

CHAPTER ONE

INTRODUCTION

The present study is entitled "Effectiveness of Authentic Material in Teaching English." This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

We cannot imagine any society where there is no language spoken by the people. English language is a global language, which is being learnt internationally. Nowadays English has become a very important language in communication. At the present days, we are in global information era where every nation in the world shares information to fulfill need of the knowledge. It is spoken throughout the globe. English language is a principal language of diplomacy, knowledge, business, pedagogy, science, politics, trade and tourism. It is spoken as mother tongue in core countries like USA, Canada, UK..., as second language in New Zealand, India, and as a foreign language in Japan, China etc. (Harmer, 2007). Thus, it has the dominant position in worldwide.

A high position of world's publication in science, education, technology and commerce are published in English. Different varieties of English are used throughout the world. These varieties also known as the world Englishes. Nowadays, English is no longer remains the language of only its native speakers rather it has become language of the entire world. Harmer (2007) presents of brief history about the changing perspective of English. The non-native speakers have outnumbered the native speaker of English. The world Englishes have been more popular than so called Standard English. English is used as lingua-franca. It is used by the speaker of different languages to achieve their communication purpose. It has been used for a wide range of

functions in the different sectors. Due to the belief of importance of learning foreign language, and the importance of English language particular, it is being taught at all levels of school education system (Nursery to Bachelor) as compulsory subject in Nepal. The National Educational System Plan (NESP) 1972 A.D. brought the concept of developing and managing relevant teaching materials along with the changes in curriculum, textbook, teaching methods and so on. It shows that NESP- 1972 had strongly recommended that teaching materials should be connected with teaching learning activities. Now the English language has been teaching as compulsory subject nursery to bachelor level. The learning of English language opens of the world for our children and youth.

The present Secondary Level English Curriculum (SLEC-2071) has provisioned that maximize the learning of all students is one that recognizes and celebrates diversity and engages all students in intellectually challenging learning experiences. The curriculum provides range of teaching strategies to obtain the learning needs with child friendly collaborative learning environment. For the sake of these, the role of authentic teaching material is essentials and inevitable. Language instruction has five main components: learners, teachers, materials, teaching methods and evaluation. Materials are very important among these five components. Because, it is less possible for language teachers to instruct language learners without any materials. Richards (2001, p. 251) defines teaching materials as key components in most language programs. Authentic materials can contribute a great deal to the students' motivation.

Therefore, some language teachers bring students as close as possible to the target language by using authentic materials in language learning. The teachers in favor of the authentic materials say that they are more appealing than non-authentic materials, and that there is often a wide difference between the language found in textbooks and language used in the real world. Thus, authentic materials are connected with the curriculum to bridge the gap between learning and outside world. It makes learning concrete and effective.

For the teaching and learning only textbook is whole and sole material in the government school education in Nepal. That is why, the authentic material plays significant role to achieve the grammatical and communicative competency in English language easily.

1.2 Statement of the Problem

Curriculum Development Centre (CDC) is the governing body to devise curriculum, syllabus and teaching materials at school level in Nepal. Teaching material is an instructional material that makes effecting teaching and learning output. Although the Government of Nepal had developed textbook, teacher guide and methodology, not well informed out the authentic teaching materials to ELT teachers. As a result, the teachers feel difficulty in classroom instruction and students are unable to get concrete concept of language proficiency. They cannot use leaned knowledge in the real outside world. Regarding the present research, the problems going to be explored are whether or not authentic teaching materials are effective in teaching English in grade ten in government funded school of Nepal.

In language classroom, teachers use different materials with their teaching facilitation to develop learners' communicative competence in the English language. Most of the teachers find the use of such authentic teaching materials in classroom has strong point but, somehow ever feel that it is challenging, difficult and unnecessary. Although the challenges, the ELT teachers use such authentic materials in language teaching. In the context of Nepal, majority of teachers only use textbook in classroom for teaching learning activities and they are habituated with this trend. Most of the teachers think that using other materials beyond textbook is unnecessary and unneeded. Textbook is whole and sole material for language learning.

Teaching language through different authentic materials such as newspaper, magazine, notice, advertisement, manual, ticket, poster, drama, interview, songs, poems, stories, biography, table, chart, map, pictures and so on has not

been paid attention seriously. However, these authentic materials are more useful to develop communicative competence and language proficiency of learners. There are no exact researches carried out in this section basically at secondary level school of Nepal. So, I explore the effectiveness of authentic materials such as newspaper articles, news stories, conversations, biographies, stories, digital texts, poems, songs, maps/pictures description, monthly activities and future plans in teaching English grammar in class ten.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i) To find out the effectiveness of authentic materials in teaching grammar in English.
- ii) To suggest some pedagogical implications based on the research findings.

1.4 Research Questions

The research questions for this study were as follows:

- i) What is the role of authentic materials in teaching grammar in English?
- ii) How can the authentic materials be more meaningful and implemented effectively for teaching grammar?

1.5 Significance of the Study

Good teaching is science as well as art too. The teacher should have sound knowledge of subject matter and deliver it tactfully and creatively with learners. All this time, learning process in school seems monotonous, and boring. It affects interest and curiosity of students towards learning language. Moreover, teaching is one most challenging as well as easy job. If the teacher follows latest innovative method and materials, it is quite interesting in this 21st century. Otherwise, it becomes frustrating and boring. It is directly related with

materials and methodology that teacher exploits. More importantly, it is associated with the learning psychology of the learners directly. In the past, knowledge delivered in the class that was thought to be great teaching. But, with the speed and pace of time, the concept of teaching and learning has been quite changed, i.e. until and unless the learner has learnt, the teacher has not taught.

However, this is not the absolute concept. That is to mean, teaching should bring positive change in behavior of the learners' daily life situations. That's why, authentic materials play significant role for the effective teaching and learning. Specially, it provides real environment for the learners and creates clear framework for teachers in classroom teaching. It makes learning live and provides large extent of exposure for learning. It helps both teachers and learners to teach and learnt at same time. So, this study will be significant to all ELT teachers, trainers, students, material developers, textbook writers, educationist, and researchers.

This study is relevant to provide guidelines to teachers who will take advantage of selecting suitable materials for teaching grammar. Likewise, it is fruitful for all English language learners for their meaningful learning. Furthermore, This study is helpful to the interested researchers of ELT material and methodology. This study is equally beneficial for policy makers, course designers, textbook writers and persons who directly or indirectly involved in ELT sector. Hope, this study is great support to those who wants to develop themselves professionally as a teacher and trainer. Likewise, it is equally helpful for all concerned people of language field.

1.6 Delimitation of the Study

This study was carried out within the following limitations:

- i) This study was limited to the effectiveness of authentic materials in teaching grammar items in language i.e. conditional verbs, connectives, tense, prepositions, articles and concord.
- ii) This study was limited to Samundra Secondary School, Shivapuri-6, Nuwakot.
- iii) Similarly, this study was limited to 30 students of class ten.
- iv) The data were collected from pre-test and post-test for this study.

1.7 Operational Definition of the Key Terms

Authentic Material: A text or non-text that is not specially designed for language teaching and contains example of real language in a ways it would be used for communicative needs.

Effectiveness: Able to bring the indented result by the use of authentic materials.

Material: Anything which is used to help to teach language learners. Materials may be in the form of photograph, printed, audio, video, audio-video and recorded.

Facilitation: Act of facilitating learners in learning language.

Textbook: The English book that is used by both teachers for teaching and learner for learning of grade ten.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

'Literature' here means the existing piece of the work done on concerned subject or area by accredited scholars and researchers and the word 'review' simply means to revisit it. Hence, together combining these words 'literature review' means revising the existing research and establishing the link between what one is proposing to examine and what has already been studied.

In this regard, Kumar (2012, p. 28) writes, "The literature review is an integral part of the research process and makes valuable contribution to almost every operational step." Therefore, it is a summary and critique of research related to particular issue or problems. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint with the available body of the knowledge in the area of research.

2.1 Review of Related Theoretical Literature

Any researches are based on certain theoretical assumption or principles. Theories help to explain, predict, understand the phenomena and extend existing knowledge within the critical bounding assumption. This section includes the following theoretical reviews on secondary curriculum, authentic materials and language.

2.1.1 Secondary Level English Curriculum (Grade 9-10)

English is the principal international language of knowledge, education, diplomacy, business and tourism. It has a dominant position in international media science and modern technology. A high percentage of world publication in science, technology and commerce are published in English. English is a major international language, one of the United Nations (UN) and means of international communication. It is taught from nursery to bachelor level as one

of the compulsory subject in Nepal. Beside the Nepali language, English language also used as a medium of instruction in all private school and some public schools of Nepal as per the provision made by the education acts and regulations. That is why, learning English as a foreign language is assuming an increasing importance world wide as well as in Nepal both within and outside the school. Through learning English, learners will develop the confidence to communicate effectively in speaking, listening, reading and writing English that will enable them to participate in a global society.

The present secondary level English curriculum (SLEC-2071) mentions that the learning of English opens up the world for our children and youth. This course gives them the ability to become active participants in the knowledge making society and raises their awareness of the multilingual and multicultural world they live in. This curriculum focuses on language skills (listening, speaking, reading and writing). Some soft skills have been integrated in the curriculum. The curriculum anticipates child friendly learning facilitation and assessment processes. It is needless to say that to fulfill these intended goal of present English curriculum, the way of teaching and learning should be modified as per the need of society. Thus, the act of language teaching and learning should bridge the gap of learning language in classroom and use it real daily life situations.

2.1.1.1 Secondary Level English Competences

Competence refers to the ability of a person's using his/her language appropriately. Competence focuses on the learner receiving not only the language knowledge, but also the skills need in order to use that knowledge effectively in society. The competences of the secondary level English curriculum (grade 9-10, p. 2) are to enable learners:

- i) Understand spoken English for general purposes with good degree of precision.

- ii) Use spoken English for general purposes with good degree of fluency and accuracy.
- iii) Interact, communicate, and collaborate effectively with others orally in pairs, groups and whole class discussion.
- iv) Read a range of the fiction and non-fiction texts, in a range of media, understanding the ideas and information they convey with a good degree of precision.
- v) Write descriptive, narrative and imaginative texts, in a range of different forms and media with a fair degree of accuracy.
- vi) Use all four language skills in a variety of personal, social and academic contexts.
- vii) Use English language to think creatively, critically and to solve problems that crop up in real life and to promote tolerance and maintain socio-cultural harmony.

Therefore, for the sake of obtain the above mentioned competences we have to change the trend of teaching and learning language. Teaching language should be connected with outside real world with the proper use of authentic language texts.

2.1.1.2 Learning Facilitation Process

We think too much about effective method of teaching but not about effective method of learning. Learning facilitation process is the act of teaching and learning with the prime participation and collaboration of learners. Co-operative and collaborative learning lead to a more dynamic class interaction that promotes better language learning. More relaxed classroom atmosphere of ELT class results excellent learning achievement in language competence.

"This curriculum suggests that the pedagogical approach of this stage focuses on supporting learners to use learning strategies which will help them to develop independence"(SLEC-2071, p. 15). This curriculum creates opportunity for learners to learn together, to draw on their personal life,

language experiences, and to develop their social and cultural understanding. Learning activities will foster a growing ability to be a self-directing and independent learner.

"Authentic learning resources are well chosen to stimulate interest and make connections between learners' wider experience" (ibid). Authentic text will be drawn from both print media and digital media. Pair work and group work will be important in fostering high level of participation. This curriculum will scaffold learners language and to create opportunities for learning to practice with authentic context. The teacher will give emphasis on authentic materials in class.

2.1.1.3 Features of Secondary Level ELT Curriculum

Teaching English in schools have basically two purposes. Firstly, to enable learners to exchange ideas and information with people of any country who speak and write English. Secondly, to expose them the vast treasures of knowledge and pleasure available in both print and electronic forms. Some of the main features of this revised secondary level ELT curriculum (SLEC, p. 51) are as follows:

- a) Common language competencies are set for the secondary level grade 9-10.
- b) Language skills (listening, speaking, reading, writing) are carefully graded and sequenced with integrated way.
- c) Language functions are presented giving emphasis on language communication with the proper real context.
- d) Learners' engagement in purposeful use of language is highly encouraged.
- e) Additional authentic materials are sought for meaningful learning.
- f) Students' evaluation is expected to be based on objectives of language skills outlined in curriculum in a grading system.

- g) A provision is made for alternative test items for differently able learners.

Hence, from the observation of secondary level English curriculum, it seems that authenticity in language teaching is highly emphasized, the role of materials are promoted and discussed extensively nowadays. Alongside, the communicative approach to language learning and teaching, is also seems to benefit for students' language learning.

2.1.2 Introduction of Authentic Materials

Generally, teaching materials are any aids or resources that can be used in the classroom teaching to facilitate learning by the teachers. There are various teaching materials or aids to make learning easier, effective, better and quicker. They are categorized on the basis of different parameters. According to senses used they are: printed, audio, visual and audio-visual. In terms of the how they are used, materials can be divided in to: display devices, visual materials and supplementary materials. On the basis of formulation: They are institutionally prepared and outer materials. On the basis of role of materials in language program, Richards (2001, p. 252) has categorized: a) Authentic materials b) Created materials.

In this regard, Richards & Renandya (2011, p. 49) put this forward:

Teaching materials are key component in most of language program.

Whether the teacher uses a textbook institutionally prepared materials or makes uses of his or her own materials and further. Instructional materials serve as the basis for much of the language input learners receive and language practice that occurs in the classroom. These may take the form of: a) Printed materials such as books, workbooks, cutout texts b) non printed materials such as cassette or audio materials, video or computer based materials and c) Materials that comprise both print

and non print source such as self access materials and materials on the internet in digital era. In addition, materials not designed for instructional use, such as magazine, newspaper, brochure, notice, manual and TV materials also play a crucial role in the curriculum.

According to Richards (2001, p. 252), "Authentic materials use in teaching of texts, photographs, video selection and other teaching resources that were not specially prepared for pedagogical purposes. On the other hand, created material refers to textbook and other specially developed instructional resources."

Similarly, Wallace (1998) defines authentic text as a real life text not written for pedagogic processes (p. 145). Likewise, Swan (1985, p. 85) points out, "authentic material gives students a taste of 'real' language in use, and provides them with valid linguistic data for their unconscious acquisition processes to work on."

One of the main purposes of using authentic materials in the language classroom is to expose students to as much real language as possible. The most common source of authentic materials that can be used in the language class are newspapers, magazines, vacancies, notices, maps, charts, manual, time table, songs, literature and material from the internet.

In this regard, Jacobson, Degener and Purcell-Gates (2003) put forward: "Authentic materials are print or learner contextualized materials and activities used in classroom in a way that they would be used in the lives of learners outside their classes" (p. 1). Hence, authentic texts are viewed as texts that have a real communicative purpose for a real audience. Their main function is to convey meaning and even when they contain grammatical structures too.

Therefore, authentic materials in classroom stretch real language produced by real speaker or writer for real audience. Moreover, authentic materials

sometimes called 'authentic' or 'contextualized' real life materials are those that students encounter in everyday life but that were not created for educational purpose. They include newspaper, magazine and websites as well as other supplementary.

Hence, authentic materials are any materials which have not been specially produced for the purpose of language teaching. Thus, authentic texts are real texts designed not for language students but for real life use for both interactional and transactional purposes. Such texts have conventionalized format and are product serve a number of communicative purpose. So, authentic materials are not invented for teaching but rather texts produced for communication purpose in real life situation. When they are used for ELT purpose in classroom, bring variety in teaching learning and enhancing learners' motivation which results better language competence.

2.1.3 Importance of Authentic Materials

Authenticity in foreign language (FL) learning is not a recent phenomenon. The importance of using authentic texts instead of texts specifically designed for learning purposes in FL teaching, were discovered in 1970s with arrival of communicative grammar. Teachers use authentic instructional materials as their primary teaching aids. Richards & Renandya (2011) argue that the authentic material provides the basis for the content of the lesson, the balance of the skill and the kinds of language practice students take part in.

Furthermore, for learners materials may provide the major sources of contact they have with the language apart from the teacher. Morrow (1977) says "Stretch of real language produced by real speaker or writer for a real audience and designed to carry a real message of some sort."

Nunan (1999) argues that authentic materials as spoken or written language that have been produced in the course of genuine communication, and not specially written of purpose of language teaching. Authentic materials (AMs) foster learner autonomy and provide greater amount of comprehensible input

with more joyful classroom atmosphere. In this regard, most of teachers and researchers throughout the world agree that authentic materials are crucial to the language learning process. Among these scholars, for instance, Philips and Shetlesworth (1978), Peacock (1997), Clarke (1989) as cited in Richards (2001) claim that authentic materials are preferable over contrived materials. They argue that authentic materials have a positive effect on the learner motivation. They also point out that authentic materials provide learners with cultural information about the target culture. Cultural content is a key for effective teaching and learning a language provided that problems arising from introducing culture into EFL/ESL classroom are dealt with effectively and teaching strategies and learning materials chosen appropriately. They further argue that authentic materials provide exposure to real language and relate more closely to learners' needs and interests, and support a more creative approach to teaching. Furthermore, authentic materials provide learners with a wide variety of text types, language styles not easily found in conventional teaching materials

Therefore, by proper use authentic materials, a teacher can bring the students the authentic data from the real world context into classroom, contextualized learning, stimulates interaction and generates correct language. It equally focuses on forms as well as functions in language learning. Hence, authentic texts have crucial importance for the effective language competence.

2.1.4 Types of Authentic Materials

The sources of authentic materials that can be used in language classrooms are in variety. Any types of audio, visual and printed materials which are used for communicating specific messages in real life can be classified into following categories:

-) Authentic audio materials: Radio news, songs, poems, weather forecast, interviews, live talks, phone conversations, telling history etc.

-) Authentic visual materials: Street signs, photos, postcards, picture, maps, bar charts, pie charts, table, banner, poster etc.
-) Authentic audio-visual materials: live talks, films, CDs, drama, documentaries, you tube materials etc.
-) Authentic printed materials: Newspapers, magazines, CV/bio-data, advertisements, notices, news editorials, brochures, memos, shopping lists, price lists, restaurant menus, tickets etc.
-) Authentic digital materials: online chats, emails, internets, twitters, what's app, facebook, message, online materials, Wikipedia, web sites, goggle etc.

2.1.5 Advantages of Authentic Materials

Authentic materials have crucial role in teaching language. Martinez (2002), argued that it keeps high motivation and interest in language teaching through meaningful interactions with the materials. In this regard, Richards (2001) mentions the following advantages:

-) Authentic materials have a positive effect on learner motivation because they are intrinsically more interesting and motivation than created materials. This is huge supply of interesting sources for language learning.
-) Authentic materials provide ample exposure to real language rather than the artificial texts found in the created materials.
-) Authentic materials provide authentic cultural information about target culture to illustrate many aspect of target culture.
-) Authentic materials relate more closely to learners' need and hence, provide link between the classroom and students' need in the world.
-) Authentic materials support a more creative approach to teaching.

Therefore, with authentic materials, a teacher can bring the students the authentic data from the real world context into classroom and authentic materials have crucial importance for the effective language competence.

2.1.6 Disadvantages of Authentic Materials

Although using authentic materials in language classes have so many strengths, they are not far from some drawbacks. For some scholars authentic materials in some cases are difficult. They provide several reasons and contend against the value of using authentic materials. In this regard, Richards (2001) points out the following weaknesses:

-) Authentic materials often contain difficult language vocabulary items, which can be unnecessary distraction for learners. It is less suitable for beginner learners.
-) Using authentic material is a burden for teachers. In order to develop learning resources around authentic materials teacher have to be prepared to spend considerable amount of time.
-) The complexity of authentic material is more likely to raise the anxiety in learners.
-) Varies accents and dialects of language may cause problems for learners.

2.1.7 Authentic Materials in ELT

One of the issues in materials design that has aroused debate over time is the role of authentic materials. Richards (2001) says, "Materials not designed for instructional use such as magazines, newspapers and TV materials may also play a role in material choice and use" (p. 251). There are so many reasons why there is an increasing interest in implementing authentic materials in language teaching. However, one of the main reasons for using authentic materials is that they connect the classroom to the outside world and bring reality into the artificiality of the classroom. Even if the classroom is not a real-life situation, authentic materials have a very important place within it. Learners can benefit from the exposure to real language being used in a real context rather than the exposure to the artificial language of the textbooks.

Another reason of preferring authentic materials is their cultural content aspect. Because these texts are prepared for native speakers, they reflect the details of everyday life in a culture, as well as its societal values. On the other hand, in terms of psychological dimension, several researchers argue that the complexity of authentic materials is more likely to raise the learners' anxiety level.

The use of authentic materials is inseparably related to communicative language teaching (CLT). Hedge (2000) argues that using authentic language is an essential part of CLT and underlines that the main goal of teaching foreign languages is to prepare students for using foreign language in the real world. Using authentic materials in secondary level ELT class helps students to be creative, innovative and active in learning. In this regard, Harmer (2002, p. 137) argues, "A text or non-text that are not specially, designed for language teaching and contain example of real language in a ways it would be used for communication needs." It includes audio, video, audio-visual and functional methods for teaching ideas, concepts, vocabulary or grammar. In the language class, authentic material includes objects or aids used by teacher to improve students understand of other cultures and real life situations.

Present revised secondary level ELT curriculum is designed based on the functional communicative approach of teaching. It has given more emphasis on grammar structures to meaning, uses and appropriate situation. This is called functional-notional syllabus too. This curriculum deals the grammatical accuracy with situational appropriacy in the use of language.

So, this course is the teaching contextual language rather than about the language. It has given ample opportunities to students learning English language with interaction, communication, collaboration and co-operation, that promotes communication competency of ELT learners.

This ELT course has allocated to develop language skills of learners such as speaking, listening, reading and writing with the help of authentic relevant context, furthermore, it aims developing the learners commutative competence

with situational appropriacy. Language functions are highly stressed in this curriculum. It aims developing fluency without ignoring grammatical accuracy. Grammatical aspects are mentioned with task-based activities and contextual language functions. Therefore, current secondary level (9-10) curriculum is designed on the framework of notional functional syllabus. Hence, to obtain these objectives easily and effectively varieties of authentic texts and materials should be put in central line. Thus, without these contextual authentic resources, proper ELT learning will be incomplete. Actually, AM is appropriate for all aspects and skills of language.

2.1.8 Teaching Grammar with Authentic Materials

From the traditional structuralize view, grammar is a well-formed sentences in language. "Grammar is the set of rules that describe how words and a group of words can be arranged to form sentences in a particular language" (Cowan, 2009, p. 3).

Now, this view of grammar is not perfect in language field. According to Larsen-Freeman (2008), "Language is increasingly being viewed as dynamic and changing which defeats the traditional idea of grammar as strict set of rules to be followed at all time."

In modern sense, grammar is taken as the description of language as it is used by native speakers. In this regard, Thornbury (1999, p. 72), argues that if learners are going to be able to make sense of grammar, they will need to be exposed to it in its contexts of use from the functional perspective, grammar believes not only from within but from outside. From the perspective of communicative grammar, it focuses on functions as well as forms.

Hence, it means, grammar is use of accurate language in appropriate social context. Therefore, the grammar included in secondary level curriculum is functional communicative grammar that not only focused accuracy of sentence but also fluency and appropriacy in real context, establishes form, meaning and use.

There is no doubt that knowledge implicit or explicit of grammatical rule is essential for the mastery of a language. A sound knowledge of grammar is essential if students are going to use English creatively. Thornbury (1999) provides the following arguments for putting grammar in language teaching.

-) The sentence machine argument.
-) The fine tuning argument.
-) The fossilization argument.
-) The advance organizer argument.
-) The discreet item argument.
-) The rule of law argument
-) The learner expectations argument.

There is no doubt that grammatical competence is vital for the learners to be able to produce and understand a wide range of sentence for effective communication. Authentic materials play vital role for grammar teaching. In this regard Celce Murcia (1988, p. 5) writes, "Some learners prefer visually oriented grammar instruct in while others respond better to auditory input."

Thus, authentic materials are better than others in developing contextual use of grammar in language. Celce Murcia (1988), further mentions that realia, pictures, graphics, poem, songs and other objects in the classroom are vital teaching aids, particularly for grammar points which have structure meaning match, can facilitate the learning of grammar.

Hence, road signs, maps, brochures, newspapers articles, poems, songs, stories, biographies, conversations, history telling and digital texts can be highly influential authentic materials for ELT classes.

2.2 Review of Related Empirical Literature

There are several researches have been conducted with the use of authentic materials in different aspects of language under the different universities in the world. In the context of Nepal, large extent of researches are conducted under the department of English education T.U., Kritipur, Kathmandu. These researches have been reviewed here to facilitate my this research work.

Chapagain (1999) carried out research entitled "Use of Teaching Materials and Its Impact in English Language Learning." His purpose of study was to find out the impact of teaching materials. To fulfill his objective, he chose fifty students of grade six of the public school. He carried out an experimental research. Test items and questionnaires were main tools for data collection. He found that teaching materials are effective and reliable supplements in teaching English. They have high positive impact in learning the language.

Ghimire (2007) carried out research entitled "Effectiveness of Authentic Materials in Teaching Reading Comprehension". The major objective of his study was to find out the effectiveness of authentic materials in teaching reading comprehensive. To fulfill the objective, he carried out an experimental research and collected data from the sampled population of thirty two students. He found that an authentic material (Newspapers), has positive effect in teaching reading comprehension.

Similarly, Shrestha (2010) conducted the research entitled "Effectiveness of Teaching Materials in Developing Writing Skills." Her objective was to find out the effectiveness of extra supplementary teaching materials in writing skills in secondary level. To fulfill the objectives, she carried out an experimental research selected one school of Tanahun District purposively. Eighty student of grade nine were the primary source of data. The overall findings of the study showed that use of extra supplementary teaching material have a positive impact in developing writing skills.

Likewise, Neupane (2011) Carried out an action research on "Effectiveness of pictures in paragraph writing." The study aimed to find out the effectiveness of pictures in developing paragraph writing. For his study, grade nine students of Mahendra secondary school Bhojpur were selected using non-random judgment at sampling procedure. To elicit the required data, the researcher administered the pre-test to identify current level of proficiency in writing. At the end of lesson, he administered post-test using same test item. He found that the degree of effectiveness of using pictures in paragraph writing was satisfactory.

Similarly, Mandal (2012) Carried out research entitled "Teachers' Views on the Use of Authentic Materials by Teachers of English." His objective of study was to identify and analyze the use of authentic materials by teachers of English. He conducted survey research and used questionnaires tool for data collection. The sample size was 40 lower secondary level English teacher of Saptari district. He came of with the finding that more than 55 percent of the teachers use the authentic materials for the betterment of teaching learning.

Similarly, Rana (2015) carried out a research on "Effectiveness of Newspaper Cut-outs in Developing Writing Skill." The purpose of the research was to find out the effectiveness of news paper cut-outs in writing. To fulfill his purpose he conducted experimental research. Thirty students of Lalitpur of grade ten were sample population of his study. The test items were the tools for data collection. The tests were administered before real teaching and after teaching. The result was analyzed by comparing the result of pre-test and post-test to determine the effect of newspaper cut out in writing. The result was found to be effective teaching with newspaper cut-outs.

Likewise, Saud (2016) conducted a research entitled "Effectiveness of Teaching Manuals in Teaching English." His objective was to find out the effectiveness of teaching manual in teaching grammar. In his experimental research, he used test items as tool for data collection. The sample size was 32

students of grade six of Kathmandu. He came up with the finding that teaching manual was far better than without manuals.

Similarly, Sapkota (2017) carried out research entitled "Effectiveness of visual materials in teaching vocabulary." Her objective was to investigate effectiveness of visual materials in teaching vocabulary. She had conducted experimental research with 50 students of class 6 of Baglung. She used test items and secondary sources of data such as books, websites tools for data collection. She came up with finding that student taught with using visual aids, learnt better vocabulary item than traditional way.

Though there are several researches carried out in finding out the effectiveness of authentic teaching materials, no such researches have been conducted on the topic of "Effectiveness of Authentic Materials in Grammar Teaching in English" at secondary level, particularly grade ten in public school so far. Hence, this study will be helpful to bridge such gap to some extent.

2.3 Implications of the Review for the Study

While reviewing the literature, I have gone through various theoretical and empirical research studies. They all are related, to some extent, to my study area. After reviewing the research work, I got idea on different existing theories related to my topic. Furthermore, from the empirical research studies, I got information about various procedures needed to conduct research study. It is very important task for any researcher while conducting research work in any topic or subject matter. Kumar (2012, p. 25) states, "one of the essential primary tasks when you undertake a research study is to go through the existing literature in order to acquaint yourself with the available body of knowledge in your area of interest."

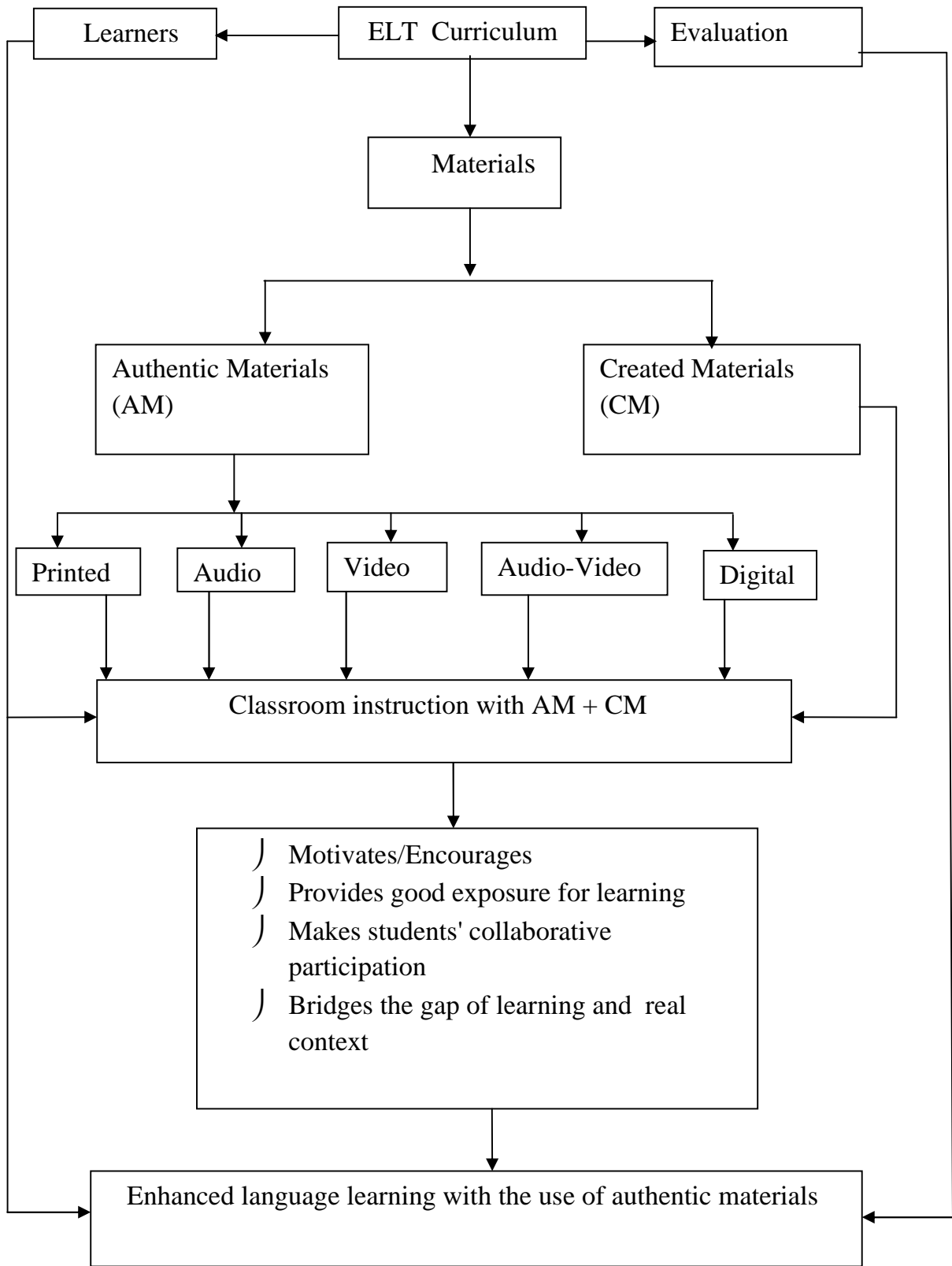
The review of the literature has provided me a lot of ideas about the methodological aspect of conducting experimental research from the Chapagain (1999) and Shrestha (2010). Similarly, I got clear ideas of

conceptual framework from Rana (2015). Likewise, I had got ample idea about tools of the study by Saud (2016), who had used test as a tool of data collection. Similarly, I had got lots of ideas about population, sample and sampling strategy by Sapkota (2017). She had divided fifty students of grade six into two groups, experimental and controlled group (namely A and B) using systematic random sampling procedure.

Therefore, by the help of the review of these research studies, I had developed the framework of theoretical knowledge about this experimental research. These research works helped me in making this research scientific, systematic and relevant.

2.4 Conceptual Framework

Conceptual framework is a representation of the understanding of the theories by researcher. This framework informs the readers what the relationship between various variables. Miles & Huberman (1994, p. 18) state, "Conceptual framework is a written or visual presentation that explains either graphically or in narrative form, the main thing to be studied." The conceptual frame work of my research study is as follows:



CHAPTER THREE

METHODOLOGY AND PROCEDURES OF THE STUDY

In this section, I have discussed the method of investigation which consists of design of the study population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedure and ethical consideration. To achieve the set of objectives of the study, the following methodology and procedure was adopted.

3.1 Design of the Study

Before conducting research I had arranged the research design. Research design refers to the outline, plan or strategy, specifying the procedure to be used in the research. I used experimental design to conduct this research. Although, experimental research is a popular research design in the field of natural science, it has been used effectively in non-laboratory setting such as the classroom too, where significant factors or variables can be controlled to some degree. Research is the way of finding out the existing body of knowledge. It is the process of disclosing the hidden facts. Kumar (2012) defines research as "the way of finding out answer to your questions." Similarly Nunan (1992) says that research is a systematic process of formulating questions, collecting relevant data relating to such questions, analysis and interpreting the data and making the result publicly accessible. It is an art of scientific investigation.

There are several designs in practice in research studies. Experimental, quasi-experimental design, survey design, etc. are to name just few. The design for this study was experimental design.

Best and Kahn (2009, p. 133) define experimental design as " The most sophisticated, exacting and powerful method for discovering and developing an organized body knowledge." The experimental design is systematic and scientific approach to research. It is a research design that uses manipulation

and control testing to understand causal process. In this research design, one or more independent variables are manipulated and responses on one or more dependent variables are used. According to the Cohen, et al. (2010), "The essential feature of experimental research is that investigators deliberately control and manipulate the events in which they are interested, introduce an intervention and measure the difference that it makes" (p. 272). An experiment involves making a change in the value of one variable and observing the effect of the change on another variable called the dependent variable. In an experiment the post-test measures the dependent variable, and the independent variables are isolated and controlled carefully.

An experiment involves the creation of an artificial situation in which events that generally go together are pulled apart. The participants in an experiment are called subject. The main purpose of conducting experimental research is to find out cause- effect relationship between two or more variables either by testing hypothesis or verifying the existing established theory.

There are a numbers of designs in an experimental research. Campbell and Stanley (1966) have discussed the major design of experimental research as follows:

- a) Design A: The Post-test only, equivalent-groups design
- b) Design B: The Post-test only, equivalent research design
- c) Design C: The pre-test post-test, equivalent group design
- d) Design D: The Solomon four group design

For my current research study purpose, I had followed '**Design-C: The Pre-test Post test, Equivalent Group Design**' purposively.

Design C: The Pre-test Post-test Equivalent Group Design

This is the most common design out of all the experimental designs. In this design, the pre-test is administered before the application of experimental and control treatments and post-tests at the end of the treatment period. The test

items in both pre-test and post-test are same for both the groups. After the adjustments are made, the experimental group gets the new treatment and control group does not. The control group is treated as usually normally. Post-test is administered at the end of the treatment which should last at least for a period of four weeks. The post- test mean scores of both the groups are compared with the pre-test mean scores of respective groups. The design is as follows:

R	O ₁	X	O ₂
R	O ₃	C	O ₄

Where,

R= Random assignment of the subjects

O₁ & O₃= Pre-tests

O₂ & O₄ = Post-tests

X= Experimental group

C= Control group

The findings = (O₂-O₁) (O₄-O₃)

3.1.1 Process of Experimental Research

Research is a systematic activity which follows the established principles, procedures and steps in its natural order. In every research proper order should be maintained in the study. For this experimental research, the researcher had carried out following process:

1. Framing the topic
2. Specifying objectives
3. Formulating hypothesis
4. Expanding theoretical knowledge

5. writing research proposal and preparing tools
6. Collecting required materials for experiment
7. Going to the field
8. Establishing the rapport with the authority
9. Assigning subjects randomly into two groups
10. Giving a pre-test
11. Marking the answer-sheets
12. Listing the raw score
13. Calculating the mean (average) of both groups
14. Finding out the differences and adjusting it
15. Starting out the experiment
16. Completing the experiment
17. Giving the post-test
18. Marking the answer sheets
19. Listing the raw scores
20. Calculating the average (mean) of both groups
21. Comparing the mean of both groups

3.2 Population, Sample and Sampling Strategy

The populations of study were all grade ten students of South-Eastern part of Nuwakot district. The sample consisted of altogether 30 students of Samundra secondary school. I followed random sampling procedure, i.e. fish bowl draw method for this study. The students were divided in to two groups, experimental and controlled group using systematic random sampling procedure, by fish bowl draw method. Those students who got 'C' written fish bowl were kept in controlled group and those who got 'E' written fish bowl were kept in experimental group.

3.3 Data Collection Tools and Techniques

Tools are the most significant ingredients of any research. For this research, set of test items was designed to collect the data. Test items were designed as per the model of grammatical questions of present secondary level English curriculum. Constructing tests were designed in the form of multiple choice and filling in the gap test items. It was carried out 50 marks and used for both tests, pre-test and post-test. A pre-test was administered before conducting the research to know about the students' ability in mastering the English language and to evaluate their prior knowledge. The language items conditional sentences, connectives, tense, prepositions, articles and subject verb agreement were included in this research. Post-test was the final test of entire experiment. It was taken to measure whether intended objectives are fulfilled or not. The same test items which were administered in pre-test, as it was in post-test. The test items were selected from the textbook of grade ten. The tools (test items) that I used for the present study are listed in appendix I of the this research.

Table 1
Types of Test

S.N.	Types of Test Item	No. of Items	Marks Per Item	Total
1	Use of appropriate form of conditional verbs	9	1	9
2	Use of appropriate connectives	8	1	8
3	Use of correct form of verbs (Tense)	10	1	10
4	Use of proper prepositions	9	1	9
5	Use of appropriate articles	7	1	7
6	Proper use of subject-verb agreement (concord)	7	1	7
	Total			50

3.4 Sources of Data

Both primary and secondary sources of data were used for data collection in this study.

- a) *Primary sources:* The primary sources of data were the thirty students who were studying at Grade Ten in Samundra Secondary School, Shivapuri, Nuwakot. The data were collected by administering pre-test and post-test. The pre-test was taken before the actual classroom teaching and post-test was taken after the experimental teaching. The same set of test items were administered in the both tests. Live conversations, newspaper articles, news stories, magazines, advertisements, interviews, maps, pictures, poems, stories, songs, biography, digital texts, self description, future plan, memoire of visit, daily activities, monthly activities, text about festivals and so on had been used to teach grammatical language items for experimental group and the usual methods for the controlled group. I was involved in teaching the students of Grade Ten.
- b) *Secondary source:* Various books, articles, journals, websites, research works related to English language were consulted as per the requirement of the study to get theoretical knowledge. Some of them include Gilmore (2007), Jacobson, et.al (2003), Mishan (2005), Richards (2001), Richard and Renandya (2011), Tomlinsong (1998), www.google.com, and so on were consulted during study.

3.5 Data Collection Procedures

I used the following procedure for collecting the data:

-) At first, I took permission from the concerned authority, Head teacher and subject teacher to carry out my research study.

-) The language items (conditional verbs, connectives, tense, prepositions, articles and concords) were prepared being based on the textbook of English grade ten.
-) A pre-test was administered to find out the initial difference of students' in language. Then, the subjects/students were divided into two groups: controlled group and experimental group using simple random sampling procedure i.e. fish bowl draw method written with 'E' and 'C'.
-) I had taught the language items to the students for 28 days where experimental group got new treatment while controlled group did not. The experimental group was taught using authentic materials but controlled group was taught without the use of authentic materials as usual way. The list and samples of authentic materials used with experimental group are attached in Appendix-II.
-) After 28 days, a post-test was administered to both groups.
-) I had computed the raw scores of both groups and tabulated them accordingly.
-) At the end, the obtained data (mean score) were compared to determine effectiveness of authentic materials.

3.6 Data Analysis and Interpretation Procedures

This study consisted of two activities. In the first step, the students participated in pre-test and in the second step, they participated in the post-test. This study used a method of quantitative to process the data. The data was presented, tabulated, computed and compared them in order to know the result of this study. The formula, I had used to process the data and to get valid result is as follow:

Regarding Mean,

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

Here, \bar{X} = Mean

x= Score Achieved

N= Total Number of Population

Regarding Percentage,

$$P = \frac{R}{N} \times 100$$

Here, P=Percentage

R= Score Achieved

N= Total Number (Full Marks)

3.7 Ethical Considerations

During my study, first of all, I had informed concerned authorities about the purpose of my study. Then, I had taken permission from them to conduct this research study and signed on the consent form in order to get permission for experiment that very place. Then, I had asked consent of the parents that their children were going to take part in the study, and I assured them about their privacy that would not be used for any other purpose by building rapport.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

The data of this study were collected by using both primary and secondary sources. The data collected from the primary informants were analyzed and interpreted to find out the effectiveness of authentic materials in teaching grammar in grade ten. For this study, the data were collected by using the tool, i.e. test. I used descriptive and statistical approach to analyze and interpret collected data. The data were presented by tables and diagram.

4.1 Analysis and Interpretation of Data

In this chapter, the researcher has tabulated, analyzed, interpreted, and compared the data in the following order.

-) Holistic comparison
-) Item-wise comparison

The first heading 'holistic comparison deals with the average score (mean) of the controlled group and experimental group in the pre-test and post-test. The second heading 'Item-wise comparison' deals with the two different comparison of performance in terms of control and experimental group.

4.1.1 Holistic Comparison

In this comparison, the result of experimental and controlled group in both pre-test and post-test are tabulated and analyzed under separate heading as follows:

Table: 2

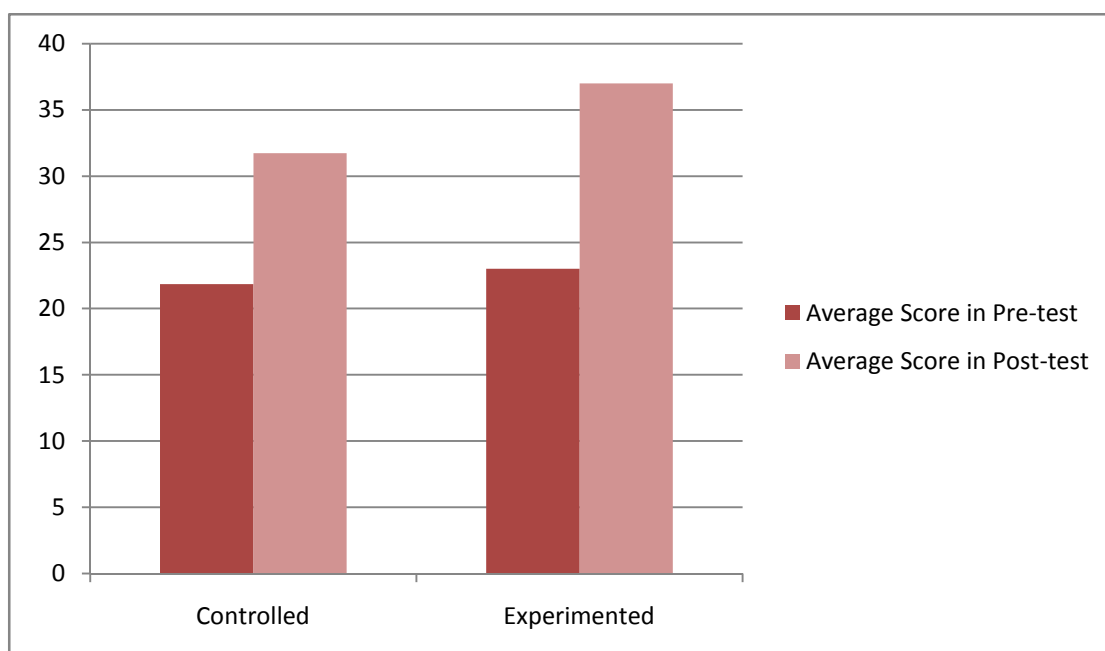
Group	Question	Average score in pre-test	Average score in post-test	Difference
Controlled	Conditional	1.8	6.2	4.4

	verbs			
	Connectives	4.27	5.93	1.66
	Tense	4.73	5.73	1.00
	Prepositions	4.6	5.06	0.46
	Articles	3.47	5.26	1.79
	Concord	3	3.53	0.53
	Total	21.86	31.73	9.87
Experimented	Conditional verbs	1.6	6.33	4.73
	Connectives	4.93	6.8	1.87
	Tense	4.8	6.47	1.67
	Prepositions	4.73	6.27	1.54
	Articles	3.9	5.78	1.88
	Concord	3	5.26	2.26
	Total	23	37	14

Table 2 shows that the mean score of experimental group is far better than the mean score difference of the controlled group. As shown in the table number two, it is observed that average score of controlled group in the pre-test is 21.86 and in the post-test is 31.73. The difference between the pre-test and post-test of controlled group is 9.87. Whereas, the average score of experimental group in the pre-test is 23 and in the post-test is 37. The difference between pre-test and post-test of experimental group is 14. The experimental group has excelled the controlled group by 4.13 total mean score. Thus, the above table shows that the experimental group has done improvement than the controlled group. The difference has been presented clearly in the figure below.

Figure: 1

Average Score in Holistic Comparison



The above figure shows that there is better increment in the performance of experimental group than controlled group. It proves that authentic materials play vital role for language learning.

4.1.2 Item-wise Comparison

Item-wise comparison is a comparison of certain category of item in terms of mean score of pre-test and post-test. The data are grouped under different grammatical categories such as Conditional verbs, Connectives, Tense, Prepositions, articles and concords are separately discussed below.

4.1.2.1 The Result in Appropriate Use of Conditional Verbs

This category consisted of 9 items which carried 1 mark each. The following table presents the detail of their results:

Table: 3

The Result in Appropriate Use of Conditional Verbs

Group	Av. Score in Pre-test	Av. Score in Post-test	Difference	Change
Controlled	1.8	6.2	4.4	48.8%
Experimented	1.6	6.33	4.73	52.55%

The above table reveals that the controlled group has the average score of 1.8 in pre-test and 6.2 in the post-test. This group increased its average marks by 48.8% mean. On the other hand, experimental group has the average score of 1.6 in the pre-test and 6.33 in the post-test. This group has increased its performance by 52.55% mean. This shows that experimental group performed better progress than controlled group.

4.1.2.2 The Result in Appropriate Use of Connectives

This category consisted of 8 items which carried 1 mark each. The following table presents the detail of their results:

Table: 4

The Result in Appropriate Use of Connectives

Group	Av. Score in Pre-test	Av. Score in Post-test	Difference	Change
Controlled	4.27	5.93	1.66	20.75%
Experimented	4.93	6.8	1.87	23.37%

The above table depicts that controlled group has got average score of 4.27 in the pre-test and 5.93 in the post test. The progress has been increased by 20.75% mean. Whereas, experimental group has got the average score of 4.93 in the pre-test and 6.8 in the post-test. Their marks have been increased

by 23.37% mean. It depicts clearly that the experimental group has better performance than controlled group.

4.2.2.3 The Result in Proper Use of Tense

This category consisted of 10 items, which carried 1 mark each. The following table presents the detail of their results:

Table: 5

The Result in Proper Use of Tense

Group	Av. Score in Pre-test	Av. Score in Post-test	Difference	Change
Controlled	4.73	5.73	1	10%
Experimented	4.5	6.47	1.97	19.7%

This table reveals that controlled group has the average score of 4.73 in the pre-test and 5.73 in the post-test. The average score has increased by 10% mean, whereas experimental group has got 4.5 mean score in pre-test and 6.47 mean score in post-test. Their marks has been increased by 19.7% mean score. This shows that the performance of experimental group is significantly higher than controlled group. So, it is claimed that authentic materials play vital role in teaching tense.

4.2.2.4 The Result in Proper Use of Prepositions

This category consisted of 9 items which carried 1 mark each. The following table presents the detail of their results:

Table: 6

The Result in Proper Use of Prepositions

Group	Av. Score in Pre-test	Av. Score in Post-test	Difference	Change
Controlled	4.6	5.06	0.46	5.11%
Experimented	4.73	6.27	1.54	17.11%

This table elucidates that controlled group has the average score of 4.6 in the pre-test and 5.06 in post-test. The result has increased 5.11% mean score, whereas the experimental group has got the average score of 4.73 in the pre-test and 6.27 in the post-test. The progress has increased by 17.11% mean. This result advocates that experimental group perform better, however, the difference is not significant.

4.2.2.5 The Result in Appropriate Use of Articles

This category consisted of 7 items which carried 1 mark each. The following table presents the detail of their results:

Table: 7

The Result in Appropriate Use of Articles

Group	Av. Score in Pre-test	Av. Score in Post-test	Difference	Change
Controlled	3.47	5.26	1.79	25.57% _s
Experimented	3.9	5.78	1.88	26.85%

This table shows that controlled group has the average score of 3.47 in the pre-test and 5.26 in post-test. The result has increased 25.57% mean score, whereas the experimental group has got the average score of 3.9 in the pre-test and 5.78 in the post-test. The progress has increased by 26.85% mean.

This result supports that experimental group perform better progress than controlled group, however, the difference is not remarkable.

4.2.2.6 The Result in Proper Use of Concord

This category consisted of 7 items which carried 1 mark each. The following table presents the detail of their results:

Table: 8

The Result in Proper Use of Concord

Group	Av. Score in Pre-test	Av. Score in Post-test	Difference	Change
Controlled	3	3.53	0.53	7.57%
Experimented	3	5.26	2.26	32.28%

This table shows that controlled group has the average score of 3 in the pre-test and 3.53 in the post-test. The average score has increased by 7.57% mean, whereas experimental group has got 3 (same) mean score in pre-test and 5.26 mean score in the post-test. Their marks has been increased 32.28% mean score. This advocates that the performance of experimental group significantly higher than controlled group. So, it can be claimed that authentic materials have vital role in teaching concord.

CHAPTER FIVE

FINDING, CONCLUSION AND RECOMMENDATION

I conducted this study to find out the effectiveness of authentic materials in language teaching. In this study, two groups of students were taught to develop grammatical competency in language using two different techniques. The major concern of this study was to find out the effectiveness of authentic materials in grammatical competence teaching in English language teaching grade ten. Experimental group was taught using some authentic materials listed in appendix I whereas controlled group was taught with usual way. Pre-test and post-test were administered before and after teaching respectively. The results obtained from tests were tabulated. After the comparative analysis and interpretation of the obtained marks from pre-test and post-test, the findings were derived, conclusion was drawn and some recommendations are forwarded. While analyzing data, it was found that the students of Experimental Group progressed better in comparison to Controlled Group. This chapter deals with the major findings of this study. At the same time, it also deals with some recommendations and pedagogical implications which are made on the basis of finding of the study.

5.1 Findings

The findings of this study are based on the result of the groups rather than the responses of individual students. Both groups were taught the same subject matter using the equal amount of time and number of periods. However, only techniques were different. The result of the post-test showed that both group were benefited. Comparatively, the group that was taught with authentic materials i.e. experimental group was found better in all of cases. Therefore, if the students are taught with authentic materials, they can develop better performance in English language than those who are taught through traditional way.

On the basis of interpretation and analysis of the obtained data, I have come up with following findings:

1. Use of authentic materials while teaching in the classroom was found more effective than teaching without authentic materials. In this research, the experimental group has been found better than the controlled group. The experimental group has scored 14 mean score difference, whereas, controlled group has scored 9.87. The experimented group has excelled by 4.13. It proves that teaching through authentic materials is more effective.
2. Item No. 1 was designed to find out the students' ability in using appropriate form of conditional verbs. They were asked to complete the sentences with appropriate form of conditional verbs. It was found that the experimental group has progressed in its average score by 52.55 percent whereas, the controlled group by 48.8 percent than in pre-test. Authentic materials songs, poems and conversations are beneficial in teaching conditional sentences in English language.
3. Item No. 2 'connectives' was supposed to find out the ability of students in using appropriate connectives in language. The experimental group was found to have better result in this item too. The experimental group has progressed in its average score by 23.37 percent. On the other hand, the controlled group has increased in its average score by 20.75 percent. This result also reveals the importance of authentic materials such as biography, news articles and a conversation in proper use of connectives in English language is crucial. The above average increment in percentage shows that teaching connectives through authentic aids has better impact on the result.

4. Item No. 3 'Use correct form of verbs from bracket' was designed to find out the students' ability to use proper form of verbs in sentences. The experimental group has progressed in its average score by 19.7 percent. On the other hand, controlled group has progressed in its average score by 10 percent. The result points out that the experimental group has progressed better approximately two times than controlled group. It shows the poems, storytelling, biography, future plan and description of monthly activities worked effectively than the conventional ways of teaching tense in language.
5. Item No. 4 'Using appropriate prepositions' was designed to find out the ability of the students in proper use of prepositions. In this item, the experimental group has progressed in its average score by 17.11 percent, whereas, controlled group by 5.11 percent. The result reveals that the authentic materials such as news report, poem, passage, map description, location guide, talk show have effective role in teaching prepositions.
6. Item No. 5 'Choosing proper articles' was also supposed to find out the ability of students in using proper articles in language. Here, the experimental group progressed by 26.85 percent, whereas controlled group by 25.57 percent. Though, the average score of both groups have little difference, it shows that authentic materials are positive in teaching proper use of articles in language.
7. In the result of 'Proper use of subject-verb agreement (concord)', The experimental group has average increment of 32.28 percent. On the other hand, the controlled group has average increment of 7.57 percent. This performs that news report, news editorials, interviews, and texts are more effective materials to teach subject verb agreement in English language class ten.

8. Although, the result of experimental group and controlled group was approximately same in the pre-test, by the help of the intra-test comparison, I came to know that the experimental group performed better in all the test items than the controlled group in post-test. The overall result of the post-test showed that the experimental group obtained higher marks in all of the test items. This group increased its average score well than the controlled group.
9. The students of the controlled group felt hesitation while making sentences in the language classroom whereas experimental group actively participated in different activities in the classroom.
10. In the pre-test the proficiency level of both groups were almost same, but, after the use of authentic materials there was noticeable change in experimental group.
11. The students of experimental group took their own responsibility creatively and independently, therefore, learning became concrete and meaningful.

5.2 Conclusion

English is a major international language, one of the six official languages of the United Nations and the means of international communications. It is taught from nursery level to bachelor level as a one of the compulsory subject in Nepal. Besides Nepali language, English is also used as a medium of instruction in all private schools and some of public schools of Nepal as per the provision made by the Education Act 2028 and Education Regulation 2059.

To fulfill intended objectives of language curriculum, it is not possible for language teachers to instruct language learners without any materials. Teaching materials are key components in all language programs. Authentic teaching material provides the clear framework of teaching. It bridges the gap between language curriculum and real life situations. Authentic materials are quite useful for all teachers to arouse the interest of learners and equally beneficial

for students to make language learning more creative. It helps developing confidence in the teachers and learners. It also assists in achieving the goals set in the curriculum. Being based on the findings, the following conclusions can be made.

1. The use of authentic materials makes classroom atmosphere real, alive and more enjoyable. It develops the curiosity and confidence of the students' to use language properly. Consequently, the performance of experimental students' improves satisfactorily.
2. Learners' grammatical and communicative competence develops with the help of authentic materials. So, secondary level English teacher should apply authentic materials in teaching as per the relevancy of content in grammar.
3. Authentic teaching materials demand the active participation and collaborative learning of both students and teachers.
4. It is found that authentic materials enhance learning motivation of learners.
5. It provides that ample exposure to real language and contextualized learning.

5.3 Recommendations

Every research study should have its recommendations. So, this research work has also some recommendations. On the basis of findings obtained through analysis and interpretations of data I have presented the following recommendations.

5.3.1 Policy Related

For the good English language competence of secondary level school students' the government and policy maker should be aware in policymaking level. On the basis of research findings, the recommendations are as follows:

-) The curriculum designers, subject experts, teachers and other related authorities should incorporate together maximum relevant authentic materials in language curriculum. Similarly, teachers, experts and trainers have to be conscious in teaching language through authentic materials.
-) Government Should make the provision of pre-service and in-service teacher training about the innovations, new methods and proper use of authentic materials for English language teachers in the field of language teaching.
-) School supervisors and head teachers' role should be specified for the observation and monitoring of proper use of authentic materials in language class.
-) Ministry of Education, Science and Technology should collaborate with other ELT organizations like NELTA, TESOL and other ELT organizations related to the issues and challenges in devising and implementing authentic materials for secondary level English.
-) For the proper formation and application of authentic materials, it would be better that if the concerned body conducted various in-service and refreshment teacher trainings in teaching grammars and other aspects of language in an appropriate way.
-) CDC should develop contextual based and real material oriented various exercises in the textbook to get optimum achievement in language proficiency.

5.3.2 Practice Related

The prime institution for learning English language is school. Unless and until the theoretical provision apply in practical field, sound outcome not achieved. On the basis of findings, practice related suggestions are as follows:

-) The research shows that experimented group performed relatively better in almost all the cases of learning grammatical aspect in language. So, language teacher should apply maximum number of

authentic materials in whole academic year for the better competence of learners' in English language.

-) The English language teacher should make use of authentic materials while teaching grammar and other aspect of language. To deal with materials, special selection of material is required. So, sufficient time should be managed and teacher should be very active.
-) Secondary level language teachers should be equipped with knowledge of relevant authentic materials and they should be monitored whether they have used materials or not.
-) Learners should be provided ample opportunities to learn through contextual materials which make them active and independent in learning.
-) Teachers should join the local ELT organizations like teacher support group, peer observation and keeping a journal, so that they will manage the appropriate materials and students' language learning properly.

5.3.3 Further Research Related

As one of the limitation of this research is that it is limited to Nuwakot district and only thirty of class ten of Samundra Secondary School. It has many limitations in terms of population, sample data, collection tools and so on. It was confined to only one experimental group and one controlled group. So, it cannot be claimed that the findings of the research are applicable everywhere. Providing a larger sample would increase the reliability of findings. Therefore, it is essential to carry out further researches including more number of students and more academic institutions.

This experiment was conducted only for four weeks and 45 minutes per day. If the time of experiment is lengthened, varied result can be observed. This research was only limited to the proper use of the certain grammatical

items in language. Here are some other related areas recommended for further research.

-) Effectiveness of authentic materials in teaching language functions.
-) Effectiveness of authentic materials in teaching writing.
-) Effectiveness of audio materials in speaking.

Finally, I realize that this paper is far from being perfect, because of that constructive critics and advice are really expected for the perfection of this thesis. Hopefully, this research will be useful and helpful for us and positive contribution to English language learning context.

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Appendix I

Test Items (Pre-test & Post-test)

Class: Ten

F.M.: 50

Time: 1 hour

P.M.: 20

Student's Name:

Roll No.:

Q.N.-1 Complete the following sentences with appropriate form of conditional verbs in brackets. $10 \times 1 = 10$

- a) If you study hard, you.....(pass) in the exam.
- b) If you(forgot) to call me, I will remind you.
- c) You.....(eat), If you are hungry.
- d) If you heat ice, It.....(melt).
- e) If you boil water, It.....(change) into steam.
- f) Unless you study well, you.....(get) good marks.
- g) If the earth didn't have waters, there.....(be) any human beings.
- h) If I were the prime minister of the country, I
(Control) the poverty.
- i) If I had studied harder, I.....(pass) the test.
- j) Had he invited me, I.....(attend) the party.

Q.N.-2 Choose the appropriate connectives and fill in the blanks. $8 \times 1 = 8$

- a) She is very popular, she does not win the election.
(Although, In spite of, However)
- b)her busy time schedule, she completed her task on time. (However, In spite of, Though)
- c) They gave wonderful presentation, the fact that they were very shy. (however, despite, although)

- d)her wealth, She never wore gold jewelry.
(Despite, Although, However)
- e) She is suffering from flu,she attends school regularly. (despite, although, however)
- f) Most of the students failed in the examination.....their negligence. (because, because of, so)
- g) Everybody respect him.....he is virtuous man.
(because, because of, however)
- h) I am poor in English.....I take tuition class regularly.
(because, because of, therefore)

Q.N.-3 Use correct form of the verbs given in the brackets. 10×1=10

- a) Rosikaschool last year. (leave)
- b) Weunit ten yesterday. (finish)
- c) He frequently.....to school. (go)
- d) Don't speak! I.....important topic for you.
(teach)
- e) Theytheir duty yet. (not complete)
- f) My mother.....TV when I entered the room. (watch)
- g) Our second terminal exam.....on the 15th of the next month. (start)
- i) Youin this classroom since last year. (sit)
- j) By the end of this summer, we.....excursion program. (organize)

k) A lazy man seldom.....well. (work)

Q.N.-4 Complete the following sentences using appropriate preposition from the bracket. 8×1=8

a) The bulb is hanging.....the ceiling.

(under/ below/in/on)

b) She fell.....the ladder. (of/ off/ down/ from)

c) Mr. Lama is suffering.....viral flu for a week.

(from/ to/by/ with)

d) According.....census report 2011, "there are 123 languages exist in Nepal." (by/ with/ to/ from)

e) Don't laugh.....the poor. (at/ to/ of /in)

f) Most of the students drop out their education due.....the financial problem. (to/ for/ of/ with)

g) You have to do yourself. Never depend.....others this age. (in/on/ by/to)

k) we are not completely satisfied..... your progress result. (for/ with/ by/ from)

Q.N.-5 Complete the following sentences choosing the best articles from the bracket. 7×1=7

a) Mr. Thapa works in.....UNO office in kathmandu, Nepal.

(a /an / the)

b) I am a regular costumer of..... Himalayan Times.

(a/ an / the)

c) Mr. Sitaula is.....Principal of our school. (a/ an / the)

d) My sister is.....MA student of Tribhuvan University.

(a/ an / the)

e) She is.....most brilliant girl of our school. (a/ an / the)

f) What..... beautiful girl she is! (a/ an / the)

g) He bought a cell phone.....cell phone was quite expensive.

(a/ an / the)

Q.N.-6 Choose the appropriate verbs from the bracket. 7×1=7

a) The earth.....around the sun.

(move/ moves/ is moving)

b) The English as well as Nepali,.....medium of instruction in the government school of Nepal. (are/ is/ were)

c) The policeinvestigating for a murder crime.

(have been/ has been / have)

d) Linguistics..... scientific study of languages. (is/are/were)

e) Neither you nor he.....preparing for speech. (is/ are/ were)

f) Fifty kilo of rice..... enough for our family. (is/ has/ are)

g) Today's news..... very interesting.(is/ has/ are)

THE END

Appendix-II

List of Used Authentic Materials for Experimented Group

S.N.	Teaching Items	Used Authentic materials for Experimented Group	Periods
1	Conditional verbs	1. Conversation - What will you do if you see a tiger? - What would you do if you were a teacher/ leader? 2. Song -If I had a Hammer by Lee Hays 3. Poems - Valentine Poem by Roger McGough - If I Were Carpenter by Tim Hardin 4. Photos	3
2	Connectives	1. News article/ news stories (Human Trafficking/ Local election update) 2. Biography (Jhamak Ghimire/ Stephen Hawking) 3. Conversation (Between mum and son about shopping)	4
3	Tense	1. Jitiya Festival (Present) 2. Self-description/ Picture Description/Describe monthly activities/Dialogue (present) 3. Story telling (A scary secret of two sisters/Kings daughter) 4. Poems - Surprise party (Past Progressive) - A day comes once (Present and future) - The road not taken/ Chimney sweeper (Past) - What lips My lips have kissed (Present perfect) - The Night will never stay (Future) 5. Biography of Jhamak Ghimire 6. Memoires of my visit to France 7. Future Plan	8
4	Prepositions	1. Poem - I wondered lonely as cloud - Surprise party 2. Jitiya festival/ Bhedetar	7

		<ol style="list-style-type: none"> 3. Map illustration, location guide and picture description 4. News story/news article (Nepal must see destination....) 5. Digital text 6. Biography 	
5	Articles	<ol style="list-style-type: none"> 1. News stories/News article 2. Brochure 3. Advertisements/notices 4. Story (Shoes fond of Emperor) 5. Texts/Paragraphs 	3
6	Concord	<ol style="list-style-type: none"> 1. Interview about Pandemic of Typhoid Fever 2. Passage 3. Dialogue 4. News stories 5. Pictures 	3

Some Samples of Used Authentic Materials

The Chimney Sweeper

When my mother **died I was** very young,
And my **father sold me** while yet my tongue
Could scarcely cry 'weep! 'weep! 'weep! 'weep!
So your chimneys **I sweep** and in soot I sleep.
There's little Tom Dacre, who **cried** when his head,
That curled like a lamb's back, **was shaved**: so I said,
"Hush, Tom! never mind it, for when your head's bare,
You know that the soot **cannot spoil** your white hair."

And so he was quiet, and that very night,
As Tom **was a-sleeping** he had such a sight!
That thousands of sweepers, Dick, Joe, Ned, and Jack,
Were all of them **locked up** in coffins of black;

And by **came** an angel who **had** a bright key,
And he **opened** the coffins and set them all free;
Then down a green plain, leaping, laughing they run,
And wash in a river and shine in the sun.

Then **naked** and white, all their bags **left** behind,
They **rise** upon clouds, and sport in the wind.
And the angel **told** Tom, if **he'd be** a good boy,
He'd have God for his father and never want joy.

And so Tom **awoke**; and we rose in the dark
And got with our bags and our brushes to work.
Though the morning **was cold**, Tom was happy and warm;
So if all do their duty, they need not fear harm.

-William Blake

King's Daughter

Once upon a time, there **was** a king who lived in a palace. He **had** three beautiful daughters but no sons. He **wanted** his daughters to get married before he died. He **found** three princes. But his daughters **didn't like** them. They **refused** to marry the princes, so the king **became** very angry. He **said** they had to get married when they **were** twenty years old. The three daughters **ran** away during the night and found work on a farm. They **fell** in love with the farmer's sons while they were working there. They **married** the farmer's sons as soon as they were twenty.

Surprise Party

When **I reached** my house **at** seven.

Max **was playing** the guitar.

John **was sitting on** the table ,
eating pickles **from** a jar.

Mark **was sitting at** the piano.

Playing sonatas **for** Louise,
and my parrot Paul **was singing**
all the tunes and melodies.

Bob **was sleeping under** the table,

he couldn't **up to** stay awake.

and my dog **was in** the kitchen,
eating up the birth day cake.

**Nepal ‘must see destination’ for 2016, recommends
leading global magazine**

Published: December 08, 2015

KATHMANDU: The National Geographic Traveller magazine has enlisted Nepal as one of the must-see destinations in the world for 2016.

In its ‘Cool List 2016’ prepared for the January/February 2016 issue of the UK based travel magazine, Nepal has been placed sixth in the list of 16 cool destinations in the world.

“Tourist numbers to Nepal plummeted by 85 per cent after the devastating earthquakes, but the country is once more open for business and safe to visit, with a new government backed website providing of official updates on affected areas.” One of the world’s popular travel publications said, adding, “This is a nation that has long relied heavily on tourism, with many visitors lured by the chance to combine volunteerism with an adventure holiday in a stunning landscape”.

Chosen by its team of editors and writers, the hotly anticipated list of countries and cities also include Iran, Costa Rica, Washington DC, Ireland, Cuba, Shanghai, Mozambique, St Vincent and the Grenadines, Bosnia and Herzegovina, Somerset, Rio de Janeiro, Kazakhstan, Argentina, San Sebastian and the Great Barrier Reef.

“We’ve scoured the planet for this year’s must see destinations and come up with an eclectic list of top spots for culture, cuisine, festive celebrations, pristine coastline and places to go. Some are obvious, some not so, but we think they should be top of anyone’s travel plans in 2016 – and beyond,” the magazine quoted its editor Pat Riddell as saying.

(Source: www.thehimalayatimes.com)

Lesson plan-1 (Controlled Group)

Subject: English

Time: 45min

Class: Ten

Date:

Teaching Item: Conditional Sentences

Specific objectives: On the Completion of the lesson, the students will be able to make conditional sentences (conditional-1) properly.

Teaching Materials: Daily used materials and sentence cards.

Teaching Learning Activities:

Stage-1 The teacher will tell some conditional sentences to the students.

-) If you want to listen story, I will tell you later.
-) If you study hard, you will get good marks.
-) If you throw the glass, it will break.
-) If you heat ice, It melts.

Now, the teacher will ask students make such conditional sentence turn by turn. The teacher will write the students answer on the board. e.g.

If you call me, I will come there.

The teacher then asks students which topic they are going to deal with. After the correct guess of the students the teacher will explain the title. We are studying conditional sentence type one.

Stage-2 Then, teacher will divide the class in to groups and tell them make conditional sentences. The teacher will write their response on the board.

for example:

-) If you beat a baby, s/he will cry.
-) If I close the door, I will become dark.
-) If you forget to take your practical exam, you will fail.
-) If traffic lights are red, the driver stop their vehicles.

Stage-3 Then, the teacher will explain some conditional sentences.

Evaluation: Complete the following conditional sentences with appropriate form of the verbs in bracket.

- a) If you open the window, It.....(became) light.
- b) If they get up early, They (be) healthy.
- c) If you heat butter, It.....(melt).

Home work: Complete the exercise from your text book.

Lesson plan-1 (Experimental group)

Subject: English

Time: 45min

Class: Ten

Date:

Teaching Item: Conditional Sentences

Specific objectives: On the Completion of the lesson, the students will be able to make conditional sentences (conditional-1) properly.

Teaching materials: Daily used materials, Newspaper cutouts, Photos, Audio clip of direction guide, Advertisement etc.

Teaching learning Activities:

Stage-1 The teacher will inform students:

If you listen carefully, I will play audio clip.

Stage-2 Students also will be ready and the teacher plays the direction guide audio clip in the class. eg

-) If you want to go for holiday visit, I will help you.
-) If you want travel chandragiri, It will be memorable one.
-) If you meet Tribhuvan Park, you can turn left.
-) If visitors want take cable car ticket, they will get at entrance gate.
-) If you throw garbage there, they will punish you.

After, listening the audio clip they will discuss each other.

Stage-3 Then, teacher will present some newspaper cut outs and photos and students will try to make such conditional sentences.

e.g.

-) If you want to visit Narayanihiti museum, you can consult with me.
-) If you cross road everywhere, you will punish etc.

Stage-4 Then, the teacher will divide class in to two groups and distributes copies of advertisement. They will discuss in the groups.

-) If you want mobile in discount, you can go info-tech fair.
-) If you search for job, you can apply in tourism board Nepal. etc.

Evaluation: Complete the sentence with appropriate forms of verbs in bracket.

-) If you.....(forgot) to call me, I will remind you.
-) If you heat butter, If(melt).

Homework : Complete the exercise from your text book.

Appendix – IV

Lesson Plan-2 (Experimental Group)

Subject: English

Time: 45min

Class: Ten

Date:

Teaching Items: Connectives of unexpected result (although/ though/ In spite of/despite/however)

Specific objectives: On the completion of this class students will be able to use connectives of unexpected result properly.

Teaching Materials: Daily used materials, News story. Jhamak Gimire's biography, Street sign etc.

Teaching Learning Activities:

Stage-1 The teacher will read out news story from Newspaper and students will pay attention towards the text. e.g.

Although, Mr. Panday was not popular in locality, He won the local election heavily in Ghodaghodi RM, Kailali. His competitor candidate was quite strong. Despite his great popularity in local area, this election occurred really misfortune for him. Most of the people were in favour of him, However he has lost golden opportunity for five years.

Stage-2 They discuss on this text, the teacher writes some sentences on the board and underlines the unexpected connective.

Stage-3 Then, the teacher divides class into two groups and distributes photocopies of Jhamak Gimire's biography. Students find out the sentences of unexpected result. One group finds out the 'Although/ Even though' Connectives and another group 'in spite of/ Despite' connective sentences.

Stage-4 The teacher writes some sentences on the board again and discusses about the use of them. e.g.

) Although, Jhamak was a disabled lady, She was a great literary figure of Nepali literature.

) Despite, her physical problem, she won the Madan Prize 2067 for her book 'Jiban Kada ki Phool'.

) **Evaluation:** The teacher presents some traffic signs and asks students to prepare a couple of sentences using those connectives. One group presents their sentence and another group corrects it turn by turn if incorrect.

Lesson Plan-2 (Controlled Group)

Subject: English

Time: 45min

Class: Ten

Date:

Teaching Items: Connectives of unexpected result (although/ though/ in spite of/despite/however)

Specific objectives: On the completion of this class students will be able to use connectives of unexpected result properly.

Teaching Materials: Daily used materials and sentence cards.

Teaching Learning activities:

Stage-1 The teacher presents couple of sentences using connectives of unexpected result to motivate the class. Students try find out the pattern.

) *Although*, I left house early in the morning, I became late due to vehicle Jam.

) *In spite of* her popularity in the village, She lost election this time. etc.

Stage-2 The teacher presents sentence cards on the board and students study the pattern of sentences.

e.g.

) *Although*, It is raining, I didn't carry rain coat.

) *Despite*, her richness, She never wear new clothes.

Stage-3 Teacher divides class in two groups and make them to prepare sentences using 'although' one group and 'in spite of/ despite' another group.

Stage-4 Students say their sentence of unexpected result and ask another group for correction. The teacher illustrates the use of unexpected connectives.

Stage-5 The teacher reformulates the incorrect sentences made by the students giving positive feedback.

Evaluation:

- a)he is poor, he helps the orphans. (Although/ Because /In spite of)
- b) an unattractive appearance, he married beautiful girls. (Although/ Despite/ However)

Lesson Plan-3 (Experimental Group)

Subject: English

Time: 45min

Class: Ten

Date:

Teaching Items: Connectives of reason (Because/ Because of/ Therefore /so)

Specific objectives: On the completion of this class students will be able to use connectives of reason properly.

Teaching Materials: Newspaper article about human trafficking, slogans, banner etc.

Teaching Learning Activities:

Stage-1 The teacher presents some slogans of human right in front of class and ask students observe them.

Teacher asks students:

-) What is the slogan/ banner about?
-) Why are human trafficked?

Stage-2 Then, the teacher distributes copies of newspaper article about human trafficking and tells students read out it intensively.

Then, the teacher asks them:

-) Why humans are trafficked?
-) Why they are smuggled?

Stage-3 The teacher listens student's response and writes answer on the board. e.g.

-) Humans are smuggled *because* they are forced to work as prostitutes and domestic servants.
-) Majority of victims are women, *because of* their marginalization and poor economic status. etc.
-) Most of the women are economically backward. *Therefore*, they believe traffickers quickly.

Stage-4 After discussion that, the teacher divides class into groups and students try to make more sentences using reason connectives. e.g.

-) We should give up smoke *because* it is injurious to health.
-) Rita could not attend school *because of* her illness.
-) Rita is ill, *therefore*, she couldn't attend school.

Evaluation:

The teacher writes few sentences on the board and students complete them with proper connectives.

Lesson Plan-3 (Controlled Group)

Subject: English

Time: 45min

Class: Ten

Date:

Teaching Items: Connectives of reason (Because/ Because of/ Therefore /so)

Specific objectives: On the completion of this class students will be able to use connectives of reason properly.

Teaching Materials: Daily used materials and sentence cards.

Teaching Learning Activities:

Stage-1 The teacher presents some sentences of using reason connectives in the class to pay attention of the students.

-) I am late here *because* I faced vehicle Jam in the way.
-) The school was closed yesterday *because of* strike.
-) He studied hard, *therefore* he passed SEE with A+ grade.

Stage-2 Then, the teacher presents some sentence cards of reason connective on the board and students study those. e.g.

-) Most of women are human trafficked *because* they are economically backward.
-) Most of women are human trafficked *because of* their economic condition.

Stage-3 Then, the teacher divides class into two groups and they prepare sentences same way. They exchange their copy in group for peer correction.

Stage-4 The teacher illustrates the reason connectives. In which condition we use because, because of and therefore.

Evaluation: Choose the appropriate connectives from bracket.

- a) Everybody respect him..... he is virtuous man. (because/ because of/ however)
- b) Mr. Pandey is very popular..... he won the election. (because/ because of/ therefore)
- c) her illness, she didn't attend in the class. (because/ because of / so) etc.

Lesson Plan-4 (Experimental Group)

Subject: English

Time: 45min

Class: Ten

Date:

Teaching Items: Simple past tense

Specific objectives: On the completion of this class, the students will be able to :

-) Use simple past tense properly
-) Narrate past event

Teaching Materials: Daily used materials, story, Biography, poem.

Teaching Learning Activities:

Stage-1 The teacher recites the poem and asks the students following questions to motivate the students,

-) When did you born?
-) When did you start your school? etc.

Stage-2 Then, the teacher distributes photocopies of the story the class and the students read out story carefully. They observe underlined verbs of the story. e.g.

King's Daughter

Once upon a time, there **was** a king who lived in a palace. He **had** three beautiful daughters but no sons. He **wanted** his daughters to get married before he died. He **found** three princes. But his daughters **didn't like** them. They **refused** to marry the princes, so the king **became** very angry. He **said** they had to get married when they **were** twenty years old. The three daughters **ran** away during the night and found work on a farm. They **fell** in love with the farmer's sons while they were working there. They **married** the farmer's sons as soon as they were twenty.

Stage-3 Then, the teacher writes verbs on the board. He asks students tell a sentence of the story orderly turn by turn.

S1: Once up on a time, there was king.....

S2: He had three beautiful daughters.....

Stage-4 The teacher tells the biography of Jhamak Gimire and makes students point out the words.

Evaluation:

Students write biography of Jhamak Gimire using past tense. The teacher provides feedback if necessary.

Homework: Prepare readable story on the basis of clues given in exercise text book.

Lesson Plan-4 (Controlled Group)

Subject: English

Time: 45min

Class: Ten

Date:

Teaching Items: Simple past tense

Specific objectives: On the completion of this class, the students will be able to:

-)] Use simple past tense properly
-)] Narrate past event

Teaching Materials: Daily used materials, sentence cards and structure cards.

Teaching Learning Activities:

Stage-1 The teacher asks students following questions to motivate the students.

-)] When did you born?
-)] When did you start your school?

And, he tells his biography himself. e.g

-)] I was born in 1990.
-)] I started school in the age of four years.
-)] I passed SLC examination in 2004.etc.

Stage-2 Then, the teacher writes the topic 'simple past' on the board and tells students write a couple of sentences using simple past tense.

Stage-3 Then, the teacher listens students' sentences and writes on the board. He discusses on it.

He presents sentence cards. Students observe sentences of sentence cards. e.g.

-)] You played football yesterday.
-)] I taught English in class seven.
-)] We finished unit five.

Stage-4 The teacher illustrates the structure of simple past and makes students to write five sentences using past tense.

Stage-5 Then, he writes some infinitive verb on the board and students prepare past sentences using those verbs.

e.g. go, arrive, be, have, use etc.

Evaluation:

The teacher writes biography clues on the board and students single sentence using past tense turn by turn.

Homework: Prepare readable story on the basis of clues gives in exercise of textbook.

Lesson Plan-5 (Experimental Group)

Subject: English

Time: 45min

Class: Ten

Date:

Teaching Items: Prepositions

Specific objectives: On the completion of this lesson, the students will be able to use prepositions properly.

Teaching Materials: Poem, Newspaper articles, Picture description of Bhedetar

Teaching Learning Activities:

Stage-1 The teacher recites the poem to pay attention of the students towards subject matter. Teacher asks students find out the prepositions on the poem. Teacher recites the poem three times. e.g.

When I reached my house **at** seven.

Max was playing the guitar.

John was sitting **on** the table ,

eating pickles **from** a jar.

Mark was sitting **at** the piano.

Playing sonatas **for** Louise,

Bob was sleeping **under** the table,

he couldn't **up to** stay awake.

and my dog was **in** the kitchen,

eating **up** the birth day cake.

Students try to find out the prepositions used in the poem. Then, the teacher notes down prepositions on the board.

Stage-2 Then, the teacher distributes the photo copies of news article from 'Republica daily'. Students read out the news article intensively and under line the prepositions used in the news article. Then, every student tells sentence using proposition from text. The teacher writes sentences on the board.

e.g.

-) The mountain is 15,000 meters **above** the sea level.
-) There are numerous ponds **in** the area.
-) Black ponds **belong to** the devils. etc.

Stage-3 Then, the teacher divides the class and text in to two groups. One group points out the prepositions and another group uses it in sentence properly.

Stage-4 Then, teacher presents photographs of Bhedetar and description about it. They discuss about the location of Bhedetar using suitable prepositions.

Stage-5 Teacher divides class into two groups. One group selects preposition from text and another makes the proper sentence using those prepositions and vice-versa.

Evaluation: The teacher writes the sentences on the board and students complete it choosing appropriate preposition from bracket.

e.g.

-) Bhetetar lies..... Sunsari district. (on/ at/ in)
-) It is located..... 16 km north from the Dharan. (Of/ in/ at)
-) We are struggling to run the campus due to lack.....resources. (off/ of/ up)
-) Black ponds belong..... devils.(of/ on/ to)

Homework:

The teacher distributes them another news article and ask them select prepositions from the article and make at least 10 sentences at your home.

Lesson Plan-5 (Controlled Group)

Subject: English

Time: 45min

Class: Ten

Date:

Teaching Items: Prepositions

Specific objectives: On the completion of this lesson, the students will be able to use prepositions properly.

Teaching Materials: Daily used materials, preposition chart, realia.

Teaching Learning Activities:

Stage-1 The teacher will tell following sentences focusing on preposition in the class.

-) The marker is **on** the desk.
-) We are **in** the classroom.
-) Look **at** the page no. 42 **of** your test book.
-) We are discussing **on** prepositions.
-) We will study prepositions **with** pleasure. etc.

Stage-2 After discussion on those sentences, the teacher writes topic 'prepositions' on the board and presents the preposition chart in front of the class. Students will observe the situations of using prepositions.

Stage-3 Then, the teacher makes them to prepare a sentence using those prepositions turn by turn.

for example,

s1: (with): We are writing **with** pen.

S2: (of): The role **of** teacher in classroom is obligatory.

s3:(for): We were waiting **for** your arrival sir.

s4: (since): We are studying prepositions **since** Monday.

s5:(into):Throw the garbage **into** dustbin. etc.

Stage-4 Then, the teacher divides students into pairs. One student of a pair selects a preposition, next student makes sensible sentence using that preposition and vice-versa.

Stage-5 The teacher writes some prepositions on the board and asks students turn by turn make sensible sentences using them.

e.g.

- On the ceiling
- Satisfied with
- rely on
- lack of
- at dusk
- turn off
- believe in
- apply for
- by bus
- through etc.

Evaluation: The teacher asks students again choose proper preposition from bracket in the sentence.

e.g.

- a) The fan is hanging..... the ceiling. (on/ under/ below/ at)
- b) You are good mathematics. (in/ on/ at/for)
- c) Accordingher "this is universal fact."(to/ by/ of/ for)
- d) She always quarrels.....her husband. (by/ with/ of/ at) etc.

Appendix V

Holistic Comparisons

Controlled Group

S.N.	Roll No.	Student's Name	Pre-Test	Post-Test	Difference	Percent
1	2	Rojina Gotame	20	37	17	
2	3	Manoj Tamang	24	38	14	
3	6	Lavkush Thapa	24	30	6	
4	7	Puja Tamang	24	37	13	
5	8	Rajani Tamang	18	31	13	
6	9	Nischal Tamang	20	28	8	
7	11	Som Ku. Tamang	24	31	7	
8	14	Raj Kumar Tamang	27	32	5	
9	17	Santa Ku. Tamang	15	33	18	
10	18	Milan Tamang	23	29	6	
11	19	Samjhana Tamang	21	32	11	
12	25	Nisha Shrestha	22	30	8	
13	26	Surya Bdr. Tamang	24	30	6	
14	28	Sushant Thapaliya	24	31	7	
15	29	Prem Tamang	18	27	9	
Total			328	476	148	
Average Marks (Mean)			21.86	31.73	9.87	
Percentage			43.73%	63.46%	19.73%	

Experimented Group

S.N.	Roll No.	Student'sName	Pre-Test	Post-Test	Difference	Percentage
1	1	Nisma Budhathoki	25	47	22	
2	4	Sujata Acharya	31	47	16	
3	5	Jitendra Tamang	22	34	12	
4	10	Manisha Pathak	22	37	15	
5	12	Shristi Tamang	28	34	6	
6	13	Renuka Shrestha	20	36	16	
7	15	Sukmita Tamang	24	37	13	
8	16	Sunita Tamang	24	42	18	
9	20	Sima Tamang	29	38	9	
10	21	Prabina Tamang 'A'	20	37	17	
11	22	Niraj Tamang	24	41	17	
12	23	Prabina Tamang 'B'	24	34	10	
13	24	Shreesha Shrestha	16	27	11	
14	27	Sangita Tamang	22	35	13	
15	30	Pratiksha Tamang	14	29	15	
Total			345	555	210	
Average Marks			23.00	37.00	14	
Percentage			46%	74%	28%	

Appendix VI

Item-Wise Comparisons

Pre-Test (Controlled Group)

S.N	Roll No.	Students' Name	Condi- tional verbs (9)	Connecti- ves (8)	Tense (10)	Preposi- tions (9)	Articles (7)	Concords (7)	Total Marks (50)
1	2	Rojina Gotame	2	4	4	4	4	2	20
2	3	Manoj Tamang	0	4	6	8	4	2	24
3	6	Lavkush Thapa	2	4	4	5	4	3	24
4	7	Puja Tamang	2	5	5	7	4	3	26
5	8	Rajani Tamang	1	5	5	2	1	4	18
6	9	Nischal Tamang	1	4	6	5	3	1	20
7	11	Som Ku. Tamang	2	5	3	6	4	4	24
8	14	Raj Ku. Tamang	2	5	6	5	5	4	27
9	17	Santa Ku. Tamang	3	2	3	3	1	3	15
10	18	Milan Tamang	2	6	3	5	4	3	23
11	19	Samjhana Tamang	2	4	4	6	3	2	21
12	25	Nisha Shrestha	3	5	3	3	4	4	22
13	26	Surya Bdr.Tamang	2	5	7	3	3	4	24
14	28	Sushant Thapaliya	1	4	5	6	5	3	24
15	29	Prem Tamang	2	2	7	1	3	3	18
Total			27	64	71	69	52	45	328
Average (Mean)			1.8	4.27	4.7	4.6	3.47	3	21.8
Percentage			20%	53.3%	47.3%	51.1%	49.5%	42.85%	43.7%

Pre-Test (Experimented Group)

S.N	Roll No.	Students' Name	Condi- tional verbs (9)	Connecti- ves (8)	Tense (10)	Preposi- tions (9)	Articles (7)	Concor- ds (7)	Total Marks (50)
1	1	Nishma Budhathoki	1	5	6	5	3	5	25
2	4	Sujata Acharya	2	7	6	8	4	4	31
3	5	Jitendra Tamang	2	4	4	5	4	3	22
4	10	Manisha Pathak	2	5	5	4	4	2	22
5	12	Shristi Tamang	3	5	6	6	4	4	28
6	13	Renuka Shrestha	1	4	5	4	4	2	20
7	15	Sukmita Tamang	1	4	6	6	4	3	24
8	16	Sunita Tamang	1	4	6	8	3	2	24
9	20	Sima Tamang	2	6	5	8	4	4	29
10	21	Prabina Tamang 'A'	2	5	3	2	5	3	20
11	22	Niraj Tamang	2	5	7	3	5	2	24
12	23	Prabina Tamang 'B'	1	7	5	3	4	4	24
13	24	Shreesha Shrestha	2	4	2	2	3	3	16
14	27	Sangita Tamang	2	7	4	3	4	2	22
15	30	Prariksha Tamang	0	2	2	4	4	2	14
Total			24	74	72	71	59	45	345
Average (Mean)			1.6	4.93	4.8	4.73	3.9	3	23
Percentage			17.7 7%	61.67 %	48 %	52.6 %	56.1 %	42.8 5%	46 %

Post-Test (Controlled Group)

S.N	Roll No.	Students' Name	Condi onal verbs (9)	Connec tives (8)	Tense (10)	Preposi tions (9)	Articles (7)	Concor ds (7)	Total Marks (50)
1	2	Rojina Gotame	8	8	7	5	5	4	37
2	3	Manoj Tamang	8	8	9	4	7	2	38
3	6	Lavkush Thapa	5	6	5	5	5	4	30
4	7	Puja Tamang	6	8	8	6	6	3	37
5	8	Rajani Tamang	7	5	7	4	5	3	31
6	9	Nischal Tamang	6	5	5	4	5	3	28
7	11	Som Ku. Tamang	5	5	6	6	5	4	31
8	14	Raj Ku. Tamang	6	6	6	6	4	4	32
9	17	Santa Ku. Tamang	7	7	6	4	6	3	33
10	18	Milan Tamang	3	7	4	6	5	4	29
11	19	Samjhana Tamang	6	5	7	5	5	4	32
12	25	Nisha Shrestha	6	4	4	6	6	4	30
13	26	Surya Bdr.Tamang	7	4	4	6	5	4	30
14	28	Sushant Thapaliya	7	6	5	4	5	4	31
15	29	Prem Tamang	6	5	3	5	5	3	27
Total			93	89	86	76	79	53	476
Average (Mean)			6.2	5.93	5.73	5.06	5.26	3.53	31.73
Percentage			68.8	74.1	57.3	56.2	75.23	50.4	63.46
			8%	6%	3%	9%	%	7%	%

Post-Test (Experimented Group)

S.N	Roll No.	Students' Name	Condi- tional verbs (9)	Connecti- ves (8)	Tense (10)	Preposi- tions (9)	Articles (7)	Concor- ds (7)	Total Marks (50)
1	1	Nishma Budhathoki	8	8	9	9	7	6	47
2	4	Sujata Acharya	8	8	9	8	7	7	47
3	5	Jitendra Tamang	6	8	7	4	4	5	34
4	10	Manisha Pathak	5	6	6	9	5	6	37
5	12	Shristi Tamang	6	7	7	4	6	4	34
6	23	Renuka Shrestha	8	5	7	5	6	5	36
7	15	Sukmita Tamang	8	6	6	7	5	5	37
8	16	Sunita Tamang	7	8	7	8	7	5	42
9	20	Sima Tamang	7	6	5	7	6	7	38
10	21	Prabina Tamang 'A'	6	8	6	6	5	6	37
11	22	Niraj Tamang	7	8	7	8	6	5	42
12	23	Prabina Tamang 'B'	5	6	6	4	7	6	34
13	24	Shreesha Shrestha	5	4	5	4	6	3	27
14	27	Sangita Tamang	6	7	6	6	5	5	35
15	30	Pratiksha Tamang	3	7	4	5	6	4	29
Total			95	102	97	94	88	79	555
Average (Mean)			6.33	6.8	6.47	6.27	5.78	5.26	37
Percentage			70.3	85%	64.7	69.6	83.8	75.2	74
			7%		%	3%	%	3%	%

Appendix VII



Taking Post-Test (Controlled Group)



Taking Post-Test (Experimented Group)



After Post-Test Experimented and Controlled Group Together