

CHAPTER ONE

INTRODUCTION

The present research was about usefulness of visual aids in teaching English at secondary level. The study aimed to find out the effectiveness of visual aids in language teaching at secondary level.

1.1. General Background

A teaching aid is a tool used by teachers, facilitators or tutors to help learners improve reading and others skills, to illustrate or reinforce a skill, fact or idea and to relieve anxiety, fear and boredom in teaching learning. 'Teaching aids', the English phrase, means materials and equipment used in teaching. An equipment which is going to be shown to required pupil to make understand the concept.

Teaching aids enhance the interest of students, especially students of quite young age. As children take interest in colours and different instruments, it is quite easy to teach them. As teenagers also take interest in pictures and practice, they also want to do their work by themselves. So, teaching aid helps to make teaching effective.

El-Araby (1974, p.2) says:

Teaching aids, however, are designed to help the teacher save time and effort. Many of them can be effectively used in large classes.

Some of them relieve the teacher from many routine works. All of them make the class livelier and more interesting for the teachers and the students.

The development of modern teaching techniques has revolutionized the schooling system at every functional level. The teaching activity is no more restricted to the delivery of boring facts. It has changed into a lively and inspiring means of mutual communication. To enhance an effective interaction

and to achieve the curriculum objectives teachers are always on the lookout for suitable aids and materials.

The teaching aids importantly contribute to language teaching serving a variety of purposes. Teaching aids motivate the learners, creating interests in the learning and encouraging them to make ample use of language. They are viewed to be crucial to help the learners to perceive and understand the desired information. The learners can perceive some pieces of information about the people and culture of the target language society. Moreover, teaching aids helps to contextualize teaching-learning environment.

An additional meaning is attached to verbal instruction when teaching aids is used, i.e using visual aids to make learning concrete and meaningful. Therefore followings are the uses of teaching aids:

- i) There is a belief that some students are eye-minded, some auditory minded and verbal- minded. Those who are verbal-minded can be easily taught through verbal instructions but for the rest visual aids are necessary.
- ii) Teaching aids provide substitutes to objects and situations that cannot be presented in the classroom.
- iii) Most of the school learning involves symbols and abstractions, i.e language, conceptual subject matter. It means that the teacher who is teaching language will have to present varied experiences so that correct concept may be formed. Teaching aids supply such vivid experiences.

1.1.1. Types of Teaching Aids

Aggrawal (1996, p.16) divides the teaching aids into following ways.

- i) Audio materials
 - Language laboratories
 - Radio
 - Sound distribution
 - Tape and disco
 - Recordings

ii) Visual materials

- Bulletin boards
- Chalk boards
- Charts, drawing etc.
- Exhibits
- Film strips
- Flash cards
- Flip books

iii) Audio- visual materials

- Films
- Printed materials with recorded sounds
- Sound filmstrips
- Study strips
- Television
- Videos tapes

Similarly, El-Araby, 1974 (cited in Subedi, H.L 2004, p.94) include the following types of teaching aids.

i) Display devices

- The chalkboard
- The flannel board
- The cork board
- The magnet board
- The plastic board
- The pocket chart

ii) Visual materials

- Realia
- Pictures
- Models
- Flash cards
- Picture cards
- Wall posters
- Wall pictures
- Magazine cutouts
- Matchstick figures

iii) Supplementary materials

- Songs and rhymes
- Language games
- Language puzzles

Lee and Copen(1964, p.8) mentioned the following types of materials in oral work, reading and writing.

- i) Aids in oral work: This category includes materials like the blackboard and pin-men pictures, flannel board and plastic board cut-outs, glove puppets, wall-pictures, isolated figures, model clocks,

coins, colour slides, sound films/TV and gramophone, radio and tape recorder.

- ii) Aids in reading and writing: The major materials in this group are; notices and levels, matching objects, flashcards and calendar.

1.1.2. Visual Aids

Various methods or techniques or approaches have been used to teach English since teaching of English has been started formally in schools and colleges. Despite many supporting materials having been devised and used to stress the teaching of the English language, the results have not been very satisfactory. Because even trained teachers also seen to be immure the level of students, nature of class, linguistic level of students and psychology of the students and so on. Therefore various types of visual aids have been used to make teaching learning process lively and meaningful.

Visual aids are those materials which help language teacher to make his\her teaching and learning process effective and meaningful and thus enhance learning ability which promotes better understanding. Visual aids help the teachers to clarify, establish, correlate and co-ordinate the accurate concepts, interpretations and appreciations and enable him\her to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Visual aids in teaching English give special emphasis to boost the confidence and enhance the skill of the participants.

In this context, Bowen (1982, p.11) claims, “Visual aids are means to an end but not an end in themselves.” He means here that visual aids are the supporting materials to make the teaching and learning of a language successful, but to use these materials is not the target. Hence, the teacher can use them in order to achieve the objectives of teaching.

Similarly, Corder, (1987, p.32) states:

The device that the learner can see in the classroom or through the window is potentially a visual aid while teaching English.

This applies to the permanent fittings of the classroom such as walls, windows or doors; to its usual furnishing desks, benches, cup-boards, chairs, blackboards and bookshelves. For the pupils, the picture is the centre of attention for the teacher; however, it is the language connected with picture making is important. This type of situational teaching is the truest and most effective because the language used is completely and naturally contextualized.

Moreover, visual aids are useful for presenting, practicing and revising vocabulary or as prompts for other activities such as, to illustrate the exchanges in a dialogue and to help students improvise the writing comprehension i.e. story writing, developing essays, paragraph writing and cards writing. Those visual aids allow the student to learn quickly and easily where as teachers can also express their ideas clearly if they make good use of visual aids.

Visual aids, in a broad sense, are something we bring to support whatever project or report we are discussing. They provide the listener something concrete to look at to enable a better understanding of what we are saying. In other sense, visual aids mean any objects or pictures that are brought to relate the subject matter being taught in the classroom. Thus, anything that can be seen i.e. the students, the teacher, bench, desk, chair, window, door, pictures and real objects including the classroom situation as a whole are visual aids.

Generally, realia, pictures, models, flash cards and picture cards, posters, magazine cut-outs, matchstick figures... are discussed under the category of visual aids.

1.1.3. Types of Visual Aids

Some types of visual aids are described below:

I. Realia

Real objects, things and items which are brought into the classroom for the purpose of teaching are referred to as realia. Real objects impart a long-term impression in the students and are useful to create the natural environment in the classroom. Desks, benches, tables, blackboards, books, pens, pencils, magazines, newspapers, money, menus, stamps, calendar, tickets... are some common real objects to be used in the class.

II. Pictures

Pictures are used in language teaching to motivate the students for making the class successful and entertaining. Pictures play vital role in reducing the fatigue to teacher while teaching any language aspects or skills. Pictures impart permanent visual impression to the students. The pictures to be used in language teaching are to be directly related to the objectives of the lesson.

III. Models

Models are representative figures of real objects or things, used in the language classroom. Generally, models are used when it is impossible to bring large and rare real objects in the classroom. In this situation, models can be used effectively. Models can be used instead of pictures, and are more advantageous than pictures. Models are locally made or bought in the market. Models are made of clay, wood, stone, cardboard, wax and so on.

IV. Flash cards and picture cards

Flash cards refer to the cards or pieces of cardboard paper on which letters, words, phrases, sentences... are written. Flash cards having pictures are called picture cards. They are widely used in the class as they are common and simple visual aids used in the field of teaching. Flash cards are widely and massively useful in teaching-learning.

V. Wall posters

Wall posters are effective visual aids for teaching because they are usually made attractive to use as the means of advertisement and information. They serve the similar functions to that of flash cards and the picture cards.

VI. Magazine cutouts

The cutout of the pictures and drawing from the magazine and the newspaper are referred to as magazine cutouts. They are authentic visual aids so they importantly contribute to language learning if they are properly used as the visual teaching aids. Magazine cutouts help the students to get information about current affairs.

VII. Matchstick figures (pin men)

The figures which are made by joining or matching the sticks or pins are called matchstick or the pin men. In the field of language teaching, matchstick figures\pin men are widely used in the class because they are easily drawn on the chalkboard or the whiteboard. These figures are interesting, motivating, entertaining and clear for the students.

Moreover, materials like OHP, reading films, epidiascopes, photographs, slides, graphs, charts, flannel boards, drama, and motion pictures and so on are included under the visual aids.

To sum up, many media and styles of visual presentation are useful to language learners. There is no general rule to indicate which medium and which visual style are appropriate at any one time. But, it is that, when we use visual aids they should match with the age, interest, type of intelligence and experience of the students and also with the physical circumstances of the classroom.

However, the cost and the convenience of the materials available to affect the usage of the visual aids in the language classroom.

1.1.4 Significance of Visual Aids in Classroom Teaching.

In order to make teaching learning activities entertaining, effective, interesting and successful various kinds of visual aids and materials can be used. The significance of visual aids in language teaching is immense and their presence is indispensable in the classroom. In this sense, Lee and Coppen (1964, p.1) mention that the visual and aural aids can be useful/helpful in number of ways in language learning:

- i) Visual aids can brighten up the classroom and bring more varieties and interests into language lesson.
- ii) Visual aids in particular can help to provide the situations which light up the meaning of the utterance used.
- iii) They can help the teacher to improve his own English and to prepare more effective lessons.
- iv) Both audio and visual aids can stimulate children to speak English as well as to read and write.
- v) They can help in giving information of one kind or another about the background of literature and about life in English speaking countries.

Beside these, the significance of the visual aids in learning English can be summarized as mentioned below:

- i) They develop a sense of reality and visualness.
- ii) They develop a sense of objectivity.
- iii) They provide a kind of convenient and motivating environment.
- iv) They arouse curiosity among the students.
- v) They provide opportunity for useful mental experience and imagining, comparing, analyzing and drawing inferences.
- vi) They provide interest in the study of the subject.
- vii) They promote functional knowledge.
- viii) They supplement classroom lessons.

- ix) They help to teach the four language skills, i.e. listening, speaking, reading and writing and allow the teacher to integrate these skills constructively.
- x) They can dispel the monotony of practice work by creating variety.

In addition to these, Wright (1976) presents some broad functions of visual materials used for teaching different language skills and the aspects of language, which further help to clarify the significance of the visual aids in language learning.

Wright (1976, p.2), presents following broad functions of visual materials used for listening activities:

- i) To motivate the student to want to find out more by listening.
- ii) To make him feel that what he is listening to relates to real people, and a real way of life.
- iii) To provide him with a clue o the meaning of detail.
- iv) To provide him with material by which he can indicate non-verbally
- v) To provide him with a clue to the meaning of gist. that he has understood.
- vi) To provide him with a graphic analysis of the sound features or the spoken language.

Wright (1976, p.14), assigns following broad functions of visual materials used for speaking activities:

- i) To motivate student to want to speak.
- ii) To create a context within which his speech will have meaning.

- iii) To provide the student with information to use in speech, including objects, actions, events, relationships.
- iv) To provide the student with non-verbal cues for manipulation work.
- v) To provide non-verbal prompts to dialogue reproduction or to dialogue invention.

According to Wright (1976, p.31), the following broad functions of visual materials used for writing activities:

- i) To motivate the student to want to read.
- ii) To make him feel that what he is reading and the way he is reading it relate to the way in which written text is used in real life.
- iii) To provide a clue to the meaning of detail, either introducing him to the meaning for the first time or reminding him of it.
- iv) To provide a clue to the gist of the passage or text, either introducing it to him for the first time or reminding him of a theme previously met.
- v) To provide extra information over and above that given in the text, perhaps to make the general experience more interesting by compensating for the limitations of the language.
- vi) To provide him with material by which he may indicate non-verbally that he has understood.

vii) To provide him with a symbolic analysis of the relation between written language and spoken sounds.

Wright (1976,p.38), denotes following broad functions of visual materials used for writing activities:

- i) To motivate the student.
- ii) To create a context within which his written text will have meaning.
- iii) To provide the student with information to refer to, including objects, actions, events, relationships.
- iv) To provide non-verbal cues for manipulation practice.
- v) To provide non-verbal prompts to written composition.

Wright (1976, p.53), focuses following broad functions of visual materials for testing.

- i) To avoid the use of text by the examiner in order that the student derive the answer from a selection of language from his memory.
- ii) To reduce the number of decisions and actions involving language not directly relevant to the feature being tested, e.g. testing listening comprehension by indicating an appropriate picture instead of speaking or writing an answer which is a test of these skills as well as that of listening.
- iii) To stimulate the examinee's own ideas and to give him things to talk about.

iv) To give a real life context to the test without the provision of any specific information.

Wright (1976, p.58), presents following broad functions of visual materials used for the teaching of culture information:

i) To make the foreign country and culture credible to the student.

ii) To interest the student.

iii) To give him information.

iv) To cause him to compare and contrast features of the foreign culture with his own.

v) To help him to recognize visual features of the behavior of the people in order to interpret this behavior correctly and to use it appropriately himself.

1.1.5 Action Research: An Introduction

An action research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research. Action research was started from 1940s. Action research from the start has been used for practical problems or issues. Thus, most action research is concerned with improving the quality of service. It is carried out to identify the area of concern, develop the test alternatives and experiment with new approaches. That's why it is academic in nature.

Action research is the theory of social psychology and their educational implication. Regarding this, Kumar (2006, p .108) says:

As the name suggests action research comprises of two components: action and research. Research is a means to action, either to improve

your practice or to take action to deal with a problem or an issue.

Therefore, it is conducted either to improve the practice or to address the problem or issue to solve.

Similarly, Cohen and Manion, (1985 cited on Shubechchhu and Yonghang, 2011, p.208) action research is conducted aiming the improvement of the current affairs through the process of identifying and solving problems in a specific context.

According to Nunan (1992,), a form of research which is becoming increasingly significant in language education is action research.

It is therefore, action research involves the careful monitoring of planned changed in practice. A decision is taken that a particular action may either yield improvements or provide information to the nature of the teaching situation. The action is thus used as research tool. Both element of action and research are of equal prominence in the approach.

1.1.5.1. Steps in the Action Research Cycle

As suggested by Nunan (1992, p. 18) the followings are the steps to carry out the action research.

Step 1: Initiation.

It is the first step in action research. It means noticing the problems which exist in real situation. Researcher visualizes the actual problem he\she is facing in his\her daily teaching learning process. It is the mental exercise.

Step 2: Preliminary Investigation.

An attempt is made to collect the concrete information about what the problem is. The teacher tries to collect the baseline data through detailed observation and records it for further analysis.

Step 3: Hypothesis.

In the third step, idea about the possible solution of the problem is hypothesized. The hypothesis is also formed about the possible occurrence of the problem. Hypothesis and action are decided at the same time.

Step 4: Intervention and Treatment.

Now action is implemented. A number of strategies are introduced after interrupting the ongoing regular classroom activities to bring change in the ongoing state of affairs.

Step 5: Evaluation.

After intervention there must be evaluation to find out whether there is improvement or not. The researcher evaluates whether the subjects behavior is improved before and after the intervention and treatment.

Step 6: Dissemination.

The researcher invites the experts and co-workers for dissemination of the evaluation results. Through seminar, workshop or publication etc the action research findings are disseminated in a wider mass of audience.

Step 7: Follow up.

The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and the new one which is found as a solution of the problems is adopted to introduce certain changes in the study.

1.2 Review of the Related Literature.

In the Department of English Education, studies on teaching aids are found in terms of their effectiveness, efficacy, awareness and the perspectives towards them. The studies in the area of teaching materials have been reviewed below:

Parajuli (2010) carried out a research entitled “Teachers’ Beliefs on Visual Aids in Teaching English”. The aim of this study was to determine the

teachers' beliefs on visual aids in teaching English at primary level. The population of the study was 60 primary English teachers of Palpa district. The major finding of the study was that the teachers had positive beliefs towards visual aids in teaching English. It was also found that the teachers were in favor of benefit of using visual aids and due to those benefits, they showed positive beliefs towards visual aids.

Karki (2008) carried out a research entitled “Effectiveness of teaching action verbs through Pinmen pictures”. The aim of the study was to identify the effectiveness of teaching action verbs through pinmen pictures at Grade three. The populations of the study were three students of the grade three at Shree Higher Secondary School, Dhankuta. The duration of the researcher teaching was 25 days, regularly. The major finding of the study was that teaching language using different instructional materials is more useful and effective but the teachers should use them according to the subject matter. It was also found that particularly using pin men pictures in teaching action verbs was more effective and suitable in the English language.

Acharya(2008) carried out a research entitled “The Effectiveness of Teaching Vocabulary through Real Objects”. The aim of this study was to find out the effectiveness of teaching vocabulary through real objects at primary level. The populations of the study were 2nd graders of Shree Mahalaxmi Lower Secondary School, Balagaun, Matatirtha, Kathmandu. The major finding of the study was that using real objects in teaching vocabulary has relatively better impact on the whole. It was also found that the teaching of vocabulary through real objects appear 22 percent more effective than teaching with usual classroom techniques.

Ghimire(2007) carried out a research entitled “The Effectiveness of Visual Aids in Teaching Vocabulary”. The aim of the study was to find out the effectiveness of the visual aids in teaching vocabulary at grade five. Thirty students of grade five from Janapremi Higher Secondary School of Syangja district were selected as the sample population. It was found that there was

better achievement and the progress in teaching vocabulary through visual aids than teaching without visual aids. The use of visual aids was found to be effective in vocabulary teaching in primary level.

Sapkota(2006) carried out a research entitled “a study of the Effectiveness of Live Presentation and Recorded Materials in Teaching Comprehension: A Comparative Study”. The aim of the study was to find out the effectiveness of live presentations and recorded materials in teaching listening comprehension of grade VIII. The first six units from the textbook of grade VIII and some test item, including listening sections of grade VIII were introduced to the population for experimentation in the research. It was found that the control group performed better in all activities except listening and speaking activity whereas the experimented group performed satisfactory in listening and speaking activity.

Khakurel(2005) carried out a research entitled “Effectiveness of Matchstick figures in Teaching Action verbs of Grade five”. The aim of the study was to find out the effectiveness of matchstick figures in teaching action verbs of grade five. Forty students of grade five from Buddha Shanti Secondary School, Piple-7, Chitwan were selected as the sample population. It was found that teaching action verbs through matchstick figures at grade five was more effective than teaching without using matchstick figures. The use of matchstick figures in teaching was found to have better impact on the whole.

Although, a number of studies have been carried in order to find out the effectiveness of teaching aids and materials, efficacy and awareness of aids and the teachers’ beliefs towards them and deals with specific aspects of teaching English language, none of the studies deal with the problems faced due to lack of vocabularies while teaching story writing, developing essays, paragraphs writing and writing cards. Therefore, I had attempted to explore the usefulness of the visual aids to address the above mentioned problems through the topic “Usefulness of Visual Aids in Teaching English at Secondary Level.”

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i) To find out the usefulness of visual aids in teaching writing skills at secondary level.
- ii) To suggest some pedagogical implications.

1.4 Significance of the Study

This study is significant because it throws the light on the problems that can be encountered while teaching story writing, developing essays, paragraph writing and writing cards. Furthermore, it is also beneficial for those who want to carry out further action research based on their topic related to visual aids.

The findings of the research will also be beneficial for those teachers, students and research guide who are interested in use of visual aids in teaching and learning English.

CHAPTER TWO

METHODOLOGY

To fulfill the objectives of the study, there should be a distinct methodology. The methodology for the present research was as follows.

2.1. Source of Data

2.1.1. Primary Sources

There were altogether 30 students of Grade X who participated in the pre-test and post test in the research. Pre-test was conducted in the beginning of the research to determine the level of students. Similarly, post-test was conducted at the end of the research. This research was exclusively based on the primary data i.e. the responses made by the testees. The testees belonged to The Rising English Secondary School, Yanchche-5, Bhaktapur.

2.1.2. Secondary Sources

Various books, especially Lee and Coppen (1964), Wright (1976) and thesis approved from the department of English Education, Journals, Articles and topic related websites were used as secondary sources of data.

2.2. Population of the Study

As the study population I selected the students of Grade 10 in Bhaktapur district.

2.3. Sampling Procedures

To carry out the research, a total thirty students of tenth grade of The Rising English Secondary School were purposively selected as the sample of population. After selecting 30 students, I conducted a pre-test to all 30 students. The model of pre-test is presented in appendix 'A'

2.4. Tools for Data Collection

The main tools for the data collection were the test items used during the research study. The model of test items is presented in appendix 'A'.

Furthermore, I took twenty four classes, all of them were based on writing literary text i.e. story, essay, poem, condolence, greeting cards. I prepared the daily lesson plan during the period of the research study. Some models of lesson plans are presented in appendix 'B'.

2.5. Process of Data Collection

The following were the procedure for data collection of this study:

- i) I went to the field to establish the rapport with concerned school, teachers and students.
- ii) I prepared the research tools.
- iii) To determine the proficiency of the students at the entry point, a pre-test was taken.
- iv) Students were taught using different visual materials such as picture chart, flash cards, clue cards, including usual materials.
- v) Students were taught for six days a week, one period a day, and each period last for forty minutes. It took altogether 24 lessons to finish the selected teaching items.
- vi) To determine the progress in teaching learning process after using the visual aids, more two periodic progress tests were taken.
- vii) Finally, at the end post-test was conducted through the test same item used in the pre-test. Both results of the tests were compared and analyzed.
- viii) In addition conclusions were drawn based on their results that were analyzed.

2.6. Limitations of the Study

This study had the following limitations:

- i) The study was limited to the 30 students of grade X of The Rising English Secondary School, Yanchche-5 Bhaktapur.
- ii) The study was limited to the usefulness of visual materials.

- iii) The study was based on twenty four lesson plans.
- iv) The study was limited to the pre-test, two progress test and post-test and the lesson plans mentioned in appendix 'A' and 'B'.
- v) The study was based on teacher made visual aids along with newspaper cutouts, but expensive aids like projector, film strips and television were not used in the study.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the obtained data. The data are tabulated under three main headings, which are as follows:

3.1. Holistic Comparison of the Test Results

The holistic comparison of all test items is shown below:

Table No. 1: Holistic Comparison of the test results

S.N.	Total items	Pre-test (marks obtained)	Full Marks	Post-test (marks obtained)
1.	Developing outlines into stories	205	15	269
2.	Writing Essay	167	15	253
3.	Writing Condolence	109.5	10	186
4.	Writing Greetings	122.5	10	172
	Total Marks	604	50	880
	Total Average percentage	40.26		58.6

The table above depicts the overall picture of the usefulness of visual aids in teaching English.

Here, the results of the four tests are compared; the total percentage has been counted as a whole so that the average increment could be determined. The average increment of the percentage is equal to the total increment obtained by the students and divided by the average full marks and multiplied by hundred.

The result denotes that the performance of the students were better after the intervention of visual aids in teaching.

Total items for this research were only four; they are developing outlines, writing essays, condolence writing and greeting writing. Full marks for developing outlines, writing essays, condolence writing and greeting writing were 15, 15, 10 and 10 respectively. All together the total full marks was 50, where sample population was 30 in numbers.

In the pre-test, the total average percentage of the students was 40.26%, where the total average increment of the students in the post-test was 58.66%. This clearly showed that the achievement in the post-test was greater which is 18.40% more than the achievement in the pre-test.

Therefore, it can be claimed that visual aids was effective instructional material to teach story, essay, condolence and greeting in secondary level classes.

3.2. Test Wise Analysis

The usefulness of the new intervention and the achievement is counted on the basis of the increased increment compared to the tests taken within the research period. Four tests were conducted in the research period, along with pre test, post test and two progress tests.

3.2.1 Comparison between Pre-test and the First Progress test

The score comparison between first two tests is shown below:

Table No. 2: Comparison between Pre Test and the first Progress Test

S.N.	Total items	Pre-test (marks obtained)	Full Marks	1 st Progress test (marks obtained)
1.	Developing outlines into stories	205	15	209
2.	Writing Essay	167	15	203.5
3.	Writing Condolence	109.5	10	132.5
4.	Writing Greetings	122.5	10	146.5
	Total Marks	604	50	691.5
	Average percentage (%)	40.26		46.1

At the beginning of the research, the pre-test was given to determine the proficiency level of students. The 1st progress test was taken after eight days of the intervention of new items i.e visual aids.

Here, the results of the both tests are compared. In the pre-test, the total mark obtained by students was 604 and the average percentage was 40.26%. In first progress test the total mark obtained by students was 691.5 and the total average increment was 46.1%. The difference between the average percentage of the both tests was 5.84%.

The table clearly shows that students' performance was being better after introducing the visual aids in each item.

3.2.2 Comparison between the First Progress Test and the Second Progress Test

The score comparison between the first progress test and the second progress test is shown below:

Table No. 3: Comparison the First Progress Test and the Second Progress Test

S.N.	Total items	1 st Progress test (marks obtained)	Full Marks	2 nd Progress test (marks obtained)
1.	Developing outlines into stories	209	15	237
2.	Writing Essay	203.5	15	233.5
3.	Writing Condolence	132.5	10	157
4.	Writing Greetings	146.5	10	150.5
	Total Marks	691.5	50	778
	Total Average Increment(%)	46.1		51.86

The 2nd progress test was taken after eight days of conducting the first progress test, sixteen days of intervention of new items i.e visual aids.

The compared result of both tests showed that in the first progress test the total average increment was 46.1% where the students' total obtained mark was 691.5. in 2nd progress test the total average increment was 51.86% and the students' total obtained mark was 778. The difference between the average increment of the both tests was 5.76%.

The increased percentage between two tests denotes that the students' achievement in 2nd progress test is higher than the students' achievement in 1st progress test. Therefore, we can claim usefulness of visual aids in teaching at Secondary level.

3.2.3 Comparison between the Second Progress Test and Post Test

The score comparison between the second progress test and post test is shown below:

Table No. 3: Comparison between the Progress test and Post test

S.N.	Total items	2 nd Progress test (marks obtained)	Full Marks	Post-test (marks obtained)
1.	Developing outlines	237	15	269
2.	Writing Essay	233.5	15	253
3.	Writing Condolence	157	10	186
4.	Writing Greetings	150.5	10	172
	Total Marks	778	50	880
	Total Average Increment(%)	51.86		58.66

The post test was taken at the end of the research. It was conducted after twenty three days of introducing visual aids in the classroom. The same test items used in pre-test was used to measure the increment in the result of post-test.

Here, the result of 2nd progress test and post test are compared. In 2nd progress test, the total mark obtained by students was 778 and the average increment was 51.86%. In post test, the total obtained mark of students was 880 and the total average increment was 58.66%. the difference between the average increment of the both tests was 6.8%.

The table clearly shows here that the students' performance had been increased in high ratio after introducing the visual aids in Secondary level classes.

It is therefore, we can claim that visual aid is very useful in teaching English at Secondary level.

3.3. Item-Wise Analysis

The usefulness of the new intervention is counted on the basis of the percentile of the group as a whole. The achievement is presented in tables. There are five columns in each table. The first column shows the rank of the students, second and third columns show the scores in both pre-test and post-test. The fourth column shows the increased marks of the individual student. Then the increased percentage of the individual is tabulated at the last column (see appendix D). The formula used in the average scores is

$$\text{Average Score \%} = \frac{\text{Sc1+Sc2.....Sc30}}{\text{Full marks}} \times 100$$

3.3.1 Role of Visual Aids in Developing Stories throughout the outlines

For this item, the students were provided with the outlines to develop the story and to give suitable title.

Table No. 4. Average score in Developing outlines into stories

S.N	Pre-test		1 st Progress test		2 nd Progress test		Post-test		Dif ⁿ bet ⁿ (pretest & post test)	D% bet ⁿ (pretest & post test)
	Ob.M	Av.S%	Ob.M	Av.S%	Ob.M	Av.S%	Ob.M	Av.S%		
1.	205	45.55	209	46.44	237	52.66	269	59.77	64	14.22

The table depicts the comparative usefulness of the visual aids in developing stories between the four tests. The average scores of pre-test, the 1st progress test, the 2nd progress test and the post-test were 45.55%, 46.44%, 52.66% and 59.77% respectively. The score was increased by 14.22% in average between pre-test and post-test.

Therefore, the increased percentage among tests denotes that the usage of visual aids in teaching developing stories was effective.

3.3.2 Role of Visual Aids in Essay Writing

For this item the students were presented with the topic to write an essay in about 150 words.

Table No. 5. Average score in Essay Writing

S.N	Pre-test		1 st Progress test		2 nd Progress test		Post-test		Dif ⁿ bet ⁿ (pretest & post test)	D% bet ⁿ (pretest & post test)
	Ob.M	Av.S%	Ob.M	Av.S%	Ob.M	Av.S%	Ob.M	Av.S%		
1.	167	37.11	203.5	45.22	233.5	51.88	253	56.22	86	19.11

The table shows the comparative effectiveness of visual aids in writing essay between the tests taken during research. The average scores of pre-test, the 1st progress test, the 2nd progress test and the post-test were 37.11%, 45.22%,

51.88% and 56.22% respectively. The score was increased by 19.11% in average between pre-test and post-test.

Therefore, the increased percentage among tests denotes that the use of visual aids in teaching writing essay was effective.

3.3.3 Role of Visual Aids in Writing Condolence

For this test students were asked to write condolence letter on the demise of famous actor 'Dev Anand'.

Table No. 6 Average score in Condolence Writing

S.N	Pre-test		1 st Progress test		2 nd Progress test		Post-test		Dif ⁿ bet ⁿ (pretest & post test)	D% bet ⁿ (pretest & post test)
	Ob.M	Av.S%	Ob.M	Av.S%			Ob.M	Av.S%		
1.	109.5	36.5	132.5	44.16	157	52.33	186	62	76.5	25..5

The table depicts the comparative effectiveness of the visual aids in writing condolence letter between four tests. The average scores of pre-test the 1st progress test, the 2nd progress test and the post-test were 36.5%, 44.16%, 52.33% abd 62% respectively. The score was increased by 25.5% in average between pre-test and post-test.

It is therefore, the increased percentage between two tests denotes that the usage of visual aids in teaching condolence writing was effective.

3.3.4 Role of Visual Aids in Writing Greeting Cards

For this test students were asked to write greeting for their pen-friend on very special occasion.

Table No. 7. Average score in Writing Greeting Cards

S.N	Pre-test		1 st Progress test		2 nd Progress test		Post-test		Dif ⁿ bet ⁿ (pretest & post test)	D% bet ⁿ (pretest & post test)
	Obt.M	Av.S%	Obt.M	Av.S%			Obt.M	Av.S%		
1.	122.5	40.83	146.5	48.83	150.5	50.16	172	57.33	49.5	16.5

The table depicts the comparative effectiveness of visual aids in writing greeting letter between the two tests. The average score of pre-test was 40.83%, the average score of 1st progress test was 48.83%, the average score of 2nd progress test was 50.16% and it was 57.33% in post-test. The score was increased by 16.5% in average between pre-test and post-test.

It is therefore, the increased percentage between two tests denotes that the usage of visual aids in teaching greeting writing was effective.

To conclude, the item-wise analysis help us to infer that in the four test items students' performances are getting better on condolence writing than other test-items. The increased percentage between two tests denotes that the intervention of visual aids in teaching English in secondary level is really effective.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATION

This chapter deals with the major findings of this research. It also deals with some pedagogical implications of the findings.

4.1 Findings.

After the analysis and the interpretation of collected data have been completed, the following findings are drawn:

- 1 It is found classroom teaching using visual aids are more effective than teaching without using visual aids.
- 2 On the whole, the students have scored 58.66% in average in the post test where as pre-test they scored 40.26%. The difference between scores of both tests is much greater, that is 18.4%. So, we can say that it's useful to use visual aids in teaching English at Secondary level classes.
- 3 The sample population which was taught using visual aids got its average scores increased in developing stories, writing essay, condolence writing and greeting writing by 59.77%, 56.22%, 62% and 57.33% respectively. The average increment after the intervention of visual aids has been found to be much greater than before introducing visual aids in the classroom.
- 4 The teaching with planned lessons supported by the use of visual aids helped to improve students' creative writing power effectively .
- 5 Students did better in the test of condolence writing than in others where as students found writing stories with suitable title and moral, comparatively difficult.

4.2 Recommendations.

On the basis of the findings of this research work, the following points are recommended:

1. As the performance of students was better and the teaching was effective after introducing visual aids in the class, this implies that the methods, techniques and instructional materials used in this group should at least be used for improving creative writing on students.
2. Visual aids should be suggested as an essential and compulsory instructional material to develop creative writing in the course for they have been found more effective in this research.
3. To develop the skill of writing beyond the text the students should be made to attempt creative writing test for it has been found from the research that students can expose themselves quite effectively in free writing.
4. To make the students be able to write creatively they must be made to practice free writing exercises like essay, story, condolence, greeting and so on.
5. Visual aids are much useful instruction materials to develop creativity in students' writing , so teachers are suggested to use them as much as possible.

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APPENDIX-A

Set-1

Pre-test/ Post-test (test-item)

Subject- English

F.M: 50

Class- X

P.M: 20

Attempt all questions

Q.1. Write a readable story with the help of the outlines below: (15)

Six---- blind men---- see---- an elephant---- one feels the side---- it is like a wall---- second says it is a spear---- the third, a snake---- the forth, a tree---- the fifth, a fan---- the sixth, a rope---- they quarrel.

Q. 2. Write an essay on topic 'unemployment' in about 150 words. (15)

Q. 3. Write a condolence letter on demise of superstar 'Devanand'. Imagine yourself as one of the member of his filmy-life.

(10)

Q. 4. Write a greeting card to your pen-friend on his achievement of the post of managing director.

(10)

Set-2

1st progress test

Attempt all questions.

Q. 1. Construct a readable story with the help of the following outlines. (15)

A young man applies for a post--- sees the superintendent of the office--- is told “ No Vacancy”--- goes out disappointed--- notices a pin lying at the door--- picks it up--- superintendent calls him back--- gives him a post--- the young man becomes the head of the office.

Q. 2. Write an essay on topic ‘ Natural Resources’ in about 150 words. (15)

Q. 3. Imagine that one of your friend has had a motorcycle accident. He has died in a hospital. Write a message of condolence using the clues given. (10)

Ramit--- best friend--- studied together for 4 years--- helpful, co-operative, popular--- miss him very much.

Q. 4. Write a greeting card to your best friend who had just passed S.L.C with 92%. (10)

Set-3

2nd progress test

Q.1. Write a readable story with the help of the given outlines. (15)

Dog with a piece of flesh in his mouth--- crosses a stream--- sees his own shadow--- mistakes for another dog with a piece of flesh --- loses his own--- moral.

Q.2. Write an essay on 'dowry' in about 150 words. Use the clues given below.(15)

Introduction--- forms of dowries--- good side--- bad side--- conclusion.

Q.3. Write a condolence letter on the demise of your neighbour. (10)

Q.4. Write a greeting card to your relatives on the special occasion of 'Gaijatra'. (10)

APPENDIX-B

Related First Four Lesson Plans

Here, lesson plan No.1 is related to teaching story writing, lesson plan No. 2 is related to teaching essay writing, lesson plan No. 3 is related to teaching condolence writing and lesson plan No. 3 is related to teaching writing greeting.

Lesson Plan-1

Grade: X

Subject: English

Topic: Composition

Item: Story writing

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

- i) develop the story based on the outlines.
- ii) give the suitable topic to the story along with the moral

Teaching Materials:

the usual classroom materials and picture chart.

Presentation and Practice:

- i) First of all, teacher demonstrates picture chart on the board.
- ii) Students are asked to discuss about the pictures from the chart.
- iii) Again students are presented with the outlines.
- iv) Now students are asked to match the outlines with the pictures on the chart.
- v) Students are asked to discuss and guess the body, topic and the moral of story based on the picture chart and the presented outlines.
- vi) Finally, the teacher helps the students to explain the outlines if it is necessary.

Evaluation:

Write a readable story with the outlines from the board along with suitable title and the moral.

Lesson Plan-2

Grade: X

Subject: English

Topic: Composition

Item: Essay Writing (Pollution)

Objectives: on the completion of this lesson plan, the students will be able to:

- i) write the essay on the pollution

Teaching Materials:

the usual classroom materials and newspaper cutouts.

Presentation and practice:

- i) First of all, teacher writes topic on the board and ask what they know about the topic.
- ii) Students are divided into six different groups and each group is provided with a newspaper cutouts.
- iii) Now students are asked to discuss on it and present their view about the pictures in the newspaper cutouts.
- iv) Teacher goes out writing their views on the board.
- v) Then, students are asked to arrange the sentences n sequences, that is, introduction, body and the conclusions.
- vi) Finally the teacher helps the students to explain the newspaper cutouts related to the pollution.

Evaluation:

Write an essay on 'pollution' in about 200 words.

Lesson Plan-3

Grade: X

Subject: English

Topic: Composition

Item: Writing Condolence letter

Objectives: on the completion of this lesson plan the students will be able to:

- i) write the condolence letter on their relatives or neighbor who had recently died.

Teaching materials:

the usual classroom materials and model condolence letter.

Presentation and practice:

- i) First of all teacher reads out the condolence letter with sad facial expression.
- ii) Now the teacher demonstrates the model condolence letter on the board.
- iii) Students are asked to read it loud and find the meaning of condolence letter.
- iv) Students are further asked if they have ever noticed the condolence letter in the newspaper.
- v) Now students are asked to write a condolence letter in the situation presented by the teacher.
- vi) Teacher help is provided whenever necessary.

Evaluation:

Write a condolence letter on untimely death of your relatives or neighbor.

Lesson Plan-4

Grade: X

Subject: English

Topic: Composition

Item: Writing Greetings

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

- i) differentiate the language used in greeting and in condolence
- ii) write greetings to their relatives and friends.

Teaching materials:

the usual classroom materials, model greeting cards and real greeting cards.

Presentation and practice:

- i) First of all students are asked if they have ever received or sent greeting cards.
- ii) Students are asked to say the model and the language of the greeting cards.
- iii) Now, the teacher demonstrates the both model greeting cards and real greeting cards on the board.
- iv) Students are asked to read the greeting cards aloud.
- v) Students are divided into 15 pairs and are asked to write greeting for each other in every pairs.
- vi) Teacher's help is provided according to the necessities.

Evaluation:

Write a greeting card to your pen friend on the special occasion of 'Quati-Purne'.

APPENDIX-C

Some Selected Answer Sample

APPENDIX-D

I. Pre-test and 1st Progress test Result

F.M: 50

P.M: 20

S.N	Name	Marks Obtained	
		Pre-test	1 st Progress test
1	Sonali Silpakar	22.5	23
2	Umesh Sainju	22	22.5
3	Sangam Madhikarmi	27.5	26.5
4	Ruzal Thusa	22.5	22
5	Alish Duwal	23.5	26.5
6	Sanam Duwal	20	20.5
7	Bibek Duwal	20.5	22
8	Aashish Karmacharya	21.5	23.5
9	Rasna Bhomi	18	20
10	Sajan Shrestha	18	20.5
11	Natasha Khyunju	18.5	23
12	Eric Buddhacharya	20	25
13	Ashish Suwal	21.5	23.5
14	Ujjwal Twanabasu	21	24.5
15	Sangam Silpakar	19	24.5
16	Ajay Suwal	19.5	23.5
17	Kriti Rajopadhyaya	20	21
18	Smirti Rajopadhyaya	17.5	22.5
19	Rajik Gwachcha	22.5	26
20	Sachin Shakya	23	25
21	Mamata kachchepati	24	27
22	Shushil Shrestha	21.5	24.5
23	Rajan Khwalapala	20.5	24.5
24	Dipeeta Phaiju	20	23
25	Jumir Gosain	21	21.5
26	Ijita Munankarmi	20	23
27	Niru Rai	17	22
28	Alisha Ulak	18.5	23
29	Sushila Lawaju	18	20.5
30	Manish Lawaju	27	29

II. 1st Progress test and 2nd Progress test Result

F.M: 50

P.M: 20

S.N	Name	Marks Obtained	
		1 st Progress test	2 nd Progress test
1	Sonali Silpakar	23	29.5
2	Umesh Sainju	22.5	29
3	Sangam Madhikarmi	26.5	35
4	Ruzal Thusa	22	30.5
5	Alish Duwal	26.5	31
6	Sanam Duwal	20.5	25.5
7	Bibek Duwal	22	25.5
8	Aashish Karmacharya	23.5	26.5
9	Rasna Bhomi	20	23
10	Sajan Shrestha	20.5	24
11	Natasha Khyunju	23	23.5
12	Eric Buddhacharya	25	23
13	Ashish Suwal	23.5	25
14	Ujjwal Twanabasu	24.5	25
15	Sangam Silpakar	24.5	25.5
16	Ajay Suwal	23.5	24
17	Kriti Rajopadhyaya	21	24.5
18	Smirti Rajopadhyaya	22.5	24
19	Rajik Gwachcha	26	30.5
20	Sachin Shakya	25	29
21	Mamata kachchepati	27	28.5
22	Shushil Shrestha	24.5	26.5
23	Rajan Khwalapala	24.5	24
24	Dipeeta Phaiju	23	25.5
25	Jumir Gosain	21.5	25.5
26	Ijita Munankarmi	23	23
27	Niru Rai	22	23
28	Alisha Ulak	23	22
29	Sushila Lawaju	20.5	20.5
30	Manish Lawaju	29	31

III. 2nd Progress test and Post-test result

F.M: 50

P.M: 20

S.N	Name	Marks Obtained	
		2 nd Progress post	Post test
1	Sonali Silpakar	29.5	36
2	Umesh Sainju	29	33.5
3	Sangam Madhikarmi	35	40
4	Ruzal Thusa	30.5	36.5
5	Alish Duwal	31	30
6	Sanam Duwal	25.5	29
7	Bibek Duwal	25.5	28.5
8	Aashish Karmacharya	26.5	28
9	Rasna Bhomi	23	26.5
10	Sajan Shrestha	24	27
11	Natasha Khyunju	23.5	26
12	Eric Buddhacharya	23	25.5
13	Ashish Suwal	25	29
14	Ujjwal Twanabasu	25	31
15	Sangam Silpakar	25.5	29.5
16	Ajay Suwal	24	28
17	Kriti Rajopadhyaya	24.5	26.5
18	Smirti Rajopadhyaya	24	26.5
19	Rajik Gwachcha	30.5	32.5
20	Sachin Shakya	29	30.5
21	Mamata kachchepati	28.5	31.5
22	Shushil Shrestha	26.5	27
23	Rajan Khwalapala	24	27
24	Dipeeta Phaiju	25.5	29
25	Jumir Gosain	25.5	27.5
26	Ijita Munankarmi	23	27.5
27	Niru Rai	23	24.5
28	Alisha Ulak	22	22.5
29	Sushila Lawaju	20.5	22
30	Manish Lawaju	31	37

IV. Pre and Post-Test Result

F.M: 50

P.M: 20

S.N	Name	Marks Obtained	
		Pre-test	Post-test
1	Sonali Silpakar	22.5	36
2	Umesh Sainju	22	33.5
3	Sangam Madhikarmi	27.5	40
4	Ruzal Thusa	22.5	36.5
5	Alish Duwal	23.5	30
6	Sanam Duwal	20	29
7	Bibek Duwal	20.5	28.5
8	Aashish Karmacharya	21.5	28
9	Rasna Bhomi	18	26.5
10	Sajan Shrestha	18	27
11	Natasha Khyunju	18.5	26
12	Eric Buddhacharya	20	25.5
13	Ashish Suwal	21.5	29
14	Ujjwal Twanabasu	21	31
15	Sangam Silpakar	19	29.5
16	Ajay Suwal	19.5	28
17	Kriti Rajopadhyaya	20	26.5
18	Smirti Rajopadhyaya	17.5	26.5
19	Rajik Gwachcha	22.5	32.5
20	Sachin Shakya	23	30.5
21	Mamata kachchepati	24	31.5
22	Shushil Shrestha	21.5	27
23	Rajan Khwalapala	20.5	27
24	Dipeeta Phaiju	20	29
25	Jumir Gosain	21	27.5
26	Ijita Munankarmi	20	27.5
27	Niru Rai	17	24.5
28	Alisha Ulak	18.5	22.5
29	Sushila Lawaju	18	22
30	Manish Lawaju	27	37

APPENDIX- E

1.Item-wise Result of Students

Pre-test Scores:

S.N	Name	Pre-test			
		Developing stories	Essay writing	Condolence writing	Greeting writing
1	Sonali Silpakar	7.5	6	4	5
2	Umesh Sainju	7	6.5	4	4.5
3	Sangam Madhikarmi	8.5	8	6	5
4	Ruzal Thusa	7.5	7	4.5	3.5
5	Alish Duwal	8	7	5.5	3
6	Sanam Duwal	6.5	6	5	2.5
7	Bibek Duwal	6.5	6	5	3
8	Aashish Karmacharya	6	6.5	4.5	4.5
9	Rasna Bhomi	6	5	3	4
10	Sajan Shrestha	5.5	5	3.5	4
11	Natasha Khyunju	5.5	5.5	2.5	5
12	Eric Buddhacharya	6.5	5.5	3	5
13	Ashish Suwal	7	6	3	5.5
14	Ujjwal Twanabasu	7	6	2.5	5.5
15	Sangam Silpakar	6.5	5.5	2.5	4.5
16	Ajay Suwal	6.5	6	3	4
17	Kriti Rajopadhyaya	7	6	3	4
18	Smriti Rajopadhyaya	7	5	2.5	3
19	Rajik Gwachcha	8.5	7	4	3
20	Sachin Shakya	8	7.5	4	3.5
21	Mamata Kachhepati	8	7.5	5	3.5
22	Sushil Shrestha	7	7	4	3.5
23	Rajan Khwalapala	6	7	3.5	4
24	Dipeeta Phaiju	6	6.5	3	4.5
25	Jumir Gosain	6.5	6.5	3	5
26	Ijita Munankarmi	6.5	6.5	2.5	4.5
27	Niru Rai	5.5	6	2.5	3
28	Alias Ulak	6.5	6	3	3
29	Sushila Lawaju	6.5	5	3	3.5
30	Manish Lawaju	8	8	5	6

Post-test Scores:

S.N	Name	Post-test			
		Developing stories	Essay writing	Condolence writing	Greeting writing
1	Sonali Silpakar	10.5	10.5	7	8
2	Umesh Sainju	10.5	10	6	7
3	Sangam Madhikarmi	12	12	9	7
4	Ruzal Thusa	10	12	7.5	7
5	Alish Duwal	10	12	6	6
6	Sanam Duwal	7.5	9.5	6	6
7	Bibek Duwal	8	95	6	5
8	Aashish Karmacharya	8.5	7	75	5
9	Rasna Bhomi	8.5	7	6	5
10	Sajan Shrestha	8	7	6	6
11	Natasha Khyunju	8	6.5	5	6.5
12	Eric Buddhacharya	7.5	6.5	5	6.5
13	Ashish Suwal	9	8	5	7
14	Ujjwal Twanabasu	9.5	8.5	6	7
15	Sangam Silpakar	9	8	6.5	6
16	Ajay Suwal	8.5	8.5	6	5
17	Kriti Rajopadhyaya	9	7	5.5	5
18	Smriti Rajopadhyaya	9	7	55	5
19	Rajik Gwachcha	10	9	8	5.5
20	Sachin Shakya	10	9	7	4.5
21	Mamata Kachhepati	10	9	7.5	5
22	Sushil Shrestha	9.5	8	5	4.5
23	Rajan Khwalapala	9	8	5	5
24	Dipeeta Phaiju	9	8	6	6
25	Jumir Gosain	7.5	8	65	5.5
26	Ijita Munankarmi	8.5	7	6	6
27	Niru Rai	8	7	5.5	4
28	Alias Ulak	7	6.5	5	4
29	Sushila Lawaju	7	6	4.5	4.5
30	Manish Lawaju	10.5	11	8.5	7.5

APPENDIX- F

Differences of Pre and Post-Test Results

F.M: 50

P.M: 20

S.N	Name	Marks Obtained		Dif ⁿ	Dif ⁿ %
		Pre-test	Post-test		
1	Sonali Silpakar	22.5	36	13.5	27
2	Umesh Sainju	22	33.5	11.5	23
3	Sangam Madhikarmi	27.5	40	12.5	25
4	Ruzal Thusa	22.5	36.5	14	28
5	Alish Duwal	23.5	30	6.5	13
6	Sanam Duwal	20	29	9	18
7	Bibek Duwal	20.5	28.5	8	16
8	Aashish Karmacharya	21.5	28	6.5	13
9	Rasna Bhomi	18	26.5	8.5	17
10	Sajan Shrestha	18	27	9	18
11	Natasha Khyunju	18.5	26	7.5	15
12	Eric Buddhacharya	20	25.5	5.5	11
13	Ashish Suwal	21.5	29	7.5	15
14	Ujjwal Twanabasu	21	31	10	20
15	Sangam Silpakar	19	29.5	10.5	21
16	Ajay Suwal	19.5	28	8.5	17
17	Kriti Rajopadhyaya	20	26.5	6.5	13
18	Smirti Rajopadhyaya	17.5	26.5	9	18
19	Rajik Gwachcha	22.5	32.5	10	20
20	Sachin Shakya	23	30.5	7.5	15
21	Mamata kachchepati	24	31.5	7.5	15
22	Shushil Shrestha	21.5	27	5.5	11
23	Rajan Khwalapala	20.5	27	6.5	13
24	Dipeeta Phaiju	20	29	9	18
25	Jumir Gosain	21	27.5	6.5	13
26	Ijita Munankarmi	20	27.5	7.5	15
27	Niru Rai	17	24.5	7.5	15
28	Alisha Ulak	18.5	22.5	4	8
29	Sushila Lawaju	18	22	4	8
30	Manish Lawaju	27	37	10	20