passive)
69. Was a radio (watch) _____ by me? (Interrogative passive)
70. By whom was the thief (arrest) _____? (Interrogative passive)
71. It (think) _____ that you are a good person. (Impersonal passive)
72. The trees (cut) _____ down. (Simple Present passive)
73. English (speak) _____ all over the world. (simple Present passive)
74. Let the youngsters _____ (love). (Imperative passive)
75. Let the level of water (mark) _____. (Imperative passive)

D: Fill in the blanks choosing correct sentence from given alternatives.

76. The constituent Assembly..... by Maoist and seven parties. (was held, has held, is holding)
77. A house..... by Mason. (is built , is building , has built).
78. An aeroplane.....by him. (is being flown , is flying , has flown)
79. Hemchandra..... by his friend. (has helped , has been helped , has being helped)

80. Thief (were arresting , were arrested , has arrested)
81. She.....by Mandira. (was being disturbed , was disturbing , has disturbed)
82. A key.....by poojan. (had been lost, had lost , is losing)
83. A letter..... (isn't sent , has sent , is sending)
84. A picture..... by student. (will draw , will be drawn , will drawn)
85. My stickby my nephew. (will break , will have broken, will have been broken)
86. Mr. Chhetriby his wife. (would have forgiven , would have been forgiven)
87. A deer is going toby hunter. (is shoot , be shot , is shooting)
88. English wordsby students. (couldn't be spelt, could spell , could spelt)
89. I by God. (am blessed , is blessed , was blessing)
90. Let the news..... (be broadcast , broadcast , is broadcasting)
91. You are requesteda glass of water. (to bring , brought , bringing)
92. The passive of 'please vote me' is..... (You are requested to vote me , let me be voted)
93. The passive of 'Does he dislike them?' is..... (Are they disliked by him?, were they disliked by him?)
94. The passive of 'Is Mohan dispatching the letters? Is..... (Are the letters dispatching by Mohan? , Are the letters being dispatched by Mohan?)
95. The passive of 'Has she disturb you? Is (Have you disturbed by her?, have you been disturbed by her?)
96. The passive of 'Did she disobey her parents?' is..... (Was her parents disobeyed by her? , were her parents disobeyed by her?)
97. The passive of 'Don't your children disturb you?' is "....." (Are you not disturbed by your children? Do you not disturb by your children?)
98. The passive of 'Who will have prepared the rice pudding?' is..... (By whom will the rice pudding have been prepared?by whom will the rice pudding have prepared?)
99. The passive of 'Why do you preserve the tiger?' Is (Why is the tiger preserved by you? , why do the tiger preserved by you?)
100. Who kept this box here? The passive of this is (By whom was this box kept here? , by whom is this box kept here?)