CHAPTER-ONE

INTRODUCTION

1.1 General Background

Writing a research report is the most crucial step in the research process as it communicates the findings to research supervisor and readers. The word research is composed of two syllables: 'Re' and ‘Search’. ‘Re’ means again, a new or over again and ‘Search’ means to examine closely and carefully. It is undertaken within most professions. More than a set of skills, research is a way of thinking, examining critically the various aspects of our profession. Understanding and formulating guiding principles that govern a particular procedure and developing and testing new theories for the enhancement of our profession. No discipline has left untouched from research study. Report writing is not an easy enterprise. It requires a high degree of confidence, skills and ability. Therefore, a researcher should be extremely careful while writing a research report because the entry of redundant and illogical information may deviate the conclusive statement to be enterprise and presented. The use of superficial and ornamental language may use conceptual variation. It is, therefore, very necessary for a researcher to have sharp eyes towards the use of language, data based information and the output obtained from different sources.

During the tenure of conducting this research work, I came to identify various new things and was able to collect several experiences about the research work. Research work needs a systematic process, so the researcher must be there with the full knowledge of the process. Before starting the actual work, I studied different related books and theses as

well. Basically, I consulted those theses which were experimental.

The background of leading the topic of my research work is my teaching experience in the field of English language. I have been teaching English for seven years at lower secondary level .I taught in three different English medium schools. During the tenure, I was fully satisfied with my teaching. It is true that I was good in the subject matter but I was not fully able to follow the scientific way of teaching. That is to say, my teaching was rather teacher centered in the sense that I was unable to train the learners to use their cognitive power while learning. The learners did not get the chance to interact themselves. They were not taught about how to learn the language. In fact, knowing the strategies of how to learn a language maximizes the chances of effective learning. Most of my colleagues did not follow the scientific way of teaching.

I realized that, most of the learners, who considered as weak, were directly affected. They learned only what the teacher said but didn't express their curiosity upon the topic. Lower secondary level is the basement for further study. This is the stage to shape and determine their performance in English. Therefore, teacher should encourage them to solve the problem themselves. Moreover, teacher should consider the background of the learner. In short, teaching-learning activities must be learner centered.

Above mentioned experience is the base for selecting the topic of my research work. I thought myself that if I follow the selected strategies while teaching, I will be a good teacher. The selected topic of my research work is **'Use of Meta-Cognitive Strategies In Learning Grammar: An Experiment'.** Here, the combined word 'Meta-Cognitive means higher mental process of understanding. This is the latest buzz

word in educational psychology. It enables us to be successful learner and has been associated with intelligence. Activities such as planning how to approach a given learning task, monitoring comprehension and evaluating progress towards the completion of a task are meta-cognitive in nature.

1.1.1 Learning Strategies

Learning strategies are used by the students to help them understand information and solve problems. Learning strategies are a person's approach to learning and using information. Students who don't know or use good learning strategies often learn passively and ultimately fail in school. Learning strategies instruction focus on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.

Language teaching theorists almost agree with the point that language acquisition process is generally the same for all the learners however, what is actually found in practice is that different learners learn the same second language in different ways with different levels of success. Such variation in the success and route of second language acquisition is based on various learning strategies which are employed by the learners to learn the second language. Learning strategies make the language features learnable.

Cohen (1998, cited in Gass and Selinker, 2008) defines learning stragegies as '….those processes which are consciously selected by the learners and which may enhance the learning and use of second language, through strage, retention, recall, hypothesis making, hypothesis testing, etc.' Similarly, Oxford (1999) also argues that "specific actions, behaviors, steps or techniques that the learners use to improve skills in

second language are characterized as learning strategies." Ellis (1994, p.529) defines learning strategy as "a strategy is consisted of mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use."

In this way, whatever the second language learners do and act for the acquisition of the second language systems is called learning strategy. The learning strategies are therefore, concerned with mental as well as physical activities and tasks. For the acquisition of the second language, the learners have to employ inner mechanisms or strategies which are related to the brain or cognition or mind. At the same time, they have to be involved physically in the interactions of various socio-cultural contexts.

1.1.2 Differences between learning strategies and teaching strategies

It is important to distinguish between teaching strategies and learning strategies. Think about yourself in two different roles-as a language teacher and as a language student.

Look at Table 1 below for examples of strategies you might use as a teacher and those you might use as student.

Table No. 1

Strategy	**Teacher**	**Learner**
Background Knowledge	Activate your students' prior knowledge in order to build new material on what they already know.	Think about what you already know about a topic to help you learn more about it.
Personalize	Through discussion, link new material to your students' experiences and feelings using guiding questions or other activities.	Link new material to your personal experiences and feelings.
Summarize	Have your students read a text, then summarize it to aid comprehension.	After you read a text, stop a moment and summarize the meaning to help your comprehension
Use Imagery	Create a meaningful context for your students by accompanying new information with figures, illustrations, and photographs	Associate new information with a mental or printed image to help you learn it.

Learning strategies take different forms. Strategies like **Make Inferences,** in which students derive meaning from context, are mental processes that are difficult to observe. Other strategies like **Use Graphic Organizers/Take Notes** can be easily observed and measured. What is important for the purpose of this guide is that strategies can be learned. Students who analyze and reflect on their learning are more effective learners; that is, they are more able to acquire, retain and apply new

information and skills. Yet students often use learning strategies in a sporadic manner, applying them inappropriately or overusing the limited number they know.

1.1.3 General Features of Learning Strategies

Some general features of learning strategies which are suggested by Ellis (1994, p.532) are presented below:

1. Strategies refer to both general approaches and specific actions or techniques used to learn a second language.
2. Strategies are problem-oriented; the learner employs a strategy to overcome the particular learning problem.
3. Learners are generally aware of the strategies they use and can identify what they consist of.
4. Strategies involve both linguistic behavior (such as requesting the name of an object) and non-linguistic behavior (such as pointing at an object so as to be told its name).
5. Linguistic strategies can be performed in the first language and in the second language.
6. Some strategies are behavioral while others are mental. Thus, some strategies are directly observable, while others are not.
7. Strategies contribute indirectly to learning by providing learners with data about the second language which they can then process.

Thus, differential second language outcomes may also be affected by individuals' learning strategies: i.e. the behaviors and techniques they adopt in their efforts to learn a second language. Selection from among possible strategies is often a conscious choice on the part of learners, but it is strongly influenced by the nature of their motivation, cognitive style, and personality, as well as by specific contexts of use and opportunities

for learning. Not all strategies are equal: some are inherently more effective than others, and some more appropriate in particular contexts of learning or for individuals with differing aptitudes and learning styles. (Saville Troike, p. 91)

1.1.4 Classification of Learning Strategies

Ellis (1994, p.536) presents two frameworks of classification of learning strategies: (a) O'Malley and Chamot's framework and (b) Oxford's framework.

(a) O'Malley and Charmot's (1990) Framework

Under this classification, three major types of learning strategies are distinguished: cognitive strategies, meta cognitive strategies and social/affective strategies.

Table No. 2

O'Malley and Chamot's (1990) Classification of Learning Strategies

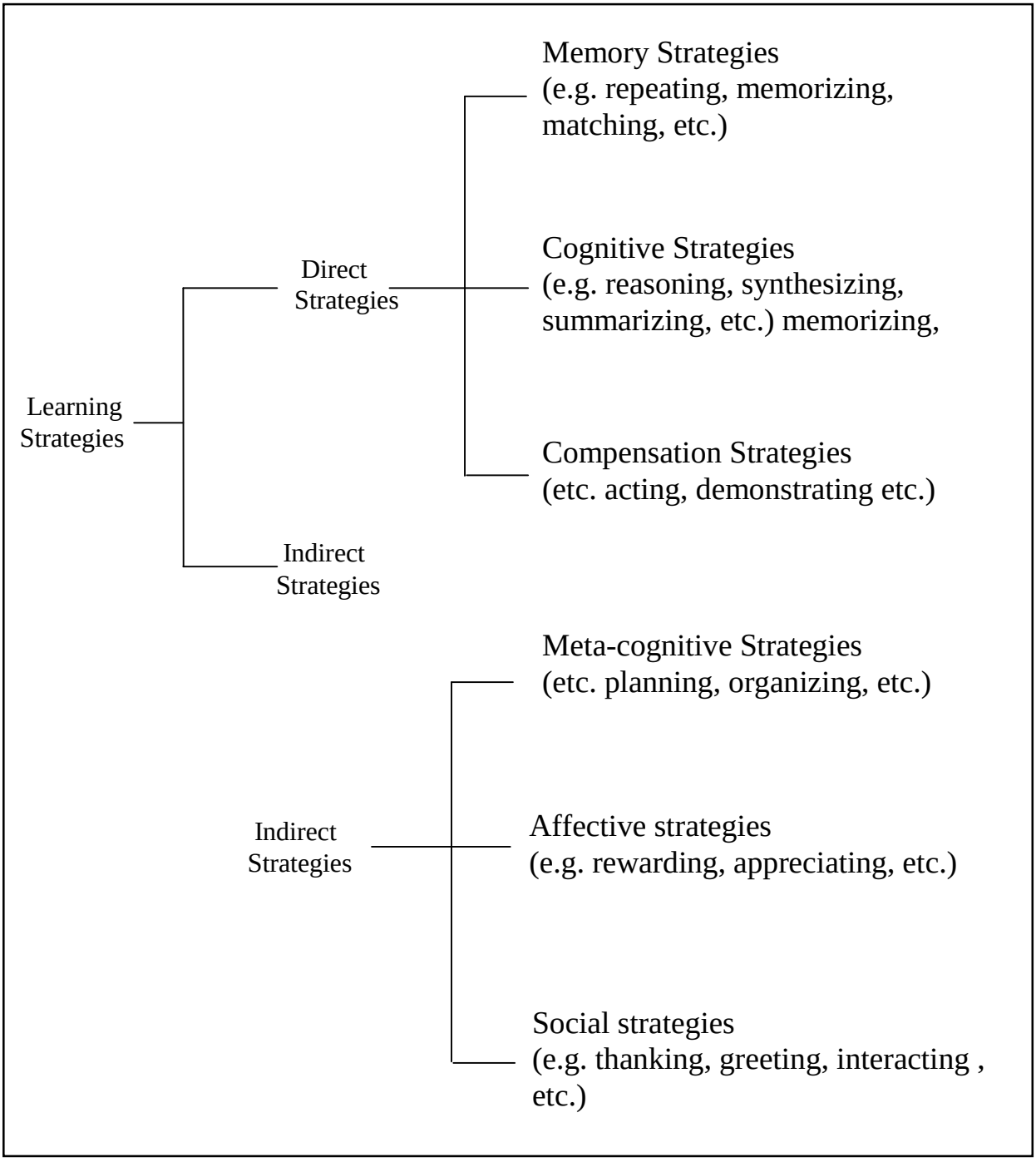
Generic Strategy classification	Representative strategies	Definitions
Meta-cognitive strategies	Selective attention	Focusing on special aspects of learning tasks as in planning to listen for key words of phrases
	Planning	Planning for the organization of either written or spoken discourse
	Monitoring	Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring
	Evaluation	Checking comprehension after completion of receptive language production after it has taken place
Cognitive Strategies	Rehearsal	Repeating the names of items of objects to be remembered
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes

	Inference	Using information in text to guess meanings or new linguistic items, predict outcomes or complete missing parts
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained
	Deducting	Applying rules to the understanding of language
	Imagery	Using visual images (either generated or accrual) to understand and remember new verbal information
	Transfer	Using known linguistic information to facilitate a new learning task
	Elaboration	Linking ideas contained in new information or integrating new ideas with known information
Social or affective strategies	Co-operation	Working with peers to solve a problem, pool information, check notes or get feedback on a learning activity
	Questioning for clarification	Eliciting from a teacher or peer additional explanation, rephrasing or examples Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

(Sources: Mitchell & Myles, 2006)

Oxford's Framework

The diagram below shows types of learning strategies as suggested by Oxford (1990). The diagram is adapted from Ellis (1994, p. 540).



1.1.5 What are Meta-Cognitive Strategies?

This is one of the individual learning strategies. This involves the planning done before actual learning.

The term 'Meta' is a combining form in nouns, adjectives and verbs. The dictionary meaning of this word is "higher". And next word from psychology, 'Cognitive' means connected with mental process of understanding. Therefore, the combined word 'Meta-Cognitive' means higher mental process of understanding. This is the latest buzz word in educational psychology. We engage in Meta-Cognitive activities every day. It enables us to be successful learner and has been associated with intelligence.

Meta-cognition, as defined by Flavell, 1976 (as cited in Stephen and Singh, 2010, pp.146-149) is "..... one's knowledge concerning one's own cognitive processes and products or anything related to them..... (and) the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objective or data on which they bear, usually in the service of some concrete goal or objective."

Flavell (ibid) talks about three major aspects of Meta-Cognition, namely, Meta-Cognitive knowledge ("Knowledge concerning one's own cognitive processes") and the executive functions ("active monitoring and consequent regulation and orchestration").The three kinds of meta-cognitive knowledge are :

Person knowledge : One's beliefs about the nature of oneself and other as cognitive processors.

Task knowledge: One's belief about the demands, goals and nature of a particular task.

Strategy knowledge: One's perception of the utility of a strategy.

Knowing how to learn a language maximizes the chances of effective learning. Meta-cognition, an emerging concept in cognitive psychology aids learners to enrich their knowledge of the learning process. It refers to higher order thinking which involves an active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension and evaluating progress towards the completion of a task are meta-cognitive in nature. Meta cognitive strategies are sequential processes that one uses to control cognitive activities and to ensure that a cognitive goal (e.g. understanding text) has been met. These processes help to regulate and oversee learning and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities. The self-questioning of meta-cognitive strategies is used to ensure that the cognitive goal of comprehension is met.

Meta-cognitive and cognitive strategies may overlap in some strategies such as; questioning could be regarded as either a cognitive or a meta-cognitive strategy depending on what the purpose for using that strategy is. For example: learner may use self questioning strategy while reading as a means of obtaining knowledge (Cognitive) or as a way of monitoring what the learners have read (Meta-Cognitive). Because cognitive strategies are closely intertwined and dependent upon each other, any attempt to examine one without acknowledging the other would not provide an adequate picture. By and large, meta-cognitive strategies refer

to learners' automatic awareness of their own knowledge and their ability to understand.

Meta-cognitive strategies aim to give students a chance to take charge earlier. The idea is simple. The researcher gives students listening or reading text or some examples of English sentences and trains in the use of meta-cognitive strategies (planning, monitoring, problem solving and evaluating). The learners of experimental group were provided with opportunity to learn these strategies in the naturalistic setting. Then, she presents some reflective questions for the experimental group. The questions should be on the basis of the strategies.

a. Planning

i. What is the given task?
ii. Do I already know anything about this particular task?
iii. What is my learning goal here?
iv. How much time do I need to complete the task?
v. What are my plans in accomplishing this task?

b. Monitoring

i. Do I know this already?
ii. Have I understood?
iii. If not, what am I going to do?
iv. Should I revise my plan?
v. Should I ask for help?

c. Evaluation

i. Have I understood everything completely?
ii. If not, what do I need to do?
iii. Have I achieved my goal?
iv. Did my plan work?
v. What are the strategies I worked out here?

vi. Do I need to go back to the task to fill in any blanks in my understanding?

In the second session, the nature of meta-cognition and its three components were explained to them-person, task and strategy knowledge. The strategies which fall under meta-cognitive made students active and thoughtful and invited them to use their reasoning process/cognitive powers.

Flavell (1976) talks (distinguishes) about three kinds of meta-cognitive knowledge.

1. Person knowledge
2. Task knowledge
3. Strategy knowledge

These three knowledges are considered to be meta-cognitive if they are actively used in a strategic manner to ensure that a goal is met, for eg.

A student may use knowledge in planning how to approach a math exam

"I know that I (person variable) have difficulty with word problem (task variable). So, I will answer the computational problems first and save the word problems for last (strategy variable). Simply possessing knowledge about one's cognitive strength or weakness and the nature of the task without actively utilizing this information to oversee learning is not meta-cognitive.

Meta-cognitive strategies are of great help to teach vocabulary materials which allow students to activate their previous knowledge and to share what they know. They also provoke a kind of interaction with words and their meanings. At the most covert level, the students are exposed to the

new language with no focus or fuss, sometime before it is presented. At a more conscious level, students can be asked to look at some sentences and say how the meaning is expressed and what the differences are between sentences. As the students puzzle through the information and solve the problem in front of them. They find out how grammar is used in a text. By involving the students' reasoning process in the task of grammar acquisition, we make sure that they are concentrating fully, using their cognitive power. At the same time meta-cognitive is there to monitor and ensure the fact which is acquired through cognitive power.

We are ensuring that our approach is more student-centered. It is not just the teacher telling the students what the grammar is. They are actually discovering information for themselves. Here, the role of teacher is only to train them to use the strategies in naturalistic setting.

According to Malley and Chamot, 1987 (as cited in Rai, 2005, p.93) meta-cognitive strategies are based on the following table:

Advance organizers:	Making a general but comprehensive preview of the concept or principle in an anticipated learning activity.
Directed attention:	Deciding in advance to attend in general to a learning task and ignore irrelevant destructors.
Selective attention:	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.

Self-management:	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Advance preparation:	Planning, for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self monitoring:	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary or for appropriateness related to the setting or to the people who are present.
Delayed production:	Consciously deciding to postpone speaking to learninitially through listening comprehensions.
Self-evaluation:	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.
Self-reinforcement:	Arranging rewards for oneself.

Here we can analyze more detailed descriptions of each strategy. They include a definition of the propose of each strategy, a more in-depth description on the context in which they can be used.

1. Organize/Plan

Purpose: Students make a plan of what they need to do and organize their thoughts and activities in order to tackle a complex task step-by step. This preparation helps them to complete more intricate tasks than would otherwise be possible.

Context: Organize/Plan is helpful before starting any large task that can be broken down into smaller parts to make it more manageable. It is an especially important strategy for target language writing tasks.

Example: A student wants to write a thank you letter to his teacher for tutoring him after school. He has lots of ideas about what to write, but he is not sure how to put them in order. He jots the ideas down on some index cards and organizes them (trying out different orders, eliminating less important ideas, etc.) before copying them onto clean paper.

2. Manage your own learning

Purpose: This strategy is central to problem solving. Students reflect on their learning styles and strategies. They regulate their own learning condition to maximize achieving their goals. Students determine how they learn best, they arrange condition to help themselves learn, they focus attention on the task, and they seek opportunities for practice in the target language. Manage also refers to the self-regulation of feelings and motivation. Independent learners must have a sense of how to manage their own learning.

Context: Mange your Own Learning is an important part of problem solving on any task.

Example: A Grade Six immersion French student is writing a science report for homework on the effects of pollution in the U.S. She decides that she will do her paper in her room where it is quiet because otherwise she could be distracted. She is not very interested in the topic, but her goal is to do well in science this year, so she motivates herself to do the task by reminding herself that she has done well so far, and that this topic is really very important. She does her research on the Web, and makes sure to do a search in French as well as English so that she will have exposure to the vocabulary and concepts she needs to write her paper in

the target language. After working hard on the paper and doing a good job, she rewards herself with a break to call friends.

3. Monitor

Purpose: Students question whether an idea makes sense in order to check the clarity of their understanding or expression in the target language. Students are aware of how well a task is progressing and notice when comprehension breaks down.

Context: Monitor is important for any task.

Example: If a student asks how to divide five in half and the teacher tells her, "Yes, you may get a drink from the water fountain, "the student who is monitoring would realize that her question did not communicate her intended meaning!

4. Evaluate

Purpose: Judging for themselves how well they learned material or performed on a task helps students identify their strengths and weaknesses so they can do even better the next time. Assessing how well a strategy works for them helps students decide which strategies they prefer to use on particular tasks.

Context: Evaluate can help students after completing a task.

Example: A student who finds writing in the target language difficult thinks about what makes it hard for her. She knows she is good at communication but makes a lot of mistakes in grammar. She decides to pay more attention to grammar in the future. In art class, a student uses Use Selective Attention to listen closely to directions while the teacher explains how to make a paper boat. She tries to do it herself but does not succeed. She decides to look at the teacher's book which has illustrations of the process. She tells her teacher that Access Information Sources worked better for her on this task than Use Selective Attention.

(Sources: Anna Uhl Chamot;2011)

Mainly there are four major strategies. These strategies generally follow a sequential order even though meta-cognition need not be a linear process. In reality, one may go back and forth and use particular strategies more than once, which are given below:

I. Self Planning/Management

It is a covert way of allowing students to discover new grammar for themselves by previewing it at some stage before it is actively learnt or taught. In other words, students will be exposed to the new language, they do not concentrate on it at this stage, but the fact of having seen the grammar in action will help them to deal with it when they have to study it later making a general but comprehensive preview of the concept or principle in an anticipated learning activity. This will help them understanding the conditions that will help one learn and arranging for the presence of those conditions.

Students will do advance preparation. They will plan for and rehearse linguistic components necessary to carry out an upcoming language task.

II. Self-monitoring

The monitor will not be used unless the following three necessary but not sufficient conditions are met. The first condition is time, which refers to the fact that in order to think about and use conscious rules effectively, second language performers or (students) need to have sufficient time. The second is - focused on form which suggests that the students will also be focused on form, or "thinking about correctness; and the third is knowledge of the rule, which are quite a lot and many of them very complex. Individually, by using self-monitoring learner will correct one's

speech for accuracy in grammar or for appropriateness related to the setting or to the task.

III. Problem Solving

Students will be given a situation and problem and worked out a solution. Such activities will require higher order of thinking/planning and monitoring. This strategy will encourage the students to talk about grammar and analyze its properties. A very good way of getting students to discover grammatical rules by using their meta-cognition power is to present them with examples of incorrect sentences/English and then encourage them to discover what is wrong and why.

IV. Self Evaluation

Students will check the outcomes of their own language learning against an internal measure of completeness and accuracy. The learners will try to evaluate themselves and keep improving by monitoring self. It will support for better learning when the learners appreciate their good activities and hate the bad activities; it is taken as the good sign of learning.

In conclusion, most individuals of normal intelligence engage in meta-cognitive regulation when confronted with an effortful cognitive task. Some are more meta-cognitive than others. Those with greater meta-cognitive abilities trend to be more successful in their cognitive endeavors. The good news is that individuals can learn how to better regulate their cognitive activities.

1.1.6 Why to Use the Meta-Cognitive Strategies?

This is individual learning strategies. We use these strategies because

a. This is mainly based on student centered approach.
b. It involves the students' reasoning power in the task of language/grammar acquisition.
c. The teacher does not tell the students, how the language works or what the grammar is but the students themselves actually discover meaning and other grammatical information.
d. The use of meta-cognitive strategies can be highly motivating and extremely beneficial for the students' understanding of English grammar.
e. With these strategies, we can make sure that the students are concentrating fully using their cognitive power.
f. The students often surprise us with what they already know or half know. By using meta-cognitive strategies we learn more about their knowledge and abilities eliciting information from them rather than telling things to them.

1.1.7 Use of Meta-Cognitive Strategies in Learning Question Tag

The core concept of combined word 'meta-cognitive' means higher mental process of understanding. We engage in meta-cognitive activities every day. It enables the learners to be the successful learner and has been associated with intelligence. Meta-cognitive strategies aim to give students a chance to take charges earlier which maximizes the chance of effective learning.

The selected grammatical item question tag demands the extreme use of mind. Because this model of grammatical item varies in its implications

in different contexts. The learner of this grammatical item gets the knowledge of seeking confirmation. It does not impose to change the original status of statements. Instead, it requires the learners' attention before dealing with the given text. In this time (context) the learner can use the strategies of meta-cognitive, self planning, self monitoring, problem solving and self evaluation. The use of above strategies can be extremely beneficial for the students' understanding of question tag and they actually discover the grammatical information about it.

1.2 Review of Related Literature

Various experimental research works have been carried out to find out the use of learning strategies in English language. Most of the researchers are confined to the effectiveness of inductive-deductive methods, group works, language games, drill technique, discovery technique etc. but meta-cognitive strategies in English language learning and grammar have rarely been used in the research task by any researcher till the date.

A few researches carried out regarding techniques and methods in the area of ELT and teaching grammar are reviewed here.

Karki(1999) carried out a research entitled 'Teaching Subject-Verb Agreement, Inductively and Deductively'. The main objective of the study was to find out relative effectiveness of inductive and deductive methods in teaching SV agreement in English. The study showed that inductive method was relatively more effective than the deductive method.

Sitaula (1999) carried out a study entitled 'Teaching Passivization in English Using Inductive and Deductive Methods'. The objective of the study was to determine the effectiveness of inductive and deductive

methods in teaching Passivization. To collect the data, pre- test and post-test were given and results of two tests were compared. It was found that the inductive method for teaching passivization was relatively more effective than the deductive one.

Ghimire (2000) did a study entitled 'Effectiveness of Teaching Question Tag inductively and deductively'. The objective of the study was to determine the effectiveness of inductive and deductive methods for teaching question tags in English. The findings of the study showed that inductive method was more effective and more meaningful than the deductive one in teaching question tags.

Sharma (2000) carried out a research entitled 'Teaching Reported Speech in English inductively and deductively'. The objective of this study was to find out relative effectiveness of two methods, inductive and deductive in teaching reported speech in English. A set of pre-tests and post-tests were given to collect the data. It was found that deductive method was more effective than the inductive method.

Pokhrel (2000) carried out a research entitled teaching Communicative Function inductively and deductively'. The objective of the study was to develop certain communicative abilities on behalf of the learners. The finding revealed that inductive method was more effective than the deductive methods for teaching communicative functions of English.

Regmi (2004) made a research entitled 'Effectiveness of Group Work Technique in Teaching English Tenses'. The finding showed that the group work technique was more effective than explanation.

Pandey (2004) carried out a research entitled 'Effectiveness of Language Games in Teaching Grammar'. The objective of the study was to

determine effectiveness of language games in teaching grammar. A set of test items was designed as the major tool for data collection and results of two tests were compared and it was found that teaching grammar using games was relatively more effective than teaching grammar without them.

Rawal (2004) carried out a research entitled 'Effectiveness of Drill Technique in Teaching Passivization. The aim of his study was to find out effectiveness of drill technique in teaching Passivization. The study showed that drill technique was more effective than usual technique in teaching Passivization.

Oli (2005) did a research entitled 'Effectiveness of Task based Technique for Teaching Simple Present Tense'. The aim of his study was to find out effectiveness of task based technique in teaching the simple present tense. The findings showed that task based technique was much better than usual technique in teaching simple present tense.

Bajracharya (2008) carried out a research entitled 'Effectiveness of Teaching Grammar through Discovery Technique'. The research revealed that discovery technique was effective in teaching grammar.

So many research works have been done to find out the significance of certain technique and method in teaching grammar in general and certain grammatical items in particular. But individual learning strategies i.e. Meta-cognitive strategies in learning grammar have rarely been tested in research works. Flavell J.H. (1976) carried out a research on 'Meta-Cognitive Aspects of Problem Solving'. Another research again was carried out by Flavell (1979) on 'Meta-Congitive and Cognitive Monitoring'. In the same way, Muniz-swicegood (1994) carried out a

research on ‘The Effects of Meta-Cognitive Reading Strategy Training on the Reading Performance and Students Reading Analysis Strategies of Third Grade Bilingual Students”. Moreover, Stephen and Sing (2010) carried out a research on 'Learning Grammar Autonomously through Meta-Cognitive Strategies-An Experiment'. And the researchers found that the role of meta-cognitive strategies was fruitful in their study area.

According to the researchers who carried out research regarding meta-cognitive strategies, I have come to know that it is really beneficial to use it in teaching grammar at lower secondary level also. So, I have thought decent to test its efficiency in teaching. Moreover, no researcher till now has trained the learners to use meta-cognitive strategies in learning question tag in particular as their research task. So, this research will explore the new prospect of learning strategies aiming to find out the use of meta-cognitive strategies in learning grammar in general and learning question tag in particular.

1.3 Hypothesis

In this experiment, the researcher hypothesized that the students can learn English grammar themselves successfully, if they are trained to use their meta-cognitive knowledge and strategies.

1.4 Objectives of the Study

The objectives of the study were as follows.

i. To find out the use of meta-cognitive strategies in learning grammar, specially question tag.

ii. To suggest some pedagogical implications.

1.5 Significance of the Study

Since it is the study on the **Use of Meta-Cognitive Strategies in Learning Question Tag,** both teachers and students are benefited. As this research is limited only to class 8 students the concerned teachers and students will be benefited from it and its findings are applicable in the classroom. This study will be beneficial to students, teachers, syllabus designers, textbook writers and all those who are interested in teaching and learning English language. Especially, this study will be a useful tool to the learners of second language.

CHAPTER-TWO

METHODOLOGY

This section includes a detailed description of the method applied to conduct the research. The tools and devices used for data collection and the methods by which they have been collected are described in this chapter. The researcher adopted the following methodology while conducting the research.

2.1 Source of Data

The data for the research were collected from both primary and secondary sources

2.1.1 Primary Source of Data

The primary sources of data were the students of grade eight studying in Purkot Land Star Boarding School in Tanahun District. Pre-test and Post-test were administered and then answer sheets were checked. The same set of tests items were used for both the tests. The pre-test was administered before the teaching started and the post-test was administered after it. The researcher herself was involved in teaching the students for four weeks.

2.1.2 Secondary Source of Data

Various books and research works related to teaching grammar using different methods and techniques were consulted for designing the test items. Advanced English Grammar by Martin Hewings, English Grammar, Composition and Pronunciation by Gautam, C.(2006). Complete English practice book for grade 8 by Tamang, B.L.(2010). English book of grade 8, (2004). English practice book by Theengh,

U.B.(2008), Journal of NELTA, December 2010 Vol. 15, Second Language of Acquisition by Sharma, B. (2013) and other different related research reports, text books, articles and journals were used as secondary sources of the data of this study.

2.2 Sample Population of the Study

The population of the study consisted of all 50 students of class 8 who were studying in Purkot Land Star Boarding School.

2.3 Sampling Procedures

The total sample population was divided into two halves in terms of odd and even numbers according to the rank obtained in the pre-test. Then, experimental and control groups were determined by tossing a coin using simple random sampling. In this way, there were 25 students in each group. They were administered pre-test and post-test and their answer sheets were checked and the data was considered as the primary source of study. The same sets of test items were used for both tests. The pre-test was administered before the real teaching begins and the post-test after it. The researcher herself was involved in teaching the students for 4 weeks.

2.4 Tools for Data Collection

To collect the data for this study, a set of test items consisting 60 problems related to questions tag was designed which carried 60 marks and it was used for both pre-test and post-test. The major tool was test items consisting of 20 positive statements questions, 20 negative statements questions and 20 imperative questions. The test items types and weight-age they carry are given below:

Table No. 3

Types of Test Items

S.N.	Types of grammatical item	Marks	Nature of test item
1	Positive statement	20	Fill up the spaces state right/wrong
2	Negative statement	20	Fill up the spaces state right/wrong
3	Imperative	20	Fill up the spaces state right/wrong
	Total	60	

2.5 Process of Data Collection

The researcher followed the following procedure while collecting data.

a) First of all, suitable test items were prepared to measure the proficiency of the students before and after the experimental teaching.

b) The pre-test was administered at first and on the basis of result of the test the researcher divided the students into two equal proficiency level groups on the basis of odd-even ranking of the individual scores, then the scores of both groups were calculated. Their mean score was calculated. After that, the mean difference of two groups was compared to check whether two groups formed were statistically homogeneous or not. Then, the students were assigned experimental group (EG) and control group (CG) by tossing a coin to avoid partiality using simple random sampling procedure.

c) The students were divided into two groups. Control group was taught through usual teaching technique of teaching grammar and they practiced different sorts of questions based on different tags.

On the other hand, the learners of experimental group were provided with opportunity to learn meta-cognitive strategies in the naturalistic setting and its three components were explained to them.

- Person Knowledge
- Task Knowledge
- Strategy Knowledge

Researcher demonstrated how to plan, monitor, solve learning problems and evaluate the learning process. But the subjects in the control group were not given any such training. They were not introduced to the use of meta-cognitive strategies and they were not even allowed to interact among themselves.

d) At the end of experimental teaching, a post-test was given to the students of both groups. The same set of test items used in the pre-test was administrated in the post- test. Then, the average score of both groups of the post tests was computed and tabulated as the data.

e) Finally, the collected data was compared to determine the use of meta-cognitive strategies in learning question tag.

2.6 Design of the Study

The pre-test/post-test equivalent group design was adopted for the purpose of the study. The design was as follows.

Table no -4

Equivalent Group	Pretest	Treatment	Post-test
Experimental Group (EG)	O1	X	O2
Control Group (CG)	O3	-	O4

Where, O1, O3=Pre-test

O2, O4= Post-test

'X' = Treatment

For this study, two groups were made as nearly equal as possible on the basis of pre-test result before the treatment was given. After the formation of two equivalent groups (EG) and (CG) in this design, EG received experimental treatment 'X' but CG was taught using deductive method. The data was gathered after the administrative of the post-test of both the groups.

2.7 Limitations of the Study

The study was limited in the following ways.

a) This study was confined to an English medium school in Tanahun district.
b) Only 50 students of grade 8 of the concerned school were included as the sample population of the study.
c) The primary data of this study was collected only from the written test and was confined to only the test items consisting of 20 questions of positive statement, 20 of negative statements and 20 of imperatives.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

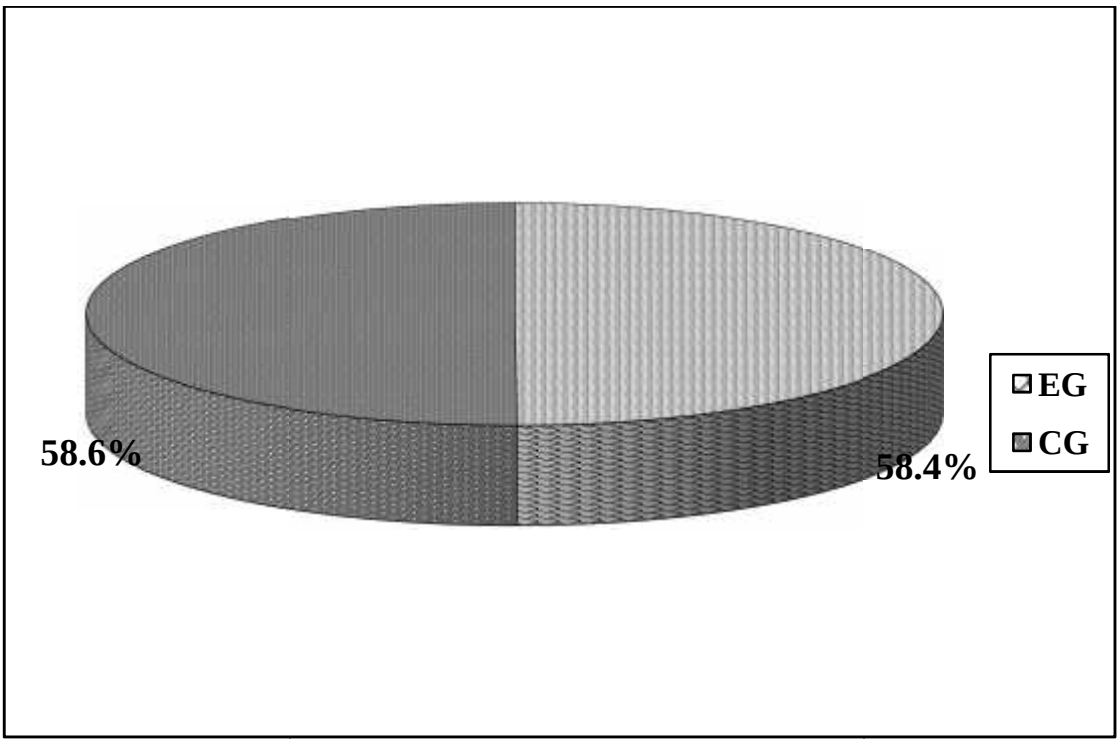
This section is the heart of the thesis. Here, the researcher explains how the analysis and interpretation were conducted. Analysis means the detailed study or examination of something in order to understand more about it. Similarly, the term interpretation means the particular way in which something is understood or explained in a scientific way by means of different statistical tools such as mean, percentage, average marks etc. To achieve the objectives of the study, the data obtained from the sample students were gathered, checked, compared and systematically analyzed. The further analysis of the data leads to the interpretation of the use of meta-cognitive strategies in learning grammar in general question tag in particular.

The researcher conducted an experiment among fifty students consisting of 28 boys and 22 girls. They were all fresh men in school in grade eight. Their mean age was 13 years ranging from 12 to 15. Their mother tongues were different and the grades they obtained in their final exam at school were also different. But all of them learn English as a second language at lower secondary level. At the beginning, the researcher divided the sample population into two halves in terms of odd and even number. According the rank obtained in the pre-test, it was necessary for the researcher to make two groups equivalent (i.e. balanced in their ability in English) in order to find out the effect of treatment 'X' which was used during the experimental period. In the first session, the entire participant took a pre-test on question tag for sixty marks. The researcher calculated the mean scores of the pre-test of both the groups and found no significant difference between them (EG=58.4% and CG 58.6%)

Therefore, both the groups were uniformed in their ability. The sets of questionnaires were compared on the arms of holistic and item wise comparison.

Figure No. 1

Marks Obtained by EG and CG in Pre-Test



The subjects in the experimental group only were trained in the use of meta-cognitive strategies in the second session. The nature of meta-cognition and its three components were explained to them-person, task and strategy knowledge. Then, the researcher demonstrated how to plan, monitor, solve a learning problem and evaluate the learning process. The learners got opportunity to learn these strategies in the naturalistic setting. On the other hand, the subjects in the control group were not given any such training.

Both the groups were assigned the task of learning question tag in the third session. Subjects were allowed to interact among themselves. They were also given a set of reflective questions that led them to plan, monitor, problem-solving and evaluate their learning process. Conversely, the control group was taught question tag in the conventional method. They just listened to the researchers for the explanation on question tag. It was just a teacher centered class. Students were not introduced to the use of meta-cognitive strategies and they were not even allowed to interact among themselves.

Then, the scores obtained by the students in both pre-test and post-test were tabulated under the item-wise headings (Appendix-C). After that the average scores were computed out of the individual scores tabulated. The average scores of the pre-test were subtracted from the average scores of the post test to find out the differences and the differences were converted into percentage. If it is higher than zero, it shows the progress of the students. If the average score and difference percentage of EG in the post test are higher than CG, it shows that the treatment that was provided to the experimental group i.e. use of meta-cognitive strategies, is significant. If not, the meta- cognitive strategies are not significant.

3.1 Analysis of Pre-test Result

In the pre-test, both the experimental and the control groups had obtained their mean score 35.4 and 35.16 respectively Raw-scores of both the groups are presented in Appendix 'B'. Following table is presented to clarify the summary statistics on the mean achievement of the experimental group and control group.

Table No.5

Group	NO.	Mean	D	D percent
EG	25	35.04	0.12	0.3
CG	25	35.16		

This table shows that both the groups were equivalent in their abilities. The obtained score of 'EG' is 35.04 and of 'CG' is 35.16 Furthermore, the table presents that both the groups were balanced in their abilities in English.

3.2 Analysis of the Post-test Result

In the post-test, the mean scores of both groups made significant differences. The raw-scores have been presented in Appendix 'C'. The mean score of control group was rather lower than the mean score of experimental group. The difference in the score might be attributed to the condition given in the post tests. The summary of statistical calculation of the experimental group and control group is given in table 6.

Table No.6

Group	NO.	Mean	D	D percent
EG	25	46.94	6.42	13.67
CG	25	40.52		

After the treatment, there is a significant difference between two mean scores. From the results, it is evident that the experimental group which used Meta-cognitive strategies has performed better than the control group. Before the introduction of the treatment 'X' both the groups were statistically homogenous. Students, who were trained in the use of meta-

cognitive strategies while learning question tag, had gained the good achievement.

3.3 Holistic Comparison between Pre-test and Post-test Results

In Appendix 'C' the raw scores of the students of both the groups in both the tests are presented. For holistic analysis, the total average marks of both the groups in both the tests were computed and tabulated in the following table No 7.

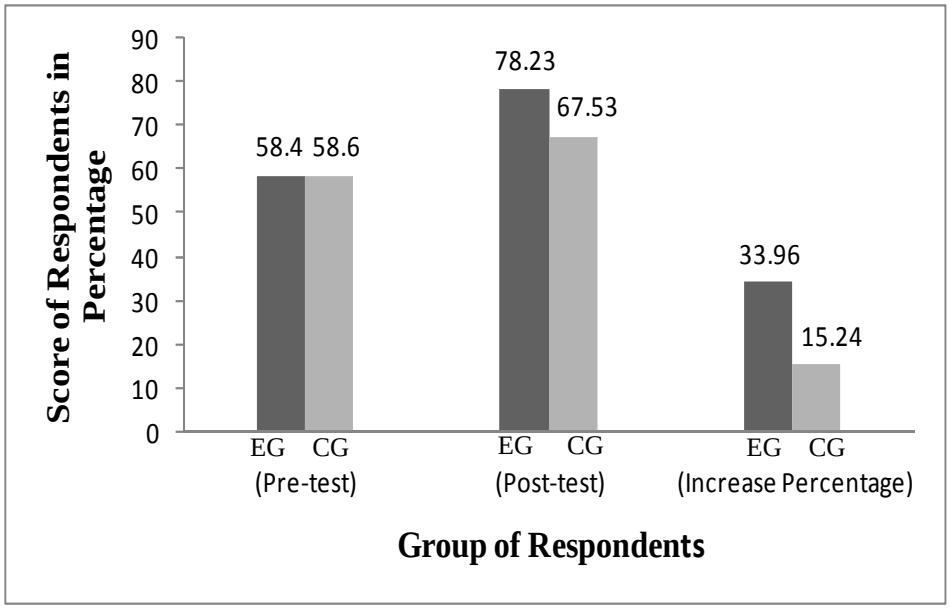
Table No.7

Group	NO.	AV Score in pre-test	AV Score in post-test	D	D percent
EG	25	35.04	46.94	11.9	33.96
CG	25	35.16	40.52	5.36	15.24

The above table shows that the experimental group 35.04 and 46.94 in the pre-test and post-test respectively. This group has increased its average scores by 11.9 or 33.96 percent. Whereas, the control group has the average score of 35.16 and 40.52 in the pre-test and post-test respectively. The group has increased its average scores by 5.36 or 15.24 percent. The experiment shows that EG has achieved better improvement than CG. The increase of difference of EG over CG is by 6.54 or 18.72 percent.

Figure No.2

Obtained Marks Percentage of EG and CG in pre-test and post-test and Increased Marks Percentage



3.4 Item-wise Comparison

While collecting the data, the researcher prepared different sets of items consisting of their categorization and types. Basically, three different types of question tag were categorized under the three different items and the average scores obtained by the students in both the tests were tabulated. To find out use of meta-cognitive strategies in learning question tag, the mean scores of both the groups were calculated in this type of comparison.

3.4.1. Positive Statement (Type 1)

In this item, there were twenty problems that required the students to fill up the spaces, state right or wrong and put correct tag (See Appends 'A'). The scores of both the tests of both the groups have been presented on

Appendix 'C'. The summary of statistical calculation of both groups is given below in Table no.8.

Table No. 8

Comparison of Pre-test and post -test Result of Item No. 1.

Group	No.	AV Score in pre-test	AV Score in post-test	D	D percent
EG	25	11.84	15.84	4	33.78
CG	25	12.24	14.32	2.08	16.99

After the treatment, group 'EG' has obtained the better achievement. The average scores of its are 11.84 and 15.84 in pre-test and post-test respectively. Group 'CG' has the average score of 12.24 and 14.32 in pre-test and post-test respectively. From the result, it is evident that the experimental group, which gained treatment, has performed better than the control group. Group 'CG' has increased its average marks by 2.08 or 16.99 percent while group 'EG' has increased its average marks by 4 or 33.78 percent.

3.4.2 Negative Statement (Type 2)

The researcher conducted twenty problems that required the students to fill up the spaces, state right or wrong and put the correct tag. (See Appendix 'A'). The scores of both the tests of both the groups have been presented on Appendix 'C'. The Summary of statistical calculation of both the groups has been presented below in Table No. 9.

Table No. 9

Comparison of Pre-test and Post-test Result of Item No. 2

Group	No.	AV Score in pre-test	AV Score in post-test	D	D percent
EG	25	15.08	16.16	3.08	23.54
CG	25	12.4	14.68	2.28	16.77

This table shows that group 'EG' has the average score of 15.08 and 16.16 in pre-test and post-test respectively. Whereas, the group 'CG' has the average score of 12.4 and 14.68 in the pre-test and post-test respectively. Group 'EG' has increased its average marks by 3.08 or 23.54 percent while Group 'CG' has increased its average marks by 2.28 or 16.77 percent. It shows that group 'EG' made better improvement than group 'CG' in this type.

3.4.3 Imperative (Type 3)

Students were asked twenty problems that required them to fill up the spaces, state right or wrong and put the correct tag. (See Appendix 'A') The raw scores of both the tests of both the groups have been presented on Appendix 'C'. The summary of statistical calculation of both groups is given below in table no.10.

Table No.10

Comparison of Pre and Post-test Result of Item No.3

Group	No.	AV Score in pre-test	AV Score in post-test	D	D percent
EG	25	12.52	16.48	3.96	31.62
CG	25	12.48	14.4	1.92	15.38

Statistical calculation shows that Group 'EG' has the average scores of 12.52 and 16.48 in the pre-test and post-test respectively. Whereas, group- 'CG' has the average scores of 12.48 and 14.4 in the pre-test and post-test respectively. Group 'CG' has increased its marks by 1.92 or 15.38 percent. On the other hand, group 'EG' has increased its average marks by 3.96 or 31.62 percent. It clarifies the better progress of 'EG'.

Figure No. 3

Item-wise obtained Percentage of both the test of CG

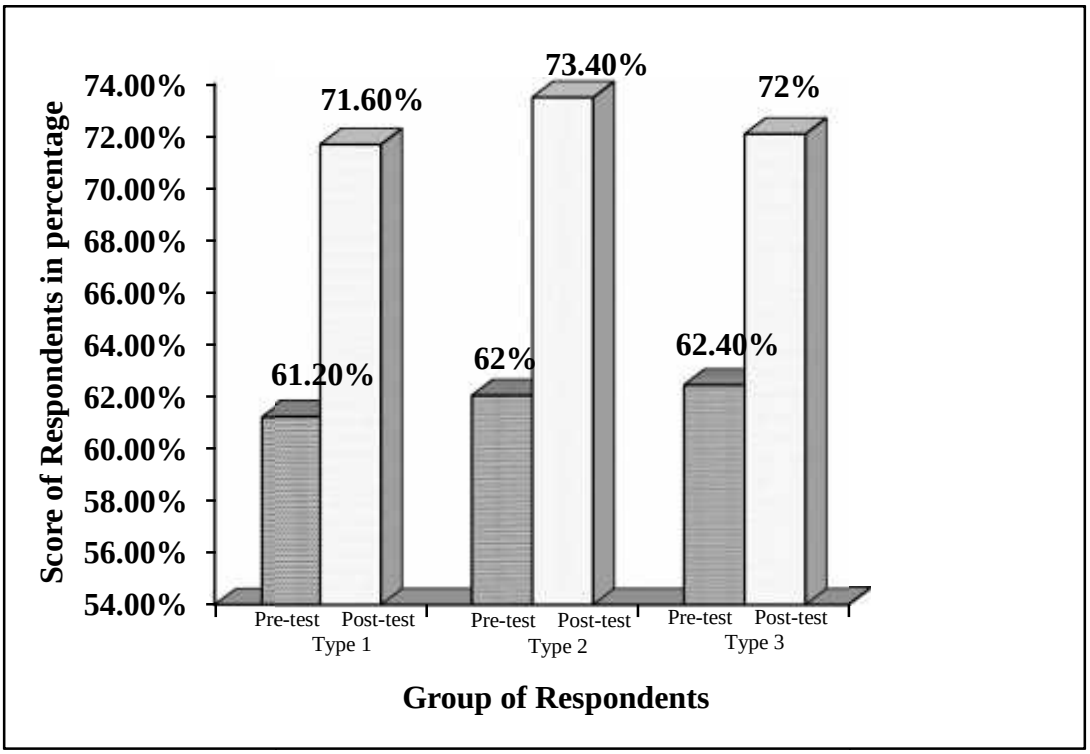
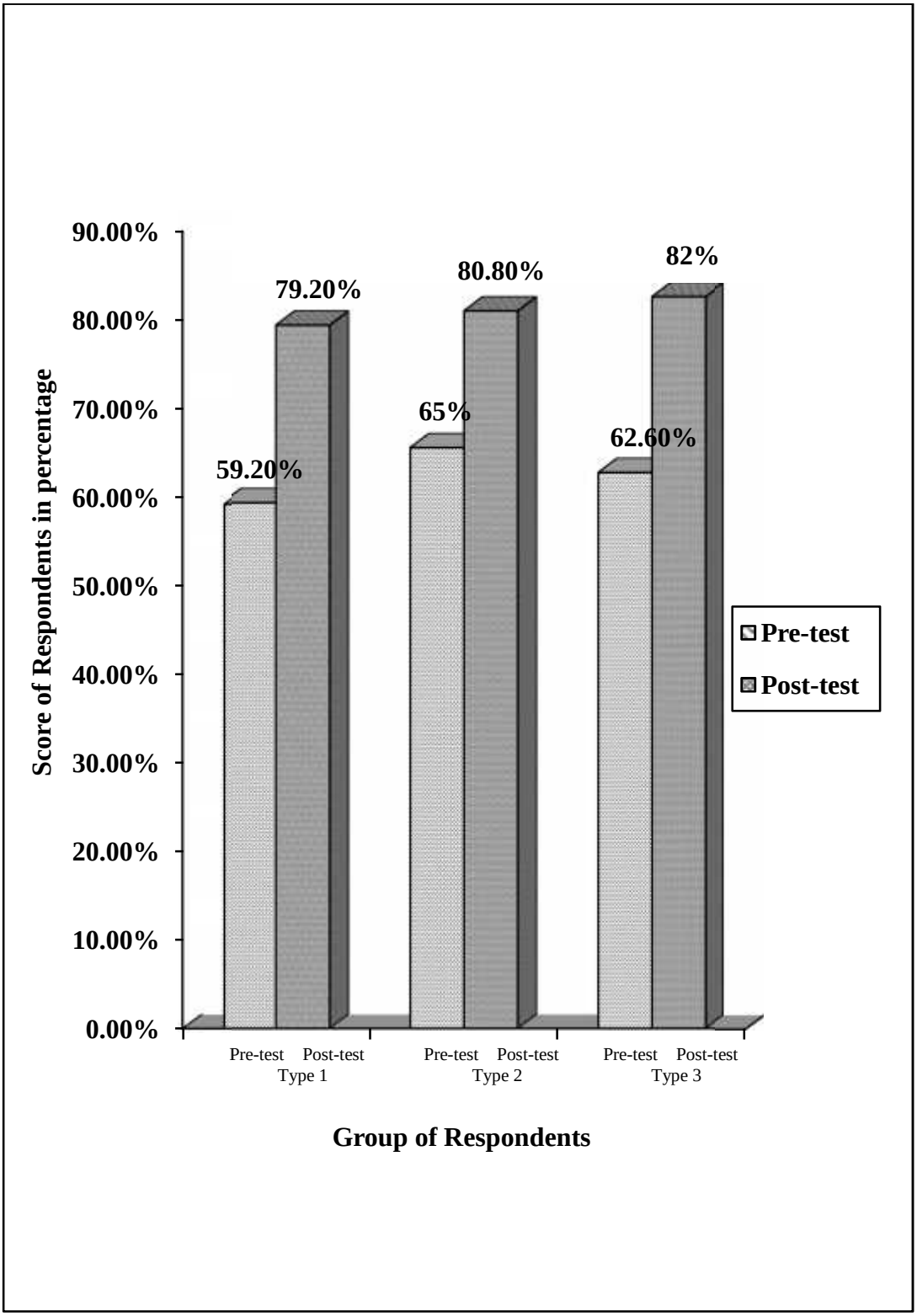


Figure No.4

Item-wise obtained Percentage of both of the tests of EG



CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

The study tried to explore the use of meta-cognitive strategies in learning grammar. The study showed that the learner viewed the need of meta-cognitive strategies. Indeed, they agreed that meta-cognitive strategies are fundamental for language learning because the knowledge of those strategies provide framework for language learning. The investigator in this research work, carried out just to identify, analyze and interpret the use of meta-cognitive strategies in learning grammar. It was just limited to grade eight students of English medium school in Tanahun District. Therefore, this was carried out to answer the question whether meta-cognitive strategies play any significant role in getting mastery over question tag or language learning or not.

The researcher conducted five separate sessions on five different days for the experiment. In the first session, all the participants took a pre-test on question tag. Based on the pre-test scores, participants were divided into two equal groups (the experimental and the control group). Therefore, both the groups consisted of 25 subjects.

The subjects in the experimental group alone were trained in the use of meta-cognitive strategies in the second session. They were provided with opportunity to learn these strategies in the naturalistic setting. The nature of meta-cognition and its three components were explained to them - person, task and strategy knowledge.

Both the groups ware assigned the task of learning 'question tag' in the third session. The subjects in the experimental group were given a set of reflective questions that led them to plan, monitor, problem solve and evaluate their learning process. But the subjects in the control group were not given any treatment and they were not even allowed to interact among themselves.

Both the groups wrote two post-tests on 'question tag' in the fourth and fifth sessions. Finally, the score of the students in all the tests were analyzed in order to check the hypothesis put forth by the researcher.

Form the result; it is proved that the experimental group who were trained to use meta-cognitive strategies, performed better than the control group. They used the learning strategies while dealing with the task. This research shows that students can learn grammar effectively if they are trained well in the use of meta-cognitive strategies.

4.1 Findings

i. On the basis of the pre-test result, the experimental group's mean score was 35.04 and the mean score of the control group was 35.16. The mean scores showed that both the groups i.e. experimental and control were equivalent in their abilities before the treatment.

ii. The holistic comparison between pre-test and post-test is shown in table 5 in which the control group has increased its average score by 5.36 or 15.24% in the post-test whereas experimental group has increased its average score by 11.9 or 33.96%. It shows that experimental group achieved better performance than the control group.

iii. The statistical summary of item or type based comparison of pre-test and post-test result between experimental and control group has been shown in the table 6,7 and 8. These table show that 'EG' scored more marks than 'CG' in the post-test.

iv. The meta-cognitive strategies are found to be significant in learning all the three items of question tag.

v. The findings of this study were on the basis of groups rather than individual responses of the students. Both groups were taught the same content for the equal length of time. Only difference was in the application of learning strategies during the experiment. It was found that both groups were benefited.

In conclusion, the use of meta-cognitive strategies in learning 'question tag' was relatively more effective and successful than the usual way of teaching.

4.2 Recommendations

For the further study and improvement of the courses, the following recommendations are listed.

i. Meta-cognitive strategies should be applied in learning 'question tag' to enhance students' achievement.

ii. The research suggests that the result can be generalized in the similar context.

iii. It is suggested to the textbook writers to include many examples of different varieties in their textbooks, so that, the teachers can present the grammatical item involving the students in playing with examples.

iv. Teachers are suggested not to spoon feed structures to the students; they should encourage students to discover rules or structures themselves.

v. All the concerned teachers should make the students find their mistake themselves, so that, they can learn the language permanently.

vi. The syllabus designers and methodologists should encourage the use of examples in teaching grammar rather than structures.

vii. The curriculum development center (CDC), HSEB, textbook writers and educationists should develop supplementary materials to promote the use of meta-cognitive strategies in our education system.

viii. While designing the textbook the designer should be based on cognitive psychology.

ix. To present the actual use of meta-cognitive strategies, teachers must be given training about it and they must be encouraged to develop positive attitude towards the implications of meta-cognitive strategies in their lesson of teaching grammar by the concerned authorities.

x. By and large, all the language teachers are by heart suggested to apply meta-cognitive strategies for the better achievement of their students.

This experiment was only limited to 50 students of English medium school in Tanahun District. Among them, only 25 students i.e. experimental group were able to gain the treatment and rest of other

students i.e. control group, were far from the treatment. Therefore, it cannot be said that the findings of this research are applicable in all conditions in all schools or educational institutions of Nepal. It is, in fact, very essential to carry out further more experiments in this area with the involvement of more number of students and hence the validity of the findings of this study can be tested.

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Appendix- A

Questionnaire

Name: (Optional) F.M. 60
Roll No.: Time: 1:30 hr.
School's Name:
Class:

Attempt all the questions.

Q.N.1. Fill in the spaces with the correct word given in the brackets:

i. He is writing now, ...? (isn't he, is he, is not he, doesn't he)
ii. I am not a doctor, ...? (aren't I, am I, are I)
iii. His sister cooked rice .....? (did he, did she, didn't she)
iv. Wash your hands, ...? (do you, will you, shall we)
v. He'll reach tomorrow, ...? (shan't he, won't he, willn't he)
vi. Let's play a game, ...? (will you, shall you, shall we)
vii. Someone broke the glass, ...? (didn't he, didn't they, didn't someone)
viii. Don't disturb me, ...? (will you, do I, shall we)
ix. There's a dog in the kitchen, ...? (isn't it, hasn't it, isn't there)
x. You'd better complete this work, ...? (didn't you, hadn't you, wouldn't you)
xi. All is well, ...? (isn't they, isn't it, aren't they)
xii. A barking dog seldom bites, ...? (does it, doesn't it, do it)
xiii. She's not doing maths, ...? (is she, was she, has she)
xiv. All are OK, ... ? (aren't they, isn't it, aren't all)
xv. Let us talk to the head teacher, ... ? (will we, will you, shall we)
xvi. Have a nice cup of tea, ...? (don't you, will you, haven't you)
xvii. Niroj and Arun will not solve this problem .....? (will they, won't they, won't she)
xviii. Gita and Sita must not work hard, ...? (mustn't they, must they, must she)
xix. It is sleeping now, ... ? (isn't it, is it, is not it, is not he)
xx. Please, sit down, ...? (don't you, will you, isn't she)

Q.N.2. State whether the following question tags are right or wrong.

i. She is not going there, is she?
ii. Sit down, will you?
iii. He is taking an umbrella, isn't he?
iv. Let's go home, will you?
v. Rajib does not smoke, isn't he?
vi. Let me speak English, Let you?
vii. She'd go home, wouldn't she?
viii. She'd go home, wouldn't she?
ix. She has never talked to me, has she?
x. Gita, write your homework, will you?
xi. She'd better go home, wouldn't she?
xii. My name is Rejina, isn't it?
xiii. Don't write here, will you?
xiv. Let's go out, shall we?
xv. Her son will do it, willn't he?
xvi. I am not a teacher, aren't I?
xvii. Mr. Lama never wears pants, doesn't she?
xviii. Draw a picture, don't you?
xix. Please, sit down, will you?
xx. Don't speak slowly, shall we?

Q.N. 3. Put the correct tag in the following sentences.

i. I'm all right, ... ?

ii. Niru never gets angry, ...?

iii. Come here, ... ?

iv. He does not like an apple, ...?

v. Nobody helped the poor, ...?

vi. She did not sing well, ...?

vii. Let's go to Nagarkot, ...?

viii. They won't wait for us, ...?

ix. Sita caught the 8.30 bus,.....?

x. Be a good student, ...?

xi. You've made a mistake, ...?

xii. Don't drink dirty water, ...?

xiii. Niru doesn't speak English very well, ...?

xiv. I'd read it before actually, ...?

xv. I didn't mean to annoy you, ...?

xvi. They are not sleeping, ...?

xvii. Let me open the door, ...?

xviii. My father can speak Hindi, ...?

xix. They don't come school late, ...?

xx. Sit down, ...?

Appendix-'B'

Table No-1

Students Rank Table according to the Pre-test

Rank	Name	Obtained Mark	Rank	Name	Obtained Mark
1	Sundar Bagale	42	26	Alena Sai	37
2	Baburam Thapa	42	27	Sirjana Kumal	37
3	Deepan Adhikari	41	28	Shila Khadka	37
4	Kabita Regmi	41	29	Bibek Lama	37
5	Muna Lamsal	41	30	Ridaya Rokahl	37
6	Pragya Neupane	41	31	Prabha Sai	37
7	Indira Shrestha	41	32	Sapana Thapa	36
8	Pashupati Neupane	41	33	Krishna Suyal	36
9	Bipin Rana	41	34	Shiva Kumal	36
10	Sita Ghimire	41	35	Niraj Dawadi	36
11	Gita Thapa	40	36	Selan Thapa	36
12	Bijaya Khadka	40	37	Purnima Tamang	36
13	Asmita Kumal	40	38	Padem Neupane	36
14	Sonika Lama	40	39	Rishi Shrestha	35
15	Archana Joshi	40	40	Sunil Bagale	34
16	Prastab Thapa	39	41	Sapana Bajgain	34
17	Gopi Kumal	39	42	Prashana Ranabhat	34
18	Roshan Shrestha	39	43	Sujan Dhakal	34
19	Roshan sai	39	44	Musam Kandel	34
20	Bikram B.K	39	45	Santoh Kumar	34
21	Ashok Neupane	39	46	Ganesh Shrestha	33
22	Mira Ghimere	39	47	Riya Gurung	33
23	Rajesh Lama	38	48	Samjana Sai	30
24	Dilson Adhakari	38	49	Bidesh Shrestha	28
25	Bandana B.K	38	50	Kala Neupane	26

Table NO-II

Table of Group Division

Group Division According to the Odd-Even Ranking Process of the Pre-Test

Rank	Name	Obtained Mark	Rank	Name	Obtained Mark
1	Sundar Bagale	42	2	Baburam Thapa	42
3	Deepan Adhikari	42	4	Kabita Regmi	41
5	Muna Lamsal	41	6	Pragya Neupane	41
7	Indira Shrestha	41	8	Pashupati Neupane	41
9	Bipin Rana	41	10	Sita Ghimire	41
11	Gita Thapa	41	12	Bijaya Khadka	40
13	Asmita Kumal	40	14	Sonika Lama	40
15	Archana Joshi	40	16	Prastab Thapa	40
17	Gopi Kumal	39	18	Roshan Shrestha	39
19	Roshan sai	39	20	Bikram B.K	39
21	Ashok Neupane	39	22	Mira Ghimire	39
23	Rajesh Lama	38	24	Dilson Adhikari	38
25	Bandana B.K	38	26	Alena Sai	37
27	Surjana Kumal	37	28	Shila Khadka	37
29	Bibek Lama	37	30	Ridaya Rokha	37
31	Prabha Sai	37	32	Sapana Thapa	36
33	Krishna Suyal	36	34	Shiva Kumal	36
35	Niraj Dawadi	36	36	Silan Thapa	36
37	Purnima Tamang	36	38	Padam Neupane	36
39	Rishi Shrestha	35	40	Sunil Bagale	34
41	Sapana Bajgain	34	42	Prashna Ranabhat	34
43	Sujan Dhakal	34	44	Mausam Kandel	34
45	Santosh Kumar	34	46	Ganesh Shrestha	33
47	Riya Gurung	33	48	Samjhana Sai	30
49	Bidesh Shrestha	28	50	Kala Neupane	26

Appendix 'C'

Table-I

Pre-test and Post-test Raw Scores Obtained by the Students of Experimental Group in Each Item.

Sn	Name	Type-1		Type-2		Type-3		Pre-test	Post - test
1	Gopi Kumal	12	16	13	16	14	18	39	50
2	Deepan Adhikari	13	18	14	18	14	17	41	53
3	Sapana Thapa	12	16	13	16	11	17	36	49
4	Roshan Shrestha	12	16	13	16	14	17	39	49
5	Bijaya Khadka	13	18	14	17	13	16	40	51
6	Krishna Suyal	12	16	13	16	11	15	36	47
7	Rajesh Lama	13	17	12	15	13	17	38	49
8	Shiva Kumal	12	16	13	16	11	16	36	48
9	Kabita Regmi	13	18	14	18	14	17	41	53
10	Roshan Sai	13	17	12	18	14	17	39	52
11	Bikram B.K	12	16	13	16	14	18	39	50
12	Muna Lamsal	13	18	14	18	14	17	41	53
13	Niraj Dawadi	12	15	13	16	11	15	36	46
14	Asmita Kumal	13	16	13	16	14	17	40	49
15	Sonika Lama	13	18	14	17	13	16	40	51
16	Alena Sai	12	16	12	15	13	17	37	48
17	Selan Thapa	12	15	13	16	11	16	36	47
18	Dilsan Adhikari	11	16	13	16	14	17	38	49
19	Padam Neupane	12	15	13	16	11	16	36	47
20	Sunil Bagale	10	14	13	16	11	16	34	46
21	Ganesh Shrestha	9	12	13	14	11	15	33	41
22	Purnima Tamang	12	15	13	16	11	16	36	47
23	Sapana Bajgain	10	14	13	16	11	16	34	46
24	Bandana B.K.	11	16	13	16	14	17	38	49
25	Riya Gurung	9	12	13	14	11	16	33	42
Total		**296**	**396**	**327**	**404**	**313**	**412**	**936**	**1212**
Mean		11.84	15.84	13.08	16.16	12.52	16.48	37.44	48.48

Appendix 'C'

Table-II

Pre-test & Post-test Raw Scores Obtained by the Students of Control Group in Each Item.

Sn	Name	Type-1		Type-2		Type-3		Pre-test	Post -test
1	Praya Neupane	15	17	13	15	13	14	41	46
2	Indira Shrestha	14	16	13	14	14	15	41	45
3	Prastab Thapa	13	16	14	16	13	15	40	47
4	Pashupati Neupene	14	15	13	16	14	15	41	46
5	Mira Ghimire	13	16	14	15	12	15	39	46
6	Sundar Bagale	14	16	14	15	14	15	42	46
7	Srijana Kumal	12	14	12	15	13	14	37	43
8	Bipin Rana	14	16	14	16	13	15	41	47
9	Archana Joshi	14	15	13	16	13	14	40	45
10	Shila Khadka	12	14	13	15	12	13	37	42
11	Ashok Neupane	12	15	14	16	13	14	39	45
12	Bibek Lama	12	14	12	15	13	14	37	43
13	Santosh Kumar	10	12	12	14	12	15	34	41
14	Ridaya Rokaha	12	14	12	14	13	14	37	42
15	Sita Ghimire	14	15	14	16	13	15	41	46
16	Mausam Kamdel	10	12	11	13	13	16	34	41
17	Baburam Thapa	14	16	13	15	15	15	42	46
18	Prabha Sai	12	14	13	16	12	14	37	44
19	Sujan Dhakal	10	12	12	14	12	15	34	41
20	Prashna Ranabhat	10	12	11	13	13	15	34	40
21	Guta Thapa	14	15	13	16	14	16	41	47
22	Rishi Shrestha	12	15	12	14	11	13	35	42
23	Samjhana Sai	11	13	9	12	10	13	30	38
24	Bidesh Shrestha	10	12	9	13	9	13	28	38
25	Kala Neupane	8	12	10	13	8	13	26	38
Total		**306**	**358**	**310**	**367**	**312**	**360**	**928**	**1085**
Mean		12.14	14.32	12.4	14.68	12.48	14.4	37.12	43.4

APPENDIX 'D'

A: Two office workers are talking in the office.

Ow1: Hey, Jim. Come here a minute, will you?

Ow2: Sure, is there something the matter?

Ow1: Is this coffee machine broken or something?

Ow2: Here, let me see…… It does not seem to work, does it?

Ow1: No, I guess we are going to need to get a new one.

Ow2: Yeah, let's put an 'out of other' sing on it.

B: A wife and husband are talking at lunch on Saturday.

W: Excuse me asking, but, you are felling sad, aren't you?

H: Oh, I am ok, why do you ask?

W: You sound a little unhappy about something…..and you don't sound like your happy self either.

H: Well, to tell the truth, I'm a little …….

W: A little what? What's the matter?

H: Oh, it's just that I'm beginning to hate my job. Here it is Saturday and I have to work all day at home. I have no time for you or the kids. Every time, I have to work in the office, haven't I?

W: Well, if you don't like it, why don't you quit?

H: I have been thinking about that. How would you feel about it?

W: If it would make you happy, it would make me happy. I wouldn't mind going back to work either.

H: If you want to, that's fine with me, you know.

C: Two lawyers begin talking.

L1: (coming to her friend) Marry, you are not feeling ok, are you?

L2: No, here isn't any matter, I am ok.

L1: Your face is a little flushed and you are sweating. You want to hide something, don't you?

L2: Well, it is a little hot in here, isn't it?

L1: No, I'm quite comfortable. Here, let me feel your forehead. Mary! You're burring up ok, let's go. See Mr. Olsen. Let's get your home or to a doctor.

L2: No, no, I' will be ok in a little while.

L1: No way. C'mon, will you?

L2: It's okay my friend, you are only my the dearest one.

Appendix 'E'

Look and Guess 📖 ?

Look at the picture below and guess the answer to these questions:

A: Who are these people? B: What are they talking about?

Father : Linda, what are you crying about now ?

Little girl: Tommy hit me, you told him to love me, didn't you?

Father : Yeah, Tommy, did you hit your sister?

Boy : No, I didn't hit her.

Little Girl: Yes, he did. You hit me right here look, Daddy……

Father : It looks to me like you hit her. Shame on you. Tommy. You don't know better that boys shouldn't hit girls, do you?

Boy : Sorry dad, she was disturbing on my game.

Father : Be fresh my children, will you?

Little Girl: Ok dad, Please, tell him to play with me.

Father: It's all right my daughter.