EFFECTIVENESS OF GROUP WORK TECHNIQUE IN TEACHING READING COMPREHENSION

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for Master of Education in English**

Submitted by

Bhagawati Acharya

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2013

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DECLARATION

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

Date: 2013/6/2   ………………………..

                                                        Bhagawati Acharya

RECOMMENDATION FOR ACCEPTANCE

ii

This is to certify that Ms. Bhagawati Acharya has prepared this thesis entitled '**Effectiveness of Group Work Technique in Teaching Reading Comprehension'** under my guidance and supervision.

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DEDICATION

Dedicated

to

My Parents.

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ABSTRACT

The preset study **"Effectiveness of Group Work Technique in Teaching Reading Comprehension"** is an attempt to find out the effectiveness of group work technique in developing reading comprehension ability of grade nine students. I conducted an experimental research to determine the effectiveness of group work technique. With the help of test items I collected data from the sampled population of thirty two students of grade nine of a community school in Lalitpur. A pre-test was administered to determine the students' initial proficiency on the selected item. Then they were taught twenty five periods altogether. During that period, three progress tests were administered at the interval of five class periods each. Finally, a post-test was administered. The test items given for the post-test were the ones given in the pre-test. Through analysis and interpretation of the collected data it was found that group work technique was more effective than usual classroom technique in developing reading comprehension ability of the students.

This study consists of four main chapters and other many sub-chapters. chapter one is an introductory chapter which includes general background, review of related literature, objectives of the study and significance of the study. Similarly, chapter two includes the methodology adopted to complete the research. It particularly contains sources of data, population of the study, sampling procedure, tools and processes of data collection and limitations of the study. Likewise, third chapter deals with the analysis and interpretation of the data. Chapter four consists of the findings and recommendations of the study based on the analysis and interpretation of the data. Finally, the last part of the study includes references and appendices respectively.

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ABBREVIATIONS AND SYMBOLS

CV	Coefficient Variance
Dr.	Doctor
e.g.	For example
etc.	et cetera
et al.	And Others
F.	False
FM	Full Marks
Gr.	Group
Hrs.	Hours
i.e.	That is
M.Ed.	Master in Education
Mins.	Minutes
Mr.	Mister
Obt.5	Obtained
p.	Page
pp.	pages
Regd. No.	Registration Number
S.N.	Serial Number
S.D.	Standard Deviation
T.	True
T.U.	Tribhuvan University
Viz.	Namely
$\bar{x}$	Mean
Σ	Sum of
%	Percentage
σ	Standard Deviation

CHAPTER - ONE

INTRODUCTION

This is the research work entitled "The Effectiveness of Group Work Technique in Teaching Reading Comprehension." As a practical study its main objective was to find out the effectiveness of group work technique in teaching reading comprehension. This part of the study deals with various topics on theoretical knowledge needed to understand the concept of the title.

1.1 General Background

Language pedagogy refers to the teaching skills teachers use to impart the specialized knowledge of the subject areas. Effective teachers display a wide range of skills and abilities that lead to creating a learning environment where all students feel comfort and are sure that they can succeed both academically and personally. Learning is a process in which students build understandings on the basis of experiences and active involvement. Interaction encourages students to integrate information and explain it to others in their own words. The development of fitting language for collaborative work is a natural by-product of co-operative learning.

Two of the most powerful and persistent human needs are for social acceptance and for communication. Within the social situation, these needs are perhaps most accurately felt in adolescence with its heightened sensibility and fear of social isolation or rejection. Therefore, they need careful consideration at secondary level. Students learn best when they are motivated. For this, Sharma (2010, pp. 43-44) mentions:

> There must be a happy balance between a teacher helping his students as individuals and helping them as members of society. As individuals they need to develop their own personalities and to set and attain their own

goal. As members of society they need to develop socially and work co-operatively towards common goal. Therefore, class activities need to include tasks for individuals and tasks for groups of students. By introducing group work in English classes, the motivational forces of social needs can be harnessed towards successful learning. In addition to this, the students have a genuine need to communicate and communicating in English becomes a natural and purposeful activity.

With regard to second language learning, co-operative approaches in groups provide opportunities for authentic activities to occur within a classroom setting. Authentic activity in a classroom setting must have the characteristics of real activity for real purposes as stemming from the concerns of the people involved. Learners develop communicative competence in a language by conversing in socially or pedagogically structured situations. Group work also seeks to develop learners' critical thinking skills, which are seen as central to learning of any sort.

1.1.1 Teaching of Language

When teaching a language we should spend very little of our time in giving the meanings of words, and whenever we have done so we should ask ourselves if it was really necessary. The teacher's first and most urgent task is to give his pupils the opportunity to hear words used, to hear them used often and significantly enough for the sounds and the patterns of sounds to form in their minds and make durable impressions there, impressions that stand for something when they are repeated. As soon as he sees that this is beginning to happen, the teacher should give his pupils the opportunity to use the sounds themselves to explore the situation they are in with these new tools of perception. In this regard, Billows says:

Students must experience language, live in it, not merely understand it; every movement, every process, every wish, every need must be followed by words and dismissed by words. But action should always come before expression. The words themselves, beginning as an accompaniment of action like the tail of a comet or a cock, may end by being the most significant and memorable characteristic of the action in the classroom (1961, p.3).

Language teaching must be situational. The need for expression in language must arise from the need to realize and deal with the situation we are in; the fascination of bringing new language tools to bear on the familiar circumstances we live among must be exploited to the full. The mind must be passed to and fro over the well-known landscape dressed in the disguise of a new language. Thus the success of language teaching depends upon the special attention paid to the students. There is a danger of the learners being frustrated or discouraged by the teacher expecting too much from them too soon.

1.1.2 Types of Reading

Every reader has some purpose in mind before going through a text. We can mention different ways of reading on the basis of the purpose of reading and the level of the readers involved. Grellet (1981) mentions the following ways of reading.

1.1.2.1 Skimming

Skimming entails the learner's ability to pick out the main points rapidly, disregarding what is not essential or relevant for specific purpose. In other words, it is making a rapid survey of texts, passages, articles and books to find out what is mainly consists of. Skimming is one of the specific reading techniques necessary for quick and efficient reading. When skimming, readers

go through the reading materials quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer. It helps the learners to find out specific information in a book. Skimming also facilitates the reader to locate facts or comments on particular subject. While the readers are skimming the text quickly, they do not only get the gist of the text but also know how the text is organized and what the writers has intended to provide the readers.

1.1.2.2 Scanning

Quickly going through a text to find a particular piece of information is scanning. In this type of reading we glance rapidly through the text to pick out or to locate certain expected information and often we do not even follow the linearity of passage. The reader tries to get particular piece of information. He only wants to get desired information but not all important points. For example, he may be looking for; names, dates, tables, etc. Scanning is certainly beneficial for getting particular piece of information but it lacks linguistic purpose. Therefore, it is a process of getting desired piece of information only.

1.1.2.3 Intensive Reading

By intensive reading we mean careful study going through the passages very deeply and comprehending everything written in it. It is the detailed study of the text for thorough mastery of the language, the detailed study of the text means the study of the content materials, words and phrases and the study of grammar based on it. The purpose of intensive reading is linguistic rather than literary. Extracting specific information and developing accuracy are the purposes of intensive reading. Intensive reading is generally at a lower speed, and reinforces a reader to require a higher degree of understanding of language. Usually shorter texts are preferred in this type of reading.

1.1.2.4 Extensive Reading

Extensive reading is also known as independent reading, which leads to a general understanding of the text without necessarily understanding every word. Extensive reading is reading longer texts usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Extensive reading means reading in quantity and in order to gain general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. The main purpose of extensive reading is to develop good reading habits and to build up adequate vocabulary. This reading focuses on over all comprehension of characters and events rather than precise detail of language. Such reading is done for pleasure and progression in language learning and developing one's pace.

1.1.2.5 Silent Reading

Silent reading perceives a written text in order to understand its content. Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. This type of reading is required at the advanced level. The most important objectives of silent reading is to develop in students the way to enjoy and recreate themselves, thus cultivating interest in many kinds of reading. The readers can apply the tactics of going back to check something, or forward to confirm some of their hypotheses in silent reading.

1.1.2.6 Reading Aloud

Reading aloud is also known as oral reading. It changes the graphic symbols into spoken form and also interprets them. This kind of reading is carried out to enable the students read with correct pronunciation, articulation, intonation and rhythm.

Though readers have various purposes of reading, these different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before deciding whether it is worth scanning a particular paragraph for the information one is looking for.

1.1.3 Reading Comprehension

Understanding a written text means extracting the required information from it as efficiently as possible. "Reading is an active skill which constantly involves guessing, predicting, checking and asking oneself questions. Meaning is not inherent in the text, that each reader brings his own meaning to what he reads based on what he expects from the text and his previous knowledge" (Grellet1981, pp.8-9). In her view, meaning is actually created by the reader in the interaction with the text. This means the meaning is not merely lying in the text waiting to be passively absorbed. On the contrary, the readers have to be actively involved and have to work to get the meaning out as efficiently as possible. It is called reading comprehension which involves understanding the value of each utterance that composes it. Thus, reading comprehension is a cognitive process of decoding symbols for the purpose of deriving meaning and constructing meaning. In other words, it is the total understanding of a message in a text.

Reading is one of the skills of language, which involves a variety of sub-skills. Munby (1978, as cited in Alderson (2000, pp.10-11), distinguishes the following reading micro-skills:

❖ Recognizing the script of language.

❖ Deducing the meaning and use of unfamiliar lexical items.

❖ Understanding explicitly stated information.

❖ Understanding information when it is not explicitly stated.

❖ Understanding conceptual meaning.

❖ Understanding the conceptual value (function) of sentences and utterances.

- ❖ Understanding relations within the sentences.
- ❖ Understanding relations between parts of a text through lexical cohesion devices.
- ❖ Understanding cohesion between parts of a text through grammatical cohesion devices.
- ❖ Interpretation of a text by going outside it.
- ❖ Recognizing indicators in discourse.
- ❖ Identifying the main point or important information in a piece of discourse.
- ❖ Distinguishing the main idea from supporting details.
- ❖ Extracting salient points to summarize (the text, an idea, etc).
- ❖ Selecting extraction of relevant points from a text.
- ❖ Basic reference skills.
- ❖ Skimming.
- ❖ Scanning to locate specifically required information.
- ❖ Transco ding information to diagrammatic display.

When readers master these sub-skills, they are viewed as experts who comprehend what they read.

Reading is useful for language acquisition as students more or less understand what they read and the more they read the better they get at it. It also has a positive effect on student vocabulary knowledge, on their spelling and on their writing. According to Adams (1980) reading is an activity which can be seen as a complex task which depends on "a multiplicity of perceptual, linguistic and cognitive processes" (as cited in Khaniya 2005, p.143). It is an interactive process involving linguistic, psycholinguistic pragmatic information that a reader has one time; and a strategic process in the sense that understanding of a passage can be achieved if the reading involves purpose, motivation and the real efforts of the reader.

Reading comprehension is so pervasive and complex that it is difficult to pin down what reading is composed of and what is necessary to develop this ability in a learner. Bransford et al. (1984,p.42) states that comprehension depends on the linguistic ability of the reader and how he activates his linguistic ability while doing reading. So, the ability to activate one's linguistic ability is vital in comprehending a text. Understanding a passage is the function of the intention of the reader and the assumed reading competence (cited in Khaniya 2005, p.144).

Comprehension skill is seen as the way a reader extracts meaning from the printed page, i.e. understanding the writer's intended meaning. It is also seen as the way a reader formulates ideas associating what he understands from the printed page with the ideas he already had about the topics. In other words, it is seen as an interaction between the meanings a reader derives from the passage and his purpose in reading. In the process of reading, he associates these two types of idea and modifies them. Many things enter into comprehension: the students' grasp of the subject matter of the reading, their understanding of the cultural context implicitly or explicitly expressed, and their ability to cope with the grammatical structures in the passage. There are four elements to be considered in a discussion of text comprehension: the text, the background knowledge the reader uses in interpreting the text, contextual aspects present while reading and the reader's intent while reading. So, successful reading requires the reader to extract the semantic gist of the language material. Nuttal (1982, p. 31) states that the main purpose of reading is to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts at appropriate speed silently and with adequate understanding. Language improvement is a natural by- product of reading and meaning is central in reading.

Thus, we can conclude that reading comprehension is an activity which involves several other sub-activities such as skimming, scanning, working out

the meaning of the words from context, making inferences, etc. And the aim of reading is to make the learner able to read a given passage for certain purposes.

1.1.4 Components of Reading

Two things are involved in reading, e.g. comprehension and speed. Reading comprehension generally means to understand and written material extracting the required information from it. Reading becomes meaningful only when the reader is able to draw meaning behind graphic symbols. For an efficient reader just to understand the text being read is not enough, but the time he takes to read is very important. In order to be an efficient reader, one needs to gain more information within a limited time. It is notable that to race through reading material without understanding is also meaningless. Though the relationship between reading comprehension and reading speed is complex, they are closely linked as components of reading skill as a whole. Reading speed helps a reader to read efficiently. As a result, the reader manages to understand more material in less time. It is interesting to know that a good reader never pauses at every letter, word or phrase. If someone goes to this way, it takes longer time for him/her to finish his/her reading tasks.

Thus, by reading all texts in the same way students would waste time and fail to remember points of importance to them because they would absorb too much non-essential information. So the students should adapt their reading speed and technique to suit their aim when reading (Grellet 1981, p. 17).

1.1.5 Principles of Reading

Reading means perceiving a written test in order to understand its content. It refers to gathering information and increasing one's professional knowledge from the graphic symbols. Reading obviously, is an active skill because the reader has to be closely involved in order to receive information.

Harmer (2008, p.101) has given the following principles of reading.

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

Reading is useful for language acquisition as students more or less understand what they read, and the more they read the better they get at it. So, the students should be encouraged to read extensively as well as intensively.

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

While students are reading extensively, they should be involved in joyful reading- that is students should get as much pleasure as possible from the reading text.

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

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraph they contain and how many times they use relative clauses. But the meaning, the message of the text is just as important as this. As a result, we must give students a chance to respond to that message in some way. Students should also be allowed to show their feelings about the topic.

Principle 4: - Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photograph   and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. In class teachers should give students 'hints' so that they also have a chance to predict what is coming. In this way, with the help of the study of the layout: title, length, pictures, typeface students can be asked to formulate hypotheses or guesses about the contents and functions of the text and after confirming their guesses with some reading processes viz. skimming, they can

again be asked to make further prediction. This way, their reading can be made more comprehensive.

Principle 5: - Match the task to the topic when using intensive reading texts

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of he text and its linguistic and activation potential), we need to choose good reading tasks- the right kind of question, appropriate activities before, during and after reading, and useful study exploitation.

Principle 6: - Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense, in class, just to get students to read it and then drop it and move onto something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using the range of activities to bring the text to life.

1.1.6 Testing Reading Comprehension

Reading comprehension activities should be suited to the texts and to one's reasons for reading them. The students must be taught how to approach and consider the text in order to become independent and efficient readers. It is essential to take into account the author's point of view, intention and tone for a full understanding of the text. This may be covered by open questions, multiple choice questions, right or wrong questions, etc. In other cases, the text may naturally lend itself to a non-linguistic activity such as tracing a route on a map, or matching pictures and paragraphs.

According to Cross (1992, pp.193-195), the following items can be devised to test reading comprehension:

- ❖ Multiple choice reading tests
- ❖ Questions and answers
- ❖ Short factual answers
- ❖ Split sentences
- ❖ Scrambled texts
- ❖ Gapped texts (Cloze passages)
  - ➢ Pure cloze
  - ➢ Multiple-choice cloze
  - ➢ Banked cloze

Before the students start reading a text, they can always be asked to look for the answers to specific questions. This will give an incentive to their reading activity.

1.1.7 Class Reading Tasks

Having aroused interest in a text, elicited ideas and presented any needed lexical items (pre-reading stage), the class should be given a purpose in reading. The task will depend on the linguistic complexity, the level of the class and the interest level. Cross (1992, pp. 260-263) prefers the following activities for class reading tasks.

1.1.7.1 Scanning Tasks

When we scan we do not read the entire text. The texts chosen for scanning practice are used for scanning alone. There would normally be no presentation and no follow-up. The aim to practice scanning is achieved quickly. After one or two scanning tasks have been carried out the text is discarded so that the class can get on with another activity. All these tasks are given orally. For example, the students can be asked to do the following tasks in the class.

- ❖ Find new words for old
- ❖ Locate grammar features
- ❖ Find a specified advertisement

- ❖ Compare details
- ❖ Check dates
- ❖ Shopping lists
- ❖ Make word sets
- ❖ Newspaper headlines

1.1.7.2 Skimming Tasks

Unlike scanning, this involves reading, but done at a fast speed. Most of these tasks can usually be given orally. The class can be asked to do any of the following:

- ❖ Compare values
- ❖ Find and compare events
- ❖ Select a title
- ❖ Draw inferences
- ❖ Decide the question
- ❖ Create a title

1.1.7.3 Extensive Reading Tasks

This implies a supply of long reading passages or books that students can take away to read in their leisure time. It also implies a measure of freedom and non interference from the teachers. The aim is to get the learners reading for enjoyment. Even so, we, the teachers have to show interest and allow the students to offer some form of feedback. Under this the students can be asked to do the following activities.

- ❖ Keep records
- ❖ Wall chart
- ❖ Make summaries
- ❖ Indicate the difficulty

1.1.7.4 Intensive Reading Tasks

This involves the class in the close reading of a passage, normally a fairly short one. Ask the students to:

- ❖ Match nouns and verbs
- ❖ Split sentences
- ❖ Combine sentences
- ❖ Make summaries
- ❖ Re-order sentences
- ❖ Re-order paragraphs
- ❖ Fill the gaps
- ❖ Complete tables and graphs
- ❖ Take sides
- ❖ Read and choose
- ❖ Select a summary
- ❖ Compare versions
- ❖ Identify facts
- ❖ Focus on form and style

1.1.8 Techniques in Teaching Reading

Technique is a trick of a teacher which is played in the classroom. It is implementation. In other words, what actually happens while teaching in the classroom is a technique. Anthony (1963) defines it as "Implementation which actually takes place in a classroom. It is a particular trick, strategy used to accomplish an immediate objective…." (as cited in Richards and Rodgers 1986, p. 19). Technique is a powerful tool which makes a class interesting and effective. The appropriate selection of technique is determined on the basis of subject matter, teacher's individual artistry, composition of class, availability of the teaching materials and so on. If a teacher can not present her/himself with multi-techniques in the classroom, the students may feel bore and remain

passive. Therefore, the most popular and effective technique should be applied in teaching reading. A teacher may use different techniques to teach same item. Broadly, there are two types of techniques.

1.1.8.1 Teacher Centered Techniques

The techniques focusing on the activities of the teachers while teaching in the classroom are known as teacher-centered techniques. The teacher presents himself as a sole person. He actively presents the lesson: he speaks a lot, reads a lot and takes too much time in the classroom. The students listen to him quietly and no group discussion or pair discussion takes place inside the classroom. The teacher uses these techniques thinking that these will help the students to memorize the lesson taught to them. Some examples of teacher-centered techniques are given below.

- ❖ Lecture
- ❖ Explanation
- ❖ Illustration
- ❖ Demonstration

1.1.8.2 Learner Centered Techniques

Unlike teacher-centered techniques, learner-centered techniques are such techniques on which the learners remain active. Learners are given main focus here. The teacher encourages the students to participate actively in classroom activities. The teacher sets tasks for the students and encourages them to complete the tasks. If they find the task difficult, s/he helps them. So, the role of the teacher is an encourager or a facilitator rather than a controller in learner-centered techniques. These techniques are developed with the belief that learning can only be done 'by' the learners and can not be done 'to' the learners. So, the main focus is on 'learning by doing' where the teacher speaks less and keeps the students busy in some tasks. M.Ed. ELT syllabus has prescribed the following learner-centered techniques.

1. Individual work
2. Group work
3. Pair work
4. Project work
5. Simulation
6. Role play/drama
7. Strip story
8. Discovery
9. Discussion technique (as cited in Phyak, p. 117)

As this study is mainly concerned with the group work technique, the discussion of it is given below.

1.1.9 Group Work Technique

Group work technique is a technique that gives students far more a chance to use the target language to communicate with each other. It encourages students to be more involved and concentrated on the task given to them. According to Olsen and Kagan (1992), positive interdependence, group formation, individual accountability, social skills and structuring are the key elements of successful group based learning (as cited in Richards and Rodgers 1986, p. 196). It is a learning activity which includes a small group of learners working together. It is the way of organizing class. In this activity, the teacher divides the whole class into small groups in which the students work together. Everyone succeeds when the group succeeds. This technique essentially seems to be a suitable technique in our context where crowd students sit in a class i.e. students have to learn in a large class and a single teacher has to handle the class. In such a situation, it is almost impossible to make personal contact with individual student for a teacher because of the limitation of time. So the teacher splits the class into several small groups so that he can control the class and assign the task effectively, and also instead of an individual speaking at a time, all the members of a group take part in conversation.

Pair work or group work activities demand that the teacher prepares all materials in advance and plans pair or group assignment well, so students can perform their tasks efficiently. If group work is not well planned, students become confused and demand a great deal of attention simply because they are trying to understanding the task. The classroom becomes quite chaotic when ten or more groups are demanding clarification or additional directions for a task. Under such circumstances, it becomes virtually impossible for the class to work or for the teacher to move around the room and check each group's progress. So, attention should be paid on planning the group work effectively which assists the teacher in the classroom.

For Harmer (1991, p.245) "Group work is more dynamic than pair work. There are more people to react with and against in a group and therefore there is a greater possibility of discussion". But what is important in the group work is that the instructions provided by the teacher should always be clear so that students will not be misled. The group may work on a single task or on different parts of large task. Tasks for group members are often selected by the members of the group but from limited number of options provided by the teacher. Group members discuss how well they are achieving their goals and maintaining effective working relationships. For this, students must be given appropriate time in their groups so that they can focus on the way the group is working and engage in problem solving to enhance the group's productivity. It helps students acquire the necessary social skills, give and receive feedback and allow students multiple opportunities to enhance their group work skills. They also describe what actions are helpful and not helpful and also make decisions about what behaviours to continue or change. It takes place when the students assess their efforts as a group and can pin point areas of improvement in their social skills.

While engaging in group tasks the students are not thinking competitively and individually, but rather co-operatively and in terms of the group. It is created by building a spirit of mutual support within the group. Each group members

has a unique contribution to make the joint efforts because of the resources and role as well as task responsibilities. It is the knowledge that one is connected to the others in the group and that the success of the whole depends on individual contributions. All the group members work with the spirit of 'sink or swim together'. They discuss the concept being learned. The occasional conflict that may arise over difference of opinion can be constructive if it is used as a stimulus to search for more information. But it can destroy group cohesion and productivity if it results in students' stubbornly clinging to a position. Thus, the social skills such as leadership, decision making, trust building, communication and conflict management must be taught and reinforced by the teachers to engage them in meaningful interaction.

1.1.9.1 Factors Involved in Group Work

There are several factors working together to result in group work where everyone involved is interested, active and thoughtful. If these factors agree with each other, then the group work is likely to be successful. If they are not in agreement, the work becomes chaotic. So, to lead the group work result-oriented following factors should be in common.

  a. The learning goals of group work
  b. The task
  c. The way information is distributed
  d. The seating arrangement of the members of the group, and
  e. The social relationships between the members of the group.

1.1.9.2 The Role of the Teachers in Group Work

The great success of an educational institute depends upon it's teacher's key role. A good teacher should mould his/her student's aesthetic and intellectual personality. The quality of student's classroom achievement depends largely on the teachers' method of instruction and the appropriate use of resources. Wenglinsky, (2000) states, input of teacher impacts professional development,

professional development impacts classroom practices and classroom practices influence student achievement (cited in Hada, 2009, p. 173). The teacher has to create a highly structured and well-organized learning environment in the classroom. The teacher is not asked to give up control in order to use pair work and group work. It means teacher should be a facilitator, a guide on the side and so on as the situation demands. Teachers provide broad questions to challenge thinking, they prepare students for the tasks they will carry out, they assist students with the learning tasks and they give few commands imposing less disciplinary control.

Regarding the role of the teacher in group work, Cross (1922, p.54) states "The teacher is the manager of the activity and must plan it, organize it, start it, monitor it, time it and conclude it." During group work activities the teacher stays mainly at the front of the class, making a rapid check on a group or two to see that all is well. The leader-secretaries report to the teacher's table with assignment or with queries. Corrections are made on the spot and any new instructions issued to the leader. The corrected copy and instructions are carried back to the group by the leader.

The teachers should always leave the group to conduct its own questions and answer practice, as soon as he thinks the group leader can take over the group otherwise manage without him. The teacher should try and find an opportunity to take a quick look at the copyists, while passing from one group to another. This is more to give them the feeling that they belong to the whole process than to criticize or check what they are writing, though he should notice anyone making mistakes and get the group leader to go through the work and correct it where necessary. In this context Billows (1961,p.118) highlights "A skilled teacher may aim to achieve a constant flux from class to group and back to class again, gathering up threads or dispersing them, as the development of the lesson and the needs of teaching require, like the conductor of an orchestra."

To put Cross (1992, p.54) again "The teacher is active; marking, remaining sensitive to the atmosphere and pace of the groups and noting persistent error for remedial teaching. Should the task be seen going drastically wrong, the teacher will stop it and revert to some form of practice before starting group work again". If a group presents a piece badly, other groups may be invited to try to deal with the same piece better. But at the same time, the teachers should be careful in regulating the participation of the students in discussion when they remain silent and are over dominant.

Thus, teachers have great role in creating a stimulating and motivating environment for enhancing learning of child. The nature of this environment should be according to age, specific mode of children's learning. They should also stimulate them properly and cultivate needs for learning among them for fostering motivation within them. In such activities teachers' active intervention to the rehearsal is sought indeed.

1.1.9.3 Organization of the Work of the Group

The groups can be kept fluid, their composition and leadership changed from day to day, or they can be left more or less permanent, led by the leading personalities or by those most capable of leading the group in language work of various kinds. Groups can be constituted differently for different purposes. If the class is divided into groups of ten or twelve for practising what has just been taught by the teacher, they can be subdivided into smaller groups of three or four as soon as the weaker pupils have had enough experience of the new language form to practise it correctly without close supervision. "The arrangement of changing the personality relationships helps the pupil to feel his own progress and increasing mastery of the pattern, and makes it possible for the teacher or the group leader to observe if any members of the groups are evading the pressure of responsibility" (Billow 1961,p.117).

Regarding the group activities Larsen-Freeman says:

Teachers who use small group activities believe students can learn from each other and can get more practice with the target language by working in groups. Also small groups allow students to get to know each other better. This can lead to the development of a community among class members (2000, p. 106).

1.1.9.4 Suitable Group Work Tasks

Group activities tend to be freer and more interactive then pair work. Several types of activity are collaborative and easy to use, even by comparatively inexperienced teachers. Cross (1992, pp.54-57) points out the following group activities to be conducted in the classroom.

- ❖ Games
- ❖ Question construction
- ❖ Guided practice
- ❖ Dictation
- ❖ Guess ahead
- ❖ Speculative questions
- ❖ Discussions
- ❖ Essays

Such activities are really beneficial for students. Poor readers also feel some measure of success in the supportive learning environment through group work. They will begin to develop the confidence they need to read more at home. Individual students have a good deal to gain from collaborative reading in the class. It motivates them in reading and leads them towards the further improvement.

1.1.9.5 Group Formation

The success of group work depends on effective and careful organization. There may be different ways of grouping a class; the same way might not be suitable for every class or teacher. Accordingly, Billows (1961,pp. 115-116) puts his views this way: " A more normal arrangement is to divide a class into four or five groups of roughly parallel attainment, with advanced and backward pupils in each group. The groups can choose their own leaders or the teacher can choose them, in the early stages of such work; but ultimately, the aim should be to give a chance to every boy or girl to lead the group, in rotation, at least for certain purposes, so that they can all learn to experience the responsibilities and prestige of leadership. The pupils should choose which groups they join, as far as possible, by giving first, second and third choices on slips which are kept confidential by the teacher. This is better than just arbitrarily allotting them to groups as it gives them the feeling that the group they are in is the group of their choice. Group of friends co-operate better and even seem to perceive and learn better than groups of people-whether children or adults- who are indifferent to one another".

While forming groups in the class for groups work, the following elements are to be kept in mind (Harmer 1991,pp. 245-247).

(i) Size of the Group

Although the size of the group is slightly problematic in conducting group work effectively, the group of five students is often granted as an ideal one. A group consisting more than seven students can be unmanageable where students get less chance to participate in the task. But it is not watertight to follow the one and only way to form a group rather it depends on the activity being performed and also on the other variables. However, the fact is that the smaller the group, the more likely each student will contribute to the discussion.

(ii) Selection of Group Members

Students should be either randomly assigned to groups or selected so that each group has an equal distribution of talents. In selecting the students, different techniques can be used. Some of them which are in practice are:

(a) Sociogram Group Selection

In this way of group selection, students are asked to make a list of the student in the class they would like to work with most. This technique helps the teacher to recognize the popular and unpopular students in the class. But it is advisable not to use sociogram at the beginning of a course because they do not know each other closely at that time.

(b) Mixed-Ability Group Selection

In this type of group selection, both weak and strong students are mixed together to form a group. Here, even the weak students will be benefited from the strong ones unless they are overpowered by the latter. The purpose of forming groups is to make all the students practise the same task. In this type of group, students help one another more because the kind of work they have to do involve co-operation and collaboration. For remedial teaching it is, however, reasonable to form separate groups of weak and strong students.

(c) Similar Ability Group Selection

This is the way of grouping students in accordance to their respective ability. That means one group consists of only bright students and the other group consists of weak or less bright students. Sometimes this technique of separating students is more advantageous in the sense that all the students are not necessarily compelled to work on the same material at the same time, rather they can all go at their own pace.

(d) Flexible Group Selection

This is the technique in which students start in set groups, and as an activity progresses the groups split up and reform; or they join together until the class is fully re-formed.

1.1.9.6 Advantages of Group Work

Group work technique in language teaching has many advantages which are mentioned bellow.

- ❖ It is more exciting and dynamic than pair work.
- ❖ It encourages students to be more involved and to concentrate on the task.
- ❖ It helps to share experiences and makes students active.
- ❖ Weak and shy students learn more as they can talk or speak with their friends.
- ❖ It encourages broader skill of co-operation and negotiation.
- ❖ It develops confidence and self-reliance in the students.
- ❖ It dramatically increases the amount of talking for individual student.
- ❖ It encourages students to use language with each other.
- ❖ Students feel less anxiety when they are working with their friends privately.
- ❖ It promotes learner autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.
- ❖ Students choose their level of participation more readily than in a whole class or pair work situation.
- ❖ It is very suitable in the context of Nepal where it is very difficult for a teacher to make a personal contact in the class.
- ❖ Working in groups is potentially more relaxing than working in pair.

1.1.9.7 Disadvantages of Group Work

Though group work technique contains lots of merits, it has some drawbacks too that can be seen as follows.

- ❖ Students might be misled in the lack of clear instruction.
- ❖ Group work in a large class will be unmanageable.
- ❖ Students may over use their mother tongue or native language in monolingual groups.
- ❖ The teacher has less control over what students are doing in group work than in a normal class.
- ❖ It takes longer time to organize, beginning and ending the group work activities.
- ❖ There is the biggest problem in selecting the group members.
- ❖ This is a problem of classroom management if the size of the classroom is small.
- ❖ Individual may fall into group roles that become fossilized, so that some are passive whereas others may dominate.
- ❖ Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
- ❖ It is somehow challenging for the untrained teachers to handle some critical group work situation.

1.1.10 Experimental Research

Experimental research is a systematic and logical method of testing certain hypothesis or verifying existing body of knowledge. It comprises of both the pre- and post-tests and random assignment of subjects. Experimenter selects the subjects implying random sampling procedures and assigns them to groups. It is hypothetico-deductive study since certain fact has to be deduced by testing or verifying hypothesis for which artificial situation is created.

An experimental research is defined as a scientific test which is conducted to discover the strength of relationship between variables i.e. dependent and independent variables. So, it is always variable focused study. Here, certain variables are controlled or manipulated and their effect is examined upon some other variables. Thus, experimental research basically describes what will happen when certain variables are carefully controlled or manipulated. According to Kumar:

> An experimental study can be carried out in either a 'controlled' or
>
> 'natural' environment. For an experiment in a controlled environment,
>
> the researcher introduces the intervention or stimulus to study its effects.
>
> The study population is a 'controlled' situation such as a room. For an
>
> experiment in a 'natural' environment, the study population is exposed to
>
> an intervention in its own environment (1996, p. 89).

Thus, the researcher introduces some sorts of intervention in a controlled study but the natural study goes on without any disturbances. Since experimental research is oriented to study the impact (effect) of intervention, its role is vital here.

To sum up, sample in any experimental research is divided into two groups: experimental group and control group. Best and Kahn (2006, p. 166) distinguishing experimental and control groups say, "The experimental group is exposed to the influence of the factor under consideration: the control group is not." Here, experimental group receives special treatment but control group does not receive it. To capture the initial distinction between the groups, pre-test is administered before starting treatment. After twenty-five days post-test will be administered to both groups and the effectiveness of special treatment is measured by observing the differences between experimental and control groups.

a. Designs of Experimental Research

Various scholars have suggested various designs of experimental study to find out the variable relationship and the resulted change by the presence of independent variables. Best and Kahn (2006, p. 117) have divided the experimental design into three categories. They are as follows:

- **Pre-Experimental Design**

  Pre experimental design is the least adequate design among the three designs because either there will not be control group or they will not provide for the equivalence of a control group.

- **True Experimental Design**

  In this design sampling population is divided into two groups: experimental group and control group by using random sampling procedure. It is the strongest type of design.

- **Quasi-Experimental Design**

  When it is not possible to undertake true experimental design, the researcher may adopt quasi-experimental design. It is partly like true experimental design. Quasi-experimental design provides control of when and to whom the measurement is applied, but because random assignment to experimental and control treatment has not been applied, the equivalence of the group is not assured. So, it provides a less satisfactory degree of control.

  Since true experimental design is the strongest of all, the discussion of it is given below:

True Experimental Design

True experimental design is the strongest type of design. So when we call experimental research we normally understand that this is true experimental design. Best and Kahn (2006, p. 179) say, "In a true experiment the equivalence of the experimental and control groups is provided by random assignment of subject to experimental and control treatments." In this design the sampling population is divided into experimental group and control groups by using random sampling procedure. One group that is experimental group, receives special treatment, other does not receive it. This design differs from the pre-experimental design in the sense that it involves the use of two groups which have been constituted by randomization. True experimental design consists the following three designs.

   a. **The post-test Only, Equivalent Groups Design**

   This design is the most effective and useful true experimental design which minimizes the threat of the experimental validity. This design can diagrammed as shown below:

   $R \qquad X \qquad O_1$
   $R \qquad C \qquad O_2$

   Here, R = Randomly Sampled
          X = Experimental Treatment
          O = Observation/Post-test
          C = Controlled Treatment

   Finding = $O_2 - O_1$

   In this design two groups i.e. experimental and control are equated by random assignment. The researcher first divides the sampling population into two groups by random assignment. Out of two groups one which received special treatment (x) is called the experimental group and the

other group is not given any treatment usually called control group. In this design no pre-test is given to either group. This saves time and money. After some duration, post-test will be administered to both of the groups and calculated the mean scores of these groups to find out the effectiveness of the special treatment. It is assumed that the mean score is found in favour of the experimental group.

b. **The Pre-test, Post-test Equivalent Groups Design**

This design is similar to the first design except for the fact that it also makes a provision for pre-test for both groups.

Randomly selected subjects are assigned to control group and experimental group. Before presenting change variable, a pre-test is administered to find out initial differences. After the intervention, a post-test is administered in both the groups and the score is compared with that of the pre-test by subtracting as O_2-O_1 and O_4-O_3 so that it can be easily ascertained whether or not the treatment has a differential effect on the groups. As both pre-test and post-test are administered to both the controlled and experimental groups, this is also known as the classical two-group experimental design. This can diagrammatically be presented as below:

	Pre-test		Post-test
R	O_1	X	O_2
R	O_3	C	O_4

Finding = O_2-O_1

O_4-O_3
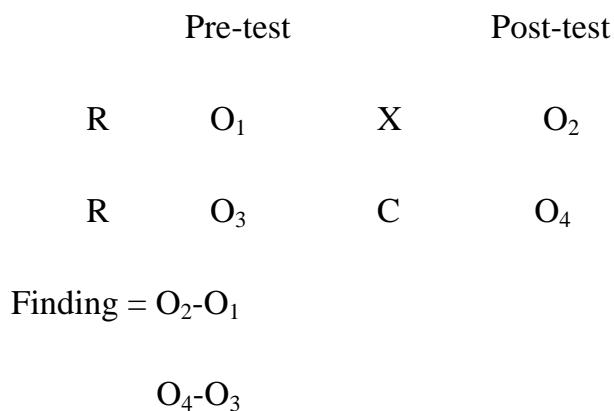
c. The Solomon Four Groups Design

This design is developed by Solomn (1949). It has nothing new but has the combination of above discussed two designs. Subjects are randomly selected and assigned to four groups. Out of four groups two receive the experimental treatment whereas the two groups do not. One experimental and control group receive the pre-test but all the four groups get the opportunity of post-test. This design provides an ample chance of two simultaneous experiences to be conducted at once. The design is also helpful to evaluate the effect of introducing the treatment. Solomn has presented his design diagrammatically as below:

	Pre-test		Post-test
R	O_1	X	O_2
R	O_3	C	O_4
R		X	O_5
R		C	O_6

Finding = $O_2 - O_1$

$O_4 - O_3$

$O_6 - O_5$

1.2 Review of Related Literature

While making an attempt to find out previous studies on similar topics I came across a limited number of studies carried out on the learner-centered techniques of teaching under the department of English Education, T.U. Kirtipur. The proposal was primarily concern with the learner-centered

technique of teaching. So, some of the research works carried out as a practical study on the learner-centered techniques of teaching are reviewed here.

Regmi (2004) carried out a practical study on the "Effectiveness of group work technique in teaching English tenses." The purpose of his study was to find out the effectiveness of group work technique in teaching English tenses. He used random sampling procedure to collect data. His study found that the students who were taught using group work progressed relatively better than the students who were taught using explanation for teaching English tense.

Rimal (2004) made a study on the "Effectiveness of group work on learning writing skills in English of grade IX students". The objective of the study was to find out the effectiveness of group work on learning writing skill. The findings of the research showed the positive effect of group work on students learning. He did his study through judge mental non-random sampling procedure.

Ghimire (2007) conducted an experimental study on "Effectiveness of Authentic Materials in Teaching Reading Comprehension." The researcher's main objective was to find out the effectiveness of authentic materials in teaching reading comprehension. The researcher used random sampling procedure. The findings of the research revealed that the effectiveness of authentic materials was significant. The experimental group performed better than the control group.

Poudel (2009) has carried out a research on "Role of Illustration in Teaching Reading Comprehension." The study was aimed at how effective will be the illustration technique in teaching reading comprehension. Following purposive sampling procedure he found that the role of this technique was slightly better than teaching through traditional technique.

Sapkota (2009) has carried out a research on the title of "Effectiveness of Jigsaw reading in developing reading comprehension". The main purpose of

the study was to find out the effectiveness of Jigsaw reading for reading comprehension. Adopting systematic sampling procedure he found that jigsaw technique was relatively better and more effective than conventional teaching techniques. However, he found that effectiveness of jigsaw technique is insignificant in teaching true/false items.

Pathak (2011) has carried out an action research entitled "Effectiveness of Co-operative Learning in Teaching Reading." The purpose of her study was to find out the effectiveness of co-operative learning in teaching reading at grade nine. Adopting judgmental non-random sampling procedure, she found that the CL method is highly beneficial and effective method in developing students' reading skill.

Poudel (2011) conducted a comparative study entitled "Effectiveness of Individual Work and Pair Work Techniques in Teaching Grammar." The main purpose of the study was to find out the effectiveness of individual work and pair work techniques in teaching grammar. Adopting simple random sampling procedure, it was found that there was the obvious effectiveness of pair work technique in teaching grammar. Students in learning pair work were found better than learning in individual work.

Rijal (2011) has carried out a thesis the "Effectiveness of Discussion Technique in Teaching Reading Text." He aimed at finding out the effectiveness of discussion technique in teaching reading text. Following simple random sampling procedure he found that discussion technique is necessary in teaching reading ext. The use of discussion technique helps to enhance students' level of understanding at what they read.

Rimal (2011) has conducted a study "Use of Elicitation Technique in Developing Reading Comprehension." The objective of his study was to find out whether elicitation technique can improve students' reading comprehension ability. He used judgemental non-random sampling procedure to select the school and students. The findings show that the use of elicitation technique in

developing reading comprehension ability is very effective than the conventional way of teaching.

Roka (2011) conducted a research entitled "Effectiveness of Interaction Technique in Teaching Reading Comprehension." Her objective was to explore the effectiveness of interact technique in teaching reading comprehension. With the help of random sampling procedure she found that the use of interaction technique in teaching reading comprehension has noticeable effect in classroom teaching.

Most of the above mentioned studies are quite outside the domain of this researcher's field of study. No practical studies have been carried out to determine the effectiveness of group work in teaching reading comprehension. So, the researcher was interested to carry out a research on the group work technique to see its effectiveness in teaching reading comprehension. In this way, my research work is different from that of other reviewed above.

1.3 Objectives of the Study

The objectives of this study were as follows:

(i) To find out the effectiveness of group work technique in teaching reading comprehension.
(ii) To suggest some pedagogical implications.

1.4 Significance of the Study

Teacher-centered techniques often become monotonous in language teaching classroom. Students feel boring if no communicative activities are conducted while teaching in the classroom. Though it is widely used in many of the foreign countries, it is less practised inside the classroom in our country.

So, by introducing group work in English classes, the motivating forces of social needs can be harnessed towards successful learning. Group activities

become helpful to avoid the students' laziness and to make them agile and interested in learning. The students also have a genuine need to communicate, and communicating in English becomes a natural and purposeful activity.

The importance of group work is great for the reason it affords both the teacher and the students which are not available in the formal class situation. So, the researcher carries out the present study which can be very useful from the implementation point of view in Nepal. The students of public schools who are deprived of the communicative learning environment will be largely benefited. It proves to be fruitful for both the teachers and the students if it is applied inside the classroom. As it does not need more materials, it can be applied even in the schools that do not have sufficient physical facilities. What it needs are the skills and the time of the teacher and the readiness of the students in learning. This study also provides the way of organizing and conducting group activities inside the classroom where the focus is on the students. Thus, this learner-centered approach benefits both the teacher and the students by providing collaborative work to take advantage of each other's expertise and strength.

Apart from the teachers and the students, the study will be beneficial for the teachers, textbook writers, curriculum developers, trainers, methodologists and language planners.

CHAPTER - TWO

METHODOLOGY

I adopted the following sources and procedures to carry out my study.

2.1   Sources of Data

To accomplish the study successfully, I used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data were the students of grade IX studying in a community school of Lalitpur district.

2.1.2 Secondary Sources of Data

Though detailed information of secondary sources of data is presented in references, some of them are Billows (1961), Munby (1978), Grellet (1981), Cross (1992), Alderson (2000), Nuttal (2000), Harmer (2002), Kumar (2006).

2.2 Population of the Study

The population of the study was the all the students of Grade Nine studying in Shree Ganesh Secondary School, Lalitpur.

2.3 Sampling Procedure

I selected Shree Ganesh Secondary School of Lalitpur district by using non-random judgmental sampling procedure. The same procedure was used to select Grade Nine also. All the students of Grade Nine were taken for the study. The students were divided into two groups; experimental and control groups using systematic sampling procedure. While dividing the groups, I tried to maintain equal reading proficiency level for both groups.

2.4 Tools for Data Collection

Test items were the main tools for data collection which were administered in pre-test, three progress tests and post-test. It consisted of five different types of test items viz. short answer questions, true-false items, fill in the blanks, matching and multiple choice items.

2.5 Process of Data Collection

Following steps were followed to collect the primary data

i. First of all, I visited the selected secondary school of Lalitpur district. Then I built rapport with the concerned authority. I also explained the purpose and process of the research.

ii. After getting permission from the authority, I seek help of grade nine English teachers for administering pre-and post-test for experimental teaching for about a month. I also fixed the period for carrying out the experimental teaching. I informed and convinced the sample population for participating in the research.

iii. I administered the pre-test to the whole class to determine the proficiency level of the students in reading skill. Then students were evaluated on 50 full marks. The test items included both the textual and non-textual exercises.

iv. The rank of the students was determined based on their individual scores they obtained in pre-test. The students were divided into two groups: controlled group 'A' and experimental group 'B' based on odd and even ranking of the individual score they obtained in the pre-test.

v. Then I taught the language skill (reading) to the experimental group using the group work technique and the next group in conventional way. They

were taught for twenty five teaching days. Each period was of forty minutes.

vi. I administered progress tests in the interval of five classes and post-test after teaching twenty five periods. The same set of test items was used for both pre- and post-test but for progress tests different sets of test items were prepared and the result of those tests was compared and analyzed to determine the effectiveness of the method.

2.6 Limitations of the Study

The proposed study was carried out under the following limitations:

i. The population of this study was confined to thirty-two students of grade IX studying in one community school of Lalitpur district.

ii. Among different techniques of teaching reading it was limited to group-work technique.

iii. The study was limited to reading skill. The effectiveness of the group work technique was observed in teaching reading comprehension.

iv. The duration of teaching was of twenty five class periods.

v. The set of tests was prepared both from textual and non-textual exercises and contained only five different types of tests.

vi. The primary data for this study was collected from the written test.

vii. The findings were based on the result of the experimentation of thirty-two students.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out whether group work technique can develop reading comprehension ability on the part of the learners. For the very purpose, I selected grade nine students of Shree Ganesh Secondary School, Dukuchhap-2, Lalitpur.

3.1 Analysis and Interpretation of the Data Obtained Through Test Result

This section comprises the comparative analysis and interpretation of the data obtained through test results by the students on the pre-test, progress tests viz. the first progress test, the second progress test, the third progress test and post-test.

3.1.1 Holistic Analysis

Throughout the study group 'A' refers the controlled group that was taught with the technique used conventionally and group 'B' means experimental, which was taught using group work activity.

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

Table No. 1

Holistic Analysis

Gr.	Av. Score in Pre-test	Av. Score in Post-test	D	D%
A	23.81	29.43	5.62	23.60
B	24.50	36.12	11.62	47.42

Above table shows that group 'A' has the average score of 23.81 and 29.43 in the pre-test and post-test respectively. This group has increased its average score by 5.62 or 23.60%. Similarly, group 'B' has its average score of 24.50 in the pre-test and 36.12 in the post-test. This group has made its increment in marks by 11.62 or 47.42%.

This shows that both groups have made improvement in the post-test than in the pre-test. Group 'B' has made greater progress than group 'A' in the holistic comparison. So, the difference between two groups is significant.

3.1.2 Pre-test Scores

Before starting the experimental teaching, I administered a set of written test items (i.e. pre-test) to determine the students' initial proficiency of comprehending the text,. The test items were developed from textual and non-textual passages to suit the level of the students of class nine. The test items consisted of multiple choice, fill in the blanks, question answer, matching items and true/false items.

After getting scores from the pre-test, I divided the students into two groups on the basis of odd even ranking process. Then I analyzed their scores separately. Accordingly, the scores are presented as follows:

Group 'A'

Table No. 2

Individual Scores on Pre-test

S.N.	FM	Scores	Percentage	No. of Students	Percentage of Students
1	50	39	78	1	6.25
2	50	36	72	1	6.25
3	50	34	68	1	6.25
4	50	30	60	1	6.25
5	50	28	56	1	6.25
6	50	27	54	1	6.25
7	50	26	52	1	6.25
8	50	25	50	1	6.25
9	50	23	46	1	6.25
10	50	22	44	2	12.5
11	50	18	36	1	6.25
12	50	15	30	1	6.25
13	50	13	26	2	12.5
14	50	10	20	1	6.25

Average Score 23.81

Group 'B'

Table No. 3

Individual Scores on Pre-test

S.N.	FM	Scores	Percentage	No. of Students	Percentage of Students
1	50	39	78	1	6.25
2	50	37	74	1	6.25
3	50	35	70	1	6.25
4	50	30	60	1	6.25
5	50	28	56	1	6.25
6	50	27	54	2	12. 5
7	50	25	50	1	6.25
8	50	23	46	2	12.5
9	50	22	44	1	6.25
10	50	20	40	1	6.25
11	50	16	32	1	6.25
12	50	15	30	1	6.25
13	50	13	26	1	6.25
14	50	12	24	1	6.25

Average Score 24.50

The above table shows that 6.25 percent of the students in both groups have scored 39 marks out of 50 full marks. It is the highest score on the pre-test. The lowest score in group 'A' is 20 and 12 in group 'B' which is obtained by equal percent of students that is 6.25%. The average score is 23.81 and 24.50 in group 'A' and 'B' respectively. In both of the groups 50/50 percent of the students are above and below the average.

3.1.3 First Progress Test Scores

After the interval of teaching of the first five classes, I administered the first progress test to get an insight into the effectiveness of the intervention i.e. teaching through group work technique. The aim was to find out how the classes were in progress and what further improvements in teaching strategy were necessary.

Table No. 4

Individual Scores on the First Progress Test

Gr.	S.N.	FM	Score	Percentage	No. of students	Percentage of Students
A	1	20	18	90	2	12.5
	2	20	16	80	1	6.25
	3	20	15	75	3	18.75
	4	20	13	65	5	31.25
	5	20	12	60	1	6.25
	6	20	11	55	4	25
Average Score 13.62						
B	1	20	19	95	1	6.25
	2	20	18	90	3	18.75
	3	20	16	80	7	43.75
	4	20	15	75	1	6.25
	5	20	12	60	2	12.5
	6	20	11	55	2	12.5

Average Score 15.37

From the above table, it is clear that in group 'A' 12.5% of the students has scored 90% marks which is the highest score and 25% students have scored 55% marks which is the lowest mark in the first progress test. The average mark obtained by the students is 13.62 which is 68.1% of the full marks.

But in the same test in group 'B' which was taught through group work technique the scores of students have slightly increased. Here, the highest score is 95% which is obtained by 6.25% of the students. The highest percentage in

group 'A' i.e. 90% is obtained only by 12.5% of the students whereas the same percentage is obtained by 18.75% of the students in group 'B'. Similarly, the second highest percent i.e. 80% is obtained only by 6.25% of the students in group 'A' whereas the same percent in group 'B' is obtained by 43.75% of the students which is significantly greater than group 'A'.

In overall comparison, the average score of group 'A' in the first progress test is greater to group 'A' by 1.75.

3.1.4 Second Progress Test Scores

After the administration of the first progress test, I taught the students for five days and again administered the second progress test to determine further progress. The scores of the students on second progress test are shown as follows:

Table No. 5

Individual Score on the Second Progress Test

Gr.	S.N.	FM	Score	Percentage	No. of students	Percentage of Students
	1	20	19	95	1	6.25
	2	20	18	90	2	12.5
A	3	20	16	80	4	25
	4	20	14	70	4	25
	5	20	12	60	5	31.25
Average Score 13.62							
	1	20	20	100	2	12.5
	2	20	19	95	2	12.5
	3	20	18	90	3	21.75
B	4	20	17	85	2	12.5
	5	20	16	80	2	12.5
	6	20	14	70	3	21.75
	7	20	12	60	1	6.25

Average Score 15.75

The above table shows the result of students obtained in second progress test. Here, the highest and lowest score of group 'A' is 95% and 60% which is

obtained by 6.25% and 31.25% of the students respectively. But group 'B' has the highest score 100% that is obtained by 12.5% of the students. The average score of group 'A' in this test is 14.68 whereas group 'B' as the average score of 15.75. Though both of the groups have made their progress in comparison to the first progress test, group 'B' has increased its score by 1.07 than that of group 'A' in this test.

3.1.5 Third Progress Test Scores

After teaching 15 periods, I administered the third progress test. The following table shows scores of the students on third progress test.

Table No. 6

Individual Sores on the Third Progress Test

Gr.	S.N.	FM	Score	Percentage	No. of students	Percentage of Students
A	1	20	20	100	2	12.5
	2	20	18	90	2	12.5
	3	20	16	80	4	25
	4	20	14	70	3	18.75
	5	20	13	65	5	31.25
Average Score 15.43						
B	1	20	20	100	3	18.75
	2	20	19	95	4	25
	3	20	18	90	4	25
	4	20	16	80	1	6.25
	5	20	14	70	4	25

Average Score 17.5

The above table reveals that both of the groups have scored 100% marks in third progress test but the percent of students to achieve these marks is greater

by 6.25% in group 'B'. The second highest marks of group 'B' is 95% in both second and third progress tests but the percent of students scoring this marks in third progress test is greater by 12.5%. The lowest score of group 'B' in third progress test is 70% which is obtained by 25% of the students whereas; it was 60% in second progress test and obtained only by 6.25% of the students.

Similarly, group 'A' in third progress test has made slight increment in its average marks i.e. 0.75 than in second progress test. In the same way, the increment of group 'B' in third progress test is greater by 1.75 than in second progress test. The average score of group 'A' and 'B' in this test is 15.43 and 17.5 respectively which shows that group 'B' has made an increment in its average marks by 2.07. It is also clear that 50% of the students in group 'A' have scored above the average score whereas 68.75% of the students in group 'B' has scored above the average score. In comparison to the first and second progress tests, the average score in third progress test has been increased.

3.1.6 Post-test Scores

After teaching the reading text for twenty five class days using group work technique and administering three progress tests in the interval of five classes, I administered a post-test. The post-test items were same as assigned in the pre-test. Individual scores on post-test are given below:

Group 'A'

Table No. 7

Individual Scores on Post-test

S.N.	FM	Scores	Percentage	No. of Students	Percentage of Students
1	50	43	86	1	6.25
2	50	49	78	2	12.5
3	50	37	74	1	6.25
4	50	34	68	1	6.25
5	50	33	66	1	6.25
6	50	31	62	2	6.25
7	50	30	60	1	6.25
8	50	29	58	1	6.25
9	50	28	56	1	6.25
10	50	22	44	1	6.25
11	50	21	42	1	6.25
12	50	20	40	1	6.25
13	50	17	34	2	12.5

Average Score 29.43.

Group 'B'

Table No. 8

Individual Scores on Post-test

S.N.	FM	Scores	Percentage	No. of Students	Percentage of Students
1	50	49	98	1	6.25
2	50	46	92	2	12.5
3	50	45	90	2	12.5
4	50	42	84	1	6.25
5	50	40	80	2	6.25
6	50	37	74	1	6.25
7	50	33	66	1	6.25
8	50	30	60	1	6.25
9	50	28	56	1	6.25
10	50	27	54	1	6.25
11	50	25	50	1	6.25
12	50	24	48	1	6.25
13	50	21	42	1	6.25

Average Score 36.12.

The above table shows that 6.25% of the students in group 'A' in post-test have obtained 43 marks out of 50 full marks. The lowest score is 17 which is obtained by 12.5% of the students. The difference between the highest score of group 'A' in pre-test and post-test is 8%.

Similarly, the highest score of group 'B' in post-test is 49 that is 98% of the full marks. It is obtained by 6.25% of the students. This score is greater by 20% than in pre-test. The lowest marks of this group in post-test is 21 which is also increased by 18% than in pre-test. In post-test the average score of group 'A' is 29.43 whereas it is 36.12 in group 'B' which is greater by 6.69 than group 'A'.

In comparison to the pre-test and other progress test scores, the scores of both of the groups in post-test show the significant progress. However, the progress of group 'B' is far better than that of group 'A'.

3.1.7 Raw Score

The analysis and interpretation of the study are given below:

Table No. 9

Group	Test	Obt. Marks	Mean	Median	SD	CV
A	Pre-test	381	23.81	23	8.39	35.23%
	Post-test	871	29.43	30	7.89	26.80%
B	Pre-test	392	24.50	23	8.06	32.89%
	Post-test	578	36.12	37	8.96	24.80%

The above table shows that group 'A' has the total score of 381 and 471 in pre-test and post-test respectively. Group 'B' has the total score of 392 and 578 in pre-test and post-test respectively. The means of both groups in pre-test are 23.81 and 24.50 which don't show significant difference but the means of both groups in post-tests are 29.43 and 36.12. It shows that both groups have made progress in post-test. However, group 'B" has made better progress than group 'A'.

Similarly, the medians of group 'A' in pre-test and post-test are 23 and 30 respectively whereas the medians of group 'B' in both test are 23 and 37 respectively. Here, in median also group 'B' has made better progress than group 'A'.

The standard deviation of group 'A' in pre-test is 8.39 and in post-test 7.89. Similarly, the standard deviations of group 'B' in pre-test and post-test are 8.06 and 8.96. It shows that there is no significant heterogeneity in both groups. However, the heterogeneity is slightly greater in group 'B' than group 'A' in the post-test.

The co-efficient variances of group 'A' are: 35.23% and 26.80% in pre- and post-test respectively. The co-efficient variances of group 'B' are: 32.89% and 24.80% respectively. This shows that group 'b' has more consistency than group 'A' in both tests because of the fact that the more in percentage the less in consistency and the less in percentage the more consistency tends to be.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

The present practical study was carried out to identify the effectiveness of group work technique in developing reading comprehension ability. Students were divided into two groups 'A' and 'B'. Group 'A' was taught using the conventional way using the explanation and getting students involved in practice individually. Group 'B' was taught through group work activity. Before and after the real teaching the pre- and post-tests were administered. Three other progress tests were also administered in between the classes. The results of both groups in the form of scores were computed and tabulated.

On the basis of analysis and interpretation of primary data, I have made various sections. I have presented findings in this section. Group 'A' represents the controlled group, which comprised sixteen students while the group 'B' represents the experimental group of the same size.

Both the groups were examined through five types of comprehensive test items such as:

> i. Multiple choice items
> ii. Matching items
> iii. True false items
> iv. Filling gaps
> v. Question answer

4.1 Findings

The findings of this study are derived from analysis and interpretation which are presented below:

1. In holistic comparison, group 'B' has shown greater performance than group 'A'.

2. After analysis and comparison of the pre-test and the post-test results, it was found that the average score and percent of both of the groups in the post-test was higher than that of the pre-test. But the progress of group 'B' is higher by 12% than group 'A'.

3. After analyzing the scores on progress tests it was found that group 'B' has made better progress than that of group 'A'.

4. In mean, group 'B' has shown greater improvement to group 'A'.

5. In standard deviation, both groups are equally heterogeneous in pre-test but in the post-test group 'A' is less heterogeneous than group 'B'.

6. In coefficient variance, group 'B' is more consistent than group 'A'.

This proves that group work technique proved more effective than the teaching technique used traditionally in developing reading skill. Its effectiveness is seemed to be significant in developing reading comprehension ability.

4.2 Recommendations

On the basis of above findings, the following recommendations have been suggested for the pedagogical implications.

1. This research shows that group work technique in the classroom teaching is really effective than usual technique. So, it can be suggested to use this technique in teaching reading skill.

2. It is useful technique for mixed ability classes or classes of students from different learning background.

3. Teachers should be well trained to organize and handle the group work effectively. Otherwise the class becomes chaotic.

4. Since it is an effective technique for teaching reading skill, the planners, education experts and teachers should incorporate various types of

reading exercises which require the group cooperation to complete them. Moreover, reading exercises in a textbook should offer more room for group discussion.

5. I would like to suggest that if all English teachers, involved in secondary schools apply the group work activity in their teaching, it helps them to motivate the students and get them involved in practice and to control the large class effectively as it is a student centered technique.

6. The present study proves that group work is an effective technique in teaching reading. However, its effectiveness in other skills and aspects of langue apart from reading should be given due attention, and research should be carried out intensively.

7. Group work technique provides chances to the students to put their ideas. So, to make the language class more interactive this technique can be used.

8. Gradual increment in scores in different tests proves that group work technique is very effective in developing reading comprehension ability. Thus, this technique should be applied in teaching the text which needs deep understanding.

9. The present study was limited to one community school in Lalitpur valley and ninth graders were taught only for twenty-five days. The result of this single study is insufficient to decide the effectiveness of such activities in all situations. Therefore, researchers in the days to come can carry out this type of research by including more students of different levels, more schools and for longer periods to find out the significant differences.

10. Even the poor students can get benefit from this technique. So, to bring them in main stream, group work activity will be helpful.

11. This research is limited to the reading skill only. It is advisable to carry further research to address more functions, skills and aspects of language teaching.

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APPENDIX - I

PRE-TEST AND POST-TEST ITEMS

Name: …………………………..   Full Marks: 50

Class: IX   Time: 1.30 hrs

Symbol No: ……………………   Date: …………..

1. **Read the following passage carefully and answer the questions given below.**

   Paracetamol is a common analgesic and antipyretic drug that used for the fever, headaches and other minor aches and pains. Paracetamol is also useful in managing more severe pain, allowing lower dosages of additional non-sterodial anti-inflammatory drugs to be used, these by minimizing over all side effects. It is a major ingredient in numerous cold and flu medications, as well as many prescription analgesics. It is considered safe for human use in recommended doses, but because of its availability, deliberate or accidental overdoses are fairly common.

   It is available in different trade names like Cetamol, Pandol (Europe, Africa, Central America, Asia), Tylenol, Datril (Africa), Niko etc. It is commonly administered in tablet, liquid, suspension (especially for children), suppository, intravenous (into the vein) and intramuscular (into the muscles) form.

   The common adult dose is 500 mg to 1000mg. The recommended daily dose for adult is 4 grams. In recommended dose Paracetamol is safe for children and infants as well as for adults. It is also safe in pregnancy. In other words in recommended doses Paracetamol dose not irritate the lining of the stomach, affect blood coagulation or affect the function of the kidneys etc. However some studies have shown that high-usage (greater

than 2000mg per day) does increase the risk of upper gastrointestinal complications.

A. Complete the following sentences by choosing the correct answer. 5×1=5

1. Paracetamol is used for _____.

   a) eye strain   b) fever   c) heart disease

2. Liquid suspension is especially prescribed for _____.

   a) adults   b) only woman   c) children

3. The recommended daily dose for adult is_____grams.

   a) 4   b) 1000   c) 5000

4. It is also safe in _____.

   a) headache   b) pregnancy   c) anemia

5. Paracetamol is also found in_____form.

   a) intrabones   b) dust   c) intravenous

B. Read the following sentences and write 'T' for true sentences and 'F' for false ones. 5×1=5

a. Paracetamol is ued only for the fever and headaches.

b. Paracetamol is not a safe drug for pregnant women.

c. Niko is a trade name of Paracetamol.

d. The common adult dose of Paracetamol is 5000mg to 10000mg.

e. Gastrointestinal complication is one of the symptoms of Paracetamol overdose.

C. Answer the following questions being based on the above text. 5×2=10

a. What is Paracetamol?

b. Write four trade name of it.

c. What is the common adult dose of cetamol?

d. Why are deliberate or accidental overdoses of Paracetamol common?

e. List down the two uses of Paracetamol.

D. Rewrite the following filling the gaps with the best contextual words 5×1=5

a. Paracetamol is used for the fever, headaches and_____.

b. The recommended daily dose for adult is _____.

c. It is also safe in _____.

d. Cetamol, Pandol,Tylenol, Datril and Niko are_____of
   Paracetamol.

e. High-usage dose increase the risk of _____.

2. **Read the following advertisement and answer the questions given below.**

VACANCY ANNOUNCEMENT
Wanted Urgently

A reputed organization in Lalitpur is seeking for a Marketing Manager. Interested and qualified candidates are requested to submit their bio-data, photocopies of the original testimonial and recent pp size photographs along with their hand written application and contact at the following phone number on or before Feb 14, 2011.

<u>Required qualifications</u>

a) Must be MBA degree holder.

b) Excellent communication and written English skills.

c) Excellent in computer.

Contact number:

Tel: 01-4415213

Be ready for interview

A. Match the words in column 'A' with those in column 'B'.   5×1=5

   Column 'A'   **Column 'B'**

 a. organization   searching somebody

 b. seeking   needed/ demanded

 c. required   requiring immediately

 d. testimonial   a group of people working together

 e. urgently   a formal statement of a person's good

            character and qualifications.

B. Answer the following questions.   5×2=10

 a. What is the post wanted in this advertisement?

 b. Write the academic qualification required for the candidate.

 c. What should an applicant submit along with the application?

 d. Who is seeking for a Marketing Manager?

 e. What is the dead line for application?

C. Fill in the blanks with suitable words from the text. 5×1=5

 This is an example of advertisement. It is for the post of_____.
 The person who has passed_____and _____in communication
 and written English can apply. The interested and qualified candidates
 should contact at _____before _____.

D. Decide whether these statements are True or False.   **5×1=5**

    a. The above text is an instance of advertisement.

    b. Application must be in computer print.

    c. The candidates will be selected through interview.

    d. Candidates for the organization are needed urgently.

    e. Knowledge of computer for the candidate is optional.

LESSON PLANS USED FOR EXPERIMENTAL AND NON-EXPERIMENTAL TEACHING

Lesson Plan No. 1

Group 'A'

Class: IX   Date: 2069-6-7

Teaching Item: Reading   Time: 40 mins.

Topic : Holiday's Plan

Unit : One

1. Objectives:

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

i. Complete the chart based on the text of page no. 10

ii. Answer the questions listed in evaluation

2. Instructional Materials:

Picture card, flannel board

3. Teaching Learning Activities:

i. The teacher asks the students to describe the best place they have ever visited.

ii. She shows the picture card and students guess about it.

iii. Students skim the text to find out the difficult words. The teacher writes those words on the board and elicits some ideas from students by giving them clues and examples.

iv. She reads the text line by line to the whole class. Then asks them to read the text.

v. She asks them to write the answer of question no. 3.a. and b.

4. Evaluation:

The teacher evaluates students by asking following questions:

i. Who built the Taj Mahal and why?

ii. What does Arati want to do in Mumbai?

iii. Why do Neelam's parents want to stay at a Thakali hotel?

iv. Fill in the blanks spaces.

	Where will she go?	What will she do?
Arati		
Neelam		

5. Homework:

Write a paragraph describing the best place you have ever visited.

Group 'B'

Class: IX   Date: 2069-6-7

Teaching Item: Reading   Time: 40 mins.

Topic : Holiday's Plan

Unit : One

1. Objectives:

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

i. Complete the chart based on the text of page no. 10

ii. Answer the questions listed in evaluation

2. Instructional Materials:

Picture card, flannel board

3. Teaching Learning Activities:

i. The teacher asks the students to describe the best place they have ever visited.

ii. She shows the picture card and students guess about it.

iii. The students are divided into three groups each consisting 5 students.

iv. Students skim the text to find out the difficult words. The teacher writes those words on the board and elicits some ideas from students by giving them clues and examples.

v. Students read the text silently and discus the answer of question no. 3.a. and

b. with their teammates. They also share their experiences if they have visited any places.

vi. After discussion, the group leaders from each group present their answers in front of the class.

vii. The interested students present their revised answers again from each group.

4. Evaluation:

The teacher evaluates students by asking following questions:

i. Who built the Taj Mahal and why?

ii. What does Arati want to do in Mumbai?

iii. Why do Neelam's parents want to stay at a Thakali hotel?

iv. Fill in the blanks spaces.

	Where will she go?	What will she do?
Arati		
Neelam		

5. Homework:

Write a paragraph describing the best place you have ever visited.

Lesson Plan No. 2

Group 'A'

Teaching Item: Reading Story   Date: 2069-6-8

Topic : Clever Lokesh   Time: 40 mins.

Unit : Two

1. Objectives:

On completion of this lesson the students will be able to do the exercises 3 and 4 on page no. 19.

2. Instructional Materials:

Daily used materials

3. Teaching Learning Activities:

i. The teacher revises the previous lesson briefly.

ii. Then she asks the students to read the text silently and jot down the difficult words they have encountered.

iii. She writes those words on the board and elicits the meaning from the students by providing synonyms, antonyms, examples etc.

iv. She reads the text aloud to the whole class.

v. After than she again asks the students to read the text silently and write the answer to question no. 3 and 4.

4. Evaluation:

- Write whether the statements in exercise no. 3 are true or false.
- Answer the questions in exercise no. 4.

Group 'B'

Teaching Item: Reading Story   Date: 2069-6-8

Topic : Clever Lokesh   Time: 40 mins.

Unit : Two

1. Objectives:

On completion of this lesson the students will be able to do the exercises 3 and 4 on page no. 19.

2. Instructional Materials:

Daily used materials

3. Teaching Learning Activities:

i. The teacher revises the previous lesson briefly.

ii. After introducing the lesson, she divides the class into three groups.

iii. Then she asks the students to read the text silently and jot down the difficult words they have encountered.

iv. She writes those words on the board and elicits the meaning from the students by providing synonyms, antonyms, examples etc.

v. After that she again asks the students to read the text silently and write the answer to question no. 3 and 4.

vi. Each group discusses their answer with each other and one member from each group presents their answer in front of the class. Less brighter students are also encouraged to present their answers. The teacher is always there with the students to facilitate them.

4. Evaluation:

- Write whether the statements in exercise no. 3 are true or false.
- Answer the questions in exercise no. 4.

Lesson Plan No. 3
Group 'A'

Teaching Item: Reading (Story)   Date: 2069-6-9

Topic : Dance   Time: 40 mins.

Unit : Three

1. Objective:

On completion of this lesson the students will be able to answer the questions listed in evaluation.

2. Instructional Materials:

Picture, flannel board.

3. Teaching learning Activities:

i. The teacher shows the picture of people dancing and asks the students what the people are doing.

ii. Students read the story silently and note down the difficult words..

iii. She writes those words on the board and provides clues and asks them to guess the meaning. Then she provides the meaning orally and asks the students to read the text.

iv. She reads the text loudly and asks the students to do the exercise given in evaluation.

4. Evaluation:

A. Find words from the story which have a similar meaning to the words given below.

a. man b. came   c. clothes

B. Tick the best answer

a. Person who is telling the story is probably:

a. a comedian b. a musician c. a teacher

b. Now he is nearly :

a. 20 years old b. 30 years old c. 40 years old

c. The lovely girl:

a. didn't dance b. danced at last c. went home.

5. Homework:

Describe a cultural dance practiced in your locality.

Group 'B'

Teaching Item: Reading (Story)   Date: 2069-6-9
Topic : Dance   Time: 40 mins.
Unit : Three

1. Objective:

On completion of this lesson the students will be able to answer the questions listed in evaluation.

2. Instructional Materials:

Picture, flannel board.

3. Teaching learning Activities:

i. The teacher shows the picture of people dancing and asks the students what the people are doing.

ii. Students are divided into three groups.

iii. They read the story silently and note down the difficult words.

iv. She writes those words on the board and provides clues and asks them to guess the meaning. Then she provides the meaning orally and asks the students to read the text.

v. The group members discus with each other and write the answers to the questions given in evaluation.

vi. They again write it with more correct answers.

vii. The group reviews how well they understood the text.

4. Evaluation:

A. Find words from the story which have a similar meaning to the words given below.

a. man b. came   c. clothes

B. Tick the best answer

a. Person who is telling the story is probably:

a. a comedian b. a musician c. a teacher

b. Now he is nearly :

a. 20 years old b. 30 years old c. 40 years old

c. The lovely girl:

a. didn't dance b. danced at last c. went home.

5. Homework:

Describe a cultural dance practiced in your locality.

Lesson Plan No. 4

Group 'A'

Teaching Item: Reading   Date: 2069-6-10

Topic : Flood Toll Reaches 82 in Bangladesh   Time: 40 mins.

Unit : Four

1. Objectives:

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

i. Match the words with their closest meanings in exercise no. 16

ii. Tick the best answer in exercise no. 17

2. Instructional Materials:

News paper, flannel board

3. Teaching Learning Activities:

i. After revising the previous lesson, the teacher shows the newspaper to the students and asks to guess what is happening in the picture.

ii. Students skim the text to find out the difficult words.

iii. Teacher writes those words on the board and provides meaning through examples.

iv. She reads the text line by line to the class.

v. She asks the students to read the text and write the answer to question 16 and 17 given in their text book.

4. Evaluation:

Tick the best answer.

i. According to the government, the death toll reached:

a. 100   b. 82 c. 25

ii. The worst flood-affected district was :

a) Bangladesh b. Comilla c. Chittagong

iii. The troops were called in to:

a. repair a dam   b. repair a bridge c. repair a road

iv. People died not only from drowning but also from:

a. accidents b. snake bite c. starvation

5. Homework:

Match the words in column 'A' with their nearest meaning in column 'B' in

exercise no. 16.

Group 'B'

Teaching Item: Reading   Date: 2069-6-10

Topic : Flood Toll Reaches 82 in Bangladesh   Time: 40 mins.

Unit : Four

1. Objectives:

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

i. Match the words with their closest meanings in exercise no. 16

ii. Tick the best answer in exercise no. 17

2. Instructional Materials:

News paper, flannel board

3. Teaching Learning Activities:

i. After revising the previous lesson, the teacher shows the newspaper to the students and asks to guess what is happening in the picture.

ii. The class is divided into teams of three.

iii. Students skim the text to find out the difficult words.

iv. Teacher writes those words on the board and provides meaning through examples.

v. Each member of the group read the text silently for few minutes and discus with their teammates. Then they write the answer to question 16 and 17 given in their textbook.

vi. Their answers are cross-checked by the members of other group.

vii. The group leaders from each group present the answer in front of the class. Other members are also given the chance to add.

4. Evaluation:

Tick the best answer.

i. According to the government, the death toll reached:

a. 100   b. 82   c. 25

ii. The worst flood-affected district was :

a) Bangladesh b. Comilla c. Chittagong

iii. The troops were called in to:

    a. repair a dam   b. repair a bridge c. repair a road

iv. People died not only from drowning but also from:

    a. accidents b. snake bite c. starvation

5. Homework:

Match the words in column 'A' with their nearest meaning in column 'B' in

    exercise no. 16.

Lesson Plan No. 5

Group 'A'

Teaching Item: Reading (Poem)   Date: 2069-6-11

Topic : Madam and her madam   Time: 40 mins.

Unit : Six

1. Objectives:

On completion of this lesson the students will be able to

i. Answer the questions listed in evaluation

ii. tell main idea of the poem.

2. Instructional Materials:

   Flannel board, picture

3. Teaching learning Activities:

i. The teacher displays a picture and asks the students to guess who the persons are.

ii. Students predict the theme of the poem from its title and picture.

iii. Students find out the difficult words and the teacher provides meaning through synonyms, antonyms etc.

iv. She reads the poem aloud and students read after her.

v. She explains the poem and asks the students to write the answers listed in evaluation.

4. Evaluation:

The teacher asks the following questions:

i. What is the relationship between the two women?

ii. What are the things the servant has to do?

iii. Does madam love her servant?

iv. Was Alberta happy with her madam?

5. Homework:

Write a summary of the poem in about 100 words.

Group 'B'

Teaching Item: Reading (Poem)   Date: 2069-6-11

Topic : Madam and her madam   Time: 40 mins.

Unit : Six

1. Objectives:

On completion of this lesson the students will be able to

i. Answer the questions listed in evaluation

ii. tell main idea of the poem.

2. Instructional Materials:

   Flannel board, picture

3. Teaching learning Activities:

i. The teacher displays a picture and asks the students to guess who the persons are.

ii. Students predict the theme of the poem from its title and picture.

iii. The class is divided into three groups and each reads only one verse at a time and tries to predict what is coming next.

iv. Each group practice reading the poem aloud.

v. Each group discuses about the main idea of the poem and writes the answer to the questions given in evaluation. Then they present their answer in front of the class.

vi. Each member from the groups tells the main idea of the poem in front of the class. The teacher facilitates the poor students.

4. Evaluation:

The teacher asks the following questions:

i. What is the relationship between the two women?

ii. What are the things the servant has to do?

iii. Does madam love her servant?

iv. Was Alberta happy with her madam?

5. Homework:

Write a summary of the poem in about 100 words.

APPENDIX –III

RAW SCORE

Group	Test	Obt. Marks	Mean	Median	SD	CV
A	Pre-test	381	23.81	23	8.39	35.23%
	Post-test	871	29.43	30	7.89	26.80%
B	Pre-test	392	24.50	23	8.06	32.89%
	Post-test	578	36.12	37	8.96	24.80%

APPENDIX - IV

RANK OF STUDENTS ACCORDING TO PRE-TEST SCORE

Rank	Name of the Students	Score
1	Sujata G.C.	39
2	Uma Pokhrel	39
3	Pukar Neupane	37
4	Manisha Neupane	35
5	Prachanda G.C.	35
6	Shanti Danuwar	34
7	Nabin Danuwar	30
8	Roshika Neupane	30
9	Indira Adhikari	28
10	Full Maya Thing	28
11	Binu Lama	27
12	Rupendra Ghimire	27
13	Mahesh Lama	27
14	Dipendra Ghimire	26
15	Raghu Nath Budhathoki	25
16	Sabita Neupane	25
17	Binesh Kaluwar	23
18	Niruta Tamang	23
19	Sabina Sunar	23
20	Nir Kumar Danuwar	22
21	Bina Neupane	22
22	Krishna Kumar Danuwar	22
23	Mahesh Danuwar	20
24	Krishna Bahadur Danuwar	18

25	Pramila Danuwar	16
26	Sarita Adhikari	15
27	Menuka Danuwar	15
28	Babita Adhikari	13
29	Ajaya Lama	13
30	Akriti Khadka	13
31	Krishna Nepali	12
32	Rojina Budhathoki	10

APPENDIX - V

GROUP DIVISION ACCORDING TO ODD-EVEN RANK

Group 'A' (Controlled Group)

S.N.	Name of the Students
1	Uma Pokhrel
2	Manisha Neupane
3	Shanti Danuwar
4	Roshika Neupane
5	Full Maya Thing
6	Rupendra Ghimire
7	Dipendra Ghimire
8	Sabita Neupane
9	Niruta Tamang
10	Nir Kumar Danuwar
11	Krishna Kumar Danuwar
12	Krishna Bahadur Danuwar
13	Sarita Adhikari
14	Babita Adhikari
15	Akriti Khadka
16	Rojina Budhathoki

Group 'B' (Experimental Group)

S.N.	Name of the Students
1	Sujata G.C.
2	Pukar Neupane
3	Prachanda G.C.
4	Nabin Danuwar
5	Indira Adhikari
6	Binu Lama
7	Mahesh Lama
8	Raghu Nath Budhathoki
9	Binesh Kaluwar
10	Sabina Sunar
11	Bina Neupane
12	Mahesh Danuwar
13	Pramila Danuwar
14	Menuka Danuwar
15	Ajaya Lama
16	Krishna Nepali

APPENDIX - VI

PROGRESS TEST ITEMS

First Progress Test

Name: F.M: 20

Class: IX   Time: 40 mins.

Date: 2069-6-12

Read the passage and do the activities given below:

My little sister is only one-and-a-half years old but she can do amazing things. She can't walk but she is able to stand shakily for a few seconds. She can crawl very fast on her hands and feet though. She can't speak Nepali, let along English, but she can smile.

She has such a beautiful smile: she can dazzle you with it. What amazes me most is that she can sleep for hours in her little cot. She looks so beautiful in her sleep. Yesterday she amazed us: she pointed at Mama and said, "Ma . . . ma!" I wonder when she will call me "Sister Amrita!"

She is small but very stubborn. She can go on crying for hours if you don't give her what she asks for. She fascinates us with her silly little acts- her clumsy walk, babbling talk and so on. She is also very clever. She has been able to make friends with Tommy, the dog, and Tooty, the cat. Like us they are also very fond of her. Everyone who visits our place falls in love with her. She is such a cute little doll that you can't help loving her.

Sometimes I feel jealous of her. I envy her freedom. She can do whatever she likes: sleep for hours, throw whatever is within her reach, tear a magazine or a book, break a mirror, ask anything she likes- and neither Papa nor Mama would mind. Instead, they seem very happy to satisfy her whims. Sometimes I wish I were her. Then I wouldn't have to read all these bulky books and worry about

the exams. I would sleep in that little cot of hers and Papa and Mama would hover round me.

1. Tick the best answer   **5 x 1 = 5**

a. The passage is an example of :

(i). a diary (ii) a story (iii) a notice

b. The name of the writer is :

(i). Tooty (ii). Amrita (iii). Tommy

c. In the writer's family there are .... members.

(i). Three (ii). Four (iii). Five

d. The writer does not like:

(i). Her little sister (ii) her sister's silly acts (iii) books and exams

e. Papa and Mama pay most attention to:

(i). the baby (ii) the writer (iii) the pets

2. Fill in the blanks with suitable words from the passage: 5 x 1 = 5

It is a story about the writer's little sister. Though she is small, she is very .... She can't walk but she is able to stand .... for a few seconds. Her friends Tommy and Tooty are very .... of her. Sometimes the writer feels .... at her sister's freedom and wishes to be her so that she wouldn't have to read all these .... books and worry about the exams.

3. Answer the following questions: **5 x 2 = 10**

a. What's the name of the writer?

....

....

b. What surprises her most?

....

....

c. Why does the writer sometimes envy her little sister?

....

....

d. Who are the friends of her little sister?

....

....

e. Why does she wish to be like her sister?

....

....

Name: F.M.: 20

Class: IX   Time: 40 mins.

                                                         Date: 2069-6-19

Read the passage and do the activities given below:

I was crossing the Sahara desert when it happened. I had a small radio, but it packed up after 10 days or so, and I just kept on going. Obviously people began to worry when I didn't call in. They sent out search party. On this particular morning, I set up my tent and fell asleep. While I was sleeping, the search party arrived. What happened was I woke up and heard voices. Someone said, "I'd better have a look, he's dead, I suppose!" "Who? Me?" I shouted and popped my head out of the tent. You should have seen their faces. They were even more surprised when I refused a lift from them . . . but they did give me a new radio.

This happened to me when I was in India. I used to go to my office by train. On this particular evening, I hurried to my station but when I reached there the train had gone. I bought a newspaper and a packet of biscuits and sat on a bench. While I was reading, a man came and sat down opposite mine. There was nothing special about him, except that he was very tall. I was still reading when my eyes caught a very strange sight. The man reached over the table, opened my packet of biscuits, took one, dipped it into his coffee and popped it into his mouth. I couldn't believe my eyes. But I didn't want to make a fuss, so I ignored it. I just took a biscuit myself and went back to my newspaper. While I was pretending to be very interested in the news, the man took a second biscuit. After a couple of minutes I casually took a biscuit, then our eyes met. He was staring at me furiously. I nervously put the biscuit in my mouth and decided to leave. I was ready to go when the man stood up and hurriedly left. I folded my newspaper and stood up. And there on the table, where my newspaper had been, was my packet of biscuits.

1. Choose the best answer.   **5 x 1 = 5**

a. A search party was sent because ....

i. he was ill ii. he didn't call in   iii. he had been in the desert for 10 days.

b. The search party was most surprised because ......

i. he was still alive   ii. he was sleeping iii. he didn't go with them.

c. The writer didn't go to office because……

i. it was holiday   ii. he missed the train   iii. the train was damaged.

d. The tall man stared at the writer furiously because ....

i. the writer didn't let him eat the biscuits

ii. there were no biscuits left in the packet

iii. the writer ate his biscuits

e. At the end of the story the writer realizes that ....

i. he ate the tall man's biscuits

ii. the tall man ate his biscuits

iii. they ate each other's biscuits

2. Write whether the following sentences are true or false. 5 x 1 = 5

a. The writer was cooking when the search party arrived.

b. The writer was very tall,

c. The search party asked him to go with them.

d. The writer ate the tall man's biscuits.

e. The tall man missed the train.

3. Answer the following questions: 5 x 2 = 10

a. Why was the search party surprised?

....

....

b. Why couldn't the writer believe his eyes?

....

....

c. What actually happened in the second story?

....

....

d. Why was the search party sent?

....

....

e. Was the writer really interested in the news?

....

....

Name: F.M.: 20

Class: IX   Time: 40 mins.

                                             Date: 2069-6-26

Read the passage and do the activities given below:

Mockins **Non-stick frying pan** to avoid scratching this pan, always use a wooden or plastic spatula. Avoid using metal implements	**SAFETY FIRST** To avoid the danger of fire keep this matchbox away from babies and young children at all times
	TASTY BITE BISCUITS In order to keep these biscuits in good condition, store in a cool, dry place

TIGER SHOES

The best sports shoes. So remarkably original, that no other shoes have managed to match Tiger. Tiger shoes are made for champions. To win the game everyone wears Tiger. (Only use with special Tiger socks)

1. Match the following   5 x 1 = 5

Implements	marking a surface with something sharp or pointed
Champion	tools
Scratch	free from moisture or liquid
Spatula	the winner of a sporting contest
Dry	a tool with a flat blade used in cooking

2. Write whether the following statements are true or false.   5 x 1 = 5

a. In order to avoid scratching, any implement can be used.

b. Mockins is the name of the owner of the frying pan.

c. Matchboxes shouldn't be within the reach of children.

d. Biscuits remain fresh in a cool, dry place.

e. Champions are made for Tiger shoes.

3. Answer the following questions: 5 x 2 = 10

a. What should you use with a non-stick frying pan?

....

....

b. Why should biscuits be kept in a cool, dry place?

....

....

c. What's the danger with matches?

....

....

d. Why does everyone wear Tiger shoes?

....

....

e. What are mockins frying pans used for?

....

....

APPENDIX - VII

STATISTICAL FORMULA USED IN STATISTICAL ANALYSIS

(i) Mean $(\bar{x}) = \dfrac{\Sigma x}{N}$

        Where , Σ = Sum of

        x = Score

        N = Number of Students

(ii) Median $= \left(\dfrac{N+1}{2}\right)^{th}$ term

        Where, N = Number of Students

(iii) Standard Deviation $(\sigma) = \sqrt{\dfrac{\Sigma x^2}{N} - \left(\dfrac{\Sigma x}{N}\right)^2}$

        Where, Σx^2 = Sum of the square of total score

        N = Number of Students

(iv) Coefficient Variance $= \dfrac{\dagger}{\bar{x}} \times 100$

        Where σ = Standard deviation

        $\bar{x}$ = mean

APPENDIX - VIII
SAMPLE ANSWER SHEETS OF TEST-ITEMS

Pre-test Items

Name: …………………………..   Full Marks: 50

Class: IX   Time: 1.30 hrs

Symbol No: …………………….   Date: …………..

2. **Read the following passage carefully and answer the questions given below.**

Paracetamol is a common analgesic and antipyretic drug that used for the fever, headaches and other minor aches and pains. Paracetamol is also useful in managing more severe pain, allowing lower dosages of additional non-sterodial anti-inflammatory drugs to be used, these by minimizing over all side effects. It is a major ingredient in numerous cold and flu medications, as well as many prescription analgesics. It is considered safe for human use in recommended doses, but because of its availability, deliberate or accidental overdoses are fairly common.

It is available in different trade names like Cetamol, Pandol (Europe, Africa, Central America, Asia), Tylenol, Datril (Africa), Niko etc. It is commonly administered in tablet, liquid, suspension (especially for children), suppository, intravenous (into the vein) and intramuscular (into the muscles) form.

The common adult dose is 500 mg to 1000mg. The recommended daily dose for adult is 4 grams. In recommended dose Paracetamol is safe for children and infants as well as for adults. It is also safe in pregnancy. In other words in recommended doses Paracetamol dose not irritate the lining of the stomach, affect blood coagulation or affect the function of the kidneys etc. However some studies have shown that high-usage (greater

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Paracetamol is a common analgesic and antipyretic drug that used for the fever, headaches and other minor aches and pains. Paracetamol is also useful in managing more severe pain, allowing lower dosages of additional non-sterodial anti-inflammatory drugs to be used, these by minimizing over all side effects. It is a major ingredient in numerous cold and flu medications, as well as many prescription analgesics. It is considered safe for human use in recommended doses, but because of its availability, deliberate or accidental overdoses are fairly common.

It is available in different trade names like Cetamol, Pandol (Europe, Africa, Central America, Asia), Tylenol, Datril (Africa), Niko etc. It is commonly administered in tablet, liquid, suspension (especially for children), suppository, intravenous (into the vein) and intramuscular (into the muscles) form.

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