

CHAPTER ONE

INTRODUCTION

1.1 General Background

In Nepal, the history of teaching and learning of English goes back to Prime-ministership of Bhimsen Thapa while British Government opened 'Gorkha Bharti Kendra'. Especially Nepalese youths were attracted towards learning English, as the selectors and immigrants used this language. In terms of formal education, establishment of the first English medium school, Durbar High School (1854) became the pioneer effort, but this was only for Ranas. Later, that was shifted to Ranipokhari in 1881 and opened for all. In the past, Nepalese education system was influenced by religious and classical Sanskrit system of education. The recitation of a text was thought to be a mastery over a subject. Oral examination was in practice in the past. Gradually, oral examination was replaced by written examination.

Another remarkable achievement in the history of English teaching and learning in the context of Nepal was the establishment of Tri-Chandra College in 1918. The spread of English education started quite later in a slow speed. The political changes of 1951 opened a favourable condition in this regard and created a new era onto cater for the extreme demand for educational activities. The most notable efforts in this change proposed by Nepal Education Commission (NEC) 1956, All Round National Education Committee (ARNEC) 1961, National Education System Plan (NESP) 1971, Curriculum Implementation Plan (CIP) 1981, and the latest one National Education Commission (NEC) 1992. A High Level Education Commission (HLEC) was constituted in 1997 which suggested undertaking timely measures to reform education system in Nepal.

In the history of School Leaving Certificate (SLC) Examination, the examination was conducted in Kathmandu for the first time in 1928. At the very beginning of SLC examination, it was conducted by Calcutta University and later by Patana University. In the history of SLC examination, 1934 was taken as the remarkable date when the board of School Leaving Certificate was established in Nepal. Nowadays concerned schools, District Education Officers and the officials of the Ministry of Education are responsible for the school level Examination at different stages and levels. Similarly, T.U., Controller of Examination was established in 1956. With the establishment of these two examination boards, the formal education system was strengthened along with institutionalization of teaching English in Nepal. A number of schools and colleges were established and common people also got opportunity to have modern education.

The latest curriculum was introduced in Nepal in 1999 with the promise of maintaining SAARC level standard. Six compulsory and two optional subjects are included in the SLC curriculum, English is also one of the important subject among compulsory ones and it is also taught as an optional subject.

The new English curriculum of secondary level (9-10) introduced in 1999, is based on communicative approach to language teaching which emphasizes on the teaching of language functions along with grammatical items and language structures. For the assessment aspect of curriculum CDC (1999, p.14) states: 'Assessment measure should be consistent with a communicative approach to teaching, as this will measure how students use English not what they know about it.' The national examination is held at the end of this level, which is known as SLC examination. The questions for the SLC examination are set in accordance with the secondary level curriculum. Four skills of the English language viz. listening, speaking, reading and writing are tested separately in the secondary level examination as proposed by curriculum. The marks allocation for listening, speaking, reading and writing were 8%, 12%, 45% and

35% respectively when new curriculum was implemented. From the year, 2008, the marks allocation for four language skills has been changed by CDC. The present marks allocation for listening, speaking, reading and writing are 10%, 15%, 40% and 35% respectively. This shows that listening and speaking skills are emphasized and regarded better than those of the examination system in the past. Students should appear to the listening and speaking tests after they take the final written examination of SLC.

1.1.1 Language Skills

Language is used in different fields and it has many purposes, but it is a skill which involves four language skills. They are listening, speaking, reading and writing. Our choice of language may depend upon the channel of communication. Such channel contains certain language skills that native speakers and competent language users possess. Literate people who use language have a number of different abilities. They will be able to speak on the telephone, write letters listen to the radio or read books. In other words, they possess the four language skills of listening, speaking, reading and writing.

Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills. Very often, language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously and people may well read and write at the same time when they make notes or write something based on what they are reading.

Different language users will obviously have different skills. In the first place, a large number of people cannot read and write. Secondly, education, training and occupation often determine the set of genres that any one can operate in. The type of speaking skill that deals on a stock exchange need is completely different from that of a teacher since they are dealing in different speaking

genres. But whatever kind of category of skill language users deal with, they still need to possess both the main skill and a number of sub-skills.

Underwood (1989) defines listening as "an activity of paying attention and trying to get meaning from something we hear "(p.37). It means listening is important language skill which supports speaking. In the past listening was the most neglected skill in comparison to other skills. Now, listening is no more neglected but every skill is equally important. We have to practise listening in order to be a successful communicator. In this post modern era, we have varieties of listening means such as lecture, T.V. radio, computer and mobile phones. These means can be used for picking up information, making notes, being successful in communication. Thus, listening is one of the four language skills which involve the activity of paying attention to trying to get meaning from something we hear. It is an active process of perceiving and constructing a message from a stream of sounds. Listening involves active cognitive processing.

Speaking is primarily a productive skill in the sense that language is primarily manifested in speech. Speech consists of pronunciation of vowels and consonant sounds, stress, rhythm, juncture and intonation. Speaking is directly related to listening. According to Khaniya (2005, p.132), language is learnt for interaction by the fact that the teaching of speaking deserves considerable attention. It is productive skill like writing and a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. Speaking takes place in a situation where the speaker is under pressure to produce his or her utterances without having much time to organize what and how people want to say. Similarly Ur (1996, p.120) identifies four characteristics of successful speaking activity. They are:

1. learner's talk a lot
2. participation is even
3. motivation is high, and
4. language is an acceptable level.

The aforementioned features help to make speech natural while speaking in a natural setting. Thus, speaking is based on successful interaction. This process involves both production and comprehension.

Reading is a receptive skill and the third skill after listening and speaking. Khaniya (2005) defines reading as "the way of understanding a text and understanding a text means comprehending text. In a usual way, reading is handled as reading comprehension" (p.139). We read any text to deduce meaning from the text, we associate the sign in text with concept in reality. There is no single reason for reading, our reading purpose determines the way of reading. For example, if we want to find out any particular information, say telephone number in a text, we go thoroughly without considering any other information in the text. Similarly, if we want to read any text, say novel or short story for entertainment, we will end all the information contained in the text to get general picture. Another important point to be noted here is that there are various reading materials in our daily life and in class room also we should include newspaper articles, brochures, advertisements, extracts from short stories or novels and so on besides the textbook. Thus, reading is the total understanding of a message from the text.

1.1.1.1 Writing Skill

Among four language skills, writing is one of the most important skills in learning a new language. It is often regarded as the visual representation of speech. It is a productive skill. Productive in the sense that it is related to manipulate the mechanics of writing, structuring them into sensible words, sentences and paragraphs in order to make the reader understand the meaning of such complex effort. Moreover, writing is the act of placing the graphic symbols that present language in order to convey the meaning so that the reader can grasp the information. It is the last language skill and it is also the most difficult of all the skills. We are able to share ideas, arouse feelings, persuade

and convince other people through writing. We are able to discover and articulate ideas in the way that only writing makes possible.

Writing, being secondary and dependent on speech, makes use of graphic symbols to represent spoken sounds. Writing is a system of written symbols which represents the sounds, syllables or words of language. Richards (2002) states, "All languages of the world which have their written form use graphic symbols that represent spoken sounds "(p.310). Byrne (1973), says "The symbols have to be arranged, according to certain convention to form words, and words have to be arranged to form a sentence" (p.1).

Rivers (1968) says, " Writing uses not only linguistic resource but also makes use of graphological devices at the same time. Further, writing is a process and involves several elements. The writer follows a systemic approach (p. 241)."

Rivers further states:

Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language: the ultimate aim of a writer at this stage is to be able to express himself in a polished literary form which requires the utilization of a special vocabulary and certain refinement structures. (p.243)

Writing is the way of expressing our ideas in a continuous process through the graphic symbols of the language. Writing requires different mechanisms and it also requires special skill from one type of writing to another type of writing.

Bell and Burnby (quoted in Nunan, 1989) point out:

Writing is an extremely cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of content, format, sentence structure,

vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. (p.36)

Similarly, Harmer (1991,p.232) opines that writing is an activity through which human beings communicate with one another and transmit their accumulated cultures from one generation to another generation. It equally provides us with possibilities to discover and articulate ideas in many ways. The substances of writing are the spelling and punctuation sometimes also known as mechanics of writing or graphological resources.

In conclusion, writing is a very complex process that requires many composite skills: mental, rhetorical and critical. It is a skill that improves with constant practice. The writer becomes more comfortable and fluent in putting his/her thought exactly on paper. Writing is an act of transmitting thoughts, feelings, and ideas from past to present and from present to future. That is why, it demands caution in using it. It is a transparent mirror that vividly presents our knowledge as well as experiences. White and Arndt (1991) views, "Writing is far from a simple matter of transcribing language into written symbols. It is thinking process in its own". (p.3)

Writing is not only concerned with the transcription of language into graphic forms instead it involves great thinking process which means writing requires plenty of intellectual effort. It is an activity through which human beings share their culture, religion, values, ideas, and assumptions from one generation to another. While writing, everyone needs ample of micro skills. Stressing the importance of micro skills to be employed in writing, Munby (1978, p.79) points out the following micro skills as:

- a) manipulating the script of language
 - i) forming the shape of letters
 - ii) using the spelling systems
 - iii) using punctuation
- b) expressing information explicitly
- c) expressing information implicitly through
 - i) inference
 - ii) figurative language
- d) expressing the communicative value of sentence and utterances
- e) expressing relation within a sentence using
 - i) elements of sentence structure
 - ii) modal auxiliaries
 - iii) intra-sentential connectors
- f) expressing relations between parts of a text through lexical cohesion devices
- g) expressing relations between parts of a text through grammatical cohesion devices
- h) using indicators in discourse for
 - i) introducing an idea
 - ii) developing an idea
 - iii) transmission to another idea
 - iv) concluding an idea
 - v) placing a point
 - vi) explanation of point already met
 - vii) anticipating an objection
- i) reducing the text through avoiding irrelevant information.

All the aforementioned micro skills have to be taken into account in consideration while writing a piece of composition only then the piece of composed composition as what produced by any writer will be effective and relevant.

Mechanics of writing mainly includes capitalization, spelling and punctuation. The learner must have the knowledge of mechanics of writing, use of correct and appropriate word and sentences, treatment of content, stylistic skills and judgmental skills. Brown, (1985), states that

The mastery of mechanics of writing and practice in the basic skills are necessary first steps for child or adult learners. Under mechanics of writing, the learners should learn the alphabet, the left to right direction of English writing system, upper and lower case letters, rules for words and sentences punctuation.(p.254)

Use of capitalization refers to the correct use of capital letters. There are rules of capitalization, that is where and when to use a capital letters. The knowledge of using capital letters is important for writing.

Spelling is to name or write the letters of a word in their correct order. Spelling plays a very important role since addition, omission or replacement of one letter with another can change the entire meaning of the word or of the whole message. Mastery of writing system requires the ability to spell, particularly in English the relationship between sounds and letters is very complex and therefore, mastery in spelling is needed.

Punctuation is one of the graphological devices of writing process. Speech has its suprasegmental features like pitch, stress, intonation and length which help to convey meaning. Although these suprasegmental features cannot be represented in writing devices, punctuation, capital letters, word and sentence boundaries, comma, question mark etc are extensively used to help to convey meaning or patterns of meaning. For example, in the following sentence, it is unclear whether the brother went to the movies or stayed home.

“I went to the movies with my mother and my brother and my sister stayed home with my father.”

The writer could make the meaning clear by inserting a comma in one of the two places, depending on the intended meaning.

“I went to the movies with my mother and my brother, and my sister stayed home with my Father.”

“I went to the movie with my mother, and my brother and sister stayed home with my Father.”

Harris, (1974, p.30) views punctuation as an important aspect of written language. It is fundamentally a means of marking boundaries and relationship between the grammatical units of written text.

1.1.1.2 Characteristics of Good Writing

Richards (2001, p. 245) says that writing is an art of using language but it is a very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is the most desired thing. According to Harmer (1991, p. 235), simplicity and directness are the most useful properties of good writing. But making a simple and clear writing is difficult from the syntactic and semantic point of views. It needs good imagination and logical sequence of thoughts".

According to Richards (2001, p. 245) some essential characteristics of good writing are introduced as follows:

i) Economy

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy, and materials. Economy of words without losing the meaning is

one of the best qualities of good writing. For example, 'he teaches in a primary school.' *Rather than this we can write, 'he is a teacher'.*

ii) Simplicity

The second quality of a good writing is reduction of complexities and expression of ideas in a simple way. It avoids the extra-stylistic words, ambiguities and so on. Simplicity and smoothness make writing understandable and readable and never confuses the readers in understanding the message of writing. For example. 'Walk slowly lest you should fall down'. Instead of this we can write, '*walk slowly otherwise you won't approach your destination.*'

iii) Clarity

A good writer should not add complications and should be plausible in his writing. The writing must be free from ambiguity and should also be explicit. The writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration and self-contradictory statements. For example, we should not write such self-contradictory sentences - *Flying planes can be dangerous.*

iv) Continuity

Continuity of thought is another important factor of a good writing. There should be continuity of thoughts from one word to another from one phrase to another, from one sentence to another sentence and from one paragraph to another paragraph. The concept of continuity of thoughts is based on the natural linkage of ideas. Such linkage should be maintained from the beginning to the end.

v) Free from Errors

Writing is a permanent record of thoughts and ideas expressed by a writer. Therefore, it should be accurate. Such written piece should be free from lexical, syntactic, semantic and grammatical errors.

Furthermore, every good writing requires examples and illustrations to explain abstract and difficult ideas. Appropriate facts, figures, depth of knowledge and maximum objectivity are the most necessary things in a good piece of writing. The above characteristics of good writing play a vital role in the writing proficiency in secondary level students. They should have the ability to write clear, short, simple, continuous and error free sentences.

1.1.1.3 Stages in Development of Writing

There are three stages of writing. The first stage is called 'manipulation' in which the writer simply manipulates the aspects or phonological item or a spoken word in its written form. The learner learns mechanics of writing, handwriting, and punctuation i.e. capitalization, full stop, comma and so on.

The second stage of writing is 'structuring:' In this stage, the learner learns the spelling of words, syntactic rules of structuring words, sentences, paragraph and text.

The third and the highest level in the process of writing is 'semantic stage' in which the learner does not learn only the mechanics and structuring rules of writing but also learns to write complete and meaningful sentences. This stage is the ultimate stage, which is widely used in social services. The learners have to learn to write correct sentences to be able to design, classify and organize the description of the subject matter. (Richards, 2002, p. 145)

However, Rivers (1968, p. 245) has suggested five stages of writing which helps the learners to write in the foreign language. They are copying, reproduction, recombination, guided writing and free composition.

a. Copying

This stage is also known as the stage of transcription. In this stage, learners become familiar with different aspects of language. According to Rivers (1968, p. 245), as the student is copying, he should repeat to himself what he is writing. In this way, he depends on the impression in his mind of the sounds, the symbols represented and he has further repetition on practice of basic dialogue or pattern of sentences. After he has some practice in copying accurately with correct diacritical and punctuation marks, he may continue to copy as an aid to memorization. When a learner continues the copying activities, he learns the scripts of the target language, and orthographic rules and syntactic rules thoroughly.

b. Reproduction

In this stage, learners attempt to write without originality what they have already learned orally. According to Rivers (1968, p. 245), the method of dictating to the learners is effective for reproducing sentences. Furthermore, the teacher emphasizes on writing and describing a picture or showing something. For it, the learner should understand the meaning of sentences.

c. Recombination

Rivers (1968, p. 245) says that in recombination stage, the learners recombine learned skills. It is a more appropriate way because learners rebuild on former experience and ideas of writing. It is necessary to manipulate grammatical structure. The learners can substitute words, phrases, or sentences expanding them more explicitly. Dictation is also a very fruitful method for recombining the ideas.

d. Guided writing

The stage of guided writing is a more developed stage than the above ones. Now, the learners are given some freedom in the selection of lexical items

and structural patterns, but they have to follow the given suggestions regarding the content. Rivers (1968) views that , "At this stage, the learners are given different types of exercises such as completion, replacement, expansion or summarizing on elaborating some topics" (p. 245). They can include their ideas partially. Likewise, the learners can expand simple sentences by adding or modifying words or phrases. The skeleton of a story or dialogue may be supplied for the development of writing. But students are not totally free because they have to follow the guided frame.

e. Free Composition

Writing composition is a complex activity, which requires a variety of skills. It involves the production and arrangement of written sentences in an appropriate way. At this stage, the learners know how to select the appropriate vocabulary and structure to express their ideas in a meaningful way. They can express their ideas freely in this stage. Thus, if the learners are carefully guided through all the stages, they can be master in the writing skill.

The last two stages, guided composition and free composition are very important for the secondary level students. Both these compositions are heavily emphasized in the courses of higher education. Due to this fact, these compositions were used to find out the English language writing proficiency of this research study.

1.1.1.4 Components of Writing

Writing is not only a single skill. It is the combination of various skills which are also known as sub-skills of writing skill. According to Heaton (1975, p.147) the following are the components of writing.

- i. Linguistic skill: It is the ability of the learners to write correct and appropriate sentences.

- ii. Mechanical skill: - It is the ability of the learners to use punctuation and spelling, correctly.
- iii. Treatment of content: - It is the ability of the learners to think and express themselves correctly in writing.
- iv. Stylistics: - It is the ability of the learners to manipulate sentences and paragraphs and use language effectively.
- v. Judgemental skill: - It is the ability of the learners to write in an appropriate manner for a particular purpose. It also refers to the ability to select, organize and order relevant information.

1.1.1.5 Types of Writing

Heaton, (1975,p. 175) states that there are mainly three types of writing to be practised while teaching writing skills, namely controlled writing, guided writing, and free composition writing.

a) Controlled writing

Heaton (1975) views that, "Controlled writing is fully guided. It is supplied with information in the form of some clues or points and students are asked to complete paragraph by filling gaps". (p. 175) Controlled writing includes the followings:

- i. Gap filling
- ii. Broken dialogue

Gap filling

The teacher distributes a sheet of paper with word missing and explains the plot of the sentences and conversation. Then students fill in the blanks. In a program of individualized instruction, students do exercise and complete the ditto sheet. The teacher can check on their progress. The following exercise reflects the task of gap filling.

Fill in the blanks with appropriate words or phrases form the box.

Long ago, a woodcutter, 'Ishwar' in a village was far from the town. He was very poor honest. He firewood and it to the town. One day his axe fell into the pond he was a tree. He began to cry. The water god came out the pond and asked he was sad. He told his story. The god took pity him and gave him a golden axe. Thus Ishwar by the god with an axe , and became a rich man.

But, lived, which, used to collect, while, brought, chopping, why, of, was helped, on.

Broken Dialogue

According to Heaton (1975, p. 175), a dialogue is a devised conversation intended to be uttered by the participants. The participants pretend to assume different roles and exchange their ideas in short conversation forms. A broken dialogue refers to gaping something when students construct dialogues. The following exercise reflects the task of broken dialogue.

Fill in the missing dialogue.

Book seller: Good morning, Sir.

Customer:

Book seller: Can I help you?

Customer: Wait for a minute

Book Seller: There are many. Tell the name of the grammar.

Customer:

Book Seller: Certainly. Here you are.

Customer:

Book Seller: It costs Rs.150.

Customer: That's expensive.

Book Seller: Yes, there are cheaper but not of such a good quality.

Customer:

Book Seller: Thanks.

Customer:

b) Guided Writing

It is neither controlled nor free. This is semi-controlled writing activity. In guided writing the students' writing is not totally controlled but guided in some way. The structures and vocabularies are controlled in controlled writing but in guided writing only the message or content is controlled but the students are free to use their own vocabulary and structures where possible. (Heaton, 1975, p.147)

According to Heaton (1975, p.147) the guided writing includes the following:

- i. Paraphrasing
- ii. Parallel writing
- iii. Developing skeleton into a fuller text
- iv. Describing pictures
- v. A set of instructions

i) Paraphrasing

Heaton (1975) defines, "Paraphrasing is the text of producing alternative version of a sentence or paragraph" (p.147). The following exercises reflect the task of paraphrasing.

Rewrite the sentences below so that they mean the same. Begin with the words given.

a) She is writing a book
A book

b) I don't mind how long you stay
You can

ii) Parallel writing

According to Heaton (1975, p.147), parallel writing can be used as a follow up activity. This type of writing can be given in pairs or groups as homework. The students are asked to prepare writing similar to that they have studied in some new topic. Another way is giving the students a description of something or some place and asking them to write a similar description of something new or some new place.

Read the description of 'Rhinoceros' and write a similar description of 'Wild Elephants' from the notes given.

The rhinoceros is an immense animal which can grow to a length of three meters and a height of one and half meter. It can carry its two-tone body and can run at the speed of forty kilometers per hour. It has a thick skin which acts as armor plating to protect its body. Although it has poor eyesight, its sense of smell is good.

The rhinoceros eats only plants, grass, leaves and shrubs. It lives among the forests and tall grasses of the Terai, mainly in Chitwan. Only an estimated 380 of these animals survive in Nepal today.

Description 3m high, 6 tones weight, maximum speed 25 to 40 km/h long and tusks, enormous body, poor hearing and sight, keen sense of smell food: bamboo, leaves, shoots habitat, forest, Terai. Quantity: about 50

iii) Developing skeleton into a fuller text

Heaton, (1975,) views, "It is obviously the task of completing a text on the basis of its skeleton. This type of activity includes the task of writing a story or an essay using the hints given and completing a half dialogue" (p.175). The following exercises reflect the task of skeleton writing.

Complete the following story.

A girl named 'Sita' in the village she There with her mum, and one younger brother. They went to fish.

They had little boat. Sita had not caught it . all members in her family..... happy.

iv) Describing pictures

In it the teacher can show the set of pictures and ask students to describe them according to the instructions. The teacher may give following instructions:

- Students look at the series of pictures
- Try to find out the relation between them
- Describe them in the form of a story
- Use past tense

v) A set of Instructions.

Some time teacher may give some set of instructions to the students to teach guided writing. For example:

Describe your activities during each season.

- Wear a beautiful dress
- Listen beautiful sound
- Cultivate the land
- Plant the cultivate land
- Put on woolen cloth

c) Free Writing

Free writing is a technique which generates the ideas. It tries to overcome the problems of writer's block. It has sometimes been called speed writing or quick, writing because its main feature is writing as quickly as possible without stopping. Its other main feature is that the writer concentrates on content rather than on form. In this way, the primary focus is on getting as many ideas down on paper as possible. At a later stage, quality can take over from quantity in a process of selection and redrafting. (Ur, 1996, p.146)

Heaton (1975) views:

Free writing is a useful follow up activity from brainstorming which can be done in the class or with students working individually. Free Composition writing refers to free writing. This type of writing is mainly, characterized by the students freedom in selection of vocabulary and structure. (p.146)

Free writing is an extended composition. It is not guided or controlled. Students are asked to write a paragraph or paragraphs or an essay or telegrams or office notices, tender notices or report writing or summary writing or diary writing. They are required to express their own opinions. This requires a careful planning.

In free composition, students are allowed first to think on a topic. There are no restrictions on the students' use of words or structures or on the length of piece. The teacher can help them in selecting and planning topic in getting rid of the errors. It should have controlling and persuasive thought. Students also consider unity of thoughts which should be combined with coherence in a good paragraph. According to Heaton (1975, p.146), free composition writing includes:

- Essay writing
- Report writing
- Letter writing
- Narrating (an incident story)
- Describing (in the form of an essay or paragraph)
- Replying (in the form of a letter or application)
- Explaining (the reasons for somethingetc.)

1.1.2 Role of Techniques in Language Teaching

The terms approach, method and technique are very commonly used and are the overlapping terms used in language pedagogy. Technique refers to what actually takes place in a classroom while teaching learning activities are going on. A technique is a particular contrivance used to achieve the immediate objective of teaching - learning activities. It is the implementational aspect of the method and an approach and is a classroom activity, a pedagogical device, a part of total classroom procedure. In Anthony's words (1963, pp. 63-97 as cited in Richards & Rodgers, 2001) "... a technique is implementation - that actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well". Thus a technique is actually applied in classroom while teaching learning activities are going on; so it is called implementational. The appropriate selection of technique is determined on the basis of the subject matter, teacher's individual artistry, composition of the class, availability of the teaching materials and so on.

In conclusion, a technique is only one of a wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives. Actually, different kinds of classroom activities are techniques, e.g. drills, role plays, group work, strip story, lecture, explanation, drama, etc.

There are mainly two types of techniques. They are

- a. Teacher - centered techniques
- b. Learner - centered techniques

a. Teacher - Centered Techniques

In teacher - centered techniques, the teacher plays the dominant role. S/he is the authority in the classrooms. The teacher is active and the role played by the teacher is greater than the student. Teaching and reading/writing activities are closely managed and controlled by the teacher. This technique

emphasizes the product rather than the process. Some of the teacher - centred techniques are lecture, explanation, illustration, demonstration etc.

b. Learner - Centered Technique

Learner - Centered technique emphasizes the students and his/her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirements. Learner - centered techniques are more psychological which emphasizes process rather than product. Students are active participants in using language where they get greater time. Rogers (1983, p. 188) identified the important precondition for student-centered learning as the need for: '... a leader or a person who is perceived as an authority figure in the situation, is sufficiently secure within herself (himself) and her/his relationship to others that s/he experiences an essential trust in the capacity of others to think for themselves, to learn for themselves'. It is more challenging techniques for the teacher since it may create many problems regarding management of classroom, subject matter and level of the learners. It emphasizes on learning by doing so the learners are motivated to do the activities by participating themselves in learning activities. The teacher functions as a facilitator or guide. He also acts as an advisor answering students' questions and monitoring their performance.

Learner - centered techniques are more developed than teacher - centered techniques. Harden and Crosby (2000, p. 335) describe teacher - centred learning strategies as focus on the teacher transmitting knowledge, from the expert to the novice. In contrast, they describe student - centred learning as focusing on the students' learning and 'what students do to achieve this, rather than what the teacher does.' This definition emphasizes the concept of the student doing. There are various learner - centered techniques such as: individual work, group work, pair work, project work, strip story, role play, discovery technique etc.

1.1.3 Teaching Aids and their Importance

Aggrawal (1996, p. 160) says, "All the materials that can be used in the classroom situation to facilitate learning are teaching aids. They can be anything audible or visible or both which help students learn the language more quickly and accurately". Some examples of teaching aids are charts, diagrams, pictures, video, TV, multimedia projectors and so on. They are designed to help teachers save time and effort and also to arouse interest on the part of the learners. Aggrawal (1996, p. 160) classifies teaching aids into the following three headings.

a) Visual aids: Visual aids involve the sense of vision of the students. For example, realia/ locally available materials, pictures and photographs, posters, maps, charts, diagrams and drawing, magazine cut-outs, pin men, model puppets, OHP and so on are different visual aids.

b) Audio aids: Audio aids involve the sense of hearing. The main audio aids that assist language teaching are radio broadcasting and tape recorders.

c) Audio-visual aids: Audio-visual aids involve both the senses; audio and visual. They are as follows: TV/ Video, language laboratory and multimedia computer (projector).

EL-Araby (1974, p. 95) has grouped them into four groups. According to their nature, they are flat (two dimensional), three dimensional, moving and still. According to their display method, they are projected (shown to a group) and non – projected (used for an individual student). In terms of the language skills they are used for, they can be grouped under listening, speaking, reading and writing. According to the senses used, they are audio and visual.

There is no uniformity in the number and types of teaching aids. 'Audio-visual aids', 'audio-visual materials', 'audio-visual media', 'visual-aids' or 'language teaching aids and materials' – all these terms, broadly speaking, mean the same thing and have been used interchangeably. The term 'teaching material' or

‘teaching aid’ suggests in the first instance, things brought into the classroom, like wall charts, slides, film etc. – something extra, which helps the teacher to do his or her job better. Aggrawal (1996, p. 161) classifies teaching aids into different types. It is clearly shown in the table below.

Audio materials	Visual materials	Audio-visual materials
Language Laboratories Radio Sound distribution System sets Tape and disco recordings	Bulletin boards, Chalk boards , Charts, drawings, Exhibits Film strips, Flash cards, Flannel boards, Flip books, Illustrated books, Magnetic books, Maps, Models , Pictures, Posters , Photographs, Silent films, Slides	Demonstration Films Printed materials with recorded sounds Sound films strips Study trips Television Videotapes

Aggrawal (1996, p. 162) explains the value or importance of teaching aids in a language classroom as follows:

- i. Teaching aids aid to comprehension by: a) making concrete what is abstract, b) bringing near the distant objects, c) bringing learners into direct contact with objects/ persons/ things and so on.
- ii. Teaching aids aid to communication by: a) arousing curiosity, b) stimulating learner to speak.
- iii. Teaching aids are helpful to make teaching effective by: a) creating a lively situation for presentation and practice, b) reducing teacher taking time.
- iv. Teaching aids increase the competence of teachers and learners.
- v. Teaching aids make the language teaching more sensible helping students to see the reasons for learning language by making learning learnable and meaningful.

- vi. Teaching aids brighten up the classroom and bring more variety and interest into the language lessons.
- vii. Teaching aids, visual aids in particular help to provide the situations which light up the meaning of the utterance used.
- viii. Teaching aids help in giving information of one kind or other about the background of literature, culture and about life in general.
- ix. Teaching aids help to increase the students' talking time and foster more students' participation.
- x. Teaching aids help the teacher meet individual differences – some are ear-oriented, some can be helped through visual demonstration, while others learn better by doing.
- xi. Teaching aids i.e. audio-visual aids help in the learning of other concepts, principles and solving the real problems of life by making possible the appropriate positive transfer of learning and training received in the classroom.

1.1.4 Visual Aids

Teaching aids can be categorized into different types. Visual aids simply mean those materials that can be seen with our eyes. Describing visual aids, EL-Araby (1974) states:

Anything belonging to all brought into the classroom, animate or inanimate is a potential visual aids –teacher, boys, girls, pets, plants, clothes, furniture, materials, objects, everything that anyone is seen to do, any movements he makes, any actions he performs, laughing, crying, smiling, working, acting, misbehaving-all potential visual aids. (p. 127)

Thus, it can be said that visual aids are anything that can be seen while the language is being spoken or something that students can look at to help them understand, learn and remember.

Byrne (1980, p. 195) makes a division between visual materials for talking about and visual materials for talking with. There is, of course, no hard and fast line between these two types. The division is made principally in order to draw attention to the relation between 'things' and 'language' in the world outside the classroom, which is meant to reflect. To take an example, a pair of scissors can be used for talking about and talking with.

The teacher may bring them into the classroom; she or he may talk about them, their shape and material, and their use. She or he can ask the pupils about them and give them to describe them. This can be called talking about the using visual material. The same pair of scissors may be a thing for talking with. The children are given scissors, combs, mirrors, or models of the things which they have made themselves. They can set up a barber's shop on the classroom and act the parts of the barber and customers simultaneously, or following the script they have written. Hence, they are not talking about scissors; they are not talking about anything. They are stimulating a situation in which language is a perfectly natural element, a situation with which they are familiar and of which a pair of scissors is as much an integral part as the language or the character who uses it. There are a number of types of visual aids. Among them, the picture strip is discussed in the following section.

1.1.5 Picture Strip story

As quoted on 'The Complete ESL/EFL Cooperative & Communicative Activity Book' By Sloan (1991, p.1) "Strip story means a cooperative learning group that is given one or more segments of a story". Sloan further says:

Strip stories activity equips the learner with what they need to be functioning members of a work group, and then assign tasks to the

group that are both engaging and meaningful. Whether you are just becoming acquainted with the methodology of cooperative learning or have already used it successfully in your classroom, you will find these activities easy to use, effective, and enjoyable. (p.2)

Strip story is one of the learner centred technique of language teaching and learning especially developed in an activity for developing reading and writing skills. The particular activity called strip story was introduced by Gibson (1975) in "The strip story: A Catalyst for Communication". As defining strip story he states:

Almost by accident, I discovered a technique that appears to overcome many of the difficulties in creating real communication lessons while at the same time retaining control over those aspects of the linguistic signals or content that are appropriate. The technique appears at first glance to be nothing more than a scrambled sentence exercise used by almost everyone at one time or another. However there are a few critical differences—differences that provide the spark which makes language classes come alive. For a reason that will become obvious, I call it the “Strip Story.” (p.150)

Picture strip is one of visual aids that can be used as media in language learning and language teaching. Gonzalez-Espada (2003) defines comic picture strip as the sequence of panels where the story is presented, usually by dialogue, narration, or purely visual symbols. According to American Heritage Dictionary (2000, cited in Gonzalez-Espada, 2003), comic picture strip is “a usually humorous narrative sequence of cartoon panels”. Usually, comic strips

contain, almost, all the elements of narrative: characters, plot, dialogue, conflict, and climax (Wright, 1989 cited in Gonzalez-Espada, 2003).

1.1.5.1 Picture Strip Story as a Technique in Language Teaching

Picture Strip story is a kind of learning procedure which helps the students to gain communicative abilities. It is a technique of presenting a story part wise on small strips of paper called strips. Using strip story students "share information or work together to arrive at the solution which gives students practice in negotiating meaning" (Larsen-Freeman (2009), p.134). This is a modified version of scrambled sentence technique. In this technique, a whole story is cut into different parts (small pieces), sometimes represented through picture (picture strip story). In this regard, Gibson (1975) states:

In preparation for the lesson, the teacher selects a story or anecdote which has the same number of sentences as there are students. Simple sentences can be combined or more complex ones broken up to make the appropriate number of sentences. The sentences are typed and dittoed with extra space between each sentence. One copy is cut into strips, with one sentence on each strip. In class the sentences are distributed at random to the students, who are then asked to memorize their sentences. No more than a minute is allowed for memorization. Students are not allowed to write anything down or to compare sentences at this time. After the sentences are memorized, the strips are thrown away, the story remaining only in the students' heads. (p.150)

It is needless to say that communicative approach to language teaching and learning demands active participation of the learners in teaching learning activities. Unless the learners are given enough opportunities to be involved themselves in teaching - learning activities, no learning takes place. The use of

strip story in any language classroom demands the active participation of the learner, so it has been assumed to be useful technique in language teaching. A strip story is a series of drawings and sentences which tells a story. It is modified version of the scrambled sentence used as an exercise.

1.1.5.2 Effectiveness of Picture Strip Stories in teaching language skills

There is an expression, which says that “Open the door of your mind with books, and reading was key for it”. Henderson & Twilla (1965, p.7) in ‘learning to read and write’ says that: “To the grown men or women who can not read and write much of life is like a closed door without a handle”. It means reading and writing are two important things in our life especially in learning. Based on explanation above, the writer gives strip stories strategy and the students are asked to study the strip stories carefully. The writer gives the text. This text is taken from English book. The teacher point to the text and the students answer the question easily from the strategy of strip stories. Gibson (1975) has said that:

A note about the importance of memorizing the sentences is in order. By forcing the students to store all the information in their heads, the stage is set for instances of real communication. One person who allowed his class to keep the strips had some extremely quiet students that day.

Since his students could take the sentences around and fit them together physically, there was no need to talk, and they did not. Like electricity, they took the path of least resistance. The problem was solved in a matter of minutes and that was that. (p.151)

Similarly Gonzalez-Espada (2003) views:

Picture strips are easier to read and more understandable than an article in newspapers or books. It will help the students who lack the ability to capture the message on the text. Picture strips provide a good way of communication because it consists of story that has a beginning, middle and end. Research shows that most of people are visually oriented, students learn 10 percent from listening but over 80 percent from what they see. (p. 47)

1.1.5.3 Teacher's role in Picture Strip story technique

Though strip story is learner-centered technique, the teacher has certain role in it. Every time this technique is used, some unpredictable learning takes place as a result. For this reason, the teacher's role as an observer becomes very useful. By not directing the procedure, the teacher is free to take notes on problems and to acknowledge problems that are being dealt with effectively. The Strip Story allows the teacher to combine control (content, length and complexity of the actual sentences) with freedom (students interacting with each other in dealing with the sentences). Thus the teacher can have the cake and eat it too. To talk about the role of teacher, Gibson (1975) states:

The teacher's role becomes one of a facilitator of learning, a role to which much lip service, but little more, has been paid. Such a role is often uncomfortable since the teacher appears to be doing nothing.

Imagine just sitting there watching students learn. When this technique is used, the environment is much freer and non-threatening. Students also notice, many for the first time, which they can and do learn from each other. (p.153)

Gibson (1975) further views:

The teacher also discovers that vocabulary items need no explanation because someone in the class often will already know the word in question. One person is enough. If the student who has the word can spell it, someone in the group can provide the meaning. Active participation by all of the students in each other's learning is the key to the success of this procedure. (p.154)

Richards and Rodgers (1986, p. 77) agree that other roles assumed for the English language teachers are needs analyst, counsellor, group process manager, a planner, a provider, a coordinator, co-communicator, and a diagnostician. What's more, the teacher may be with the students as a group member as Ellis (2003, p. 271) state that “a teacher can function as a task participant, sitting with the students to do the task”. Briefly, these various roles “can be put together under the 'umbrella' ideas of the teacher as facilitator of learning” (Littlewood, cited in McDonough and Shaw, 2003, p. 245).

1.1.5.4 Advantages of Using Strip Story in Language Classroom

A strip story is a short dialogue or story with each line typed on to a separate strip of paper. Strip stories present opportunities for practice with everything from speech acts to transition. It appears to overcome many difficulties in creating real communicative ability among the students. It allows students freedom to communicate but at the same time exercises some control on them while using the language. Gibson (1975) views:

Individual students can be asked to repeat the entire story at this time with help when needed from the group. Tenses can be changed, pronouns reversed, or other parts of the story manipulated at this time also. Next it is useful to ask the students to write the entire story down,

taking dictation from each other. This forces accuracy in pronunciation and listening and also provides them with copies of the story to use in subsequent activities. After everything has been done with the story, the original is then passed out for comparison. (p.151)

The usefulness that picture strip story, may posses can be noted as below:

- i. Each student can take part in it.
- ii. It develops communicative ability of the students.
- iii. This technique helps the students to organize ideas in order to make sense of the words.
- iv. Students' creative thinking gets strengthened.
- v. It is suitable in any level.
- vi. It offers freedom to interact with each other.
- vii. Students will be habitual to be motivated to learning.
- viii. All the language skills are developed through it.
- ix. It gives opportunity to work on negotiating meaning as they learn about the cohesion and coherence properties of language.

1.2 Review of the Related Literature

A number of research have been carried out in connection with effectiveness of different methods and techniques in the Department of English Education T.U., They are as follows:

The Department of Education and Skills , UK (2003) published a book entitled "Teaching Writing". The book mainly focuses about planning a story, starting of story, setting the scene, making the sense paragraphs, final stage towards presentation and responding, marking and assessing. Overall it gives an outline about teaching writing.

Shah (2003) conducted a research entitled "Writing Proficiency of Grade Nine Students". The main purpose of this study was to find out students' proficiency in using mechanics of writing. The population of the study was confined to altogether 100 students, 20 students from each of five selected government aided public high school of Siraha district. The major tools for collection of primary data were objective and subjective test items. He found that students felt uneasy to use punctuation marks in free writing than in guided writing even if they knew the rule of punctuation marks.

Gyanwali (2004) carried out a research entitled "A Study On Vocabulary: Teaching Through Direct and Indirect Technique". Since it was the experimental research, data was analyzed descriptively with the help of statistical tool and came to the conclusion that the students who have been taught with indirect technique has excelled the students who have been taught with direct technique by 5.2 percent.

Adhikari (2005) conducted a research entitled "The Effectiveness of Strip Story in Developing Writing Skill". The main purpose of this study was to find out the effectiveness of strip story in developing writing skill. For it he divided 32 students of selected school into two group (experimental and control). He concluded that the use of strip story was benefited. His research showed that using of strip story for the purpose of developing writing skill is more effective than teaching with usual classroom technique.

Ghimire (2004) carried out a research entitled 'A Study on the Proficiency of the Student in Writing Skills'. The main purpose of this study was to find out and compare the students' proficiency in pronunciation. The sample population consists of 90 students of grade six. For the collection of the data, the researcher prepared a list of words containing all the vowels and some consonant clusters from the students' text books for grade four and five. The students were asked to read the words aloud and their pronunciations were recorded. The finding shows that performance of the boys was better than that of the girls.

Kafle (2008) has conducted a research entitled ‘A Study on the Proficiency in Guided Writing’. The main purpose of this study was to find out and compare the students’ guided writing proficiency and to find their weaknesses and strengths in writing. For this study, 60 students of class ten of Kathmandu valley were taken. He used test item as the tool for data collection. He found that the proficiency of girls was better than the boys and private school was better than the public school.

Kafle (2008) conducted a research entitled " Effectiveness of Strip-Story in Teaching Reading Comprehension ". The main purpose of this study was to find out the effectiveness of strip story in teaching reading comprehension. For this study, 32 students of grade nine of New Vision Public High School of Rupandehi district were taken. He found that both the group (experimental and control) were benefited, but comparatively the group taught by using strip story technique was found to perform better in all the case. His research also showed that using of strip story for the purpose of developing reading skill is more effective than teaching with usual classroom technique.

Although, a number of attempts have been carried out to find out the effectiveness of different methods and techniques, none of the studies deals with the use of strip-story on teaching guided writing. Therefore, the present study attempts to assess the use of strip story on teaching guided writing. This research explores new prospect of teaching technique.

1.3 Objectives of the Study

The objectives of the present study are:

1. To find out the effectiveness of picture strip story in teaching guided writing.
2. To suggest some pedagogical implications.

1.4 Significance of the Study

This study is useful for those who are in the field of language teaching in general and ELT in particular. This study provides information about applying strip story technique in teaching guided writing in a classroom situation. It will be also very important for teachers, students, researchers, textbook writers, language planners, syllabus designers and methodologists. It will also show the effectiveness of students' environment in teaching/learning activities. So, this study will have a global significance.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted by the study. It comprises with the sources of data, population of the study, sampling procedure, tools and process of data collection and limitation of the study. To fulfil the objectives, I followed the following methodologies.

2.1 Sources of Data

Both primary and secondary sources were adopted for the collection of data. The sources are as follows:

2.1.1 Primary Sources

The study is mainly based on the primary sources of data. The primary sources of data for this research were the students of grade eight studying at Adarsha Higher Secondary School, Lasargha, Syangja district and the data were collected by administering pre-test and post-test.

2.1.2 Secondary Sources

The secondary sources for this research were the related books, journals and previous thesis approved by the Department of English Education, T.U. and different web-sites.

2.2 Population of the Study

The total population of this study were the 60 students of grade eight of Adarsha Higher Secondary School, Lasargha, Syangja district.

2.3 Sampling Procedure

The researcher selected Adarsha Higher Secondary School, Lasargha, Syangja district. From the total students of grade eight, sixty students were sampled on the basis of simple random sampling procedure using the technique

of fishbowl draw (lottery). Then, pre-test was given to the sampled population. The students were ranked on the basis of pre-test. After that, the sampled students were divided into two equal groups: A) Experimental group and B) Controlled group, in terms of odd and even number as ranked after the pre-test. The ranking procedure and group division will be as follows:

Pre-test	(A) Experimental Group	(B) Controlled Group
1 - 60	Even numbers (29)	Odd numbers (31)

2.4 Tools for Data Collection

The main tool for data collection was test. The same test was administered as pre-test and post-test for experimental and controlled group. Five different test items were selected to assess the guided writing ability of the students. Each question carries 10 marks. All questions were subjective in nature (See appendix -I). Lesson plans and teaching materials were other supporting tools (See appendix -II).

2.5 Procedure of Data Collection

The researcher applied the following procedures for the collection of the data from the primary sources.

- i) The researcher at first visited Adarsha Higher Secondary School of Syangja district and asked the authority for the permission to teach grade eight students for the research purpose.
- ii) Then, he selected a sample of study from grade eight students.
- iii) He developed a test based on selected guided writing items.
- iv) He conducted pre-test of the selected test items to the sampled students.
- v) Then, he divided the sample population into two groups: Experimental group (group A) and Controlled (group B) consisting 29 & 31 students respectively.

- vi) He taught 26 lessons to controlled group by usual method and to experimental group by using picture strip technique.
- vii) A post test was taken for both groups after the completion of those lessons.
- viii) Then he correlated the result of pre-test and post-test of each group and compared the effectiveness of picture strip.

2.6 Limitations of the Study

This study had the following limitations:

- i) This study was limited to Adarsha Higher Secondary School of Syangja district.
- ii) The students of grade eight were taught only 26 classes.
- iii) There were 60 students in the study.
- iv) The primary data for this study were collected from the written test.
- v) The researcher assessed only guided writing.
- vi) It was limited to the use of picture strips only.
- vii) The test items were based on the curriculum and textbook of grade eight.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data. It deals with the analysis and interpretation of data obtained from the due effort of the experimental study and field survey i.e. pre test and post-test from the experimental and control groups.

The data obtained from the students have been grouped under main categories and are analyzed separately.

- i. Holistic analysis**
- ii. Group-wise analysis**
- iii. Item-wise analysis**

Holistic comparison consists of a table where the results of group 'A' and group 'B' for five types of test items are presented. The last two headings are divided into other subheadings. Group based comparison consists of performances of experimental and usual group in the pre-test and post-test. Test item-wise comparison consists of short composition question based on guided writing. For analyzing the data, the individual scores of both tests (pre-test and post test) on such test items have been taken and tabulated groups - wise (See appendix -III). For the purpose of comparison and finding the comparative effectiveness of both the groups, the average scores of two tests are computed out of the individual scores tabulated (See appendix- IV).The difference between the average scores of the two tests is determined. The result is also converted into percentage. The result of two groups has been compared on the basis of the average and percentage of the scores that the students obtained. The marks of each student in the pre-test were subtracted from the marks of post test to find out the difference between them.

The group which has got higher average marks and the percentage is thought to be better than the one which got a lower average marks and percentage. To claim whether the different is significant t-test was also calculated.

The analysis and interpretation of the study is given below.

3.1 Holistic Analysis

In this analysis, the result of group 'A' and the group 'B' for five types of test items as discussed above under separate headings is shown in a single table. This deals with the performance of group 'A' and 'B' in different test items to evaluate proficiency in guided writing as a whole.

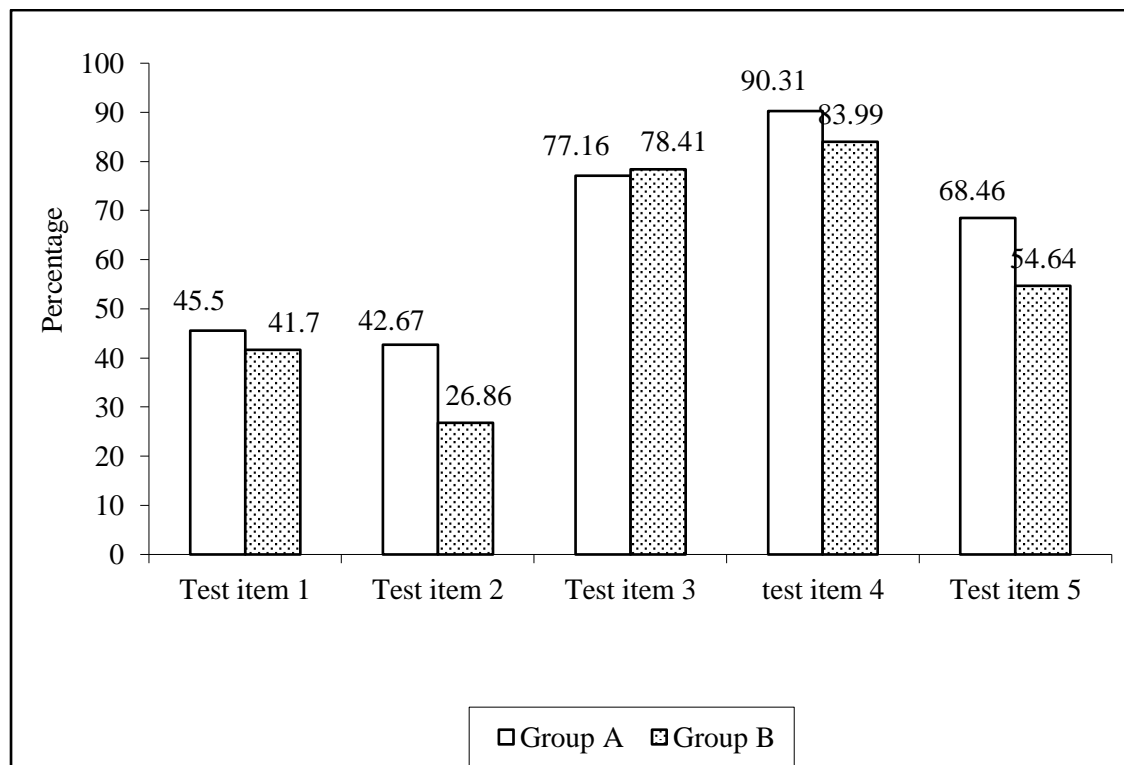
Table 1: Performance of Experimental and Controlled Group in the Pre- Test and Post-Test

S.N.	Type of Test Item	Group 'A'	Group 'B'	Difference
1	Identifying festival and writing activities given in the pictures	45.50	41.70	3.8
2	Developing conversation looking at the picture	42.67	26.86	14.81
3	Picture ordering and describing in past tense	77.16	78.41	-1.25
4	Picture ordering and completing a set of instruction	90.31	83.99	6.32
5	Developing short story based on the given pictures	68.46	54.64	13.82
	Average	64.82	57.12	7.7

The above table shows that group 'A' has made significant progress in the four test items since the difference in percentage is 3.8, 15.81, 6.32, 13.82, respectively except the third test item the found difference is not so significant i.e. (-1.25). That is to say in this test item group 'B' has got better performance.

Thus, in all the test items except the third test item group 'A' has excelled group 'B' because of which group 'A' as a whole has got the average increased percentage of 64.82 against group B's only 57.12 and, therefore group 'A' has won group 'B' securing 7.7 more average increased percentage. This proves that teaching guided writing through strip story (technique) has been more effective than conventional way of teaching. This idea is clearly shown in the following figure.

Figure 1: Performance of Experimental and Controlled Group in the Pre- Test and Post-Test



3.2 Group Wise Analysis

The total score of group A and group B (experimental and controlled group) in pre-test and post-test was calculated and discussed under separate heading are shown in a single table in this analysis.

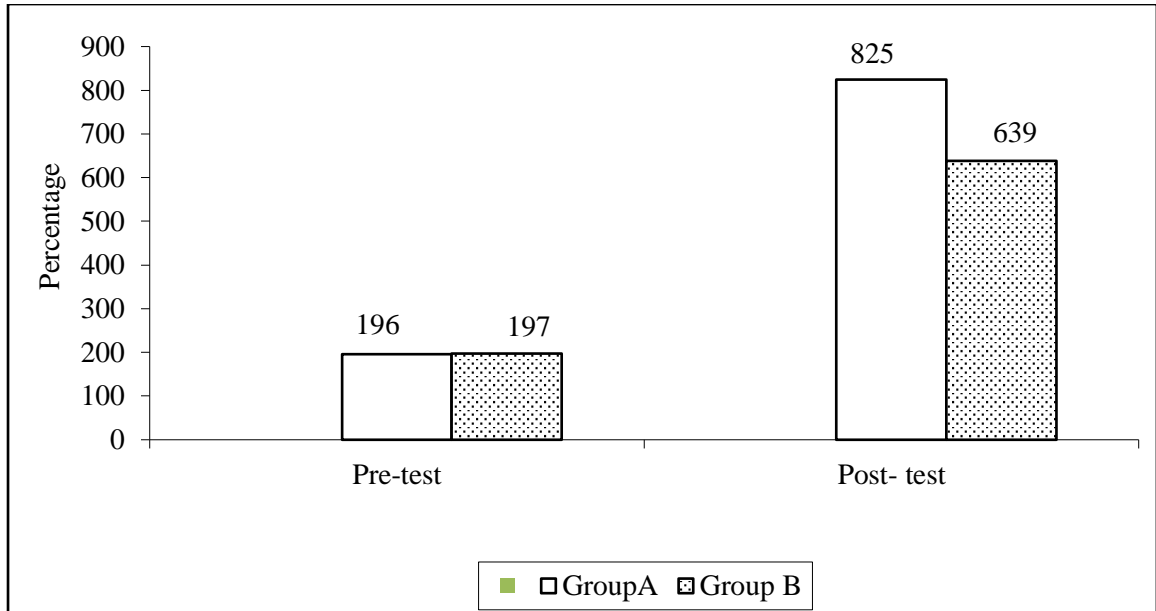
Table 2 : Performance of Experimental and Controlled group in the Pre-Test and Post-Test

Group	Total score in pre-test	Total score in post-test	D	D%
A	196	825	629	61.60
B	197	639	442	52.87

The above table shows that the total score of group B is 197 in the pre test and 639 in the post- test. This group has made an increase in its marks by 442 or 52.87%. The total score of group A is 196 in the pre-test and 825 in the post-test. This group has increased its marks by 629 or 61.60%.

It shows that group A has learnt more effectively than that of group B because the difference in the pre-test and post –test of group A is 629 whereas the difference in the pre-test and post-test of group B is 442. This idea is clearly shown in the following figure.

Figure 2: Group Wise Comparison in Pre-Test and Post-Test



3.3 Item wise Analysis

3.3.1 Analysis Based on First Test-Item

This test item consists of single item of identifying festival and writing activities given in the pictures. It carried 10 full marks. The assigned task was writing activities by identifying festival given in the pictures.

Table 3: Average Scores in First Test - Item

Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	2.31	6.17	3.86	45.50
B	1.90	4.67	2.77	41.70

The table shows that Group 'B' has got 1.90 average score in pre-test and 4.67 in the post-test. This group has increased its average marks by 2.77 or 41.70 percent. However the average marks obtained by group 'A' in the pre-test is 2.31 and in the post test is 6.17. The group has increased average mark by

3.86 or 45.50 percentages. It reveals that the group 'A' has achieved progress in this area than group 'B' leading with 3.8 average percent.

Note: Group 'A' is experimental and Group 'B' is Controlled.

3.3.2 Analysis Based on Second Test-Item

This category of test item is about to develop the conversation using pictures. It carried 10 full marks.

Table 4: Average Score in Second Test - Item

Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	2.31	5.75	3.44	42.67
B	2.75	4.25	1.80	26.86

The above table shows that group 'B' has got 2.75 average score in the pre-test and 4.25 in the post-test. This group has increased its average mark by 1.80 or 26.86 percent. However, the average mark obtained by group 'A' in the pre-test is 2.31 and in the post test is 5.75. The group has increased its average marks by 3.44 or 42.67 percent. It shows the fact that group 'B' has achieved progress in this area than group B. Thus teaching guided writing through picture strip is significant in this test item.

3.3.3 Analysis Based on Third Test- Item

This test item is to arrange the pictures and describe in past tense. It carried 10 full marks.

Table 5: Average Scores in Third Test- Item

Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	0.79	6.13	5.34	77.16
B	0.67	4.38	3.96	78.41

This table shows that group 'B' has got 0.67 average scores in pre-test and 4.38 in the post test. This group has increased its average mark by 3.96 or 78.41 percent. On the contrary group 'A' has obtained 0.79 average score in the pre-test and 6.13 in the post test. This group has increased its average marks by 5.34 or 77.16 percentages. This data displays that group 'B' has got better achievement than group 'A' in this test item.

3.3.4 Analysis Based on Fourth Test -Item

This test item consists the task of developing a set of instruction by ordering picture. This item carried 10 full marks.

Table 6: Average Scores in Fourth Test -Item

Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	0.27	5.41	5.13	90.31
B	0.32	3.74	3.41	83.99

This table shows that group 'B' has got 0.32 and 3.74 average in the pre-test and post-test respectively. This group has increased average marks by 3.41 or 83.99 percent. On the contrary group 'A' has obtained 0.27 average score in pre-test and 5.41 in post - test respectively. This group has increased its average marks by 5.13 or 90.31 percentages. From this table we can draw the conclusion that Group 'A' has excelled group 'B' in the post-test because the former has got 1.72 average differences or 6.32 percentages.

3.3.5 Analysis Based on Fifth Test-Item

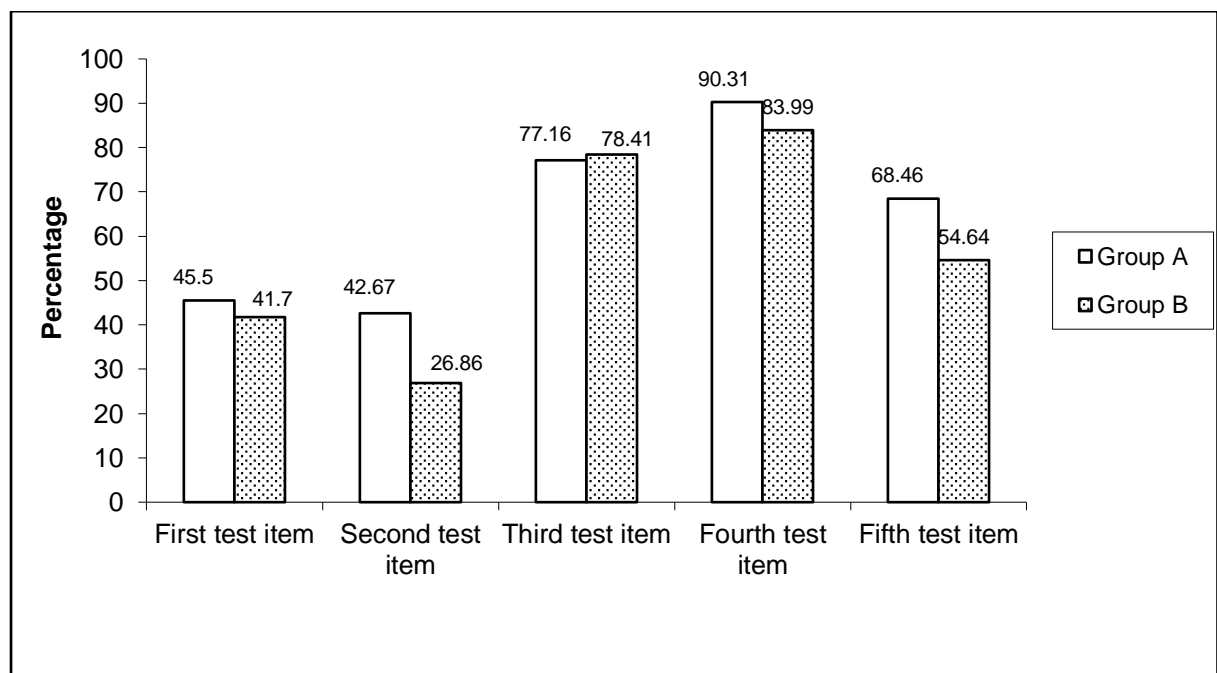
This test item is about developing short story based on given pictures consists of 10 full marks.

Table 7: Average Scores in Fifth Test-Item.

Group	Av. Sc. in Pre-t	Av. Sc. in Post -t	D	D%
A	0.93	5	4.06	68.46
B	1	3.41	2.41	54.64

This table shows that group 'B' has got 1 and 3.41 average score in pre-test and post-test respectively. This group has increased 2.41 average marks or 54.64 percentages. Similarly, group 'A' has got 0.93 and 5 in pre-test and post-test respectively. This group has increased 4.06 average marks or 68.46 percentages. By this comparison, we can draw the conclusion that group 'A' has got better performance than group 'B' in this test-item. This idea is clearly shown in the following figure.

Figure 3: Average Level of Performance in Different Test- Items



3.4 Testing Statistical Significance

To claim the findings that teaching guided writing through picture strip technique is more effective than usual way of teaching, it is necessary to apply 't' test which is the test of significance of the difference between two means.

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{S^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where, \bar{x} = mean of the experimental group

\bar{y} = mean of the controlled group.

n_1 = number of classes in experimental sample

n_2 = number of classes in control sample

s^2 = sample variance

3.4.1 Procedure of Testing Hypothesis

The major steps in hypothesis testing are as follows:

1. Setting hypothesis
 - a. Null hypothesis (H_0)
 - b. Alternative hypothesis (H_1)
2. Define the level of significance ($\alpha\%$) and degree of freedom (d.f)
3. Choose the proper test statistic.
4. Computation of test statistic.
5. Finding the tabulated (critical) value of test statistic for given level of significance.
6. Compare and calculated (computed) value and critical (tabulated) value of test statistic and make decision as:
 - a. If calculated value is greater than tabulated value, reject the null hypothesis.

- b. If calculated value is less than tabulated value, accept the null hypothesis.

3.4.2 Testing Statistical Significance in the First Test-Item

Let x and y be the group A and group B respectively.

$H_0 : \mu_x = \mu_y$ i.e. there is no significant difference between group A and group B.

$H_1 : \mu_x \neq \mu_y$ (two tailed test) i.e. there is significant difference between group A and group B.

Level of significance. $(\alpha) = 0.05$ or 5 %

$$\begin{aligned} \text{Degree of Freedom } (\nu) &= n_1 + n_2 - 2 \\ &= 29 + 31 - 2 \\ &= 58 \end{aligned}$$

$\therefore t_{0.05, \nu = 58}$ for two tailed test is 2.0017.

Here, we have:

$$\bar{x} = 3.86 \quad \bar{y} = 2.74 \quad s^2 = 2.71$$

(See Appendix- V)

$$\begin{aligned}
\text{Hence, } t &= \frac{\bar{x} - \bar{y}}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
&= \frac{3.86 - 2.74}{\sqrt{2.71 \left(\frac{1}{29} + \frac{1}{31} \right)}} \\
&= \frac{1.12}{\sqrt{2.71 \times \frac{60}{899}}} \\
&= \frac{1.12}{\sqrt{0.18}} \\
&= \frac{1.12}{0.42} \\
&= 2.66 \\
\therefore |t| &= 2.66
\end{aligned}$$

Critical value of 't' for 58 degrees of freedom at 5 % level of significance for two tailed test is 2.0017.

Decision : Since calculated 't' is greater than tabulated 't' , null hypothesis is rejected. Thus, there is significant difference between group A and group B in this test item.

3.4.3 Testing Statistical Significance in the Second Test-Items

$H_0 : \mu_x = \mu_y$ i.e. there is no significant difference between group A and group B.

$H_1 : \mu_x \neq \mu_y$ (two tailed test) i.e. there is significant difference between group A and group B in this test item.

Level of significance $(\alpha) = 0.05$ or 5 %

$$\begin{aligned}
\text{Degree of Freedom } (\nu) &= n_1 + n_2 - 2 \\
&= 29 + 31 - 2 \\
&= 58
\end{aligned}$$

$\therefore t_{0.05, \nu = 58}$ for two tailed test is 2.0017.

Here, we have:

$$\bar{x} = 3.44 \quad \bar{y} = 1.80 \quad s^2 = 3.16$$

(See Appendix- V)

$$\begin{aligned} \text{Hence, } t &= \frac{\bar{x} - \bar{y}}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{3.44 - 1.80}{\sqrt{3.16 \left(\frac{1}{29} + \frac{1}{31} \right)}} \\ &= \frac{1.64}{\sqrt{3.16 \times \frac{60}{899}}} \\ &= \frac{1.64}{\sqrt{0.21}} \\ &= \frac{1.64}{0.45} = 3.64 \\ \therefore |t| &= 3.64 \end{aligned}$$

Critical value of 't' for 58 degrees of freedom at 5 % level of significance for two tailed test is 2.0017.

Decision : Since calculated 't' is greater than tabulated 't' , null hypothesis is rejected. Thus, there is significant difference between group A and group B in this test item.

3.4.4 Testing Statistical Significance in the Third Test-Item.

$H_0 : \mu_x = \mu_y$ i.e. there is no significant difference between group A and group B.

$H_1 : \mu_x \neq \mu_y$ (two tailed test) i.e. there is significant difference between group A and group B.

Level of significance. $(\alpha) = 0.05$ or 5 %

Degree of Freedom (ν) = $n_1 + n_2 - 2$

$$= 29 + 31 - 2$$

$$= 58$$

$\therefore t_{0.05, \nu = 58}$ for two tailed test is 2.0017.

Here, we have:

$$\bar{x} = 5.34 \quad \bar{y} = 3.70 \quad s^2 = 2.60$$

(See Appendix –V)

$$\begin{aligned} \text{Hence, } t &= \frac{\bar{x} - \bar{y}}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{5.34 - 3.70}{\sqrt{2.60 \left(\frac{1}{29} + \frac{1}{31} \right)}} \\ &= \frac{1.64}{\sqrt{2.60 \times \frac{60}{899}}} \\ &= \frac{1.64}{\sqrt{0.17}} \\ &= \frac{1.64}{0.41} \\ &= 4 \\ \therefore |t| &= 4 \end{aligned}$$

Critical value of 't' for 58 degrees of freedom at 5 % level of significance for two tailed test is 2.0017.

Decision : Since calculated 't' is greater than tabulated 't', null hypothesis is rejected. Hence, we can conclude that there is significant difference between group A and group B in this test-item.

3.4.5 Testing Statistical Significance in the Fourth Test-Item.

$H_0 : \mu_x = \mu_y$ i.e. there is no significant difference between group A and group B.

$H_1 : \mu_x \neq \mu_y$ (two tailed test) i.e. there is significant difference between group A and group B.

Level of significance. $(\alpha) = 0.05$ or 5 %

Degree of Freedom (ν) = $n_1 + n_2 - 2$

$$= 29 + 31 - 2$$

$$= 58$$

$\therefore t_{0.05, \nu = 58}$ for two tailed test is 2.0017.

Here, we have: $\bar{x} = 5.13$ $\bar{y} = 3.41$ $s^2 = 2.05$

(See Appendix- V)

$$\begin{aligned}
 \text{Hence, } t &= \frac{\bar{x} - \bar{y}}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
 &= \frac{5.13 - 3.41}{\sqrt{2.05 \left(\frac{1}{29} + \frac{1}{31} \right)}} \\
 &= \frac{1.72}{\sqrt{2.05 \times \frac{60}{899}}} \\
 &= \frac{1.72}{\sqrt{0.13}} \\
 &= \frac{1.72}{0.36} \\
 &= 4.77 \\
 \therefore |t| &= 4.77
 \end{aligned}$$

Critical value of 't' for 58 degrees of freedom at 5 % level of significance for two tailed test is 2.0017.

Decision : Since calculated 't' is greater than tabulated 't', null hypothesis is rejected. Hence, we can conclude that there is significant difference between group A and group B in this test-item.

3.4.6 Testing Statistical Significance in the Fifth Test-Item.

$H_0 : \mu_x = \mu_y$ i.e. there is no significant difference between group A and group B.

$H_1 : \mu_x \neq \mu_y$ (two tailed test) i.e. there is significant difference between group A and group B.

Level of significance. $(\alpha) = 0.05$ or 5 %

Degree of Freedom (ν) = $n_1 + n_2 - 2$

$$= 29 + 31 - 2$$

$$= 58$$

$\therefore t_{0.05, \nu = 58}$ for two tailed test is 2.0017.

Here, we have: $\bar{x} = 4.06$ $\bar{y} = 2.41$ $s^2 = 1.57$

(See Appendix- V)

$$\begin{aligned} \text{Hence, } t &= \frac{\bar{x} - \bar{y}}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{4.06 - 2.41}{\sqrt{1.57 \left(\frac{1}{29} + \frac{1}{31} \right)}} \\ &= \frac{1.65}{\sqrt{1.57 \times \frac{60}{899}}} \\ &= \frac{1.65}{\sqrt{0.10}} \\ &= \frac{1.65}{0.32} \\ &= 5.15 \\ \therefore |t| &= 5.15 \end{aligned}$$

Critical value of 't' for 58 degrees of freedom at 5 % level of significance for two tailed test is 2.0017.

Decision : Since calculated 't' is greater than tabulated 't', null hypothesis is rejected. Hence, we can conclude that there is significant difference between group A and group B in this test-item.

3.4.6 Testing Statistical Significance as a Whole.

$H_0 : \mu_x = \mu_y$ i.e. there is no significant difference between group A and group B.

$H_1 : \mu_x \neq \mu_y$ (two tailed test) i.e. there is significant difference between group A and group B.

Level of significance $(\alpha) = 0.05$ or 5 %

$$\begin{aligned} \text{Degree of Freedom } (\nu) &= n_1 + n_2 - 2 \\ &= 29 + 31 - 2 \\ &= 58 \end{aligned}$$

$\therefore t_{0.05, \nu = 58}$ for two tailed test is 2.0017.

Here, we have: $\bar{x} = 21.82$ $\bar{y} = 14.25$ $s^2 = 28.93$

(See Appendix- V)

$$\begin{aligned} \text{Hence, } t &= \frac{\bar{x} - \bar{y}}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{21.82 - 14.25}{\sqrt{28.93 \left(\frac{1}{29} + \frac{1}{31} \right)}} \\ &= \frac{7.57}{\sqrt{28.93 \times \frac{60}{899}}} \\ &= \frac{7.57}{\sqrt{1.93}} \\ &= \frac{7.57}{1.38} \\ &= 5.48 \\ \therefore |t| &= 5.58 \end{aligned}$$

Critical value of 't' for 58 degrees of freedom at 5 % level of significance for two tailed test is 2.0017.

Decision : Since $t_{cal} > t_{tab}$ (i.e. $5.58 > 2.0017$), H_0 is rejected. Thus we can conclude that there is significant difference between group A and group B as a whole.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The present research is an effort to find out the effectiveness of teaching guided writing through picture strip. Twenty six classes were taken to conduct an experiment in Adarsha Higher Secondary School, Alamdevi, Syangja. Sixty students studying in grade eight were sampled for the study, twenty nine in group 'A' and thirty one in group 'B'. Group 'A' represented experimental group and group 'B' represented controlled group. On the basis of analysis and interpretation of the primary data the findings derived are as follows:

- i. Teaching guided writing through picture strip technique was found better since group 'A' had better performance with 7.7 (Table no. 1) more average percentage than group 'B'. So, it can be said that it is more effective to teach guided writing through picture strip since calculated value of 't' (5.58) is greater than tabulated value of 't' (2.0017) .
- ii. While teaching guided writing through picture strip technique, the students were found highly motivated so that there was active participation of all students whereas group 'B' was found a bit passive. It was observed that the students of group 'A' had more long lasting retention than those of group 'B' because the former ones learnt by technique (strip story). However, the researcher had to face the selection of the materials on the basis of their level and related to content.
- iii. In first test item, group 'A' has performed better (45.50%) than group 'B' (41.70%). Thus, the difference in percentage shows that teaching guided writing through picture strip technique is effective than usual way of teaching. Since the average increment difference is 3.8 percentage.

- iv. In the second test item group 'A' again performed better (42.67%) than group 'B' (28.86%). Thus, the difference shows that teaching guided writing through picture strip technique is significant since group 'A' has excelled group 'B' with 14.81 average increment percentage.
- v. In the third test item group 'B' performed better (78.41%) than group 'A' (77.16%). Thus the difference in percentage shows that teaching guided writing through picture strip doesn't seem to be effective since the average increment difference is 1.25 percentage.
- vi. In the fourth test item group 'A' performed better (90.31%) than group 'B' (83.99%). Thus, the above increment percent shows that teaching guided writing through picture strip technique has better impact on the result since the average increment difference is 6.32 percentage.
- vii. In the fifth test item group 'A' performed better (68.46%) than group 'B' (54.12%). Thus, the above increment percentage shows that teaching guided writing through picture strip technique has better impact on the result since the average increment difference is 13.82 percentage.

The findings of this study have been identified on the basis of results of the group rather than the responses of the individual students. So, this study reveals that teaching guided writing through picture strip technique is more effective than usual way of classroom teaching since the result of post-test depicts that both groups were benefitted.

4.2 Recommendations

The researcher having carried the experiment in two different ways of teaching (picture strip - technique and usual way of teaching) in teaching guided writing came to conclude that teaching with picture strip can be really more effective and significant than usual ways of teaching from several perspectives which have already been discussed in the preceding chapters.

Following recommendations are presented on the basis of findings from teaching and achievement in different test items.

- i. Group 'A' has got better results compared to group 'B'. From this, we can say that teaching guided writing through picture strip technique is better than usual way of teaching. So, it should be applied in teaching guided writing for better results.
- ii. We can use certainly picture strip technique in teaching guided writing by using subjective types of test - items since it is effective and significant.
- iii. The syllabus designers, methodologists and textbook writers should design the texts which encourage students writing by using pictures.
- iv. The teacher should be trained to apply this technique as per our need, requirement and context.
- v. Picture strip technique can be used with almost all levels, ages, and ability of the students.
- vi. To deal with picture strip technique, special preparation for teacher is required. So, sufficient time should be managed.

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APPENDIX II

Group A (Experimental)

Lesson Plan No. 1

School: Adarsha Higher Secondary School	Date:- 2070/04/23
Subject: - Comp. English	Class:- Eight
Unit: - Two	No. of Students:- 29
Teaching Item: - Writing a Story	Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures using past tense.
- ii) Write a story using pictures

2. Teaching Materials

Picture strips, sentence cards, flannel board, etc.

3. Teaching Learning Activities

Presentation

- i) The teacher starts his class by warming up the students.
- ii) Then he sticks four picture strips on the flannel board and asks some questions like: - 'Who are the girls?', 'What did they find?', 'Who is the man in the last picture?' etc.
- iii) The students share their ideas.
- iv) The teacher demonstrates some sentence cards.

Practice

The teacher asks students to look at the cards and read aloud. He reads himself and students follow him 4-5 times.

Production

Now the teacher hides the sentence cards and asks the students to look at the pictures on the flannel board and try to describe.

4. Evaluation

The teacher points to the pictures and asks students to describe one by one using past tense. He also asks to write some sentences to write a story.

5. Homework

Write a complete story with the help of the given picture strips on page 10.

Teacher

Principal

Lesson Plan No. 2

School: Adarsha Higher Secondary School Date:- 2070/04/24
Subject: - Comp. English Class:- Eight
Unit: - Four No. of Students:- 29
Teaching Item: - Writing a Story Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures in past tense.
- ii) Write a story using picture.

2. Teaching Materials

Picture strips, sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) At first the teacher warms up the students.
- ii) Then he shows and sticks four picture strips on the flannel board and asks some questions as 'Why is the man lying in the first picture?', 'Is the man alive or dead?', 'What did the policeman say?'.
iii) After that the teacher collects students' ideas.
- iv) He demonstrates some sentence cards which describe the pictures.

Practice

The teacher asks students to look at the cards and try to read them aloud. Then he reads the sentences correctly and the students follow him.

Production

The teacher asks students to look at the picture strips on the flannel board and describe them. The students try to describe some.

4. Evaluation

Now the teacher points to the picture strips one by one and asks students to describe using past tense. He also asks to join their writing to make a story.

5. Homework

Write a complete story in past tense using the picture strips on page 28.

Teacher

Principal

Lesson Plan No. 3

School: Adarsha Higher Secondary School	Date:- 2070/04/25
Subject: - Comp. English	Class:- Eight
Unit: - Eight	No. of Students:- 29
Teaching Item: - Making Instructions	Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the picture strips.
- ii) Write instructions about casualty.

2. Teaching Materials

Picture strips, sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The teacher warms up the students with any context.
- ii) He shows the five picture strips and sticks them on the flannel board. He further asks students what is happening in each picture.
- iii) He receives students' views.
- iv) Then he demonstrates some of the instruction cards about the pictures.

Practice

The teacher asks students to look at the pictures and instruction cards. He practices the instructions as he reads and the students follow one by one.

Production

The students describe the pictures themselves. The teacher helps if necessary.

4. Evaluation

The teacher asks students to describe the pictures one by one. Then he also asks them to write some instructions about the pictures.

5. Homework

Write clear instructions about the casualty using the outline on page 60.

Teacher

Principal

Lesson Plan No. 4

School: Adarsha Higher Secondary School	Date:- 2070/04/27
Subject: - Comp. English	Class:- Eight
Unit: - Eighteen	No. of Students:- 29
Teaching Item: - Comic strip	Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the picture strips.
- ii) Write a short story.

2. Teaching Materials

Picture strips, describing cards, flannel board, etc.

3. Teaching Learning Activities

Presentation

- i) First of all, the teacher warms up the students.
- ii) Then he shows four comic strips and asks students what is happening there.
- iii) Students share their views and the teacher collects them.
- iv) The teacher shows the strips as well as describing sentences.
- v) The students look curiously.

Practice

The teacher asks students to read the describing sentences and match with the correct pictures.

Production

The students describe the pictures and the teacher slightly helps if necessary.

4. Evaluation

The teacher asks students to describe the pictures one by one. He further asks them to write some sentences about the pictures.

5. Homework

Using the cartoon picture strips on page 135, please write a short story about the famous cartoon dog Snoopy.

Teacher

Principal

Lesson Plan No. 5

School: Adarsha Higher Secondary School

Date: - 2070/04/28

Subject: - Comp. English

Class: - Eight

Unit: - One

No. of Students: - 27

Teaching Item: - Weather

Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures.
- ii) Write a short description about weather.

2. Teaching Materials

Picture strips, sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) At first, the teacher warms up the students.
- ii) He then shows the four picture strips and asks students what is happening in the pictures.
- iii) Students tell their opinions, the teacher receive their responses.
- iv) After that the teacher demonstrates the sentence cards which describe the pictures.

Practice

The teacher asks students to listen and follow him as a practice to describe the pictures by using sentence cards.

Production

In this stage, the students can describe the pictures. If they feel some difficulty, the teacher helps as a guide.

4. Evaluation

The teacher asks students to describe the pictures one by one. He also says to write short description about weather.

5. Homework

Write a short description about weather described in the pictures on page 13.

Teacher

Principal

Lesson Plan No. 6

School: Adarsha Higher Secondary School	Date:- 2070/04/29
Subject: - Comp. English	Class:- Eight
Unit: - Six	No. of Students:- 28
Teaching Item: - Repairing a Bicycle Tyre	Time: - 45 minutes

1. Specific Objectives

After the completion of this lesson, the students will be able to

- i) Describe the picture in correct order.
- ii) Write a set of instructions for repairing a bicycle tyre.

2. Teaching Materials

Picture strips, instruction cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The first action of the teacher after entering the class is to warm up the students.
- ii) Then he shows the seven picture strips and asks students what are the pictures about..
- iii) The students perhaps can guess the matter of the pictures.
- iv) After that the teacher demonstrates some instruction cards to the students.

Practice

The teacher asks students to look at the cards, listen to the teacher and follow him. He repeats them for 4-5 times.

Production

Now the students try to describe the pictures for making instructions as possible as they are able.

4. Evaluation

The teacher asks students to do these tasks: (i) put the pictures in correct order and (ii) write one-sentence instruction for each pictures.

5. Homework

Write a complete set of instructions for repairing a punctured bicycle tyre in a paragraph.

Teacher

Principal

Lesson Plan No. 7

School: Adarsha Higher Secondary School	Date:- 2070/04/30
Subject: - Comp. English	Class:- Eight
Unit: - Seventeen	No. of Students:- 28
Teaching Item: - Describing Pictures	Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures.
- ii) Write a story.

2. Teaching Materials

Picture strips, instruction cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) At first the teacher warms up the students.
- ii) Then he asks students to find out the matter of the lesson after showing the six pictures.
- iii) The students share their ideas and the teacher notes them.
- iv) After that he shows some describing sentence cards related to the pictures.
- v) The students remain still and quiet.

Practice

The teacher asks students to pay attention to him. He then reads the sentence cards aloud and the students follow him. The process runs for four-five times for each card.

Production

The students try their best to describe the pictures without looking at the cards. If students need a little help, the teacher guides.

4. Evaluation

The teacher asks students to describe the pictures one by one. He also asks them to make a story using the pictures.

5. Homework

Write a readable story using all the pictures on page 138.

Teacher

Principal

Lesson Plan No. 8

School: Adarsha Higher Secondary School Date:- 2070/04/31
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 29
Teaching Item: - Writing sStory Time: - 45 minutes

1. Specific Objectives

After the completion of this lesson, the students will be able to

- i) Describe the pictures.
- ii) Write a short story.

2. Teaching Materials

Picture strips, sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The students are warmed up by the teacher.
- ii) Then the teacher presents the four picture strips in front of the students. Further, he asks them to describe one by one and try to understand the matter of the text.
- iii) The students share their ideas to describe the pictures.
- iv) Now the teacher demonstrates the sentence cards.

Practice

The teacher shows as well as reads aloud the sentence cards and asks students to listen and practise.

Production

In this stage, the students try their best to describe the pictures without looking at the describing cards. The teacher encourages them by adding a little help.

4. Evaluation

The teacher asks the students to describe the pictures. Then he even instructs them to join the sentences and make a story.

5. Homework

Write a complete story with the help of these pictures on page 31 about the crow.

Teacher

Principal

Lesson Plan No. 9

School: Adarsha Higher Secondary School Date:- 2070/04/32
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 29
Teaching Item: - Writing Story Time: - 45 minutes

1. Specific Objectives

At the end of this topic, the students will be able to

- i) Describe the picture strips.
- ii) Write a story.

2. Teaching Materials

Picture strips, describing sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The teacher begins his class by warming up the students.
- ii) Then he draws students' attention towards him by showing the four picture strips about the teaching lesson.
- iii) He asks whether they can describe the pictures or not. They try themselves.
- iv) After that he shows some describing sentences.

Practice

The teacher asks students to follow his reading as he reads the sentence cards aloud in the class one by one. He does this process for 4-5 times each. .

Production

Now, the students start describing the pictures themselves without looking at the pictures. Sometimes the teacher can help if necessary.

4. Evaluation

The teacher asks students to describe the pictures turn by turn. Then he also asks to join the sentences and write a story.

5. Homework

Write a complete story with the help of the given pictures on page 33.

Teacher

Principal

Lesson Plan No. 10

School: Adarsha Higher Secondary School Date:- 2070/05/02
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 28
Teaching Item: - Accident Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the picture in the past tense.
- ii) Write a story.

2. Teaching Materials

Picture strips, describing cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) At first the teacher warms up the students.
- ii) Then he shows the four picture strips, sticks them on the flannel board and asks students to describe.
- iii) The students try to describe the pictures with their views. The teacher collects their ideas and notes on the blackboard.
- iv) After that the students are requested to look at the describing cards presented by the teacher.

Practice

In this stage, the teacher asks students to pay attention to him. He reads the describing cards aloud and students are requested to follow correctly.

Production

The students, now, try to describe the pictures without help of the describing cards. They can request the teacher if they need a little help.

4. Evaluation

The teacher asks students to look at the pictures and describe them all. Then he also asks to collect the describing sentences and write a story as possible as they can.

5. Homework

Write a complete story about this accident on page 38.

Teacher

Principal

Lesson Plan No. 11

School: Adarsha Higher Secondary School Date:- 2070/05/03
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 27
Teaching Item: - Writing a Story Time: - 45 minutes

1. Specific Objectives

After the completion of this lesson, the students will be able to

- i) Describe the picture.
- ii) Write a story.

2. Teaching Materials

Picture strips, sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The teacher starts his lesson by warming up the students..
- ii) He further shows the four picture strips and asks students to discuss and tell what is happening in the pictures.
- iii) The students try to share their ideas to describe the pictures.
- iv) The teacher sticks picture strips on the flannel board.
- v) He shows sentence cards.

Practice

The teacher requests students to look at the sentence cards listen to him carefully and follow reading the describing sentence cards correctly. This process runs for 4-5 times for each card.

Production

Now the teacher hides the describing cards and the students try describing sentence themselves. Sometimes the teacher helps as a guide if necessary.

4. Evaluation

The teacher asks students to describe the pictures turn by turn. Then he also asks them to collect the sentences and start writing a story.

5. Homework

Write a complete story with the help of the four pictures on page 33 about lazy sons.

Teacher

Principal

Lesson Plan No. 12

School: Adarsha Higher Secondary School Date:- 2070/05/04
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 29
Teaching Item: - Writing a Story Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures.
- ii) Write a story.

2. Teaching Materials

Picture strips, describing cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The teacher warms up the students at first.
- ii) Then he shows the four picture strips, sticks them on the flannel board and asks students to describe.
- iii) The students discuss each other and try to describe themselves.
- iv) After that the teacher shows some describing cards about the pictures.
- v) The students look curiously.

Practice

The teacher, now, asks to look at the cards carefully, listen to him clearly and follow his reading aloud carefully. He practises each cards related to the pictures for 4-5 times.

Production

In this stage, the students try to describe pictures without looking at the cards. If they feel any help, the teacher can guide them.

4. Evaluation

The teacher asks students one by one to describe the four picture strips. Then he also asks to write a story by collecting the describing sentences.

5. Homework

Write a complete story by using the pictures on page 34 about cap seller.

Teacher

Principal

Lesson Plan No. 13

School: Adarsha Higher Secondary School Date:- 2070/05/05
Subject: - Comp. English Class:- Eight
Unit: - Six No. of Students:- 28
Teaching Item: - The Magic Rice Pot Time: - 45 minutes

1. Specific Objectives

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

- i) Describe pictures.
- ii) Rewrite a story.

2. Teaching Materials

Picture strips, describing cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The teacher starts his lesson by warming up the students.
- ii) Then he shows the six picture strips, sticks them on the flannel board.
- iii) After that he asks to describe the pictures.
- iv) The students share their views.
- v) The teacher demonstrates some describing cards.

Practice

The teacher requests to pay attention to him. He reads the cards aloud and asks to listen and follow him as a practice to describe the pictures.

Production

Now, the students look at the pictures and start describing the pictures. Sometimes the teacher can guide the students if they need a little help.

4. Evaluation

The teacher asks students to describe the pictures. He further asks to collect the describing sentences described by them and practise rewriting the story.

5. Homework

Rewrite this story (The Magic Rice Pot) with the help of pictures on page 44 and 45.

Teacher

Principal

Lesson Plan No. 14

School: Adarsha Higher Secondary School Date:- 2070/05/06
Subject: - Comp. English Class:- Eight
Unit: - Eleven No. of Students:- 28
Teaching Item: - Writing Wishes Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures.
- ii) Write wishes.

2. Teaching Materials

Picture strips, describing cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The students are prepared by warming up.
- ii) The teacher shows the four picture strips in front of students one by one and sticks them on the flannel board. Then he asks to look at the pictures and try to describe themselves with three wishes.
- iii) After that he asks to describe the pictures.
- iv) After that he demonstrates the describing cards including wishes.
- v) He shows them one by one.

Practice

In this stage, the teacher practises the describing cards. For this, he asks to look at the pictures and listen and follow his aloud reading.

Production

The students now describe the pictures without looking at the describing cards. Teacher's role is to guide them if necessary.

4. Evaluation

The teacher asks students to describe the pictures like, 'What is happening in each pictures?' , 'Tell the three wishes.' etc.

5. Homework

Write the three wishes correctly with the help of the pictures given on page 84 and 85.

Teacher

Principal

Lesson Plan No. 15

School: Adarsha Higher Secondary School
Subject: - Comp. English
Unit: - Sixteen
Teaching Item: - Writing a Science Fiction Story

Date:- 2070/05/07
Class:- Eight
No. of Students:- 28
Time: - 45 minutes

1. Specific Objectives

After the completion of this lesson, the students will be able to

- i) Describe the pictures.
- ii) Write a fiction story in past tense.

2. Teaching Materials

Picture strips, describing cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) First of all, the teacher warms up the students.
- ii) Then he relates his lesson by showing the six picture strips. He sticks them on the flannel board and asks students to describe.
- iii) The students look at the strips curiously on the board and try to share their ideas.
- iv) The teacher collects students' views.
- v) He shows some describing cards.

Practice

The teacher practises describing pictures by showing and reading aloud. The students listen to the teacher carefully and follow correctly. This process happens for 4-5 times for each card.

Production

The students are ready to describe the pictures without looking at the cards. If students need a bit help, the teacher guides them.

4. Evaluation

The teacher asks students one by one to describe the pictures. He asks this question 'what is happening in picture no. 1, 2, 3, etc.' Then he also asks them to collect the sentences and join them as a story.

5. Homework

Write a fiction story in past tense using the outline on page 123.

Teacher

Principal

Lesson Plan No. 16

School: Adarsha Higher Secondary School Date:- 2070/05/09
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 29
Teaching Item: - Writing Story Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures.
- ii) Write story in past tense.

2. Teaching Materials

Picture strips, sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The class is started by warming up the students.
- ii) The teacher draws students' attention to the lesson by showing the four picture strips. Then he sticks them on the flannel board and asks to describe any of them or all of them.
- iii) The students share their ideas.
- iv) The teacher shows some describing cards.

Practice

The teacher asks students to look at the describing cards, listen to him carefully and follow his aloud reading correctly. This practice process runs for 4-5 times for each card to describe the pictures.

Production

Now the students start describing the pictures without help of the cards. The teacher slightly helps if students need.

4. Evaluation

The teacher asks students to describe the entire pictures turn by turn. Then he also asks to collect the sentences and make a story form.

5. Homework

Write a complete story with the help of the four pictures about crane and fox on page 35.

Teacher

Principal

Lesson Plan No. 17

School: Adarsha Higher Secondary School Date:- 2070/05/10
Subject: - Comp. English Class:- Eight
Unit: - Twelve No. of Students:- 29
Teaching Item: - The Story of the Seven Kids Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures.
- ii) Write a story in past tense.

2. Teaching Materials

Picture strips, describing cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The teacher warms up the students.
- ii) Then he leads his students towards the lesson by showing pictures.
- iii) He sticks them on the flannel board and asks students to describe.
- iv) The students share their ideas to describe the pictures as possible as they can.
- v) The teacher demonstrates some describing cards.

Practice

The teacher asks students to look at the pictures and the related describing cards. He also asks to follow reading sentence cards as he reads aloud.

Production

The students try their best to describe the pictures without looking at the cards. If students feel a bit help, the teacher guides.

4. Evaluation

The teacher asks to describe the pictures one by one. He further asks to form a story in past tense.

5. Homework

Write a complete story in past tense with help of pictures on exercise 12.7.

Teacher

Principal

Lesson Plan No. 18

School: Adarsha Higher Secondary School Date:- 2070/05/11
Subject: - Comp. English Class:- Eight
Unit: - Fourteen No. of Students:- 29
Teaching Item: - The Minotaur Time: - 45 minutes

1. Specific Objectives

After the completion of this lesson, the students will be able to

- i) Describe pictures.
- ii) Rewrite a story.

2. Teaching Materials

Picture strips, sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The teacher starts his lesson by warming up the students.
- ii) Then he draws students' attention towards him by showing the seven pictures.
- iii) He sticks the pictures on the flannel board.
- iv) After that he asks students to describe the pictures as possible as they are able.
- v) Finally, the teacher shows sentence cards.

Practice

The teacher asks students to look at the cards and pictures carefully. Then he reads aloud the describing cards and the students follow correctly. This process runs for 4-5 times.

Production

The students describe the pictures themselves and the teacher remains silent. Sometimes if students need a little help, the teacher just guides.

4. Evaluation

The teacher asks students one by one these questions (1) Describe all the pictures (2) Construct a story in past tense.

5. Homework

Write a complete story in past tense by using the pictures on exercise 14.10.

Teacher

Principal

Lesson Plan No. 19

School: Adarsha Higher Secondary School Date:- 2070/05/12
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 28
Teaching Item: - Pick Pocketing Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures.
- ii) Write events in past tense.

2. Teaching Materials

Picture strips, describing cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) At first, the teacher warms up the students with any context.
- ii) Then he leads students towards the lesson by showing the four pictures about pick pocketing.
- iii) He asks students to describe the pictures.
- iv) The students try to describe themselves by sharing their ideas.
- v) The teacher demonstrates some describing cards.

Practice

In this stage the teacher practises the describing cards to the students more and more times. For this he asks to listen carefully and follow his aloud reading.

Production

The students describe the pictures without looking at the describing cards. Sometimes, if students need help, the teacher helps as a guide.

4. Evaluation

The teacher asks students these questions: (1) Ram, describe all the pictures (2) Gita, write the event in past tense, (3) All the class, write this event.

5. Homework

Write this sudden event yourselves with the help of the given pictures on page 20.

Teacher

Principal

Lesson Plan No. 20

School: Adarsha Higher Secondary School Date:- 2070/05/13
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 28
Teaching Item: - Fire Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the event.
- ii) Write the description of the event.

2. Teaching Materials

Picture strips, sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The teacher starts his lesson by warming up the students creating any enjoyable context.
- ii) Then, he slowly leads the students towards the lesson. He shows the four picture strips and asks whether they can describe them.
- iii) The students share their ideas and try to describe the pictures.
- iv) The teacher shows some sentence cards.

Practice

The teacher asks students to look at the cards, listen to him carefully and follow his aloud reading correctly. He does this process for 4-5 times for each card.

Production

Now, the students describe the event. The teacher guides them if they need help.

4. Evaluation

The teacher asks students to describe this event about fire. He asks what is happening in each picture. Then he also asks to write a short description of this event.

5. Homework

Write a complete description of this event about sudden fire in a house. Use past tense.

Teacher

Principal

Lesson Plan No. 21

School: Adarsha Higher Secondary School Date:- 2070/05/14
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 27
Teaching Item: - Writing Story Time: - 45 minutes

1. Specific Objectives

After the completion of this lesson, the students will be able to

- i) Describe the pictures.
- ii) Write a story.

2. Teaching Materials

Picture strips, Sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) At first, the students are warmed up by the teacher to prepare them ready to learn.
- ii) Then, he shows the four picture strips and sticks them on the flannel board.
- iii) He asks to describe the pictures.
- iv) The students share their ideas to describe.
- v) The teacher collects students' views.
- vi) He shows some sentence cards.

Practice

The teacher reads aloud the sentence cards which describe the pictures. The students listen carefully and follow him one by one card. This process runs for 4-5 times.

Production

In this stage, the students are ready to describe the pictures. The teacher also asks to write a story using the describing sentences.

4. Evaluation

The teacher asks every student to describe the pictures. He also asks to collect the sentences and start writing a story.

5. Homework

Write a complete story with the help of the given pictures on page 35 about unbelievable friend.

Teacher

Principal

Lesson Plan No. 22

School: Adarsha Higher Secondary School Date:- 2070/05/16
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 29
Teaching Item: - Writing Story Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures.
- ii) Write a story.

6. Teaching Materials

Picture strips, describing cards, flannel board etc.

7. Teaching Learning Activities

Presentation

- i) First of all, the class is started by warming up the students so that they can be ready to learn.
- ii) Then the teacher draws students' attention towards him by showing the four pictures. He sticks them on the flannel board and asks students to describe.
- iii) The students share their ideas.
- iv) The teacher demonstrates some describing cards.

Practice

The teacher asks students to look at the cards and match with the pictures. Then, practices reading the describing cards as he reads aloud and students follow him.

Production

In this stage, the students describe the pictures without looking at the cards. They also add some other sentences about pictures.

4. Evaluation

The teacher asks every student to describe the pictures one by one. Then he also asks to collect the sentences and form a story.

5. Homework

Write a complete story with the help of the given pictures about foolish snake on page 19.

Teacher

Principal

Lesson Plan No. 23

School: Adarsha Higher Secondary School Date:- 2070/05/17
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 29
Teaching Item: - Baby's Care Time: - 45 minutes

1. Specific Objectives

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

- i) Describe the pictures.
- ii) Write a set of health instructions.

2. Teaching Materials

Picture strips, instruction cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The teacher warms up his students.
- ii) Then he relates his lesson by showing the four picture strips. He sticks them on the flannel board.
- iii) He asks students to describe the pictures.
- iv) The students try their best to describe them.
- v) The teacher collects students' views.
- vi) He demonstrates some instruction cards.

Practice

The teacher shows instruction cards, reads them aloud and asks students to follow. He also asks to match the card and the picture.

Production

Now, the students describe the pictures themselves in absence of the teacher and cards. Further they create some other instructions about the pictures.

4. Evaluation

The teacher asks students to describe the pictures asking this question: 'What is happening in each picture?' Then he also asks to write some instructions about health.

5. Homework

Write a set of health instructions about baby's care using pictures on page 30.

Teacher

Principal

Lesson Plan No. 24

School: Adarsha Higher Secondary School Date:- 2070/05/18
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 29
Teaching Item: - Bicycle Accident Time: - 45 minutes

1. Specific Objectives

After the completion of this lesson, the students will be able to

- i) Describe the pictures.
- ii) Write a report about the accident.

2. Teaching Materials

Picture strips, describing cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) The students are prepared for learning by warming up.
- ii) The teacher attracts students towards the lesson by showing the four pictures about bicycle accident. He sticks them on the flannel board and asks to describe each of them.
- iii) The students put their views.
- iv) The teacher shows some describing cards.

Practice

The teacher asks students to look at the cards and match with the pictures. He then, asks to listen carefully and follow him as a practice when he reads the cards aloud.

Production

Now, the students describe the pictures. They also add some other sentences to describe the pictures.

4. Evaluation

The teacher asks students to describe each picture. He also asks them to collect the sentences and construct a report about accident.

5. Homework

Write a report about this bicycle accident using the pictures on page 36.

Teacher

Principal

Lesson Plan No. 25

School: Adarsha Higher Secondary School Date:- 2070/05/19
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 29
Teaching Item: - Tihar Festival Time: - 45 minutes

1. Specific Objectives

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

- i) Identify the festival.
- ii) Write any five activities of the festivals.

2. Teaching Materials

Picture strips, sentence cards, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) At first, the teacher warms up the students.
- ii) Then he shows the pictures to the students and asks which festival is it. He also asks to look at the pictures deeply and try to write some activities of this festival.
- iii) He sticks the pictures on the flannel board.
- iv) The students create some activities.
- v) The teacher demonstrates some sentence cards.

Practice

The teacher reads aloud some sentence cards which are related to the activities of this festival. The students listen and follow them. Each sentence is followed for 4-5 times.

Production

The students can identify the name of the festival. They also create some other activities for this festival.

4. Evaluation

The teacher asks students to tell the name of the festival. He also asks to write any five activities held in this festival.

5. Homework

Write any five activities which are held in this festival using the pictures.

Teacher

Principal

Lesson Plan No. 26

School: Adarsha Higher Secondary School Date:- 2070/05/20
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 29
Teaching Item: - Dialogue Time: - 45 minutes

1. Specific Objectives

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

- i) Identify the characters in the picture.
- ii) Complete the dialogue.

2. Teaching Materials

Picture strips, flannel board etc.

3. Teaching Learning Activities

Presentation

- i) At first, the teacher warms up the students.
- ii) Then the teacher sticks the dialogue picture on the flannel board and asks students, 'Who are the people in the picture?' , 'What are they talking about?'
- iii) The students discuss each other and share their ideas. The teacher asks to complete the dialogue.
- iv) The teacher gives some clues.

Practice

The teacher asks students to listen and practise some clue sentences. The teacher repeats and the students follow the sentences for 4-5 times.

Production

Now the students add their ideas and try to complete the dialogue. They can complete it with different situations.

4. Evaluation

The teacher asks students 'Can you identify the characters in the picture?' , 'Can you complete the dialogue?'

5. Homework

Complete this dialogue between Panas and the teacher with the help of this picture.

Teacher

Principal

Group B (Usual)

Lesson Plan No. 1

School: Adarsha Higher Secondary School	Date:- 2070/04/23
Subject: - Comp. English	Class:- Eight
Unit: - Two	No. of Students:- 31
Teaching Item: - Writing a Story	Time: - 45 minutes

6. Specific Objectives

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

- iii) Describe the pictures using past tense.
- iv) Write a story using pictures.

7. Teaching Materials

Text book pictures

8. Teaching Learning Activities

Presentation

- v) The teacher starts his class by warming up the students.
- vi) Then he asks students to look at page no.10 and asks what they can see there.
- vii) He asks to describe the pictures.
- viii) Though the pictures are not clear and coloured the students try sharing their ideas.
- ix) The teacher collects students' views.
- x) He encourages them to add more and more ideas.

Practice

The teacher requests students to listen to him and follow correctly to describe the pictures. He practises describing pictures for 4-5 times.

Production

Now the students try to describe the pictures without help of the teacher. He adds something if students description is not complete.

9. Evaluation

The teacher asks to describe the pictures in past tense. He also asks to collect the describing sentences and write a story.

10. Homework

Write a complete story about the girls using pictures on page 10.

Teacher

Principal

Lesson Plan No. 2

School: Adarsha Higher Secondary School Date:- 2070/04/24
Subject: - Comp. English Class:- Eight
Unit: - Four No. of Students:- 31
Teaching Item: - Writing a Story Time: - 45 minutes

6. Specific Objectives

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

iii) Describe the pictures in past tense.

iv) Write a story.

7. Teaching Materials

Text book pictures

8. Teaching Learning Activities

Presentation

v) At first the teacher warms up the students.

vi) Then he asks students to look at page no.28 and asks some questions like: How many pictures can you see there? What are the pictures about? Can you describe the pictures? etc.

vii) The students share their ideas to describe the pictures in their group.

viii) The teacher collects their answer.

Practice

The teacher asks students to listen and follow him carefully. He reads aloud some describing sentences himself and students practise the same.

Production

Now the students describe the pictures themselves. Sometimes if students need help, the teacher guides them.

9. Evaluation

The teacher asks students to describe the pictures one by one. He also asks to collect sentences and write a story.

10. Homework

Write a complete story with the help of the pictures about this casualty on page 28.

Teacher

Principal

Lesson Plan No. 3

School: Adarsha Higher Secondary School Date:- 2070/04/25
Subject: - Comp. English Class:- Eight
Unit: - Eight No. of Students:- 30
Teaching Item: - Making Instructions Time: - 45 minutes

6. Specific Objectives

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

- iii) Describe the picture strips.
- iv) Write instructions about casualty.

7. Teaching Materials

Text book pictures

8. Teaching Learning Activities

Presentation

- v) First of all, the students are warmed up by the teacher.
- vi) Then he slowly draws students' attention to page no. 60 by asking them to look at the five pictures.
- vii) He asks students some questions about the pictures and also asks to describe.
- viii) The students share their ideas.

Practice

The teacher asks students to listen carefully and follow his aloud reading correctly. He reads some sentences to describe the pictures and the students do the same.

Production

In this stage, the students describe the pictures without help of the teacher. If students need a bit help, the teacher simply guides them.

9. Evaluation

The teacher asks students to describe the pictures one by one. He asks – what is happening in each picture?, write at least five instructions for casualty.

10. Homework

Write as many instructions as you can, using the pictures on page 60.

Teacher

Principal

Lesson Plan No. 4

School: Adarsha Higher Secondary School Date:- 2070/04/27
Subject: - Comp. English Class:- Eight
Unit: - Eighteen No. of Students:- 29
Teaching Item: - Comic Strip Time: - 45 minutes

6. Specific Objectives

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

- i) Describe the picture strips.
- ii) Write a short story.

7. Teaching Materials

Text book pictures

8. Teaching Learning Activities

Presentation

- vi) The teacher warms up the students.
- vii) Then slowly he draws students' attention by showing the pictures given in the text book at page no. 135.
- viii) He asks students to describe the pictures.
- ix) The students try to describe themselves.
- x) The teacher collects students' ideas.
- xi) He encourages students.

Practice

The teacher asks students to listen to him carefully and follow the same as reads aloud describing sentences. They do it for 4-5 times to each picture.

Production

The students, now, describe the pictures themselves. The teacher can guide if only they need. They produce more and more other sentences.

9. Evaluation

The teacher asks students to describe the pictures turn by turn. Then, he also asks to gather the sentences and form a story.

10. Homework

Write a complete story about the cartoon dog snoopy with the help of the pictures on page 135.

Teacher

Principal

Lesson Plan No. 5

School: Adarsha Higher Secondary School Date: - 2070/04/28
Subject: - Comp. English Class: - Eight
Unit: - One No. of Students: - 30
Teaching Item: - Weather Time: - 45 minutes

6. Specific Objectives

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

- iii) Describe the pictures.
- iv) Write a short description about weather.

6. Teaching Materials

Text book pictures

7. Teaching Learning Activities

Presentation

- v) First of all, the teacher warms up the students.
- vi) Then he leads his students to the lesson by requesting to look at the pictures on their textbook at page no.13.
- vii) He asks to describe the pictures.
- viii) The students share their ideas.
- ix) The teacher collects their views.
- x) He encourages the students' opinions.

Practice

The teacher now asks students to listen and follow what he reads aloud as a practice to describe the pictures.

Production

The students describe the pictures without help of the teacher. They also create more sentences related to the teacher's sentences.

8. Evaluation

The teacher asks students to describe the pictures turn by turn. Then, he also asks to gather the sentences and write a short description.

9. Homework

Write a description of the pictures about weather using the pictures on page 13.

Teacher

Principal

Lesson Plan No. 6

School: Adarsha Higher Secondary School Date:- 2070/04/29
Subject: - Comp. English Class:- Eight
Unit: - Six No. of Students:- 31
Teaching Item: - Repairing a Bicycle Tyre Time: - 45 minutes

6. Specific Objectives

After the completion of this lesson, the students will be able to

- iii) Put the pictures in correct order.
- iv) Write a set of instructions for repairing a bicycle tyre.

7. Teaching Materials

Text book pictures

8. Teaching Learning Activities

Presentation

- v) The class is started with warming up the students.
- vi) The teacher asks students to look at the pictures given in their textbook and find out the matter of the lesson.
- vii) He asks to describe the pictures.
- viii) The students share their ideas to describe the pictures.
- ix) The teacher welcomes students' views.

Practice

The teacher asks students to follow the same as he reads aloud some sentences to describe the pictures. This process is repeated for 4-5 times to each picture.

Production

The students are ready to describe the pictures themselves. They also try to make other more sentences related to the pictures.

9. Evaluation

The teacher asks to put the pictures in correct order by number 1, 2, 3, 4 and 5. He also asks to make some sentences for preparing instruction.

10. Homework

Write a complete set of instructions for repairing a punctured bicycle tyre using the pictures.

Teacher

Principal

Lesson Plan No. 7

School: Adarsha Higher Secondary School Date:- 2070/04/30
Subject: - Comp. English Class:- Eight
Unit: - Seventeen No. of Students: - 31
Teaching Item: - Describing Pictures Time: - 45 minutes

6. Specific Objectives

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

iii) Describe the pictures.

iv) Write a story.

7. Teaching Materials

Text book pictures

8. Teaching Learning Activities

Presentation

vi) At first, the teacher warms up the students.

vii) Then he asks students to open their textbook at page no.138 and asks these questions: How many pictures are there? , What is happening in each picture? What is the matter of the lesson? etc.

viii) The students response what they think.

ix) The teacher welcomes students' ideas and encourages adding more and more points.

Practice

In this stage, the teacher asks students to follow his aloud reading as a practice for describing pictures. He practices each picture for 4-5 times.

Production

The students create some other sentences to describe the pictures.

Sometimes the teacher simply guides them.

9. Evaluation

The teacher asks students these questions: * Sita, describe all the pictures one by one. * Students, collect describing sentences to make a story.

10. Homework

Write a complete story with the help of the pictures given on page 138.

Teacher

Principal

Lesson Plan No. 8

School: Adarsha Higher Secondary School Date:- 2070/04/31
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 31
Teaching Item: - Writing Story Time: - 45 minutes

6. Specific Objectives

After the completion of this lesson, the students will be able to

iii) Describe the pictures.

iv) Write a short story.

7. Teaching Materials

Textbook pictures.

8. Teaching Learning Activities

Presentation

- i) First of all t,he teacher warms up the students with any context.
- ii) Then he asks to look at the pictures and find out the matter of the lesson.
- iii) After that he asks students to describe the pictures how much they can.
- iv) The students try their best to describe.
- v) The teacher welcomes their ideas.

Practice

The teacher asks to listen carefully to him and follow his aloud reading to describe the pictures. This process runs for 4-5 times to each pictures.

Production

Now, the students describe the pictures. They produce some other sentence related to the pictures.

9. Evaluation

The teacher asks to describe the pictures using these questions: *Raju, describe the last picture. *Rita, can you describe the second picture? etc. He also asks to write a story.

10. Homework

Write a short story with the help of the pictures.

Teacher

Principal

Lesson Plan No. 9

School: Adarsha Higher Secondary School Date:- 2070/04/32
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 30
Teaching Item: - Writing Story Time: - 45 minutes

6. Specific Objectives

After the completion of this topic, the students will be able to

iii) Describe the pictures.

iv) Write a story.

7. Teaching Materials

Textbook pictures

8. Teaching Learning Activities

Presentation

v) The students are warmed up by the teacher.

vi) Then he asks to look at the pictures and guess the subject matter of the lesson.

vii) He asks to describe each picture by using their own ideas.

viii) The students share their views.

ix) The teacher welcomes and collects students' ideas. He also encourages them.

Practice

The teacher now reads aloud the describing sentences and the students follow the same correctly. This process is repeated for 4-5 times to each picture.

Production

In this stage, the students describe the pictures themselves. They also create some other sentences to describe the pictures.

9. Evaluation

The teacher asks students to describe each picture turn by turn. He also asks to collect the describing sentences and prepare a story.

10. Homework

Write a complete story with the help of the pictures.

Teacher

Principal

Lesson Plan No. 10

School: Adarsha Higher Secondary School Date:- 2070/05/02
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 31
Teaching Item: - Accident Time: - 45 minutes

6. Specific Objectives

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

iii) Describe the pictures in past tense.

iv) Write a story.

7. Teaching Materials

Textbook pictures

8. Teaching Learning Activities

Presentation

v) The teacher warms up the students.

vi) Then he draws student's attention to the lesson by asking them to look at the pictures. He asks: *How many pictures are there?

*What is happening in each picture? Etc.

vii) After that he asks to describe the pictures.

viii) The students try to share their ideas.

ix) The teacher collects their views.

Practice

The teacher asks students to repeat his reading as he reads the describing sentences aloud. This process goes for 4-5 times to each picture.

Production

Now the students are ready to describe the pictures. They also produce other sentences related to the pictures.

9. Evaluation

The teacher asks students to describe the pictures turn by turn. He also asks to gather the sentences and make a story.

10. Homework

Write a complete story with the help of the given pictures.

Teacher

Principal

Lesson Plan No. 11

School: Adarsha Higher Secondary School

Date:- 2070/05/03

Subject: - Comp. English

Class:- Eight

Unit: -

No. of Students:- 27

Teaching Item: - Writing a Story

Time: - 45 minutes

2. Specific Objectives

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

iii) Describe the pictures.

iv) Write a story.

7. Teaching Materials

Book based pictures

8. Teaching Learning Activities

Presentation

vi) The students are made ready to learn new lesson by warming them up.

vii) The teacher slowly leads the students towards the four pictures.

viii) He asks whether they can describe the pictures or not.

ix) The students try to share their ideas.

x) The teacher encourages and collects their views.

Practice

The teacher asks to listen to him carefully and follow the same as he reads the describing sentences aloud in the class.

Production

Now, the students can describe the pictures themselves. Even they create some other sentences similar to the teacher's.

9. Evaluation

The teacher asks students to describe the pictures one by one. He also says to gather the sentences and prepare a story.

10. Homework

Write a complete story with the help of the four pictures.

Teacher

Principal

Lesson Plan No. 12

School: Adarsha Higher Secondary School

Date:- 2070/05/04

Subject: - Comp. English

Class:- Eight

Unit: -

No. of Students:- 29

Teaching Item: - Writing a Story

Time: - 45 minutes

6. Specific Objectives

After the completion of this lesson, the students will be able to

iii) Describe the pictures.

iv) Write a story.

7. Teaching Materials

Book based pictures

8. Teaching Learning Activities

Presentation

vi) The teacher prepares his students to learn the target lesson by warming them up.

vii) Then he shows the four pictures in the book and asks to discuss each other. After that he asks whether they can describe the pictures themselves.

viii) The students share their ideas.

ix) The teacher encourages them.

Practice

The teacher asks students to repeat his words to describe the pictures. So the teacher reads aloud sentences and the students follow as a practice.

Production

The students, now, describe the pictures without help of the teacher.

They also form some other sentences to describe the pictures.

9. Evaluation

The teacher asks students to describe all the pictures one by one. He also asks to collect the describing sentences and write a story.

10. Homework

Write a complete story with the help of the pictures.

Teacher

Principal

Lesson Plan No. 13

School: Adarsha Higher Secondary School

Date:- 2070/05/05

Subject: - Comp. English

Class:- Eight

Unit: - Six

No. of Students:- 31

Teaching Item: - The Magic Rice Pot

Time: - 45 minutes

6. Specific Objectives

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

iii) Describe pictures.

iv) Rewrite a story.

7. Teaching Materials

Pictures from the book

8. Teaching Learning Activities

Presentation

vi) The teacher warms up the students.

vii) Then he slowly leads the students to the pictures. He asks to describe the pictures.

viii) He asks mainly these questions: * what is happening in each picture. * What may be the subject matter of this text? etc

ix) The students try their ideas.

x) The teacher welcomes and encourages them.

Practice

The teacher asks students to listen and follow him carefully as he reads the describing sentences aloud as a practice to describe the pictures. This process runs for 4-5 times to each picture.

Production

The students describe the pictures themselves without help of the teacher. They also produce other sentences about the pictures.

9. Evaluation

The teacher asks students to describe the pictures turn by turn. He also asks to gather the sentences and practise rewriting the story.

10. Homework

Rewrite this story (The Magic Rice Pot) with the help of pictures.

Teacher

Principal

Lesson Plan No. 14

School: Adarsha Higher Secondary School

Date:- 2070/05/06

Subject: - Comp. English
Unit: - Eleven
Teaching Item: - Writing Wishes

Class:- Eight
No. of Students:- 31
Time: - 45 minutes

6. Specific Objectives

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

- i) Describe the pictures.
- ii) Write wishes.

7. Teaching Materials

Pictures given in the book

8. Teaching Learning Activities

Presentation

- vi) The students are warmed up by the teacher to make them prepare to learn.
- vii) Then the teacher shows the four pictures and asks to find out the matter of the lesson.
- viii) After that he asks to describe the pictures.
- ix) The students discuss each other and try to share their ideas themselves.
- x) The teacher collects their opinions and encourages adding more and more points.

Practice

The teacher asks students to practice the sentences when he reads aloud, the students follow carefully. Each sentence is practised for 4-5 times to be clear.

Production

Now, the students are ready to describe the pictures. They also make other creative sentences to describe the pictures.

9. Evaluation

The teacher asks students to describe the pictures. He also asks to practise writing wishes as they learned from the text.

10. Homework

Write the three wishes correctly with the help of the pictures.

Teacher

Principal

Lesson Plan No. 15

School: Adarsha Higher Secondary School
Subject: - Comp. English
Unit: - Sixteen
Teaching Item: - Writing a Science Fiction Story

Date: - 2070/05/07
Class: - Eight
No. of Students:- 31
Time: - 45 minutes

6. Specific Objectives

After the completion of this lesson, the students will be able to

- iii) Describe the pictures.
- iv) Write a fiction story in past tense.

7. Teaching Materials

Textbook pictures

8. Teaching Learning Activities

Presentation

- vi) The teacher warms up the students.
- vii) Then he draws students' attention to the pictures. He asks to look at the pictures and find out the content of the text.
- viii) He asks to describe the pictures themselves.
- ix) The students share their ideas by discussing each other.
- x) The teacher collects their views.

Practice

The teacher asks students to repeat the sentences aloud when he reads the describing sentences. Each sentence is followed by the students as a practice.

Production

The students describe the pictures themselves. They also create other sentences related to the pictures.

9. Evaluation

The teacher asks students to describe all the pictures turn by turn. He also asks to collect the sentences and write a story.

10. Homework

Write a science fiction story with the help of the pictures using past tense.

Teacher

Principal

Lesson Plan No. 16

School: Adarsha Higher Secondary School Date:- 2070/05/09
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 31
Teaching Item: - Writing Story Time: - 45 minutes

6. Specific Objectives

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

- iii) Describe the pictures.
- iv) Write story in past tense.

7. Teaching Materials

Textbook pictures

8. Teaching Learning Activities

Presentation

- v) At first, the teacher warms up the students.
- vi) Then he asks students to look at the pictures given.
- vii) He asks to describe the pictures themselves.
- viii) The students share their ideas and try to describe the pictures.
- ix) The teacher collects their ideas and expects more and more other views.

Practice

The teacher asks students to listen and follow him as he says describing sentences. Each sentence is repeated by the students for 4-5 times.

Production

The students are ready to describe the pictures. They can further make some other sentences to describe the pictures.

9. Evaluation

The teacher asks to describe the pictures one by one and turn by turn. He also asks to gather the sentences and write a story in past tense.

10. Homework

Write a complete story in past tense with the help of the pictures.

Teacher

Principal

Lesson Plan No. 17

School: Adarsha Higher Secondary School Date:- 2070/05/10
Subject: - Comp. English Class:- Eight
Unit: - Twelve No. of Students:- 30
Teaching Item: - The Story of the Seven Kids Time: - 45 minutes

6. Specific Objectives

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

- iii) Describe the pictures.
- iv) Write a story in past tense.

7. Teaching Materials

Pictures given in the book

8. Teaching Learning Activities

Presentation

- vi) The students are warmed up by the teacher.
- vii) Then the teacher draws students' attention by saying them to look at the pictures given in their textbook.
- viii) After that he asks to describe the pictures themselves.
- ix) The students share their ideas.
- x) The teacher welcomes students' views.

Practice

The students asks to listen and follow the teacher's sentences as he reads aloud them one by one. This is a process to practice describing pictures.

Production

The students now describe the pictures without help of the teacher. They also form other sentences related to the pictures.

9. Evaluation

The teacher asks to describe the pictures turn by turn. Then he also asks to collect the sentences and write a story.

10. Homework

Write a story in past tense using the pictures given in your book.

Teacher

Principal

Lesson Plan No. 18

School: Adarsha Higher Secondary School

Date:- 2070/05/11

Subject: - Comp. English

Class:- Eight

Unit: - Fourteen

No. of Students:- 30

Teaching Item: - The Minotaur

Time: - 45 minutes

6. Specific Objectives

After the completion of this lesson, the students will be able to

- iii) Describe the pictures.
- iv) Construct a story in past tense.

7. Teaching Materials

Pictures given in the book

8. Teaching Learning Activities

Presentation

- vi) First of all, the teacher warms up the students to make them ready to learn.
- vii) Then the teacher attracts students' attention to the pictures given in the book.
- viii) He asks to look at the pictures and describe them.
- ix) The students try their best to describe them.
- x) The teacher encourages students.

Practice

The teacher says some describing sentences and the students follow them correctly. This process is repeated for 4-5 times for each picture.

Production

In this stage, the students can describe the pictures themselves. They also can form some other sentences related to the pictures.

9. Evaluation

The teacher asks students to describe all the pictures. After that he also asks to gather all the describing sentences and construct a story.

10. Homework

Construct a readable story in past tense with the help of the pictures.

Teacher

Principal

Lesson Plan No. 19

School: Adarsha Higher Secondary School

Date:- 2070/05/12

Subject: - Comp. English

Class:- Eight

Unit: -

No. of Students:- 29

Teaching Item: - Pick Pocketing

Time: - 45 minutes

8. Specific Objectives

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

iii) Describe the pictures.

iv) Write events in past tense.

9. Teaching Materials

Textbook pictures

10. Teaching Learning Activities

Presentation

vi) The teacher warms up the students at first.

vii) Then he leads students to the textbook by showing the pictures.

viii) He asks students to describe the pictures themselves as much as they can.

ix) The students discuss each other and try to describe the pictures.

x) The teacher collects students' ideas.

Practice

The teacher asks students to look at the pictures in the textbook and follow sentences when he reads aloud some describing sentences. This process runs for 4-5 times.

Production

The students are ready to describe the pictures. They also make some other sentences to describe the pictures.

11. Evaluation

The teacher asks students to describe the pictures one by one. He also asks to write this event in past tense.

12. Homework

Write this event in past tense using the pictures.

Teacher

Principal

Lesson Plan No. 20

School: Adarsha Higher Secondary School

Date:- 2070/05/13

Subject: - Comp. English

Class:- Eight

Unit: -
Teaching Item: - Fire

No. of Students:- 28
Time: - 45 minutes

6. Specific Objectives

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

- iii) Describe the event.
- iv) Write the description of the event.

7. Teaching Materials

Textbook pictures

8. Teaching Learning Activities

Presentation

- v) At first, the teacher warms up the students.
- vi) Then, he draws students' attention by showing the pictures in the book.
- vii) He asks to describe the pictures themselves as much as they can.
- viii) The students share their ideas.
- ix) The teacher collects students' ideas and encourages them to add more points.

Practice

The teacher asks students to look at the pictures. At the same time, the teacher says some describing sentences and the students follow correctly.

Production

Now, the students can describe the pictures themselves without help of the teacher. They also create some other sentences related to the pictures.

9. Evaluation

The teacher asks students to describe this fire event. Then he also asks to collect the sentences and form a description.

10. Homework

Write a complete description of this event using the pictures.

Teacher

Principal

Lesson Plan No. 21

School: Adarsha Higher Secondary School

Date:- 2070/05/14

Subject: - Comp. English

Class:- Eight

Unit: -

No. of Students:- 31

Teaching Item: - Writing Story

Time: - 45 minutes

6. Specific Objectives

After the completion of this lesson, the students will be able to

iii) Describe the pictures.

iv) Write a story.

7. Teaching Materials

Textbook pictures

8. Teaching Learning Activities

Presentation

vii) The students are warmed up by the teacher.

viii) Then, the teacher slowly attracts students to the pictures.

ix) He asks to describe the pictures as much as they can.

x) The students discuss each other and try to describe them.

xi) The teacher encourages the students.

Practice

The teacher says some sentences to describe the pictures. The students listen carefully and follow the teacher's words correctly. Each sentence is repeated for 4-5 times.

Production

The students, now, describe the pictures with the teacher's words without the help of the teacher. They even create some other describing sentences related to the pictures.

9. Evaluation

The teacher asks students to describe the pictures turn by turn. Then he even asks to collect the sentences to write a story.

10. Homework

Write a complete story with the help of the pictures.

Teacher

Principal

Lesson Plan No. 22

School: Adarsha Higher Secondary School

Date:- 2070/05/16

Subject: - Comp. English

Class:- Eight

Unit: -

No. of Students:- 30

Teaching Item: - Writing Story

Time: - 45 minutes

2. Specific Objectives

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

iii) Describe the pictures.

iv) Write a story.

3. Teaching Materials

Pictures given in the textbook

4. Teaching Learning Activities

Presentation

v) At first, the teacher warms up the students to make them ready to learn.

vi) Then he asks students to look at the book and describe the pictures themselves.

vii) The students share their ideas to describe the pictures.

viii) The students express their views and the teacher collects their ideas.

Practice

The teacher asks students to listen him carefully and follow the sentences correctly as he reads aloud some describing sentences in front of the students. The sentences are repeated for 4-5 times.

Production

The students can describe the pictures without help of the teacher. They even create other describing sentences related to the pictures.

6. Evaluation

The teacher asks students to describe the pictures one by one. He even asks to gather the sentences and write a story.

7. Homework

Write a complete story using the pictures given in the book.

Teacher

Principal

Lesson Plan No. 23

School: Adarsha Higher Secondary School Date:- 2070/05/17
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 29
Teaching Item: - Baby's Care Time: - 45 minutes

6. Specific Objectives

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

- iii) Describe the pictures.
- iv) Write a set of health instructions.

7. Teaching Materials

Textbook pictures.

8. Teaching Learning Activities

Presentation

- vii) First of all, the teacher warms up the students.
- viii) Then he draws students' attention to the pictures. He asks to look at the pictures and describe them.
- ix) The students discuss each other and share their ideas.
- x) The teacher collects their ideas and encourages them to create more and more other.

Practice

In this stage, the teacher reads aloud some describing sentences and the students listen carefully and follow the same. Each sentence is repeated for 4-5 times.

Production

Now, the students are ready to describe the pictures themselves according to their practice. They even make other related sentences to describe the pictures.

9. Evaluation

The teacher asks students to describe the pictures turn by turn. The teacher even asks to collect the describing sentences and write a set of instructions.

10. Homework

Write a set of health instructions with the help of the pictures.

Teacher

Principal

Lesson Plan No. 24

School: Adarsha Higher Secondary School	Date:- 2070/05/18
Subject: - Comp. English	Class:- Eight
Unit: -	No. of Students:- 30
Teaching Item: - Bicycle Accident	Time: - 45 minutes

6. Specific Objectives

After the completion of this lesson, the students will be able to

- iii) Describe the pictures.
- iv) Write a report about the accident.

7. Teaching Materials

Text book pictures

8. Teaching Learning Activities

Presentation

- v) First of all, the teacher warms up the students to make them ready to learn.
- vi) Then the teacher asks students to look at the pictures and describe themselves.
- vii) The students share their ideas each other and try describing the pictures.
- viii) The teacher collects students' ideas and encourages them to create more and more.

Practice

The teacher asks students to listen and follow his reading correctly as he reads aloud some sentences. Each sentence is repeated for 4-5 times as a practice.

Production

The students are ready to describe the pictures themselves. They even create some other describing sentences related to the pictures.

9. Evaluation

The teacher asks students to describe the pictures. He also asks to gather the describing sentences and write a report about the accident.

10. Homework

Write a complete report about this bicycle accident using the pictures.

Teacher

Principal

Lesson Plan No. 25

School: Adarsha Higher Secondary School Date:- 2070/05/19
Subject: - Comp. English Class:- Eight
Unit: - No. of Students:- 31
Teaching Item: - Tihar Festival Time: - 45 minutes

6. Specific Objectives

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

- iii) Identify the festival.
- iv) Write any five activities of the festivals.

7. Teaching Materials

Textbook pictures

8. Teaching Learning Activities

Presentation

- vi) At first, the teacher warms up the students.
- vii) Then he draws students' attention to the picture. He asks if they can identify the festival themselves.
- viii) The students discuss each other and try to find out which festival it is.
- ix) The teacher encourages students by giving some clues related to the picture.

Practice

The teacher asks students to listen and follow some activities when he reads aloud in front of the students. Each sentence is repeated for 4-5 times as a practice.

Production

In this stage, the students can identify the festival. They also create some other activities related to the picture.

9. Evaluation

The teacher asks students to tell the name of the festival. He even asks to write any five activities held in this festival.

10. Homework

Write any five activities which are done in this festival neatly.

Teacher

Principal

Lesson Plan No. 26

School: Adarsha Higher Secondary School	Date:- 2070/05/20
Subject: - Comp. English	Class:- Eight
Unit: -	No. of Students:- 31
Teaching Item: - Dialogue	Time: - 45 minutes

6. Specific Objectives

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

iii) Identify the characters in the picture.

iv) Complete the dialogue.

7. Teaching Materials

Dialogue picture

8. Teaching Learning Activities

Presentation

v) At first, the teacher warms up the students.

vi) Then he shows the picture and asks students to identify the two characters in the picture and create situation to complete the dialogue themselves.

vii) The students discuss each other in their pairs or groups and try to find out the situation. The teacher encourages students.

Practice

The teacher asks students to listen and follow some points related to the dialogue when he reads aloud in the class. The sentences are repeated for 4-5 times.

Production

In this stage, the students identify the characters. They create some other sentences to complete the dialogue.

9. Evaluation

The teacher asks students to identify the two characters in the picture.

He even asks to complete the dialogue.

10. Homework

Complete this dialogue using the picture.

Teacher

Principal

APPENDIX III

GROUP BASED TABLE FOR PRE-TEST AND POST-TEST RESULTS.

1. Rank of the Students according to the Pre-Test.

R.N.	Name of Students	O.M .
2	Kamala Thapa	22
1	Bhenisara Singh Rana	20
3	Janga Bahadur Rana	14
4	Durga Pandey	13
8	Purushottam Pandey	12
5	Rahul Pandey	11
11	Sushil Kunwar	11
12	Bed Prasad Pandey	11
13	Juddhabir Rana	11
16	Muna B.K.	11
9	Bishnu Pandey	10
36	Kishor Rana	10
7	Bishnu Kumari Pariyar	9
23	Khum Bahadur Rana	9
48	Nabin Rana	9
60	Bijay Gaha	9
14	Indramani Pariyar	8
28	Tuga Thapa	8
10	Yamuna Jhendi	7

15	Samip Rana	7
27	Dhanju Palli Thapa	7
40	Durgadevi Thapa	7
42	Chandani Thapa	7
6	Sushila Jhendi	6
38	Gita Ale	6
43	Kabita Thapa	6
46	Yamkala Singh Rana	6
54	Manoj Thapa	6
20	Tilak Gaha	5
21	Puja Pandey	5
22	Maya Singh Rana	5
29	Premkala Rana	5
34	Kabita Jhendi	5
45	Niroj Thapa	5
47	Tul Bahadur Thapa	5
51	Anjana Jhendi	5
68	Santosh Thapa	5
17	Purnikala Ranapal	4
18	Manisha Singh Rana	4
19	Aanchal Singh Rana	4
25	Susmita Gaha Rana	4
30	Om Bahadur Gaha	4
32	Nirmala Thapa	4

35	Subas Gaha	4
39	Dilmaya Jhendi	4
49	Barsha Gaha Rana	4
50	Shankar B.K.	4
53	Pabitra Rana	4
61	Elina Thapa	4
67	Rabin Saru	4
37	Chuni Rana	3
55	Pitambar Rana	3
65	Bharat Bahadur Rana	3
24	Hema Jhendi	2
31	Yamuna Thapa	2
57	Hira Kumari B.K.	2
44	Sunita Pariyar	1
59	Dipak Rana	1
64	Nira Gaire	1
66	Bhunisara Gaha	1
Total		389

2. Pre-Test Result of Group A (Experimental Group)

R.N.	Name of Students	O.M.
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1	Bhenisara Singh Rana	20
2	Kamala Thapa	22
3	Janga Bahadur Rana	14
6	Sushila Jhendi	6
8	Purushottam Pandey	12
9	Bishnu Pandey	10
14	Indramani Pariyar	8
17	Purnikala Ranapal	4
18	Manisha Singh Rana	4
19	Aanchal Singh Rana	4
24	Hema Jhendi	2
25	Susmita Gaha Rana	4
28	Tuga Thapa	8
30	Om Bahadur Gaha	4
31	Yamuna Thapa	2
32	Nirmala Thapa	4
35	Subas Gaha	4
36	Kishor Rana	10
38	Gita Ale	6
39	Dilmaya Jhendi	4
43	Kabita Thapa	6
46	Yamkala Singh Rana	6

49	Barsha Gaha Rana	4
50	Shankar B.K.	4
53	Pabitra Rana	4
54	Manoj Thapa	6
57	Hira Kumari B.K.	2
61	Elina Thapa	4
67	Rabin Saru	4
Total		196

3. Pre -Test Result of Group 'B' (Controlled Group)

R.N.	Name of Students	O.M.
4	Durga Pandey	13
5	Rahul Pandey	11
7	Bishnu Kumari Pariyar	9
10	Yamuna Jhendi	7
11	Sushil Kunwar	11
12	Bed Prasad Pandey	11
13	Juddhabir Rana	11
15	Samip Rana	7
16	Muna B.K.	11

20	Tilak Gaha	5
21	Puja Pandey	5
22	Maya Singh Rana	5
23	Khum Bahdur Rana	9
27	Dhanju Palli Thapa	7
29	Premkala Rana	5
34	Kabita Jhendi	5
37	Chuni Rana	3
40	Durgadevi Thapa	7
42	Chandani Thapa	7
44	Sunita Pariyar	1
45	Niroj Thapa	5
47	Tul Bahadur Thapa	5
48	Nabin Rana	9
51	Anjana Jhendi	5
55	Pitambar Rana	3
59	Dipak Rana	1
60	Bijay Gaha	9
64	Nira Gaire	1
65	Bharat Bahadur Rana	3
66	Bhunisara Gaha	1
68	Santosh Thapa	5

Total		197
-------	--	-----

4. Post -Test Result (Group 'A' and 'B')

Group A (Experimental Group)	
R.N.	Marks
1	38
2	38
3	30
6	37
8	31
9	37
14	20
17	27
18	27
19	24
24	30
25	31
28	25
30	31
31	24
32	35
35	25

Group B (Usual Group)	
R.N.	Marks
4	35
5	21
7	27
10	25
11	15
12	21
13	22
15	17
16	24
20	21
21	11
22	14
23	21
27	26
29	19
34	15
37	19

36	20
38	23
39	30
43	31
46	30
49	26
50	24
53	22
54	27
57	30
61	32
67	20
Total	825

40	23
42	31
44	19
45	18
47	18
48	15
51	22
55	21
59	18
60	16
64	16
65	22
66	26
68	19
Total	639

5. Pre-Test and Post-Test Result of Group A and B as a Whole.

Group A (Experimental Group)			Group B (Usual Group)		
R.N.	Pre-test	Post-test	R	P	P
			.	r	o
			N	e	s
			.	-	t
				t	-
				e	t
				s	e
				t	s
				t	t
1	20	38	4	1	3
				3	7
2	22	38	5	1	2
				1	1
3	14	30	7	9	2
					7
6	6	37	1	7	2
			0		5
8	12	31	1	1	1
			1	1	5
9	10	37	1	1	2
			2	1	1
14	8	20	1	1	2
			3	1	2

17	4	27
18	4	27
19	4	24
24	2	30
25	4	31
28	8	25
30	4	31
31	2	24
32	4	35
35	4	25
36	10	20
38	6	23
39	4	30
43	6	31

1	7	1
5		7
1	1	2
6	1	4
2	5	2
0		1
2	5	1
1		1
2	5	1
2		4
2	9	2
3		1
2	7	2
7		6
2	5	1
9		9
3	5	1
4		5
3	3	1
7		9
4	7	2
0		3
4	7	3
2		1
4	1	1
4		9
4	5	1

			5		8
46	6	30	4	5	1
			7		8
49	4	26	4	9	1
			8		5
50	4	24	5	5	2
			1		2
53	4	22	5	3	2
			5		1
54	6	27	5	1	1
			9		8
57	2	30	6	9	1
			0		6
61	4	32	6	1	1
			4		6
67	4	20	6	3	2
			5		2
			6	1	2
			6		6
			6	5	1
			8		9
Total	196	825	T	1	6
			o	9	3
			t	7	9
			a		
			l		

APPENDIX IV

TEST-ITEM BASED TABLES OF PRE-TEST AND POST-TEST RESULTS.

1. The Result in Test Item 1

Full Marks: 10

Group A			
R.N.	Pre-t	Post-t	D
1	8	8	-
2	6	10	4
3	4	6	2
6	3	8	5
8	4	7	3
9	3	9	6
14	3	5	2
17	2	6	4
18	2	8	6
19	2	5	3

Group B			
R.N.	Pre-t	Post-t	D
4	3	7	4
5	4	4	-
7	2	5	3
10	2	5	3
11	3	6	3
12	4	4	-
13	1	5	4
15	2	3	1
16	4	5	1
20	1	4	3

24	1	6	5
25	2	6	4
28	2	5	3
30	1	4	3
31	1	5	4
32	1	8	7
35	2	6	4
36	2	5	3
38	1	5	4
39	2	6	4
43	2	7	5
46	1	6	5
49	2	5	3
50	2	5	3
53	2	5	3
54	2	7	5
57	1	8	7
61	2	7	5
67	1	1	-
TM	67	179	112
AM	2.31	6.17	3.86
D%			45.5

21	3	3	-
22	2	4	2
23	4	5	1
27	1	5	4
29	2	4	2
34	2	4	2
37	1	4	3
40	1	5	4
42	1	7	6
44	0	4	4
45	1	4	3
47	1	5	4
48	3	5	2
51	1	5	4
55	1	6	5
59	1	6	5
60	3	3	-
64	1	3	2
65	2	6	4
66	1	5	4
68	1	4	3
TM	59	145	85
AM	1.90	4.67	2.74
D%			41.70

2. The Result in Test Item 2

Full Marks: 10

Group A			
R.N.	Pre-t	Post-t	D
1	3	8	5
2	6	8	2
3	4	6	2
6	3	7	4
8	4	6	2
9	4	8	4
14	1	2	1
17	2	6	4
18	2	6	4
19	2	6	4
24	0	7	7
25	2	6	4
28	2	4	2
30	0	8	8
31	0	6	6
32	3	7	4
35	2	5	3
36	4	3	-1
38	3	4	1
39	2	6	4
43	2	7	5

Group B			
R.N.	Pre-t	Post-t	D
4	5	8	3
5	3	4	1
7	4	6	2
10	3	5	2
11	4	4	-
12	2	4	2
13	3	4	1
15	3	3	-
16	4	5	1
20	1	4	3
21	0	3	3
22	2	4	2
23	2	4	2
27	4	7	3
29	3	4	1
34	2	3	1
37	2	5	3
40	4	5	1
42	4	6	2
44	0	5	5
45	3	4	1

46	4	6	2
49	2	5	3
50	1	4	3
53	2	5	3
54	4	5	1
57	1	6	5
61	0	6	6
67	2	4	2
TM	67	167	100
AM	2.31	5.75	3.44
D%			42.67

47	4	4	-
48	2	1	-1
51	3	5	2
55	1	3	2
59	0	2	2
60	3	3	-
64	0	4	4
65	1	4	3
66	0	6	6
68	4	3	-1
TM	76	132	56
AM	2.45	4.25	1.80
D%			26.86

3. The Result in Test Item 3

Full Marks: 10

Group A			
R.N.	Pre-t	Post-t	D
1	6	8	2
2	2	8	6
3	2	6	4
6	0	8	8
8	3	6	3
9	0	8	8

Group B			
R.N.	Pre-t	Post-t	D
4	0	7	7
5	1	5	4
7	0	7	7
10	1	5	4
11	1	0	-1
12	2	5	3

14	2	5	3
17	0	6	6
18	0	5	5
19	0	5	5
24	1	6	5
25	0	8	8
28	0	5	5
30	1	8	7
31	1	5	4
32	0	7	7
35	0	6	6
36	1	5	4
38	1	5	4
39	0	6	6
43	0	6	6
46	1	6	5
49	0	5	5
50	0	6	6
53	0	4	4
54	0	6	6
57	0	6	6
61	1	8	7
67	1	5	4

13	2	4	2
15	1	6	5
16	1	5	4
20	0	4	4
21	0	2	2
22	0	4	4
23	1	5	4
27	2	5	3
29	0	5	5
34	1	3	2
37	0	5	5
40	2	5	3
42	2	6	4
44	0	4	4
45	0	3	3
47	0	3	3
48	2	3	1
51	0	5	5
55	0	5	5
59	0	5	5
60	2	3	1
64	0	3	3
65	0	4	4
66	0	6	6

TM	23	178	155
AM	0.79	6.13	5.34
D%			77.16

68	0	4	4
TM	21	136	115
AM	0.67	4.38	3.96
D%			78.41

4. The Result in Test Item 4

Full Marks: 10

Group A			
R.N.	Pre-t	Post-t	D
1	0	8	8
2	4	6	2
3	1	6	5
6	0	7	7
8	0	7	7
9	0	7	7
14	0	4	4
17	0	5	5
18	0	3	3
19	0	4	4
24	0	6	6
25	0	5	5
28	2	5	3
30	1	6	5
31	0	4	4

Group B			
R.N.	Pre-t	Post-t	D
4	1	7	6
5	1	4	3
7	1	5	4
10	0	6	6
11	0	2	2
12	1	4	3
13	3	5	2
15	0	3	3
16	1	4	3
20	1	5	4
21	0	1	1
22	0	1	1
23	0	4	4
27	0	5	5
29	0	3	3

32	0	7	7
35	0	5	5
36	0	3	3
38	0	5	5
39	0	7	7
43	0	5	5
46	0	6	6
49	0	6	6
50	0	5	5
53	0	4	4
54	0	6	6
57	0	5	5
61	0	5	5
67	0	5	5
TM	8	157	149
AM	0.27	5.41	5.13
D%			90.31

34	0	2	2
37	0	2	2
40	0	5	5
42	0	7	7
44	0	3	3
45	0	3	3
47	0	3	3
48	0	3	3
51	1	3	2
55	0	4	4
59	0	2	2
60	0	4	4
64	0	3	3
65	0	4	4
66	0	5	5
68	0	4	4
TM	10	116	106
AM	0.32	3.74	3.41
D%			83.99

5. The Result in Test Item 5

Full Marks: 10

Group A			
R.N.	Pre-t	Post-t	D

Group B			
R.N.	Pre-t	Post-t	D

1	3	6	3
2	4	6	2
3	3	6	3
6	0	7	7
8	1	5	4
9	3	5	2
14	2	4	2
17	0	4	4
18	0	5	5
19	0	4	4
24	0	5	5
25	0	6	6
28	2	6	4
30	1	5	4
31	0	4	4
32	0	6	6
35	0	3	3
36	3	4	1
38	1	4	3
39	0	5	5
43	2	6	4
46	0	6	6
49	0	5	5
50	1	4	3

4	4	6	2
5	2	4	2
7	2	4	2
10	1	4	3
11	3	4	1
12	2	4	2
13	2	4	2
15	1	2	1
16	1	5	4
20	2	4	2
21	2	2	-
22	1	1	-
23	2	3	1
27	0	4	4
29	0	3	3
34	0	3	3
37	0	3	3
40	0	3	3
42	0	3	3
44	1	5	4
45	1	3	2
47	0	4	4
48	2	3	1
51	0	3	3

53	0	4	4
54	0	4	4
57	0	5	5
61	1	6	5
67	0	5	5
TM	27	145	118
AM	0.93	5	4.06
D%			68.46

55	1	3	2
59	0	4	4
60	1	3	2
64	0	3	3
65	0	3	3
66	0	3	3
68	0	3	3
TM	31	106	75
AM	1	3.41	2.41
D%			54.64

APPENDIX V

TABLES OF STATISTICAL SIGNIFICANCE OF BOTH GROUPS' ACHIEVEMENTS

1. Calculation of Mean and Variance of First Test-Items

Group A						Group B					
S.N.	Pre-test	Post-test	\bar{x}	$x - \bar{x}$	$(x - \bar{x})^2$	S.N.	Pre-test	Post-test	\bar{y}	$y - \bar{y}$	$(y - \bar{y})^2$
1	8	8	0	-3.86	14.89	4	3	7	4	1.26	1.58
2	6	10	4	0.14	0.02	5	4	4	0	-2.74	7.50
3	4	6	2	-1.86	3.45	7	2	5	3	0.26	0.06
6	3	8	5	1.14	1.29	10	2	5	3	0.26	0.06
8	4	7	3	-0.86	0.74	11	3	6	3	0.26	0.06
9	3	9	6	2.14	4.57	12	4	4	0	-2.74	7.50
14	3	5	2	-1.86	3.45	13	1	5	4	1.26	1.58
17	3	6	3	-0.86	0.74	15	2	3	1	-1.74	3.02
18	2	8	6	2.14	4.57	16	4	5	1	-1.74	3.02
19	2	5	3	-0.86	0.74	20	1	4	3	0.26	0.06
24	1	6	5	1.14	1.29	21	3	3	0	-2.74	7.50
25	2	6	4	0.14	0.02	22	2	4	2	-0.74	0.54
28	2	5	3	-0.86	0.74	23	4	5	1	-1.74	3.02
30	1	4	3	-0.86	0.74	27	1	5	4	1.26	1.58
31	1	5	4	0.14	0.02	29	2	4	2	-0.74	0.54
32	1	8	7	3.14	9.85	34	2	4	2	-0.74	0.54
35	2	6	4	0.14	0.02	37	1	4	3	0.26	0.06
36	2	5	3	-0.86	0.74	40	1	5	4	1.26	1.58
38	1	5	4	0.14	0.02	42	1	7	6	3.26	10.62
39	2	6	4	0.14	0.02	44	0	4	4	1.26	1.58
43	2	7	5	1.14	1.29	45	1	4	3	0.26	0.06
46	1	6	5	1.14	1.29	47	1	5	4	1.26	1.58
49	2	5	3	-0.86	0.74	48	3	5	2	-0.74	0.54
50	2	5	3	-0.86	0.74	51	1	5	4	1.26	1.58
53	2	5	3	-0.86	0.74	55	1	6	5	2.26	5.10
54	2	7	5	1.14	1.29	59	1	6	5	2.26	5.10
57	1	8	7	3.14	9.85	60	3	3	0	-2.74	7.50
61	2	7	5	1.14	1.29	64	1	3	2	-0.74	0.54
67	1	1	0	-3.86	14.89	65	2	6	4	1.26	1.58
						66	1	5	4	1.26	1.58

					68	1	4		3	0.26	0.06
			$\sum x =$ 112		$\sum (x - \bar{x})^2 =$ 80.04				$\sum y =$ 85		$\sum (y - \bar{y})^2 =$ 77.22

$$\bar{x} = \frac{\sum x}{n} = \frac{112}{29} = 3.86$$

$$\bar{y} = \frac{\sum y}{n} = \frac{85}{31} = 2.74$$

$$s^2 = \frac{1}{n_1 + n_2 - 2} [\sum (x - \bar{x})^2 + \sum (y - \bar{y})^2] = \frac{1}{29 + 31 - 2} (80.04 + 77.22)$$

$$= \frac{157.26}{58}$$

$$= 2.71$$

2. Calculation of Mean and Variance of Second Test-Items

Group A						Group B					
S.N.	Pre-test	Post-test	x	$x - \bar{x}$	$(x - \bar{x})^2$	S.N.	Pre-test	Post-test	y	$y - \bar{y}$	$(y - \bar{y})^2$
1	3	8	5	1.56	2.43	4	5	8	3	1.2	1.44
2	6	8	2	-1.44	2.07	5	3	4	1	-0.8	0.64
3	4	6	2	-1.44	2.07	7	4	6	2	0.2	0.04
6	3	7	4	0.56	0.31	10	3	5	2	0.2	0.04
8	4	6	2	-1.44	2.07	11	4	4	0	-1.8	3.24
9	4	8	4	0.56	0.31	12	2	4	2	0.2	0.04
14	1	2	1	-2.44	5.95	13	3	4	1	-0.8	0.64
17	2	6	4	0.56	0.31	15	3	3	0	-1.8	3.24
18	2	6	4	0.56	0.31	16	4	5	1	-0.8	0.64
19	2	6	4	0.56	0.31	20	1	4	3	1.2	1.44
24	0	7	7	3.56	12.67	21	0	3	3	1.2	1.44
25	2	6	4	0.56	0.31	22	2	4	2	0.2	0.04
28	2	4	2	-1.44	2.07	23	2	4	2	0.2	0.04
30	0	8	8	4.56	20.79	27	4	7	3	1.2	1.44
31	0	6	6	2.56	6.55	29	3	4	1	-0.8	0.64
32	3	7	4	0.56	0.31	34	2	3	1	-0.8	0.64
35	3	5	2	-1.44	2.07	37	2	5	3	1.2	1.44
36	4	3	-1	-4.44	19.71	40	4	5	1	-0.8	0.64
38	3	4	1	-2.44	5.95	42	4	6	2	0.2	0.04
39	2	6	4	0.56	0.31	44	0	5	5	3.2	10.24
43	2	7	5	1.56	2.43	45	3	4	1	-0.8	0.64

46	4	6	2	-1.44	2.07	47	4	4	0	-1.8	3.24
49	2	5	3	-0.44	0.19	48	2	1	-1	-2.8	7.84
50	1	4	3	-0.44	0.19	51	3	5	2	0.2	0.04
53	2	5	3	-0.44	0.19	55	1	3	2	0.2	0.04
54	4	5	1	-2.44	5.95	59	0	2	2	0.2	0.04
57	1	6	5	1.56	2.43	60	3	3	0	-1.8	3.24
61	0	6	6	2.56	6.55	64	0	4	4	2.2	4.84
67	2	4	2	-1.44	2.07	65	1	4	3	1.2	1.44
						66	0	6	6	4.2	17.64
						68	4	3	-1	-2.8	7.84
			$\sum x =$ 1 0 0		$\sum (x - \bar{x})^2 =$ 108.9 5				$\sum y =$ 56		$\sum (y - \bar{y})^2 =$ 74.84

$$\bar{x} = \frac{\sum x}{n} = \frac{100}{29} = 3.44$$

$$\bar{y} = \frac{\sum y}{n} = \frac{56}{31} = 1.80$$

$$s^2 = \frac{1}{n_1 + n_2 - 2} [\sum (x - \bar{x})^2 + \sum (y - \bar{y})^2]$$

$$= \frac{1}{29 + 31 - 2} (108.95 + 74.84)$$

$$= \frac{183.79}{58}$$

$$= 3.16$$

3. Calculation of Mean and Variance of Third Test-Items

Group A						Group B					
S.N.	Pre-test	Post-test	x	$x - \bar{x}$	$(x - \bar{x})^2$	S.N.	Pre-test	Post-test	y	$y - \bar{y}$	$(y - \bar{y})^2$
1	6	8	2	-3.34	11.15	4	0	7	7	3.3	10.89
2	2	8	6	0.66	0.43	5	1	5	4	0.3	0.09
3	2	6	4	-1.34	1.79	7	0	7	7	3.3	10.89
6	0	8	8	2.66	7.07	10	1	5	4	0.3	0.09
8	3	6	3	-2.34	5.47	11	1	0	-1	-4.7	22.09
9	0	8	8	2.66	7.07	12	2	5	3	-0.7	0.49
14	2	5	3	-2.34	5.47	13	2	4	2	-1.7	2.89

17	0	6	6	0.66	0.43	15	1	6	5	1.3	1.69
18	0	5	5	-0.34	0.11	16	1	5	4	0.3	0.09
19	0	5	5	-0.34	0.11	20	0	4	4	0.3	0.09
24	1	6	5	-0.34	0.11	21	0	2	2	-1.7	2.89
25	0	8	8	2.66	7.07	22	0	4	4	0.3	0.09
28	0	5	5	-0.34	0.11	23	1	5	4	0.3	0.09
30	1	8	7	1.66	2.75	27	2	5	3	-0.7	0.49
31	1	5	4	-1.34	1.79	29	0	5	5	1.3	1.69
32	0	7	7	1.66	2.75	34	1	3	2	-1.7	2.89
35	0	6	6	0.66	0.43	37	0	5	5	1.3	1.69
36	1	5	4	-1.34	1.79	40	2	5	3	-0.7	0.49
38	1	6	5	-0.34	0.11	42	2	6	4	0.3	0.09
39	0	6	6	0.66	0.43	44	0	4	4	0.3	0.09
43	0	6	6	0.66	0.43	45	0	3	3	-0.7	0.49
46	1	6	5	-0.34	0.11	47	0	3	3	-0.7	0.49
49	0	5	5	-0.34	0.11	48	2	3	1	-2.7	7.29
50	0	6	6	0.66	0.43	51	0	5	5	1.3	1.69
53	0	4	4	-1.34	1.79	55	0	5	5	1.3	1.69
54	0	6	6	0.66	0.43	59	0	5	5	1.3	1.69
57	0	6	6	0.66	0.43	60	2	3	1	-2.7	7.29
61	1	8	7	1.66	2.75	64	0	3	3	-0.7	0.49
67	1	5	4	-1.34	1.79	65	0	4	4	0.3	0.09
						66	0	6	6	2.3	5.29
						68	0	4	4	0.3	0.09
			$\sum x =$ 1 5 5	$\sum (x - \bar{x})^2 =$ 64.71				$\sum y =$ 115		$\sum (y - \bar{y})^2 =$ 86.39	

$$\bar{x} = \frac{\sum x}{n} = \frac{155}{29} = 5.34$$

$$\bar{y} = \frac{\sum y}{n} = \frac{115}{31} = 3.70$$

$$s^2 = \frac{1}{n_1 + n_2 - 2} [\sum (x - \bar{x})^2 + \sum (y - \bar{y})^2]$$

$$= \frac{1}{29 + 31 - 2} (64.71 + 86.39)$$

$$= \frac{151.1}{58}$$

$$= 2.60$$

4. Calculation of Mean and Variance of Fourth Test-Items

Group A						Group B					
S.N.	Pre-test	Post-test	x	$x - \bar{x}$	$(x - \bar{x})^2$	S. N.	Pre-test	Post-test	y	$y - \bar{y}$	$(y - \bar{y})^2$
1	0	8	8	2.87	8.32	4	1	7	6	2.59	6.70
2	4	6	2	-3.13	9.79	5	1	4	3	-0.41	0.16
3	1	6	5	-0.13	0.01	7	1	5	4	0.59	0.34
6	0	7	7	1.87	3.49	10	0	6	6	2.59	6.70
8	0	7	7	1.87	3.49	11	0	2	2	-1.41	1.98
9	0	7	7	1.87	3.49	12	1	4	3	-0.41	0.16
14	0	4	4	-1.13	1.27	13	3	5	2	-1.41	1.98
17	0	5	5	-0.13	0.01	15	0	3	3	-0.41	0.16
18	0	3	3	-2.13	4.53	16	1	4	3	-0.41	0.16
19	0	4	4	-1.13	1.27	20	1	5	4	0.59	0.34
24	0	6	6	0.87	0.75	21	0	1	1	-2.41	5.80
25	0	5	5	-0.13	0.01	22	0	1	1	-2.41	5.80
28	2	5	3	-2.13	4.53	23	0	4	4	0.59	0.34
30	1	6	5	-0.13	0.01	27	0	5	5	1.59	2.52
31	0	4	4	-1.13	1.27	29	0	3	3	-0.41	0.16
32	0	7	7	1.87	3.49	34	0	2	2	-1.41	1.98
35	0	5	5	-0.13	0.01	37	0	2	2	-1.41	1.98
36	0	3	3	-2.13	4.53	40	0	5	5	1.59	2.52
38	0	5	5	-0.13	0.01	42	0	7	7	3.59	12.88
39	0	7	7	1.87	3.49	44	0	3	3	-0.41	0.16
43	0	5	5	-0.13	0.01	45	0	3	3	-0.41	0.16
46	0	6	6	0.87	0.75	47	0	3	3	-0.41	0.16
49	0	6	6	0.87	0.75	48	0	3	3	-0.41	0.16
50	0	6	6	0.87	0.75	51	1	3	2	-1.41	1.98
53	0	5	5	-0.13	0.01	55	0	4	4	0.59	0.34
54	0	4	4	-1.13	1.27	59	0	3	3	-0.41	0.16
57	0	5	5	-0.13	0.01	60	0	4	4	0.59	0.34
61	0	5	5	-0.13	0.01	64	0	5	5	1.59	2.52
67	0	5	5	-0.13	0.01	65	0	4	4	0.59	0.34

						66	0	5	5	1.59	2.52
						68	0	4	4	0.59	0.34
			$\sum x =$ 149		$\sum (x - \bar{x})^2 =$ 57.34				$\sum y =$ 106		$\sum (y - \bar{y})^2 =$ 61.84

$$\bar{x} = \frac{\sum x}{n} = \frac{149}{29} = 5.13$$

$$\bar{y} = \frac{\sum y}{n} = \frac{106}{31} = 3.41$$

$$s^2 = \frac{1}{n_1 + n_2 - 2} [\sum (x - \bar{x})^2 + \sum (y - \bar{y})^2]$$

$$= \frac{1}{29 + 31 - 2} (57.34 + 61.84)$$

$$= \frac{119.18}{58}$$

$$= 2.05$$

5. Calculation of Mean and Variance of Fifth Test-Items

Group A						Group B					
S.N.	Pre-test	Post-test	x	$x - \bar{x}$	$(x - \bar{x})^2$	S.N.	Pre-test	Post-test	y	$y - \bar{y}$	$(y - \bar{y})^2$
1	3	6	3	-1.06	1.12	4	4	6	2	-0.41	0.1681
2	4	6	2	-2.06	4.24	5	2	4	2	-0.41	0.1681
3	3	6	3	-1.06	1.12	7	2	4	2	-0.41	0.1681
6	0	7	7	2.94	8.64	10	1	4	3	0.59	0.3481
8	1	5	4	-0.06	0.003	11	3	4	1	-1.41	1.9881
9	3	5	2	-2.06	4.24	12	2	4	2	-0.41	0.1681
14	2	4	2	-2.06	4.24	13	2	4	2	-0.41	0.1681
17	0	4	4	-0.06	0.003	15	1	2	1	-1.41	1.9881
18	0	5	5	0.94	0.88	16	1	5	4	1.59	2.5281
19	0	4	4	-0.06	0.003	20	2	4	2	-0.41	0.1681
24	0	5	5	0.94	0.88	21	2	2	0	-2.41	5.8081
25	0	6	6	1.94	3.76	22	1	1	0	-2.41	5.8081
28	2	6	4	-0.06	0.003	23	2	3	1	-1.41	1.9881
30	1	5	4	-0.06	0.003	27	0	4	4	1.59	2.5281
31	0	4	4	-0.06	0.003	29	0	3	3	0.59	0.3481
32	0	6	6	1.94	3.76	34	0	3	3	0.59	0.3481

35	0	3	3	-1.06	1.12	37	0	3	3	0.59	0.
36	3	4	1	-3.06	9.36	40	0	3	3	0.59	0.
38	1	4	3	-1.06	1.12	42	0	3	3	0.59	0.
39	0	5	5	0.94	0.88	44	1	5	4	1.59	2.
43	2	6	4	-0.06	0.003	45	1	3	2	-0.41	0.
46	0	6	6	1.94	3.76	47	0	4	4	1.59	2.
49	0	5	5	0.94	0.88	48	2	3	1	-1.41	1.
50	1	4	3	-1.06	1.12	51	0	3	3	0.59	0.
53	0	4	4	-0.06	0.003	55	1	3	2	-0.41	0.
54	0	4	4	-0.06	0.003	59	0	4	4	1.59	2.
57	0	5	5	0.94	0.88	60	1	3	2	-0.41	0.
61	1	6	5	0.94	0.88	64	0	3	3	0.59	0.
67	0	5	5	0.94	0.88	65	0	3	3	0.59	0.
						66	0	3	3	0.59	0.
						68	0	3	3	0.59	0.
			$\sum x =$ 118		$\sum (x - \bar{x})^2$ =53.78				$\sum y =$ 75		\sum

$$\bar{x} = \frac{\sum x}{n} = \frac{118}{29} = 4.06$$

$$\bar{y} = \frac{\sum y}{n} = \frac{75}{31} = 2.41$$

$$s^2 = \frac{1}{n_1 + n_2 - 2} [\sum (x - \bar{x})^2 + \sum (y - \bar{y})^2]$$

$$= \frac{1}{29 + 31 - 2} (53.78 + 37.3)$$

$$= \frac{91.08}{58}$$

$$= 1.57$$

6. Calculation of Mean and Variance as a Whole

Group A						Group B					
S.N.	Pre-test	Post-test	x	$x - \bar{x}$	$(x - \bar{x})^2$	S.N.	Pre-test	Post-test	y	$y - \bar{y}$	$(y - \bar{y})^2$
1	20	38	18	-3.82	14.59	4	13	37	24	9.75	95.06
2	22	38	16	-5.82	33.87	5	11	21	10	-4.25	18.06

3	14	30	1 6	-5.82	33.87	7	9	27	18	3.75	14.06
6	6	37	3 1	9.18	84.27	10	7	25	18	3.75	18.06
8	12	31	1 9	-2.82	7.95	11	11	15	4	-10.25	105.06
9	10	37	2 7	5.18	26.83	12	11	21	10	-4.25	18.06
14	8	20	1 2	-9.82	96.43	13	11	22	11	-3.25	10.56
17	4	27	2 3	1.18	1.39	15	7	17	10	-4.25	18.06
18	4	27	2 3	1.18	1.39	16	11	24	13	-1.25	1.56
19	4	24	2 0	-1.82	3.31	20	5	21	16	1.75	3.06
24	2	30	2 8	6.18	38.19	21	5	11	6	-8.25	68.06
25	4	31	2 7	5.18	26.83	22	5	14	9	-5.25	27.56
28	8	25	1 7	-4.82	23.23	23	9	21	12	-2.25	5.06
30	4	31	2 7	5.18	26.83	27	7	26	19	4.75	22.56
31	2	24	2 2	0.18	0.03	29	5	19	14	-0.25	0.06
32	4	35	3 1	9.18	84.27	34	5	15	10	-4.25	18.06
35	4	25	2 1	-0.82	0.67	37	3	19	16	1.75	3.06
36	10	20	1 0	-11.82	139.71	40	7	23	16	1.75	3.06
38	6	23	1 7	-4.82	23.23	42	7	31	24	9.75	95.06
39	4	30	2 6	4.18	17.47	44	1	19	18	3.75	14.06
43	6	31	2 5	3.18	10.11	45	5	18	13	-1.25	1.56
46	6	30	2	2.18	4.75	47	5	18	13	-1.25	1.56

			4								
49	4	26	2	0.18	0.03	48	9	15	6	-8.25	68.06
			2								
50	4	24	2	-1.82	3.31	51	5	22	17	2.75	7.56
			0								
53	4	22	1	-3.82	14.59	55	3	21	18	3.75	14.06
			8								
54	6	27	2	-0.82	0.67	59	1	18	17	2.75	7.56
			1								
57	2	30	2	6.18	38.19	60	9	16	7	-7.28	52.99
			8								
61	4	32	2	6.18	38.19	64	1	16	15	0.72	0.51
			8								
67	4	20	1	-5.82	33.87	65	3	22	19	4.75	22.56
			6								
						66	1	26	25	10.75	115.56
						68	5	19	14	-0.25	0.06
			$\sum x =$	$\sum (x - \bar{x})^2$					$\sum y =$		$\sum (y -$
			6	=828.0					442		850.24
			3	7							
			3								

$$\bar{x} = \frac{\sum x}{n} = \frac{633}{29} = 21.82$$

$$\bar{y} = \frac{\sum y}{n} = \frac{442}{31} = 14.25$$

$$s^2 = \frac{1}{n_1 + n_2 - 2} [\sum (x - \bar{x})^2 + \sum (y - \bar{y})^2]$$

$$= \frac{1}{29 + 31 - 2} (828.07 + 850.24)$$

$$= \frac{1678.31}{58}$$

$$= 28.93$$