

# **CHAPTER - I**

## **INTRODUCTION**

The present study is on "The Effectiveness of Newspaper Cut-outs in Developing Writing Skill". The first chapter consists of general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **1.1 General Background**

Teaching materials are a key component in most language programmes. Whether the teacher uses institutionally prepared materials or his/her own prepared materials. Teaching materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may serve as a form of teacher training and provide ideas on how to plan, to teach lessons as well as format that teacher can use. They have a positive effect on the learners' motivation by providing authentic cultural information about target language.

Teaching aids are generally defined as any materials that can be used in the classroom to facilitate learning. Teaching aids are teaching devices, such as charts, graphs, diagrams, table, picture. They are used to enhance and promote teaching learning process. Visual and audio aids which can be useful to the teacher of English as a foreign language are known as teaching aids. In this regard, Araby (1974, p. 2) says:

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

of them relieve the teacher from many routine tasks. All of them make the class more lively and more interesting for the teacher and the students. Teaching aids make the class lively and more interesting for the teacher and the students in a certain period of time. There is no more effort in the part of both teacher and students in both teaching and learning.

It means, with the help of teaching materials the language teacher can easily arouse the interest of his/her students, make them express their ideas clearly and learn quickly. Teaching materials help to make the classroom environment lively where the students can learn with their interest so that they have clear concept regarding a particular topic.

According to Burton (1963) says, "Teaching aids are those sensory objects or image which simulate and reinforce learning" (as cited in Agrawal 1996, p. 134). It is, therefore, teaching aids bring then up the classroom and bring more variety, impressed into the language lesson. They provide situation which light of the meaning utterance used.

Similarly, Brown (1993), "One that is very salient in a formal classroom setting is the preference that learners show towards either visual or auditory input. Visual learners tend to prefer reading and studying charts, drawings, and other graphic information" (p. 113).

From the above mentioned definition, it can be summarized that language teachers can easily motivate the students, make them express their ideas vividly by the use of teaching aids.

## **1.2 Statement of the Problem**

To get mastery over the English language, one needs the knowledge and expertise of four language skills i.e. listening, speaking, reading and writing. So, the emphasis should be given on all these language skills. The present secondary level English curriculum focuses on listening and speaking rather than writing skill. There is not sufficient reading materials included in the present curriculum which help to enhance writing skill of the secondary level students. There is no use of additional materials like newspaper and magazine with the help of which students can manipulate their ideas to enhance their ability over the language. To limit on the prescribed textbook they do not get adequate exposure in language learning. They have lack of knowledge to organize their ideas well. That is why, it is important to find out the effectiveness of newspaper cut-outs in developing writing skill.

## **1.3 Objectives of the Study**

The objectives of the study were as follows:

- i. To find out the effectiveness of newspaper cut-outs in developing writing skills.
- ii. To suggest some pedagogical implications.

## **1.4 Research Questions**

To explore the effectiveness of newspapers cut-outs in developing writing skill, the researcher strived to address the following research questions:

- (a) Is it effective to use newspaper cut-outs in developing writing skill ?
- (b) Is it essential to use appropriately selected teaching materials ?

## **1.5 Significance of the Study**

The main purpose of this research is to find out the effectiveness of newspaper cut-outs in developing writing skills of grade ten students. Moreover, writing is the most powerful medium of expression. Nobody will be called educated without developing this skill. To develop writing skill teaching materials like newspaper cut-outs play the significant role.

This research will be beneficial to those who are involved in the field of English language teaching and learning. In a way that using teaching materials students are highly stimulated and they actively participated in teaching learning activities. So that students get concrete idea to the related subject matter. Furthermore, this study is equally important to the textbook writers, classroom learners, curriculum designers subject experts and classroom teachers.

The curriculum designers and textbook writers will get information to design the curriculum and textbook in accordance with the need, level and interest of the learners. They will get help to determine the objectives of curriculum and what extra-materials are needed to fulfill the intended goals objectives of curriculum. The classroom learners will get a great deal of exposure or input in the language learning. It will be highly beneficial to classroom teachers to present the lesson effectively. With the help of teaching materials there is less burden on the part of teachers and the students they can learn the lesson clearly with their active participation. Therefore, the finding of this study will be beneficial to all the people who are involved in the field of English language teaching.

## **1.6 Delimitation of the Study**

The study had the following limitations.

- J This study was limited to only one school i.e. Nalanda Secondary Boarding School, Satdobato, Lalitpur.
- J The study was limited to the students of grade X only.
- J The study was limited to thirty students of grade X.
- J The research study was based on twenty eight lesson plans.

## **1.7 Operational Definitions of the Key Terms**

**Manipulate:** Alter/change.

**Post-test:** A test administered after experiment is over.

**Prefabricated Chunks:** It refers to lexical phrases, units and word and combination that constitute meaning in communication.

**Pre-test:** A test given before experiment is started.

## **CHAPTER - II**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This part consists of review of related theoretical and empirical literature.

#### **2.1 Review of Related Theoretical Literature**

This part consists of importance of teaching aids, different types of teaching aids, teaching language skills, developing writing skill and activities for developing writing skills.

##### **2.1.1 Introduction of Teaching Aids**

Teaching aids are generally, defined as any materials that can be used in the classroom to facilitate learning by the teacher. Teaching aids are teaching devices such as charts, drawing, pictures to enhance and promote teaching learning process. OHP, multimedia projector, films, T.V. and video which are helpful to the teacher are known as teaching aids. In addition, teaching aids are those which help the teacher to do his/her job better.

##### **2.1.2 Importance of Teaching Aids**

Teaching aids have a great importance in teaching and learning process. Teaching aids provide the right direction, to teacher as to meet desired goal.

Teaching materials are those materials, which help language teacher to make his/her teaching effective, meaningful and enhance learning ability which promotes the better understanding. Teaching materials help the

teacher to clarify, establish, correlate and coordinate the accurate concepts, interpretation and appreciations. Also, enable him/her to make learning more concrete, interesting, inspirational, meaningful and vivid.

The importance of teaching materials can be clear from the old Chinese proverb as well:

I hear I forget,  
I see I remember,  
I do I understand.

It is, therefore, essential that learners should be involved, not only exposed in the language activities simultaneously with teaching aids to get the meaning vividly.

Lee and Coppen (1964, p. 1) say that visual and aural aids can be useful to English teacher in a number of different ways:

- ) They can brighten up the classroom and bring more variety and interest into the language lessons.
- ) Visual aids in particular can help to provide the situation which light up the meaning of the utterance used.
- ) They reduce the teacher talking time and increase students talking time. This fosters more students participation.
- ) Aural aids in particular can help the teacher to improve his own English and to prepare more effective lesson.
- ) Both aural and visual aids can stimulate children to speak English as well as to read and write it.

- ) They help in giving information of one kind or another about the background of literature, culture and about life in English speaking countries.
- ) Teaching aids help the teacher to meet individual differences sense are ear-oriented, some can be helped through visual demonstration, which other learn better by doing.

Teaching aids bring outer world inside the classroom and create such a situation or environment where the students have a great amount of time to participate in various of activities. It means teaching aids are time economic where students role in foster and reduce the teacher talking time teaching aids help the teacher to simplify the lesson in order to present at ease.

Similarly, Agrawal (1998, p. 36) mentions the following merits of teaching aids:

- ) They develop a sense of reality and vividness.
- ) They develop a sense of objectivity.
- ) They provide a kind of convenient and motivating environment.
- ) They arouse curiosity among the students.
- ) They provide opportunity for useful mental experience, imagining, comparing, analyzing and drawing inferences.
- ) They supplement classroom lesson.

Teaching aids are key to deal with the problems that teacher encounters while teaching. They provide opportunity to imaging, comparing and analyzing. It means imagination power is increased. They create friendly



and convenient environment inside the classroom and the students are curious to learn new things. Therefore, teaching aids are supplement to classroom lesson.

### **2.1.2.1 Different Types of Teaching Aids**

Though there exists no uniformity regarding the number and types of teaching aids to be used in language classroom it has been agreed that language teaching materials should be meaningful and purposeful.

According to Wright (1976, p. 1) "Many media and many styles of visual presentation are useful to the language learner. There is no general rule to which medium and style are appropriate at a time." He further mentions different types of visual materials for language teacher. Some of the visual materials are as follows:

- a) Blackboards, white boards
- b) OHP
- c) Magnet board, flannel board
- d) Flash cards
- e) Wall charts, wall posters/wall pictures
- f) Sentence makers
- g) Realia
- h) Slides and filmstrips
- i) Tape recorder
- j) Video

The above mentioned teaching materials can be divided into two categories viz. technical and non-technical teaching aids. Teaching aids which involve the use of some kind of machine or electricity and more technical knowledge to handle them are called technical. The second kind

refers to those which do not require machine or electricity are called non-technical. Following this classification, OHP, Tape recorder, slides and film strips are technical aids whereas blackboard, wall poster, flash cards, relia are non-technical aids.

Similarly, Aggrawal (1998, p. 161) categorizes the teaching aids in the following ways:

Audio materials	Visual materials	Audio-video
- Language	- Bulletin boards	- Demonstration
- Laboratories	- Chalk boards	- Films
- Sound distribution	- Chart, drawings	- Printed materials
- System sets	- Film strips	- With recorded sounds
- Radio	- Flash cards	- Sound film strips
- Tap and disco	- Flannel boards	- Television
- Recordings	- Flip books	
	- Illustrated books	
	- Magnetic board	
	- Maps	
	- Models	
	- Pictures	
	- Photographs	
	- Slides	
	- Newspapers/ magazines	

Beside the classification of teaching aids. They are very useful for teaching English language. These materials help language learners to see the language in use, which is the great advantages of using authentic materials in the language classroom. Authentic materials like newspaper and newspaper cut-outs are very advantageous for teaching almost all the aspects and skills of the language.

Students can be engaged in following language tasks making the use of newspaper cut-outs:-

- ) Making the list of difficult vocabulary items to learn.
- ) Writing / telling the summary of news articles.
- ) Solving a crossword puzzle.
- ) Reading the newspapers aloud to improve the pronunciation.
- ) Giving speech on a particular topic.
- ) Enjoy reading the comics.

#### **2.1.2.2 Criteria for Selecting Newspaper cut-outs**

Newspaper cut-outs are easily accessible and are quite cheap materials. That is, they can be cut-out from old magazines, pamphlets and greeting cards. They can be used for a variety of purposes: to motivate the students to present new structures and practice them, for the communicative activities, role play and simulations. Newspaper cut-outs are authentic sources for language teaching.

The important point beside the use of newspapers cut-outs is that the teacher needs to be tactful enough to make a wise selection of the appropriate and authentic newspaper articles to use them as the language learning tools inside the classroom. According to McGrath, (2002, p. 173), the following criteria should be considered while selecting the newspaper articles

#### **Appropriacy of Topic**

Before using the teaching materials inside the classroom teacher should consider the level, age and nature or purpose of the text. Teaching materials should meet the interest of learners to present the lesson effectively.

## **Length**

The selected texts or news articles should be such a type that can be presented within the allocated time. If the text suit to the students' level then they take part actively in the classroom activities. Long text discourages the students and make them passive. Therefore, length of text is important thing that the teacher should consider before presenting the lesson.

## **Language Content**

Language content is the most important selection criteria. Selected topic should provide an opportunity for discussion or role play on the part of learners. Selected articles should be well matched with the language items that the teacher is going to teach.

## **Task suitability**

While dealing with authentic materials there are issues concerning the authenticity of tasks. It means the assigned task should be purposeful and fulfill the specified objectives of the lesson. Therefore, it is important to keep tasks as realistic as possible.

### **2.1.3 Teaching Language Skills**

We use language in terms of four skills, i.e. listening, speaking, reading and writing, and their sub-skills. The four language skills may rarely work in isolation. They are integrated to make communication. In the absence any one we cannot continue to communication in a meaningful way. The skill are often divided into two types :

- receptive skills
- productive skills

Following Harmer (1991, p. 25):

Receptive skill is a term used for reading and listening skill where meaning is extracted from the discourse. Productive skill is the term for speaking and writing-skills, where students actually have to produce language themselves.

Among the four language skills, listening and reading are often known as receptive skills. These skills are involved in receiving a message whereas speaking and writing are involved in the production of language for conveying message, therefore, they are often referred to as productive skills. Reading is an activity with a purpose. In the sense that a person may need in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. The purpose for reading guides the reader's selection of texts and also determines the appropriate approach to reading comprehension that the specific skills involved in. Heaton (1988, p. 105) defined as "the ability to understand relation between parts of a text through both lexical devices and grammatical cohesive devices, especially anaphoric and cataphoric reference and connectives". This is to say that comprehension depends on the ability of the reader how s/he generalizes and draws conclusion while reading. These skills are related to one another. In language acquisition receptive skills are preceded by productive ones. It means both the receptive and productive skills develop side by side.

#### **2.1.4 Developing Writing Skill**

Writing is an expressive skill which is felt to be one of the most difficult language skill to be learnt or to teach. It is the way of transferring the

information through the use of graphic or visual symbols. However, writing is not merely the transfer of ideas from mind to paper; it involves structuring system i.e. coherence and cohesion in writing.

According to Widdoson (1978, p. 62) writing is, . . . 'the use of visual medium to manifest the graphological and grammatical system of the language' and another 'that writing is the act of making up correct sentences and transmitting them through the visual medium as marks on paper.' He further considers writing as an activity of developing a discussion as transferring information of various kinds from the writer's world knowledge to that of the reader's and the linguistic rules facilitate the transference, though merely linguistic rules are not sufficient to do this, knowledge of use is needed.

Looking at writing as a piece of discourse (whether it embodies correctness or appropriateness of style, theme, topic) is to consider it a finished product. Seeing writing from this point of view does not tell us anything about the process involved in writing. However, writing is not any longer seen as merely a way of putting ideas on paper. Rather, it is considered a process of generating meaning. As Spencer (1993, p. 77) opines:

Complex thoughts and feelings are crystallised in words and become more directly available for reflection, critique or response.

It means writing has the heuristic role which is used to explore beyond the context we know. This happens when an interaction between content and language takes place.

Writing is an activity which involves the writer in the process of formulating ideas, then testing and conformity them.

Lado (1981, p. 143) opines:

Learning to write, a foreign language is learning to put down at a speed greater than drawing the conventional symbols of the writing the represent the utterance one has in the mind.

This definition focuses writing is an activity by which human beings communicate with one another and transmit their accumulate cultures from one generation to another.

There is a famous quotation given by Francis Bacon "reading maketh a full man, conference a ready man and writing an exact man." There is no doubt that writing is the most difficult skill for second language learners to get mastery over. Writing is a productive skill which involves manipulating, structuring and communicating. It can be more clearly looked at in terms of sub-skills of writing. According to Munby (1978, p. 78), the sub-skills of writing are

- (I) Manipulating the script of a language.
  - Forming the shape of letters.
  - Using the spelling system
  - Using punctuation.
- (II) Expressing information explicitly
- (III) Expressing information implicitly through
  - information and
  - figurative language
- (IV) Expressing the communicative value of sentence and utterances.
- (V) Expressing relation within a sentence using
  - Element of sentence structure
  - Model auxiliaries

- Intra-sentential connectors
- (VI) Expressing relation between parts of a text through grammatical cohesion devices.
- (VII) Expressing relation between parts of a text through lexical cohesion devices.
- introducing an ideas
  - developing an idea
  - transition to another idea
  - concluding an idea
  - emphasizing a point
  - explanation of point already made
  - anticipating an objection
- (IX) Reducing the text through avoiding irrelevant information

#### **2.1.4.1 Difference between Spoken and Written Texts**

While developing appropriate classroom activities and procedures for teaching written language, it is important to be aware of the differences between spoken and written language. According to Ur (1996, p. 160) written texts are different from spoken texts due to its some specific features:

##### **I) Permanence**

Written texts are fixed and permanent so that reading can be done at whatever time and speed. Spoken text, in contrast, is continuously flowing and moves on real time.



## **II) Explicitness**

The written text is explicit, it has to make clear the context and all references. In speech, however, the real time situation and knowledge shared between speaker and listener means that some information can be assumed and need not be made explicit.

## **III) Density**

The content is presented much more densely in writing. In speech, the more stylistic features and less dense content is presented.

## **IV) Detachment**

Writing of text is detached in time and space from its reading; the writer normally work alone and may not be acquainted with his/her readers. Speaking usually takes place in immediate interaction with known listeners.

## **V) Organization**

A written text is carefully organized and formulated. Since its composer has time and opportunity to edit it before making it available for reading, spoken text/discourse is relatively less formulated, organized and planned. Thus, a written text conforms more to conventional rules of grammar and its vocabulary is more precise and formal.

## **VI) Slowness of production, speed of reception**

Writing is much slower than speaking on the other hand, we can read a piece of text and understand it much faster than we can take in the same text if we listen while someone read it aloud to us.

## **VII) Standard language**

Writing normally uses a standard variety of the language, whereas speech might sometimes be in a regional or other limited context dialect.

## **X) A learnt skill**

Writing is learnt through instruction or careful efforts whereas the spoken form is learnt through intuition and experiences.

### **2.1.4.1 Components of Writing**

Writing is not merely an activity of encoding verbal thought in printed symbols. It comprises of a number of other components as given below:

#### **Mechanics**

Mechanics refers to the aspects of writing such as spelling, use of punctuation marks (e.g. apostrophes, hyphens), capitals, abbreviations and numbers which are often dealt within the revision or editing stage of writing. Berthoff (1979) views that:

the mechanism of composing consists in the ability to combine what follow with what precedes, all the while keeping in mind what is already written . . . in thinking and writing at the same time without having one of these acts interfere with the other. (p. 252)

## **Coherence**

Coherence refers to the principle of organization postulated to account for the underlying functional connectedness of a text or discourse. It involves the analysis of some factors related to the text or discourse. They are:

1. The language users knowledge of word,
2. The inferences they make,
3. The assumption they hold, and
4. The way how the text or discourse is mediated through the use of speech acts.

As mentioned above, coherence is underlying functions connectedness that contributes to the process of sense making by the participants in the discourse. Yule (2008, p. 126) says:

The key to the concept of coherence (everything fitting together, well) is not something that exists in words or structure but something that exists in people. It is people who make sense of what they read or hear. They try to arrive at an interpretation that is in the line with their experience of the way the world is.

## **Cohesion**

Cohesion is generally defined as the set of grammatical features that link the idea of a text, and make it look more connected and tied up.

According to Harmer (2008, p. 77), "Cohesion refers the devices we use to stick text together the way we connect ideas and sentences together."

Various cohesive devices such as reference, conjunctions, ellipsis,

substitution, parallelism, are responsible for making discourse units connected and well formed.

### **2.1.5 Activities of Teaching Writing Skills**

There are various activities for the development of writing skills. In this contexts for the student of secondary level, there are some types of activities:

#### **a) Controlled writing**

The controlled writing activities are basically grounded on the product approach of writing, in which students are encouraged to produce and reproduce the words, sentences or paragraphs by imitating or copying from the model given to them. The students have virtually no freedom to express their creative ideas or skills. According to Harmer (2008, pp. 168-171) controlled writing includes the activities like:

##### **i) Combining**

In combining activity, students are required to combine sentences or words by using the clues given to them.

##### **ii) Reproduction**

In this activity, the students are encouraged. To write exactly what they have read or listened to. Reproducing a piece of writing may be exact reproduction of something read either by copying it or by rewriting it from memory, it might be to some extent free reproduction in which students 'rewrite' something in their own words.

### **iii) Completion**

In completion exercises, parts of sentences are given and students are required to complete with words phrases. The best known completion exercise is 'fill in the blanks'. A passage is given, with selected words or phrases missing, sometimes with an indication that how many letters, or words have been omitted. Then, students have to complete the passage.

### **b) Guided writing**

Guided writing stands as a bridge between controlled and free writing for which students are given assistance such as a model to follow plan or outline to expand from. In such activities, students are given some freedom in selection of lexical item and structural pattern of their writing exercise. Some of the activities for guided writing are:

#### **i) Paraphrasing**

Paraphrasing exercises may extend from very simple transformation exercises to more advanced ones. They can sometimes involves grammatical transformation as well.

#### **ii) Parallel writing**

Parallel writing is a way to learn well by imitating a model. Parallel writing may be both direct imitation of the model or reproducing a new piece of writing. In the direct imitation, the teacher presents a model and they provide the new words, sentences or paragraph that are to be substituted for same those in model.

### **iii) Developing skeleton into the full or text**

Students are given basic outlines with the aim of assisting the writing exercise. Outlines work as hints to develop like: skeleton story, skeleton in full or text, news, articles, reports writing, reports and paragraph writings.

### **c) Free writing**

In free writing, students are given a topic or issue and they are free to supply their ideas and opinion. There is freedom for selection of vocabulary, structure and style but the teacher may help if students require help from the teacher. They can develop any genre including report coming project work, story writing, essay writing

Some of the free writing activities are:

- Making sentence from given table.
- Picture description
- Letter writing
- Writing a newspaper article

### **d) Para-orthographic text writing**

Writing paraorthographic texts form a part of writing activities.

Paraorthographic text displays the linguistic information clearly and accurately. It includes charts, diagrams, tables, maps. Students are required to change paraorthographic text into orthographic and vice versa. This activity helps to develop writing skill in a concise and acute way.

Some of the paraorthographic texts activities:

- ) Finding way through map, writing way to go.
- ) Interpreting the table or charts.

## **2.2 Review of Related Empirical Literature**

Many research studies related to teaching materials / aids have been carried out in terms of their effectiveness to teaching English. Some research studies related to this area are as follows:

Chapagain (1999) carried out his study entitled "Use of Teaching Materials and its Impact in English Language Learning". The purpose of this study was to determine the impact of teaching materials in English language learning. The researcher took 50 students of class six as sample. Test items and prepared questionnaire were the main tools for the data collection. The finding showed that materials were an integral part of English language teaching and they had highly positive impact on language teaching.

Neupane (2008), conducted an experimental research on "Effectiveness of Teaching Aids in the Development of Writing Skills". The objective of his research was to find out the effectiveness of teaching materials in teaching writing skills. The research study was conducted on the student of grade IX in a secondary school of Nawalparasi district. Both primary and secondary sources were used for the data collection. The researcher took 60 students as sample. Test items, observation and prepared questionnaires were the main tools for the data collection. The findings showed that the performance of the Experimental Group 'B' was found better in almost all the test items.

Shrestha (2010), conducted a study on "The Effectiveness of Teaching Materials in Developing Writing Skill". The main objective of her study was to determine the effectiveness of teaching materials in writing in secondary level. For this, one school from Tanahun was selected purposively. Eighty students studying in grade IX were the primary source of data. The primary data for the study were obtained by administering the tests. At the entry point, a pre-test was administered. Then, the students were divided into two groups on the basis of obtained result from the pre-test to maintain equal proficiency of both the groups and were termed as 'control group' and 'experimental group'. Both groups were taught the selected items. At the end of the classroom teaching, a post-test was administered. The obtained data were compared and interpreted using appropriate statistical tools. It was concluded that the teaching aids have very high positive effect on teaching English writing skill. Since, the Experimental Group 'B' has performed much better in all the areas in post-test than the Control Group 'A'.

Neupane (2011) carried out an action research on "Effectiveness of Picture in Paragraph Writing". The study aimed to find out the effectiveness of pictures in developing paragraphs writing. For his study, Shree Mahendra S. School, Bhojpur was selected. Students studying at grade IX were selected using non-random judgmental sampling procedure. To elicit the required data, the researcher used both types of sources primary and secondary. At first, the researcher administered the pre-test to identify the current level of proficiency in writing. And then, the researcher taught twenty-one lessons using picture. At the end of the lesson, he administered post-test using same test item. The obtained result of the test was analyzed, interpreted and presented using appropriate tools, tables, chart and diagram. The finding showed that the degree of effectiveness of using picture in paragraph writing was satisfactory.



Similarly, Gautam (2011), carried out an experimental research on "Effectiveness of Visual Materials in Developing Reading Skills". The researcher attempted to find out effectiveness of visual materials in developing reading skills. Both primary and secondary sources were used for collecting data. For primary source pre-test and post-test were administered. He purposively selected Shree Rara Hill Memorial S. School, Kirtipur test items were the main tools for data collection. It was concluded that using visual material in developing reading skill was very effective. Since, Experimental Group 'B' performed better than Control Group 'A'.

A number of attempts have been made to find out the effectiveness of teaching materials in teaching writing skill which dealt with the access of these materials very clearly. However, clear and concrete ratio of impact in learning as well as developing writing skill by the use of teaching aids is hardly experimental anywhere. In the above mentioned researches I found the use of teaching materials in general.

In the sense that there was not any proper selection of teaching materials which meet the content, interest of students and task suitability. It is a preliminary stage of using teaching materials in the language classroom. Hence, the present study is different from others.

### **2.3 Implication of the Review for the Study**

Literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step.

Researcher goes through the existing literature in order to acquaint with the available body of knowledge in his/her area of interest. In the initial stages of research it helps to establish the theoretical roots of study, clarify the ideas and develop methodology, but later it serves to enhance and consolidate researcher's knowledge base. It helps to integrate the

findings with the existing body of knowledge. Since an important responsibility in research is to compare own findings with those of others, it is here that the literature review plays an extremely important role.

It helps to shape the research problem because the process of reviewing the literature helps to understand the subject area better and this helps to conceptualize research problem clearly and precisely. It also helps to understand the relationship between researcher's research problem and body of knowledge in the area.

From the reviewed literature, I also developed some insights by going through the existing body of literature related to my present study. The insight that I developed are developing theory of the study, formulating tool for data collection, extracting data from the respondents, to analyze and interpret the data, to display the findings in table and to discuss the result.

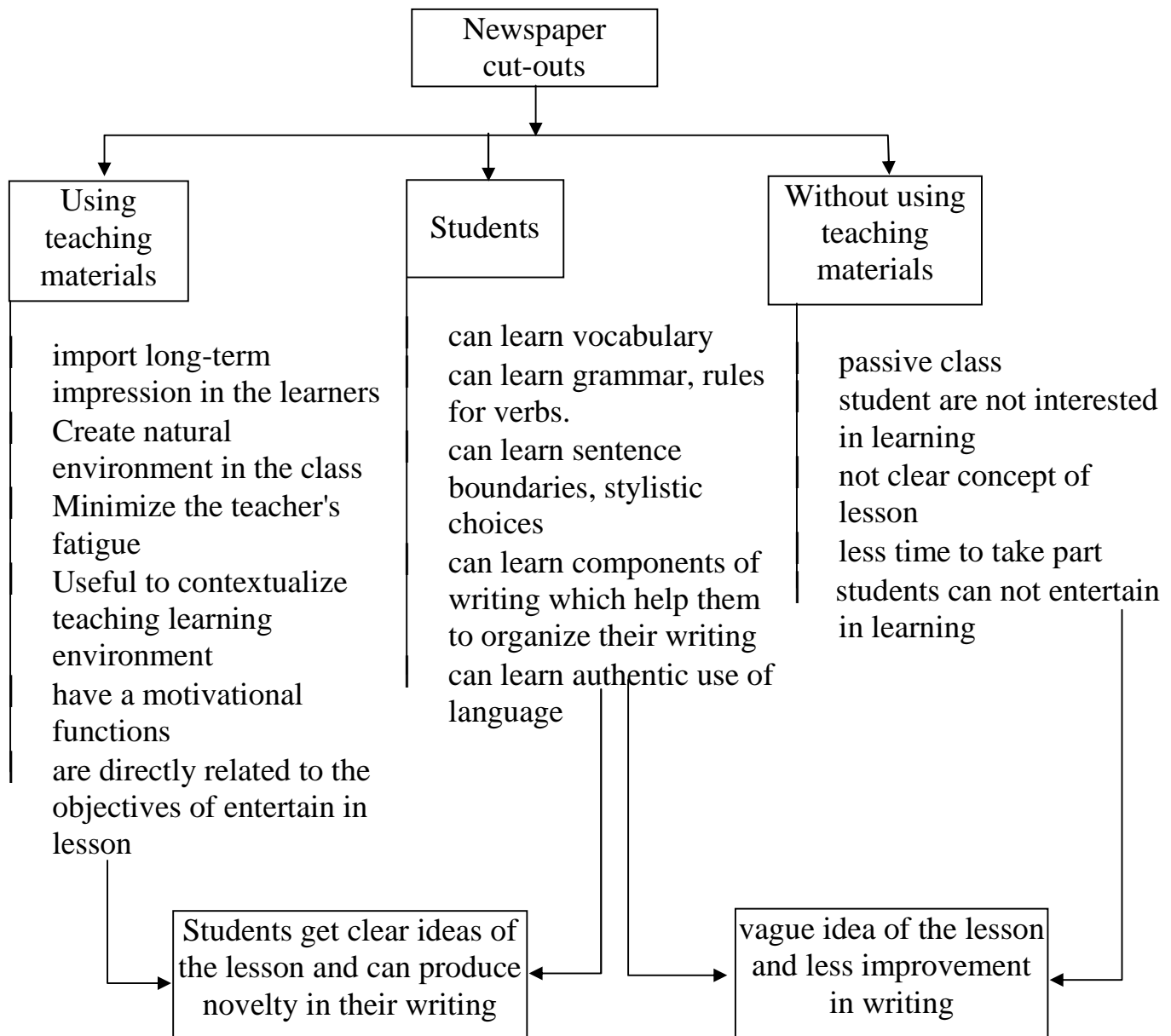
The studies that were reviewed here are experimental and Action research. The research works carried out by Chapagain (1999), Neupane (2008) were the impact of teaching materials in language learning. But the research works carried out by Shrestha (2010), Gautam (2011) and Neupane (2011) showed the effectiveness of teaching material in teaching different language skills. After reviewing these research works, I became clear about the way of carrying out my research and to research to the valid conclusion.

## **2.4 Theoretical and Conceptual Framework**

Writing refers to the expression of idea in a consecutive way according to the graphic convention of language which involves encoding of a message of some kind or translating our thoughts into language in graphic

form. Furthermore, writing is a productive skill which involved manipulating, structuring and communicating.

The following diagram shows how to produce a piece of writing.



If the students are provided with sufficient authentic materials while teaching the English language they can learn vocabulary idioms, originality of language and how to organize their ideas appropriately. As a result, they can develop clear and fluent communication of idea to produce a piece of writing.

## **CHAPTER - III**

### **METHODS AND PROCEDURE OF THE STUDY**

I adopted the following methodology to carry out this research.

#### **3.1 Research Design**

Experimental research design was used to complete this study.

Experimental research is a systematic and logical method of testing certain hypothesis or verifying existing body of knowledge. It comprises of both the pre-test and post-test with random assignment of subjects. Kumar (2005, p. 100) says, "In an experimental study the independent variable can be observed, introduced or manipulated by the researcher whereas in non-experimental study this cannot happen as the assumed case has already occurred". The researcher introduces an intervention and studies the effects of intervention in this type of research. There are two groups in any experimental research. Best and Khan (2006, p. 166), distinguishing experimental and control groups say, "The Experimental Group 'B' is exposed to the influence of the factor under consideration; the Control Group 'A' is not." It means, 'experimental group' is one of the two groups of subjects which gets the special treatment of the researcher introduces independent variable in artificial situation whereas in 'Control Group' the researcher does not introduce any new or independent variable and this group does not get the special treatment. It is chosen because of its equivalence to the Experimental Group 'B'.

In the experimental research there is provision of both pre-test and post-test. Pre-test was taken to find out the initial differences between the groups. Then, the researcher intervenes the ongoing situation by introducing a change variable to the treatment group and the effect of its

presence is experimented. A post-test of both the groups is taken to find out the effect and impact of intervention. The finding of the study is derived by analyzing the scores of both the groups.

### **3.1.1 Process in Experimental Research**

An experimental study is carried out either in a natural or in controlled environment. The process of experimentation, here, refers to the stepwise procedure of different activities that carried out while analyzing some hypothesis through experiment.

The first procedure that researcher adopted in this study is the formation of research title. It is the topic of the study which was finalized by vast study of related literature to direct whole study. Second step is specifying the objectives of the study. Third step is the construction of hypothesis. It is the tentative prediction about the result of the study, it is a guess made prior to the experiment about the variable relationship. Fourth step, the researcher expands the gained theoretical knowledge on the subordinate tool, techniques and materials.

Fifth step is to prepare research proposal. A research proposal is a proposed plan of the study to the concern authority. Then, the researcher prepares all the necessary tools to conduct the investigation along with the proposal. After the approval of the proposal and the collection of all the needed equipments researcher starts field visit for the collection of fresh data. Then, the researcher establishes rapport with the authority and samples the required population as per the purpose of the study and need of the information. Then, pre-test was administered to find the initial status of sampled population. On the basis of obtain score the sampled population is divided into two groups, 'Control group' and 'Experimental group'. After that, the researcher intervences the ongoing situation by

introducing a change variable to the Experimental Group 'B' and the effects of its presence is experimented. At the end a post-test to both the groups is taken to find out the impact of intervention. The test is codified in statistics and analyzed the findings by calculating and comparing the mean score of both the groups.

### 3.1.2 Designs of Experimental Research

There are many designs of experimental research. Out of various designers of experimental type. I used post-test only equivalent group design.

In the post-test only equivalent groups design both the controlled and experimental groups is made equivalent to find out the change resulted by using newspaper cut-outs. Population was randomly selected with the help of fishbowl draw method. Then, pre-test was administered and on the basis of score obtained by them were divided into four strata. Then students from all the strata were divided into two groups with the help of lucky draw as Control Group 'A' and Experimental Group 'B'. After the group division, the researcher brought change in his teaching methodology than the usual. He brought newspaper cut-outs to teach writing skill and the special intervention to the Experimental Group 'B'. He taught twenty-eight lessons. When the experiment was completed I administered post-test. The finding of the study was derived by subtracting mean score of Control Group 'A' with the Experimental Group 'B'. This research design can be shown diagrammatically as follow:

R	X	O <sub>1</sub>
R	C	O <sub>2</sub>
R = Random Sampled		

X = Experimental Group 'B'

C = Controlled Group

O = Observation

Finding =  $O_1 - O_2$

### **3.2 Population and Sample**

The first hand data for the study was collected by administering a pre-test and post-test to students of grade ten. The pre-test was taken before the experiment and post-test was taken after experiment. The sample of this study were thirty students of Nalanda Secondary Boarding School, Satdobato, Lalitpur studying at grade X.

### **3.3 Sampling Procedure**

To carry out this research, the researcher purposively selected Shree Nalanda Secondary Boarding School, Satdobato, Lalitpur as a research area of the study. Then, the researcher used random sampling procedure to select the students.

He selected thirty students of grade ten as the sample by using fishbowl draw method. For this, he took a piece of paper and folded it into smaller one. Then he wrote a list of numbers in each paper and put it into a box. After that, students picked it without looking and they continued it till the required number of students were selected.

The researcher administered the pre-test and on the basis of result obtained from the pre-test, he divided the students into control and experimental groups. The steps of the group division were as follows:

- i) The researcher grouped all the average scores obtained by them into four strata: respectively as in the table no. 1 below.
- ii) Students from all the strata were divided into two groups: 'A' and 'B' with the help of luck draw system. Then, the researcher termed them Group 'A' as Control Group 'A' and as an Experimental Group, respectively.

**Table 1**  
**Group Division Procedure**

Pre-test marks	No. of students in Control Group 'A'	No. of students in Experimental Group 'B'
20-25	4	3
25-30	7	8
30-35	4	3
Total	15	15

### **3.4 Data Collection Tools**

The main tool for the data collection were test items (both pre-test and post test) used for both the groups during the research study. Most of the test items were related to the prescribed textbook for grade ten. The text items were related to news report, essay writing, para-orthographic writing, paragraph writing, application writing and news article.

### **3.5 Process of Data Collection**

The researcher used the following procedure to collect data from the primary sources.

- (I) At the very beginning, the researcher visited the concerned authority and asked for permission to carry out this study.



- (II) Then, researcher established the rapport with subject teacher as well as students and explained the purpose and process of the research.
- (III) The researcher developed the test-items for pre-test and that was administered.
- (IV) On the basis of the result obtained from pre-test, the researcher divided the students into two groups as Control Group 'A' and Experimental Group 'B'.
- (V) After the group division, 'Control group' was taught without using teaching aids, newspapers, cut-outs whereas 'Experimental group' was taught using teaching aids like newspaper cut-outs and the data was collected for the study.
- (VI) The researcher taught both the groups for twenty eight days.
- (VII) A post-test was conducted after twenty eight lessons. The finding of both pre-test and pos-test were compared to determine the effectiveness of newspaper cut-outs developing writing skill.

## CHAPTER - IV

### RESULTS AND DISCUSSION

This chapter consists of results and discussion

#### 4.1 Results

The present study mainly focused on effectiveness of newspaper cut-outs and magazine to enhance writing skill. Twenty one lessons were taught to conduct this research. After analysis and interpretation of data the following results have been derived.

1. Control Group 'A' had the average increment percentage of 37.0 in the test item. 'News story', whereas Experimental Group 'B' had the average increment percentage of 43.89 in the same item. It reveals that Experimental Group 'B' has progressed in this area than Control Group 'A' leading with 6.89 average percent.
2. In holistic comparison of the test item 'Essay Writing', Experimental Group 'B' performed better in comparison of Control Group 'A' with the average increment of 15.3 percentage. Thus, this increment shows that teaching writing skill using newspaper cut-outs seem to be more effective than teaching with usual classroom techniques.
3. In the test item and 'para-orthographic writing' Experimental Group 'B' progressed a lot securing 54.57 percent whereas Control Group 'A' only 98.68 percent. Hence, Experimental Group 'B' led Control Group 'A' with 5.89 average percentage. Thus, the difference shows that using teaching materials is significant.
4. Similarly, in the test item 'readable story' 'treatment group' had performed better securing (52.68%) than 'control group' (46.12%).

Here, the 'treatment group' led with 6.56 percent. It shows the fact that teaching readable story using newspaper cut-outs has a vital role.

5. Students were found motivated and actively participated in teaching learning activities when I presented the lesson with newspaper cut-outs.

Hence, this study reveals that teaching writing skill using newspaper cut-outs are relatively more effective than conventional way of teaching.

## **4.2 Discussion**

This chapter consists of analysis and interpretation of the data. It deals with the analysis and interpretation of data obtained from the due effort of the experimental study i.e. pre-test and post-test from the control and experimental groups. The data obtained from the students have been grouped under main category and are analyzed separately.

- i) Holistic comparison
- ii) Item based composition

Holistic comparison consists of a table where the results of Control Group 'A' and Experimental Group 'B' for seven types of exercises are presented. Another heading item based comparison is categorized into seven sub-headings. The individual score had been taken from the tests (i.e. pre-test and post-test and tabulated under each sub-headings in turn. For analyzing the data the individual scores of tests (pre-test and post-test on subjective test items was taken and tabulated group-wise (Appendix-III) for the purpose of comparison and finding the comparative effectiveness of both the groups, the average scores of two tests are computed out of the individual scores tabulated (Appendix-IV). The difference between the average scores of the two tests is determined. The

result was also converted into percentage. The result of two groups have been compared on the basis of the average and percentage of the scores that the students obtained. The marks of each students in the pre-test were subtracted from the marks of post-test to find out the difference between them. The group which got higher average marks and the percentage is thought to be better than the one which got a lower average marks and percentage.

#### **4.2.1 Holistic Comparison**

In this comparison, the result of Control Group 'A' and the Experimental Group 'B' for seven different types of exercises under separate headings are shown in a single table. The following table shows the average increment percentage of Control Group 'A' and Experimental Group 'B'.

**Table 2**  
**Difference in Average Percentage**

S.N.	Functional category	Control Group 'A'	Experimental Group 'B'	Difference
1	News story	36.36	43.66	7.3
2	Essay writing	4.14	19.44	15.3
3	Paragraph writing	46.42	56.20	9.78
4	Para-orthographic writing	48.68	54.57	5.89
5	Application letter	30.15	38.35	8.2
6	Readable story	46.12	52.68	6.56
	Total increment	211.87	264.9	53.03
	Average increment	35.31	44.15	8.83

The above table shows that the average increment percentage of Control Group 'A' is 35.31 in all six types of exercises, whereas Experimental Group 'B' has 44.15 average increment percentage. It means Control Group 'A' secured less than that the Experimental Group 'B'. It indicates that Experimental Group 'B' has learnt various structures to perform the particular type of exercises better than Control Group 'A'. In question four the researcher found deference in percent was not so significance i.e. (5.89). That is to say in this question Experimental Group 'B' has not got better performance.

Thus, in the test item, 'para-orthographic writing' it was not found great difference i.e. 5.89. It indicates that in the 'para-orthographic writing' Experimental Group 'B' could not perform better.

As a whole Experimental Group 'B' has performed better than Control Group 'A'. It reveals that using newspaper cut-outs in teaching writing skill is more effective than conventional way of teaching.

#### **4.1.2 Subjective-Test Item Based Comparison**

The subjective test item based comparison is classified into seven sub-headings. The individual score is taken from the tools (i.e. pre-test and post-test) and tabulated under each sub-headings in term. The average scores are computed out of the individual scores tabulated. The difference between, the average scores of the two tests is computed. The difference is converted into percentage. The two groups are compared on the basis of their percentage.

The marks obtained by individual students in each type of exercise are given in (Appendix-IV) on the basis of individual scores, average score for each group and each category of exercise are calculated to compare

the achievement of the groups. The analysis and interpretation of the study are carried out under the following sub-headings:

- ) The result in news story.
- ) Essay writing
- ) The result in paragraph writing.
- ) The result in para-orthographic writing.
- ) The result in job application letter.
- ) The result in readable story.

The above category consist of a subjective test item in total fifty marks. The analysis and interpretation of the study are given below:

#### 4.1.2.1 The Result in News Report

**Table 3**  
**The Result in News Story (Total Marks 8)**

Group	Average score in pre-test	Average score in post-test	D	D%
A	4.4	6.03	1.63	37.0
B	4.26	6.13	1.87	43.89

The table shows that Control Group 'A' got 4.4 average score in the pre-test and 6.03 in the post-test. This group has increased its average marks with 1.63 or 37.0 percentage.

However, the average marks obtained by Experimental Group 'B' in the pre-test was 4.26 and in the post-test was 6.13. This group has increased average marks with 1.87 or 43.89 percentage.

It reveals that Experimental Group 'B' has progressed more in this area than Control Group 'A' leading with 6.89 average percent.

#### 4.1.2.2 The Result in Essay Writing

**Table 4**

**The Result in Essay Writing (Total Marks: 12)**

Group	Average score in pre-test	Average score in post-test	D	D%
A	7.23	7.57	0.34	4.14
B	7.87	9.4	1.53	19.44

The above table shows that Control Group 'A' has the average score of 7.23 in pre-test and 7.57 in the post test. This group made an improvement in mark by 0.34 or by 4.14 percent. Experimental Group 'B' on the other hand, has the average score of 7.87 in the pre-test and 9.4 in the post-test. This group has made an improvements in mark by 1.53 or 19.44 percent. So, it is clear that Experimental Group 'B' has learnt more effectively than that of Control Group 'A'. It shows that using newspaper cut-outs for the purpose teaching essay writing has comparatively positive role than conventional way of teaching.

#### 4.1.2.3 Result in Para Orthographic Writing

**Table 5**

**Result in Para-Orthographic Writing (Total Marks: 6)**

Group	Average score in pre-test	Average score in post-test	D	D%
A	2.67	4	1.33	48.68
B	3.17	4.57	1.73	54.67

By analyzing table no. 4, we could easily see that Control Group 'A' has the average score of 2.67 in pre-test and 4 in the post-test. This group has increased its mark by 1.33 or 48.68 percent.

Similarly, the average marks obtained by Experimental Group 'B' in the pre-test was 3.17 and in the post-test was 4.57. This group has increased its mark by 1.73 or by 54.57 percent.

Thus, it was found that the teaching aids/newspaper cut-outs play effective role to enhance writing skill of the students.

#### 4.1.2.4 Paragraph Writing

**Table 6**  
**Result in the Paragraph Writing (Total Marks: 6)**

Group	Average score in pre-test	Average score in post-test	D	D%
A	2.8	4.1	1.3	46.42
B	2.9	4.53	1.63	56.20

According to table 5, we could see that Control Group 'A' has the average score of 2.8 in the pre-test and 4.1 in the post-test. This group made the improvement in mark by 1.3 or by 46.42 percent. Experimental Group 'B' on the other hand, has the average score of 2.9 in the pre-test and 4.53 in the post-test. This group has made the improvement in mark by 1.63 or by 56.20 percent.

This statistical data shows that Experimental Group 'B' has learnt better than Control Group 'A'.

Hence, it can be said that using teaching materials for the purpose of teaching paragraph writing play a significant role.

#### 4.1.2.5 Job Application Writing

**Table 7**  
**Result in the Job Application Writing (Total Marks: 12)**

Group	Average score in pre-test	Average score in post-test	D	D%
A	6.3	8.2	1.9	30.15
B	7.3	10.1	2.8	38.35

The table shows that Control Group 'A' got 6.3 average score in pre-test and 8.2 in the post-test. This group has increased its average marks by 1.9 or 30.15 percent.

However, the average marks obtained by Experimental Group 'B' in the pre-test was 7.3 and in the post-test was 10.1. This group has increased average mark by 2.8 or



38.35 percent. It shows the fact that Experimental Group 'B' has learnt more effectively than that of Control Group 'A'. Thus, it also supports that the use of newspaper cut-outs in teaching application letter has very crucial role.

#### 4.1.2.6 Result in Readable Story

**Table 8**  
**Result in the News Article (Total Marks: 6)**

Group	Average score in pre-test	Average score in post-test	D	D%
A	3.1	4.53	1.43	46.12
B	3.17	4.9	1.67	52.68

It is clearly mentioned in the above table that Control Group 'A' got 3.1 average score in the pre-test and 4.53 in the post-test. This group has increased its average marks by 1.43 or 46.12 percent.

However, the average marks obtained by Experimental Group 'B' in the pre-test was 3.17 and in the post-test was 4.9. The group has increased average mark by 1.67 or 52.68 percentage.

It reveals that Experimental Group 'B' has achieved more progress in this area than Control Group 'A' leading 6.56 average percent.

## **CHAPTER - FIVE**

### **SUMMARY, CONCLUSION AND IMPLICATION**

This chapter consists of summary, conclusion and implication.

#### **5.1 Summary**

The present research attempted to find out effectiveness of newspaper cut-outs to develop writing skills. Twenty eight classes were taken to conduct an experiment in Nalanda Secondary Boarding School, Satdobato, Lalitpur. All the lessons were related to the prescribed textbook for class ten.

For this study, the total population was thirty students of grade ten. In sampling procedure random sampling was used with help of fishbowl draw method. The group division was done on basis of obtained score in pre-test. The tools for the data collection were test items taking pre-test and post-test. The data was analyzed in holistic and item based comparison. In holistic comparison, the result of Control Group 'A' and Experimental Group 'B' for seven different types of exercises i.e. New story, essay writing, paraorthographic writing, paragraph writing, application letter and readable story were analyzed. In holistic comparison, the average increment of Control Group 'A' in the test item 'Application Letter' was 30.15 percent and Experimental Group 'B' was 38.35 percent. It shows that the treatment group performed better than Control Group 'A'. It can be said that the treatment or Experimental Group 'B' got more exposure in language with help of using Newspaper cut-outs materials.

In the item based comparison, the Experimental Group 'B' was found better in each test items. While presenting the lesson with teaching materials students were found very interested in the classroom teaching and actively performed their classroom assignment. An Experimental Group 'B' was found better in vocabulary, idioms, sentence structure. Organization o ideas and originality of language use than the Control Group 'A'.

## **5.2 Conclusions**

On the basis of interpretation of collected data the researcher has listed the following conclusions.

Since this study was conducted to find the effectiveness of newspaper cut-outs in developing writing skill. I prepared text items, collected the required data and presented descriptively. During my experiment what I found was teaching English language as usual way or without using teaching materials students were less motivated to the teacher and showed less concern toward their study. They were not found actively participated in the classroom activities. But, using teaching materials while teaching they were found actively participated and motivated in learning. An Experimental Group 'B' which was taught using teaching materials performed better than Control Group 'A' producing fewer ill-formed sentences. Moreover, Experimental Group 'B' was found better in the organization of ideas and maximum use of connectives in their writing than the Control Group 'A'.

Hence, this study reveals that teaching writing skill using newspaper cut-outs are relatively more effective than conventional (usual) way of

teaching. So, this research concludes that using newspaper cut-outs for the purpose of teaching writing skill have positive effective.

### **5.3 Implication**

The present study was carried out to find out the effectiveness newspaper cut-outs in developing writing skill. Most of the teachers still think that teaching prescribed textbook for grade ten is sufficient to get mastery over the four skills of English language. So, they do not want to use even the available teaching material in the classroom teaching. In fact, its not true, teacher should use the teaching materials adequately and provide maximum exposure to the learners. Therefore, the researcher tried to find out the effectiveness of newspaper cut-outs in developing writing skill.

On the basis of the findings, the researcher has pinpointed the implications of the study on three different levels as below:

#### **5.3.1 Policy Level**

Policy is a course of action of a government to systematize the activities of the people belonging to a particular field. It is the plan pursued by government. The study conducted on the research reports of the English language teaching would be highly helpful for the policy makers of Nepal to formulate the policy related to education. The study suggests the following implication for the policy makers:

1. Policy makers of the country in field of education should be familiar with the problem of students on the part of learning. The government should formulate the policies which foster teachers' knowledge in teaching applying new techniques and teaching materials like newspaper cut-outs.

2. NCED should develop training packages to train the teachers for the effective use of teaching materials who have been teaching English at secondary level.
3. CDC should reform old ELT curriculum by including extra-reading materials. So that the students will get great exposure in language learning.
4. Effective teaching learning depends upon the use of appropriate teaching materials (newspaper cut-outs) and techniques in the classroom.
5. Department of education should launch such programmes which influence the language teachers to the maximum use of newspaper cut-outs.

### **5.3.2 Practice Level**

The implication of the research studies in the practical field as day to day life is categorized under practical level. The studies analyzed in the research are directly related to the practical field of English language teaching. Therefore, these would be very useful for the people concerned with English language teaching. The practitioners of ELT such as teachers, textbook writers, materials producers, linguists, principals and supervisors can effectively utilize the study. The major implications of the study in practice level are:

1. Novice teachers should not just follow the traditional way of teaching rather they should think of modifying by using local available teaching materials to make the classroom environment lively.

2. Language teachers in general and English language teachers in particular should not adopt particular fixed method as granted rather they should use the appropriate teaching materials. So that the students can learn easily and clearly.
3. The teacher educators who have been involved and who will be involved in training teachers should motivate the trainee teachers to use newspapers in teaching writing skill.
4. All the teachers should be researcher and they should carry the research regarding the effectiveness of local available teaching materials in teaching writing.

### **5.2.3 Further Research**

The present study is an experimental study based on a single school. This study mainly focused on use of teaching materials to enhance writing skills. These materials are also useful to enhance other language skills i.e. listening, speaking and writing. That is why it would be highly directive for the further researcher who want to carry out his/her research in other language skills. The new researchers can conduct their researchers on the areas like: use of newspaper cut-outs to enhance listening skill, speaking skill, reading skill, to enhance vocabulary. The further researcher can conduct research on use of newspaper cut-outs enhance controlled writing, free writing No research study can cover all the aspects of a field. Therefore, the scope of this research is wide enough.

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## Appendix-I

### Test Item

F.M.: 50

P.M. : 18

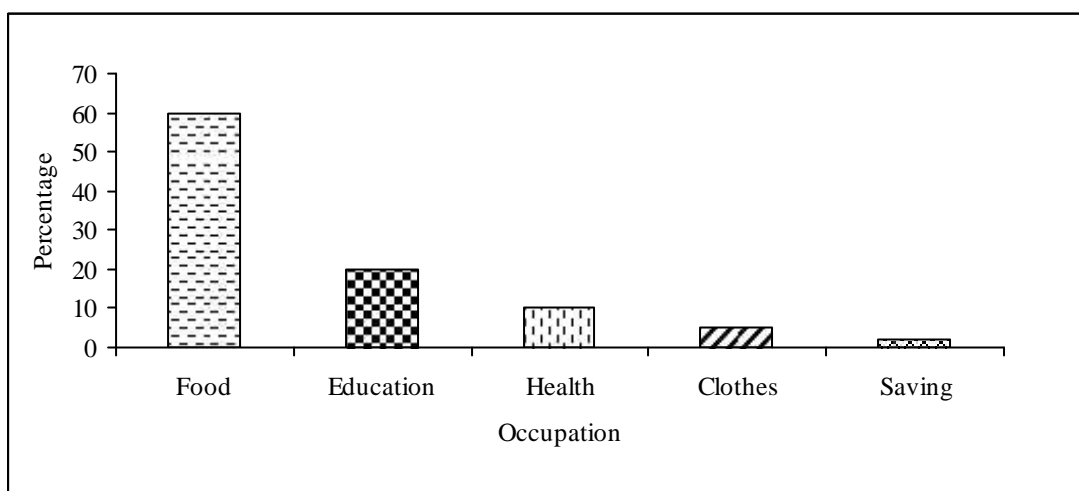
1. Write a news report with the help of the given clues. Give a suitable title to the news story. [8]

A bus \_\_\_ NA 2 Kha 2624 \_\_\_ Kathmandu-Butwal - accident-  
brake fail, \_\_\_ near Mugling \_\_\_ three died \_\_\_ 12 injured \_\_\_ 5  
serious \_\_\_ taken to hospital, Kathmandu \_\_\_ Police \_\_\_  
investigation the case.

2. Write an essay on "The Importance of Women's Education in Nepal" in about 250 words. Use the following clues: 12

Meaning of education \_\_\_ Women's position in our society \_\_\_  
importance of women education \_\_\_ conclusion.

3. Write a couple of paragraphs in "Why should we do our homework". (6)
4. Interpret the following chart that shows the monthly expenditure of Radhika Thaalaa. (6 marks)



5. Read the following advertisement carefully and write an application letter. (12)

Titanic Leather and Shoe Factory

Pokhara, Nepal

Post Box 568 Pokhara

**WANTED IMMEDIATELY**

Position: **Sales Manager**

**Qualification and Experience Required:**

B.A or equivalent with economics as a major subject. Master degree is preferable. Previous working experience in the field of sales and marketing will be an added advantage.

Women candidates are encouraged to apply.

Interested qualified Nepali citizens may send the hand written application along with the personal bio-data including contact telephone number or email address, copies of academic certificates and testimonials to the above address on or before May 5, 2003.

6. Develop a readable story with the help of the outline given in the box below and give a suitable title to it: (6)

A boy ..... steals a book from school ..... another very much pleased.....next steals a watch.....then a purse..... the mother is very happy ..... the boy becomes robber ..... one day catches and produces before a judge ..... on the day of hanging, the boy wishes to see his mother ..... prayer granted ..... bites off mother's ear..... explains why he did so ..... moral.

**Appendix-II**  
**Lesson Plan - 1**  
**Control Group 'A'**

School: Shree Nalanda Secondary Boarding School  
Satdobato, Lalitpur

Subject : English

Time: 45 min

Class: X

Period: 4<sup>th</sup>

Teaching item: Letter Writing (Congratulation letter)

**1) Specific Objectives**

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

- a) find out the different parts of the letter.
- b) write a congratulation letter

Control Group 'A'

**2) Teaching Materials**

Flash cards, sample of a letter

**3) Teaching-Learning Activities**

Teacher will ask some questions to the students related to the previous lesson to attract their attention.

- Then, he will inform the students about the lesson which they are going to learn.
- He will show different parts of the letter and invited to speculate where they should be mentioned in a letter.

- After that he will execute the sample of letter on the board and ask them to observe thoroughly.
- He will motivated the students to write a congratulation letter by describing parts and model of letter.
- Finally, he will help them if necessary.

## **Experimental Group 'B'**

### **Teaching Learning Activities**

Teacher will ask some questions to the students related to the previous lesson to attract their attention.

- I. The teacher will inform the students about the lesson which they are going to learn.
- II. He will show model of congratulation letter and ask some questions based on the letter like.
  - Can you write this type of letter ?
  - When do we write congratulation letter ?
- III. He will cut the letter into different strips and put them randomly into a box.
- IV. He will ask the students to pick up those strips from the box and ask them to read and memorize the sentences or parts of letter.
- V. He will collect the strips and let the students move around the class to interest with the another until they reconstruct a congratulation letter.
- VI. Finally, he will facilitate them if necessary.

## **Evaluation**

Evaluation will be the same for both groups.

- tell any two parts of congratulation letter.
- Can you tell the types of letter ?

## **Homework**

Write a congratulation letter to your friend who has passed S.L.C. exam in distinction.

**Lesson Plan - 2**  
**Experimental Group 'B'**

School: Shree Nalanda Secondary Boarding School  
Satdobato, Lalitpur

Subject : English

Time: 45 min

Class: X

Period: 4<sup>th</sup>

Teaching item: Condolence Writing

**1) Specific Objectives**

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

- a) learn vocabulary relating to condolence
- b) write a formal notice of condolence to be published in a newspaper.

**2) Teaching Materials**

Besides daily used materials, the teacher will use the following types of materials:

- Flash cards.
- Newspaper cut-outs and photocopies of newspaper condolence.

**3) Teaching-Learning Activities**

The teacher will follow the following steps for teaching and learning activities.

## **Motivation**

The teacher will ask some questions to the students related to the previous lesson for the sake of revision and to draw students attention towards the teaching learning activities.

## **Presentation**

Now, the teacher will ask some related questions about condolence for example,

- What is condolence ?
- Why do we express condolence ?
- When do we express condolence ?
- Where do we express condolence ?

Then, he will demonstrate a variety of photocopies of newspaper which contain the different model of expressing condolence.

- The student will be asked to observe thoroughly to the demonstrated samples or models of expressing condolence.
- Further, he will provide clear instructions about how to carry out the activities.
- He will also inform them the we express condolence when our initiates, close condolence when our intimates, close friends, relatives get ultimately death.



## Practice

The teacher will divide the class into different groups according to the number of students.

- Then, he will distribute the photocopies of condolence to each group and tell them to read it and underline the difficult words.
- The student will read it throughly and tick out the difficult words.
- Five minutes will be allocated to this task.
- During that time, the teacher will move around the class and assist them if they need.
- Finally, he will provide them different situations on which they will practice writing Condolence

## Evaluation

Following questions will be asked for evaluation.

- What will you say in the following situation.
- Your friend got in a bus accident and you met his parents.

## Homework

Write a letter of condolence using the clues given below:

Sudha Thapa \_\_\_\_\_ born 24 June, 1996 died \_\_\_\_\_ studying together at grade ten \_\_\_\_\_ sociable \_\_\_\_\_ condolence to bereaved family \_\_\_\_\_ departed soul \_\_\_\_\_ never forget.

## Lesson Plan - 3

School: Shree Nalanda Secondary Boarding School

Satdobato, Lalitpur

Subject : English

Time: 45 min

Class: X

Period: 4<sup>th</sup>

Teaching item: Orthographic Writing (Interpretation of Bar Graph)

### 1) Specific Objectives

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

- a) interpret the bar-graph approximately

### 2) Instructional Materials

Newspaper bar-graph

### 3) Teaching-Learning Activities

Planning (Approx. 10 min.)

- The teacher will demonstrate the bar-graph in the classroom which contains the monthly income and expenditure of Mr. Rai.
- Then, he will distribute the models of bar-graph interpretation.
- Students will be involved in the extensive as well as intensive reading activities related to the topics.
- After that they will gather some ideas and discuss on how to present or interpret in a better way.

### **Drafting (Approx. 10 min.)**

- Students will prepare the first version individually.
- They will prepare first draft with relevant information, i.e. monthly income and expenditure on education, food, entertain.
- The teacher will monitor the class providing necessary feedback.

### **Redrafting**

- Students will compare their drafts with other friends and try to revise the draft focusing on information and writing style.
- Teacher will give feedback to the students.

### **Writing the Final Version**

- Students will be asked edit the revised draft in pairs.
- They will focus on accuracy in grammar, spelling, cohesion and coherence.
- Finally, they will submit the final draft to the teacher.

[The teacher will give necessary feedback on common errors of students focusing on discourse structure, language features, information and writing style.]

**Lesson Plan - 4**  
**Experimental Group 'B'**

School: Shree Nalanda Secondary Boarding School  
Satdobato, Lalitpur

Subject : English

Time: 45 min

Class: X

Period: 4<sup>th</sup>

Teaching item: News Story

**Specific Objectives**

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

- \* learn vocabulary.
- \* write a news story.

**Teaching Materials**

Besides daily used materials, the teacher will use the following types of materials.

- Newspaper cut-outs
- Flash cards

**Teaching-Learning Activities**

Teacher will follow the following steps for teaching and learning activities.

## **Motivation**

The teacher will ask some questions to the students related to the previous lesson for revision and to draw the students' attention towards the teaching learning activities.

## **Presentation**

Now, the teacher will ask some related questions about the accident for example:

- How did the accident happen ?
- How was the weather ?
- What caused the accident ?
- Then, he will demonstrate a variety of newspaper cut-outs which contain the different news story.
- The students will be asked to observe thoroughly to the demonstrated samples.

## **Practice**

The teacher will divide the class into different groups according to the number of students - in each group containing four or five students. Then, he distributes the cut-outs New Story to each group and tells them to read it and underline the difficult words.

During that time, the teacher will move around the class and assist them if they need. Then, he will provide situation. On which the students will practice writing News Story.

## **Production**

The teacher will provide one situation and ask to the students to write News Story with the help of the cut-outs provided to them. If necessary he will provide guidance and feedback for their consolidation and understanding in writing News Story.

## **Homework**

Write a News Story with the help of given clues:

A bus – NA2Kha 2624 – Kathmandu – Butwal – accident – brake fail – near Mugling – Three died – 12 injured – 5 serious – taken to hospital, Kathmandu – Police – Investigation the case.

**Lesson Plan - 5**  
**Experimental Group 'B'**

School: Shree Nalanda Secondary Boarding School  
Satdobato, Lalitpur

Subject : English

Time: 45 min

Class: X

Period: 4<sup>th</sup>

Teaching item: Writing an application letter.

**Specific Objectives**

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

- (a) learn vocabulary relating to application letter; and
- (b) write an application letter.

**Teaching Materials**

The teacher will use the following types of materials.

- Flash cards, sample of a letter
- Newspaper cut-outs, photocopies of newspaper advertisement

**Teaching-Learning Activities**

- I. The teacher will inform the students about the lesson which they are going to learn.
- II. He will show model of application letter and ask some questions based on the letter like.
  - Can you tell the types of letter ?
  - When do we write an application letter ?

- III. He will cut the letter into different strips and put them randomly into a box.
- IV. He will ask the students to pick up those strips from the box and ask them to read and memorize the sentences or parts of letter.
- V. He will collect the strips and let the students move around the class to interest with the another until they reconstruct an application letter.
- VI. Finally, he will facilitate them if necessary.

### **Homework**

Write an application letter to the following post.

Titanic Leather and Shoe Factory

Pokhara, Nepal

Post Box 568 Pokhara

**WANTED IMMEDIATELY**

Position: **Sales Manager**

#### **Qualification and Experience Required:**

B.A or equivalent with economics as a major subject. Master degree is preferable. Previous working experience in the field of sales and marketing will be an added advantage.

Women candidates are encouraged to apply.

Interested qualified Nepali citizens may send the hand written application along with the personal bio-data including contact telephone number or email address, copies of academic certificates and testimonials to the above address on or before May 5, 2003.



**Appendix - III**  
**Group Based Table for Pre-test**  
**(Total Mark : 50)**

S.N.	Name of Students	Obtained Mark
1	Ashim Gurung	28
2	Anil Shrestha	24.5
3	Suraj Yadav	24.5
4	Amrit Lama	26.5
5	Pranita Sah	25
6	Krishna Pathak	29
7	Shreya Rai	27
8	Bibek Ghimire	24
9	Ishan Manandhar	30
10	Pabita Thapa	29
11	Madan Rai	26.5
12	Arjung Sharmna	27.5
13	Kapil Shrestha	23
14	Seema Lama	25
15	Manoj Subedi	27
16	Sunmaya Yongong	28.5
17	Suman Rai	21.5
18	Ashreen Bhattarai	30
19	Samir Rai	29
20	Krishna Thakur	29.5
21	Alvina Gurung	29
22	Bhumika Magar	33.5
23	Smriti Ghimire	28.5
24	Sujan Shrestha	26

25	Santosh Malla	27.5
26	Shreejana Magar	32.5
27	Sanjeev Lama	28
28	Rajjo Shakya	28.5
29	Ashish Jha	30
30	Pallavi Panjariya	30.5

**Group Based Table for Post-test Result**

**(Total Mark : 50)**

S.N.	Name of Students	Obtained Mark
1	Ashim Gurung	33.5
2	Anil Shrestha	32.5
3	Suraj Yadav	36.5
4	Amrit Lama	31.5
5	Pranita Sah	36.5
6	Krishna Pathak	30.5
7	Shreya Rai	29.5
8	Bibek Ghimire	29.5
9	Ishan Manandhar	40.5
10	Pabita Thapa	39.5
11	Madan Rai	39
12	Arjung Sharmna	37
13	Kapil Shrestha	35.5
14	Seema Lama	32.5
15	Manoj Subedi	34.5
16	Sunmaya Yongong	39.5
17	Suman Rai	20.5
18	Ashreen Bhattarai	40.5

19	Samir Rai	40.5
20	Krishna Thakur	41.5
21	Alvina Gurung	39.5
22	Bhumika Magar	44
23	Smriti Ghimire	38
24	Sujan Shrestha	37
25	Santosh Malla	42.5
26	Shreejana Magar	44
27	Sanjeev Lama	40.5
28	Rajjo Shakya	41
29	Ashish Jha	43.5
30	Pallavi Panjariya	42

#### Appendix - IV

#### Result in Pre-test of Control Group 'A' and Experimental Group 'B'

S.N.	Obtained Mark	S.N.	Obtained Mark
1	28	16	28.5
2	24.5	17	21.5
3	24.5	18	30
4	26.5	19	29
5	25	20	29.5
6	29	21	29
7	27	22	33.5
8	24	23	28.5
9	30	24	26
10	29	25	27.5
11	26.5	26	32.5
12	27.5	27	28
13	23	28	28.5
14	25	29	30
15	27	30	30.5
Total	396.5	Total	432.5

### Result in Pre-test of Control Group 'A' and Experimental Group 'B'

S.N.	Obtained Mark	S.N.	Obtained Mark
1	33.5	16	39.5
2	32.5	17	20.5
3	36.5	18	40.5
4	31.5	19	40.5
5	36.5	20	41.5
6	30.5	21	39.5
7	29.5	22	44
8	29.5	23	38
9	40.5	24	37
10	39.5	25	42.5
11	39	26	44
12	37	27	40.5
13	35.5	28	41
14	32.5	29	43.5
15	34.5	30	42
Total	518.5	Total	594.5

## Appendix - VI

### Functional Based Tables of Pre-Test and Post-Test Results

#### 1. Result in News Report

**Total Marks : 8**

S.N.	Control Group 'A'			S.N.	Experimental Group 'B'		
	Pre-test	Post-test	D		Pre-test	Post-test	D
1	6	7	1	1	4	5	1
2	4.5	6	1.3	2	3	-	3
3	4.5	7	2.5	3	5	7	2
4	4	6	2	4	4	7	3
5	4	5.5	1.5	5	5	7.5	2.5
6	5.5	6	1.5	6	4.5	6	1.5
7	4.5	7	2.5	7	4.5	7	2.5
8	3.5	6	2.5	8	4	7	3
9	4	6	2	9	4	5.5	1.5
10	4	6	2	10	3	7	4
11	5	6	1	11	4.5	7	2.5
12	5.5	6.5	1.5	12	3.5	6	2.5
13	2.5	5	2.5	13	4.5	6	1.5
14	3	4.3	1.5	14	5.5	7	1.3
15	5.5	6	1.5	15	6.	7	1
TM	66	90.5	24.5	TM	6.4	92	28
AM	4.4	6.03	1.6	AM	4.26	6.13	1.86
D%			36.36	D%			43.66

## 2. Result in Essay Writing

**Total Marks : 12**

S.N.	Control Group 'A'			S.N.	Experimental Group 'B'		
	Pre-test	Post-test	D		Pre-test	Post-test	D
1	8	7	-1	1	8.5	10	2.5
2	6	7.5	1.5	2	3	-	-3
3	6	10	4	3	7.5	10	2.5
4	8	6	-2	4	7.5	9	1.5
5	6.5	8.5	2	5	9.5	10	0.5
6	6.5	-	-5.5	6	8.5	10	1.5
7	7	7.5	0.5	7	9	11	2
8	6.5	-	-6.5	8	8.5	10	1.5
9	9	9.5	0.5	9	6	7.5	1.5
10	8.5	10	1.5	10	7.5	10.5	3
11	6.5	8.5	2	11	9.5	11	1.5
12	8	10	2	12	9	10	1
13	7.5	10	2.5	13	7.5	10	2.5
14	7	9	2	14	8	11	3
15	7.5	10	2.5	15	8.5	11	2.5
TM	108.5	113.5	5	TM	118	141	23
AM	7.23	7.57	0.34	AM	7.87	9.4	1.53
D%			4.14	D%			19.44

### 3. Result in Paragraph Writing

**Total Marks : 6**

S.N.	Control Group 'A'			S.N.	Experimental Group 'B'		
	Pre-test	Post-test	D		Pre-test	Post-test	D
1	2.5	3.5	1	1	3	5	2
2	3	4	1	2	2	1.5	-0.5
3	3	4	2	3	2.5	5	2.5
4	3.5	5	1.5	4	3	4.5	1.5
5	2.5	3	0.5	5	2.5	4	1.5
6	3	4	1	6	3	4.5	1.5
7	2	3	1	7	3.5	5	1.5
8	3	5	2	8	3	5	2
9	3.5	5	1.5	9	3	4	1
10	2.5	5	2.5	10	2.5	5	2.5
11	2.5	4.5	2	11	3.5	5	1.5
12	2.5	4.5	2	12	2.5	4.5	2
13	2	3	2	13	3	5	2
14	2.5	3.5	1	14	3.5	5	1.5
15	4	4.5	0.5	15	3.5	5	1.5
TM	42	61.5	19.5	TM	43.5	68	24.5
AM	28	4.1	1.3	AM	2.9	4.53	1.63
D%			46.42	D%			56.20



#### 4. Result in Ortho-Graphic Writing

**Total Marks : 6**

S.N.	Control Group 'A'			S.N.	Experimental Group 'B'		
	Pre-test	Post-test	D		Pre-test	Post-test	D
1	3	5	2	1	3.5	5	1.5
2	2.5	3	0.5	2	3.5	5	1.5
3	2.5	4	2.5	3	3.5	5	1.5
4	3	3.5	0.5	4	3	5	2
5	3	4.5	1.5	5	2.5	5	2.5
6	3.5	5	1.5	6	3	5	2
7	2	3	1	7	3.5	5	1.5
8	3	4	1	8	2.5	0	2.5
9	3	4	1	9	2.5	5	2.5
10	2.5	4	2.5	10	4	5	1
11	2.5	5	2.5	11	3.5	5	1.5
12	2	4.5	2.5	12	4	5	1
13	2	3.5	1.5	13	3.5	5	1.5
14	3	3	20	14	3	5	2
15	2.5	4	1.3	15	2	3.5	1.5
TM	40	60	48.68	TM	47.5	68.5	26
AM	2.67	4		AM	3.17	4.57	1.73
D%				D%		5	154.57.5

## 5. Result in Application Writing

**Total Marks : 12**

S.N.	Control Group 'A'			S.N.	Experimental Group 'B'		
	Pre-test	Post-test	D		Pre-test	Post-test	D
1	4.5	6	1.5	1	6.5	10	3.5
2	6	7.5	1.5	2	7	9	2
3	6	7.5	1.5	3	6.5	8.5	2
4	5	6.5	1.3	4	8	10	2
5	6	10	4	5	7	10	3
6	8	10.5	2.5	6	7.5	10	2.5
7	8.5	5	3.5	7	9	11	2
8	4.5	9.5	5	8	7.5	11	3.5
9	8	10.5	2.5	9	7	10	3
10	7.5	0.5	2	10	7.5	10	2.5
11	7	10	4	11	8	11	2
12	6	7.3	1.5	12	6	10	4
13	7	9.5	2.5	13	6.5	10	3.5
14	6.5	8.5	2	14	7.5	10.5	3
15	4	5	1	15	8	10.5	2.5
TM	94.5	123	28.5	TM	109.5	151.5	42
AM	6.3	8.2	109	AM	7.3	10	2.6
D%			30.15	D%			38.35

## 6. Result in Readable Story

**Total Marks : 6**

S.N.	Control Group 'A'			S.N.	Experimental Group 'B'		
	Pre-test	Post-test	D		Pre-test	Post-test	D
1	4	5	1	1	3	4.5	1.5
2	2.5	4.5	2	2	3	5	2
3	2.5	5	2.5	3	4	5	1
4	3	4	1	4	3.5	5	1.5
5	3	5	2	5	3	5	1
6	3.5	4	0.5	6	2.5	4	1.5
7	3	4	1	7	4	5	1
8	3.5	5	1.5	8	3	5	2
9	2.5	5	2.5	9	3.5	5	1.5
10	4	4	0	10	3	5	2
11	3	5	2	11	2.5	5	2.5
12	3.5	4	0.5	12	3	5	2
13	2	4.5	2.5	13	3.5	5	1.5
14	3	4	1	14	2.5	5	2.5
15	3.5	5	1.5	15	3.5	5	1.5
TM	46.5	68	20.5	TM	47.5	73.5	25
AM	3.1	4.53	1.43	AM	3.17	49	1.67
D%			46.12	D%			52.6

40  
50

Name: Arjun Sharma

Class: 10

Roll: 5

Subject: English

School: Nalanda Sec. Baa. School.

7.5

Q.N.1

12 people died in bus accident.

→ Poush: 13, RSS.

Yesterday a bus no. having No 2 kha 2624, moving from Kathmandu to Butwal being collided with tree and have accident. The main reason of this accident was brake fail and the bus becomes uncontrol and have accident. This accident was happen in near Mugling. In this accident 3 passenger died on the spot and 12 injured among them 5 people are serious. This happen at 1:00 pm. The injured and dead bodies are taken to hospital for identification and treatment. After this accident the driver and conductor escaped from the spot. Police of Kathmandu is still in investigation. The gov. of Nepal has announced to pay 1 lakh to the person died in accident to his family and 50 thousand to injured people as compensation. The gov. was also did sympathy on that day.

Q.N.2

→ Importance of Women education in Nepal.  
Nepal is small but beautiful country among other countries. Nepal is developing country. The process



of giving quality education to illiterate people for their standard life is known as education. Education brings every people from darkness to brightness. In our country women are illiterate more than men. The main reason of illiterate is the bad sense or concept for girls who goes to other family.

So the people of our country don't like to give education to the women or girls in their society which creates bad impact among the development of the country. The men and women are two sides of same coin which can't live without another. Women education is important for the development of our country. Women are seen downward in our society and dominated by men. Women are those who can develop their country for quality life standard. So women must get nice education.

Women should get education for the quality life standard. Government must provide education to each and every woman in every sector. Public awareness campaign should be launched in every rural area.

Q.1.3

→ We should do our homework for the better education and practice. If we do our homework daily then we will get all practice and



which helps to solve all questions in examination.

For the respect of teacher also we have to do the homework. For the development of our mind we must do homework. Doing homework helps to increase our mind and solve the problems which we don't know in exercise. Homework is an important thing for the student which increase our internal memory and load all the problems.

Homework must be done by students for their better performance in the examination. It helps to increase marks in our exam etc.

Q.N.4

A.5

→

The above chart shows that the monthly expenditure of Radhika Thapalia. She use to expense 60% of money for her food from her total income of her monthly, and 20% for education. She expense 15% for her Health it means she is very responsible toward her health. She uses 10% for her clothes then she wore new clothor and she is neat and clean girl. She saves only 5% of money from her monthly income.

It shows that she is an responsible girl for her family who run their all expense herself.

D.N.S

→

Satdobato, <sup>Lalitpur</sup>~~Lalitpur~~

2070-7-13

To

The managing director

~~Artistic~~ Leather and shoes factory

Pokhara, Nepal.

Subject: For the sales.

~~Dear Sir,~~ I would like to apply the post of sales manager in your company which was posted in the Kathmandu post on 2070/07/03.

I am young man of 20 yrs and have done my post graduated from TU, Lalitpur. I have done B.A in economics so a major subject previous. I have work in field of sales and marketing for 2 yrs.

Hope you will allow me to be the sales manager of your company.

I am looking forward to get the favourable response.

Faithfully yours.

Anjan Sharma.



5

### The robber student and greedy mother.

→ Once upon a time in a village of Damon there was a mother and a son. Son goes to school for his study. After some days he stole a book from the store room of school. And another day he stole a purse and next stole watch and his mother became very happy. After few yrs the boy becomes robber. And caught by the police in the jungle. He was presented in court by the police and the judge announce his death by hanging. On the day of his hanging the boy wishes to see his mother the prayer granted by the lawyer. His mother comes to meet him and he bite his mother ear. After asking he explains why he did so. He was hanged on that day.

Moral:

We shouldn't follow other saying. We must walk on right way in any condition. The wrong way always goes to the death.



Name: Anish Shrestha

Class - 10

Sub - English

Anish

7-5

## The Importance of Women Education

32.5

50

Women is the mother of all the living creatures. Education is third eye of human beings. That mean, those education which is provided by the anybody about special kinds of technical education to the other women is called the Women education.

Nepal is developing country. In Nepal, more than 50% of women are illiterate at past. Nepal has more about 53% of popn but without development of it, nation cannot be developed. Women education is importance for all but Nepal known it at long time. If it should be known then Nepal will be also be known as a developed country.

Nepal is male dominating country at past but the new government of Nepal has give equal right but women education are not provided at the rural and remote area. Those country like European country, USA, Canada understand the importance of women education so, they are developed country.

To develop the nation/country need the women education.



6

72 injured and 5 were last state.  
The Kathmandu Post, 27 Dec, 2013 (RSS)

A bus number Na 2 kha 2624 (CT 228 28828) going from Kathmandu to Butwal get accident to the Mugling. According to police, the bus brake was fail then the accident has been accident. 72 in bus 17 was total number of people inside bus among the 72 was injured and 5 is in serious condition. They all are taken to hospital in Kathmandu and police are done investigation till but the government are not showing any interests in it.

3) A  
School is second house of student. In school we get different kinds of knowledge as well as homework. We get the homework from school to check the standard and self-knowledge of student which is checked by teacher.

Homework make our work easy to do in class assignment. It is good for student to get homework because it increase of write skills and knowledge about species and subject matter nicely. It help in the exam time also.



The above pie chart & chart show the expenditure of Radhika Thapalia. From it we know that Radhika spend 60% of monthly income is food which is maximum. Similarly, she spend 20%, 10% & 5% in Education, Health and clothes respectively. She save 2% of income as income which is minimum.

I think she eat a quality food and she should save more so that it will help for future.

~~Bad boy~~

Bad boy with his bad mother

Once upon a time there was a boy. He was very bad. He steal a book from school. It is very much bad for him. This habit make him thief. He thief watch, purse, etc. but also the his mother was happy. lastly, the boy becomes robber. One day police catches him and we wish to see his mother and prayer granted. it then mother's ear was bit off and explain why did he do for. Moral. Mother ~~control~~ <sup>shows</sup> ~~shows~~ ways good for there children.



Satdobato

15 - Lalipur.

27. Dec 2013

The ~~Editor~~ Managing Manager Director.  
The Kathmandu Post.

Kathmandu,

Dear Sir.

75

~~I wish to draw the attention to~~  
Through your good advertisement I want to draw  
my qualification to you. cause I am wish to submit  
my candidacy as a qualified candidate for the post.  
I would also like to present the following particulars  
for your kind perusal and consideration.  
I have much heard of the name of your  
company in the field of sales and good  
sales managers to you.

I am looking forward to receiving your favorable  
response from you.

Sincerely,  
Antesh Sharma