CHAPTER ONE

INTRODUCTION

The present research entitled as the effectiveness of transparency film in English language learning explores the current situation of the use of transparency film in the ELT outside and inside the classes and analysis the pros and cons of it. The introduction section of the thesis consists of the general background, a brief introduction to the computer assisted language learning, history of overhead projector , use of transparency film as an English language teaching tool, review of the related literature, objectives and the significance of the study.

1.1 General Background

This is the 21st century which is synonymous to the age of information technology. Information Technology (IT) , as defined by the Information Technology Association Of America (ITAA) is, the study of design, development, implementation, support or management of computer-based information system, particularly software application and computer hardware. It deals with the use of electronic computers and computer software to convert, store, protect process,, transmit and securely retrieve information. It is revolutionizing the way, in which we live or work. It is changing all aspects of our life and way of living. The digital revolution has given mankind the ability to treat information as a mathematical precision: to transmit is at very high accuracy and to manipulate it at will. Therefore, computers and communications are becoming integral parts of our life. Because of the development of the science and technology, even the inanimate things are getting into the act of transferring the communication from one corner of the world to the other. Whatever the means may be, language is used in it. Among the languages of the world English language is mostly used now-a-days since it is

an international language. So, teaching or learning the English language is a cry of the contemporary world.

Regarding the new technology of the 21st century Champelle (2001, p.1) says: As we enter the 21st century, everyday language is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguistics, particularly for those concerned with facets of second language education .

Since the present world is the world of information technology and the transparency film has been a boon now-a-days to accomplish every task rapidly and effectively. So, learning language, too, is strongly facilitated by the new technology.

A language is the set of signals by which we communicate. But this definition does not address the crux of the nature of human language. Language is not a single medium that can be used to communicate ideas, feelings and thoughts. There are several ways through which humans satisfy their communicative needs, for example: One can tap someone on the shoulders, wink, wave his/her hands and so on to fulfill his/her communicative goals (Aitchison, 1978, p.10). Moreover, the term body language, language of music, language of flowers, and so on can also be regarded as mediums of communication. So, it is essential to distinguish the term language from other terms that are nearly used like language. There have been made several attempts to define language to provide it with its own identity among other means of communication. One of the attempts is made by Hockett (1958). He defines language through a set of designed features. Out of those features, duality, creativity, patterning and structure dependence are the features that maximally distinguish human language from other systems of communication. There four features are rarely found in a work of Aitchison (1978) she defines language as

'the specialized sound signaling system which seems to be genetically programmed to develop in humans' (p.11). What we can say is that language is a genetically programmed system of communication made up of arbitrary vocal symbols.

Some linguistics also argues that language is species specific system of communication. But some linguists claim that human language does not differ in essence from animal communication, they differ in degree. Some linguists argue that nothing in animal kingdom even approximates to human language for flexibility, complexity, precision, productivity, and sheer quantity. Human have learnt to make infinite use of finite means (Todd, 1991, p.6).

1.1.1 Nature of Language

According to Generativists, language is the set of finite rules of symbols out of which the humans produce infinite number of sentences. Chomsky (1957, p.13) ,one of the generativists, says, "From now I will consider a language to be a set of sentences, each infinite in length and constructed out of a finite set of elements . If a language is the finite set of symbols, it certainly exists in finite number of components. The main concern of the linguists is to discover these. According to Todd (1991, p.7), the possible components of language can be as follows:

Language

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Morphology: meaningful combination of sounds

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Lexis: words

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Syntax: meaningful combination of words

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Semantics: meaning

To have the mastery over the language, human being able to produce an infinite number of sentences, and in addition, being able to decipher the infinity of language patterns produced by other users human possesses special quality. There lies two way processes while language is used. They are: production and reception of language patterns.

There two processes exploit all components of language (i.e. phonology, morphology, lexis syntax and semantics). Examining the way these components interact, linguists have developed sociolinguistics. Similarly, the way in which people teach and learn language have made the linguists discover the concept of applied linguistics, and the value of the study of language in the understanding the human mind caused to establish the foundation of psycholinguistics.

The discovery of these components of language keeps great value to producing the theories for language teaching and learning. Pure linguistics guides the concept of what needs to be taught, sociolinguistics guides language teaching process towards the concept of what needs to be taught, sociolinguistics guides language teaching process towards the concept of teaching language for social communication, and psycholinguistics suggests how and when a particular language item is to be taught. In this way, it can be said that language teaching and linguistics help each other in their fields of study.

1.1.2 Provision of the English Language in Nepal

The craze for learning English was esteemed in the Rana period. Slowly, it has been given high priority in the education system of Nepal. It is taught as a compulsory subject from grade one to bachelor level nowadays.

After the declaration of Republic of Nepal, the issue of mother tongue from various indigenous groups has been put forward, in which English is supposed to have less priority in the days to come. So, English has been critically viewed in the context of Nepal. Many people worry about what English means for the cultures. They see its teaching as from of cultural imperialism. They believe that English is being imposed to promote the English cultures and a language promoting colonialism. The future of English seems endangered not only in Nepal or in Nepalese political context, but also in other countries. For example, Graddol (1997) as cited in Harmer (2001) states that the fastest growing community in the USA is Hispanic. Most of the websites are being launched in other languages. These evidences show that English has uncertain future. In a nutshell, what can be said is that the future of the English language not only in Nepal but also in other countries seems to be insecure.

1.1.3 Computer and Technology in Language Teaching

Much of the early history of computers in language learning, in the 1980s and 1990s, was concerned with keeping abreast of technological change. Mainframe computers were at first seen as the taskmaster: a number of content courses, particularly in English grammar and computer science were provided by the PLATO system at many universities. Students mastered each individual topic, which consisted of presentation and practice in the form of test in solitary confinement in a large laboratory. However, the continual miniaturization of electronics has given us increasingly smaller, faster and more powerful desktop

computers. At the start of the 21st century multimedia has become virtually synonymous with computer with these changes, issue in computer assisted language learning (CALL) have also evolved from and early emphasis on how to use new technology to research in technology’ s effect on learning. According to Nunan and Carter (2001, p.107), Higgings and Johns (1984) framed the major debate of the 1980s and early 1990s over whether the computer was master or slave to the learning process: was the computer to be replacement for teachers, or merely on obedient servant to students?

Coincidental with the development of the multimedia personal computer were the change in our understanding of the teaching and learning of languages. According to Nunan and Carter (2001) communicative approaches (spawned by Krashen), content‑based learning (Contoni-Harvey 1987) and task based learning (Nunan 1989a, 1995b) are all enhanced by the computer. Technology enhanced language learning was given a huge theoretical boost when Papert (1993), creator of the computer language logo and others applied the principles of Dewey (1938) and Pieaget (1959) to use the computers. Constructivism involves the use of problem-solving during tasks and projects, rather than or in additional to direct instruction by the teacher. In call, this theory implies learning by using computer tools to explore stimulated worlds, to build presentations and websites that reflect on personally engaging and significant topics, and to undertake authentic communication with other learners around the world.

Human civilization is expanding its horizon with the development of new technologies. People are usually interested in the use of such advanced technologies and get benefit from them. Among the new technologies, transparency film is the one. And the use of transparency film in education is a global need now-a-days. In this context the use of transparency film in ELT is also

burning issue at present because by the use of it the ELT it can be made more effective, more interesting, and useful. Now-a-days, in many developed countries the use of mobile phone in the English language teaching has become very common. But in the developing countries like Nepal, where the new technology is yet to be expanded, the use of the transparency film in the ELT classes is a new thing and is rarely in use. Every new finding of the sciences and technology has its profound impact upon the human world. Such innovations in the field of science and technology have widened the area of knowledge and the ways of gaining it. Yet, each of such discoveries has its own bright and seamy sides.

The technology of the computer assisted language learning and especially the use of transparency film in the language teaching classes has obviously facilitated the learners to learn the language and the instructors to instruct language. However, it has some of its own loopholes too. The present researchers tried to dig out the pros and cons of the use of transparency film in the language teaching classes and analyze its impact on the learners.

The information age is changing the way we work. It is not just affecting the work place. Its influences are felt in our educational system too. Leon and Leon (1999,p.35) say that our educational system was developed more than a century ago to teach students the basic facts and survival skills they would need for jobs in industry and agriculture jobs they would probably hold for, their entire life. They call this model a factory model and give the following three reasons for this:

- It assumes that all students learn the same way and that all students learn the same things.
- The teachers' jobs are to pour facts into students, occasionally checking the level of knowledge in each student.

- Students are expected to work individually, absorb facts and to spend most of their time sitting quietly listening to the teacher.

Now with the invention of information technology, the world has changed and is changing by the day.

Regarding the computer assistance in English language learning, Tylor (1980) says computer assistance in English language learning means that the computer is to be used to instruct, to aid, to facilitate and to deliver learning material for the students (as cited in Subeih, 2001,p.68). Similarly, Lederman and Niles (2000) say it is a powerful tool since it puts demands on the students cognitive functioning. The computer is not perceived as an end tool but as a means to an end- the language learning process (as cited in Subieh, 2001, p.68).

1.1.4 Computer Assisted Language Learning

CALL stands for computer assisted language learning. According to Hardisty and Windealt (1989), CALL is not a universal panacea but simply another medium, powerful one, for promoting learning. It is the latest in the series of modern aids to language learning which began with the gramophone. It is the term most commonly used by the teachers and students to describe the use of computer as a part of language course.

It originated from CAI (Computer Assisted Instruction). The philosophy of CAI or call is that lesson should allow the learners to learn on their own using the structured and unstructured interactive lessons. These lessons carry two important features: bidirectional learning and individualized learning. CALL is not a method; it is a tool that helps teachers to facilitate language learning process. CALL can be used to reinforce what has been learned in the classrooms. It can be used as remedial work to help learners with limited language proficiency.

Some people may call it a courseware; an education computerized program. CALL is not software in the sense that is not an application program or a utility program (http://en.wikipedia.org./wiki computer assisted language learning retrieved on 15th June, 2008). So it is essential to distinguish between the concept of CALL and other software's. Since software like power point, internet, and word processing program do not provide interactive learning materials and individualized learning, they cannot be regarded as CALL. On the other hand, CALL is a tool that is designed to provide interactive learning materials; using CALL the student can learn language on their own going through the designed pattern of CALL. Well programmed interactive CALL lessons can provide feedbacks in terms of scores, guidelines, and customized lessons that are suitable for individual learners to move on. The design of CALL lessons must take into considerations some language pedagogical principles, which may be derived from learning theories (behaviorism; cognitive and constructivism) and second language learning such as Krashen's Monitor Theory.

Other may CALL an approach to teaching and learning foreign languages whereby the computer and computer based resources such as the internet are used to present reinforce and assess materials to be learned. Call can be made independent of the internet. It can stand alone, for example, in a CD ROM format. Depending on its design and objectives, it may include a substantial interactive element especially when call is integrated in web-based format. It may include the search for and the investigation of application in language teaching and learning. Except for self-study software, CALL is meant to supplement face to face language instruction, not replace it.

1.1.5 The Overhead Projector

The history of the overhead projector can be traced back to the 1940s when the first models were used by police for criminal profiles. In addition; the U.S Army also used them for military training and lectures. However, the modern overhead projector has its origins in the early 1960s.The device was invented by a young engineer named Roger Appledorn at firm named 3M.At first, the invention was a flop, but Appledorn and his colleagues took the initiative and reached out to businesses and teachers across the country in order to increase the sales of the product. By the 1960s and early '70s it was used by many business firms and classrooms.

The mechanics of the overhead projector work as such: The body of the overhead projector is a large box containing a bright lamp and fan which functions to cool the device. On the top of the box is a clear lens platform that light passes through in order to reach the lenses above the box. Hovering over the fan and box is a long neck with one or two mirror lenses. These lenses catch the light coming from the bottom of the device and project it toward a board or blank canvas resembling a flat map. Many recent models provide a doughnut size plastic wheel for adjusting the lenses of the projector for the preference of the user.

The use of the overhead projector in education has been a huge success. For instance, before class teachers lectures and notes can be prepared easier and thoroughly before a lesson. In addition, there have been many who believe that the overhead projector saves time and is easier to use than a chalkboard. For example, writing material on the chalkboard over a period of time tires the arm. However, the overhead projector is used in a similar fashion as a desk where the arm can rest when writing. Furthermore, the device allows the instructor to face the class, which helps facilitate classroom discussion and communication. The instructor can see

over the whole classroom while using the overhead projector. Also, when the transparency sheets are used after a lesson, or become cluttered, they can be quickly wiped of using a tissue or paper towel, unlike a chalkboard which has to be erased after use. During the 1980s to the 1990s, the overhead projector was one of the most useful technological devices in education. Now, like its predecessor before it, the chalkboard, it is slowly being phased out of educational institutions in favor of power point and other computer programs. There are important points about overhead projectors are given below in details:

- **Mechanism**

An overhead projector typically consists of a large box containing a very bright lamp and a fan to cool it. On top of the box is a large Fresnel lens that collimates the light. Above the box, typically on a long arm, is a mirror and lens that focuses and redirects the light forward instead of up.

Transparencies are placed on top of the lens for display. The light from the lamp travels through the transparency and into the mirror where it is shone forward onto a screen for display. The mirror allows both the presenter and the audience to see the image at the same time, the presenter looking down at the transparency as if writing, the audience looking forward at the screen. The height of the mirror can be adjusted, to both focus the image and to make the image larger or smaller depending on how close the projector is to the screen.

- **Focal Length Adjustment**

Better quality overhead projectors offer an adjustment wheel or screw on the body of the projector, to move the lamp towards or away from the Fresnel lens. When the mirror above the lens is moved too high or too low, it moves out of the best focal distance for an evenly white image, resulting in a projected image with

either blue or brown color fringing around the outside edge of the screen. Turning the adjustment wheel moves the lamp to correct the focal distance and restores the all-white projected image.

- **Illumination**

The lamp technology of an overhead projector is typically very simple compared to a modern LCD or DLP video projector. Most overheads use an extremely high power halogen lamp that may consume upto 750 watts yet produces a fairly dim, yellowed image. A high-flow blower is required to keep the bulb from melting itself due to the heat output. Further, the intense heat usually causes the halogen lamp to fail quickly, often lasting less than 100 hours before failing and requiring replacement. A modern LCD or DLP uses an arc lamp which has a higher luminous efficacy and lasts for thousands of hours. A negative to LCD/DLP technology is the warm up time required for arc lamps.

Older overhead projectors used a tubular quartz lamp body containing the filament only, which mounted above a bowl-shaped polished reflector. However because the lamp was suspended above and outside the reflector, a large amount of light was cast to the sides inside the projector body that was wasted and required a very large lamp for sufficient screen illumination. More recent projectors use an integrated lamp and conical reflector assembly that allows the lamp to be located deep within the reflector so that more light is focused towards the Fresnel lens, allowing for a lower-power lamp.

The most recent innovation for overhead projectors with integrated lamps/reflectors is the quick-swap dual lamp control, allowing two lamps to be installed in the projector in movable sockets. If one lamp fails during a presentation, the presenter can merely move a lever to slide the spare into position

and continue with the presentation, without needing to open the projection unit or waiting for the failed bulb to cool before replacing it.

History

The first overhead projector was used for police identification work. It used a cell phone roll over a 9- inch stage allowing facial characteristics to be rolled across the stage. The US Army in 1945 was the first to use it in quantity for training as World War II wound down. It began to be widely used in schools and businesses in the late 1950s and early 1960s.

A major manufacturer of overhead projectors in this early period was the company 3M. As the demand for projectors grew, Buhl Industries was founded in 1953, and became the leading US contributor for several optical refinements for the overhead projector and its projection lens. In 1957, the United States' first federal aid to education program stimulated overhead sales which remained high up to the late 1990s and into the 21st century.

Use in Education

The overhead projector facilitates an easy low cost interactive environment for educators. Teaching materials can be pre-printed on plastic sheets, upon which the educator can directly write using a no-permanent, washable color marking pen. This saves time, since the transparency can be pre-printed and used repetitively, rather than having materials written manually before each class.

The overhead is typically placed at a comfortable writing height for the educator and allows the educator to face the class, facilitating better communication between the students and teacher. The enlarging features of the projector allow the educator to write in a comfortable small script in a natural writing position rather

than writing in an overly large script on a blackboard and having to constantly hold his arm out in midair to write on blackboard.

When the transparency sheet is full of written or drawn material, it can simply be replaced with a new, fresh sheet with more pre-printed material, again saving class time Vs a blackboard that would need to be erased and teaching materials rewritten by the educator. Following the class period, the transparencies are easily restored to their original unused state by washing off with soap and water.

- **LCD Overhead Displays**

In the early 1980s- 1990s, overhead projectors were used as part of a classroom computer display/projection system. A liquid-crystal panel mounted in a plastic frame was placed on top of the overhead projector and connected to the video output of the computer, often splitting off the normal monitor output. A cooling fan in the frame of the LCD panel would blow cooling air across the LCD to prevent overheating that would fog the image.

The first of these LCD panels were monochrome-only and could display NTSC video output such as from an Apple II computer or VCR. In the late 1980s color models became available, capable of thousands of colors (16 -bit color), for the color Macintosh and VGA PCs. The displays were never particularly fast to refresh or update, resulting in the smearing of fast moving images, but it was acceptable when nothing else was available.

The Do-It-Yourself community has started using this idea to make low-cost home theater projectors. By removing the casing and blacklight assembly of a common LCD monitor, one can use the exposed LCD screen in conjunction with the overhead projector to project the contents of the LCD screen to the wall at a much lower cost than with standard LCD projectors. Due to the mirroring of the image in

the head of the overhead projector, the image on the wall is re-flipped to where it would be if one was looking at the LCD screen normally.

丿 Decline in Use

Overhead projectors were once a common fixture in most classrooms and business conference rooms, but today are slowly being replaced by document cameras, dedicated computer projection systems and interactive whiteboards. Such systems allow users to make animated, interactive presentations with movement and video, typically using software like Microsoft power point.

The primary reason for this gradual replacement is the deeply ingrained use of computing technology in modern society and the inability of overheads to easily support the features that modern users demand. While an overhead can display static images fairly well, it performs poorly at displaying moving images. The LCD video display panels that were once used have fallen out of favor due to the limited resolution available and relatively dim, fuzzy image produced by the overhead.

The standards of users have also increased, so that a dim fuzzy overhead projection that is too bright in the center and too dim around the edges is no longer acceptable. The optical focus, linearity, brightness and clarity of an overhead generally cannot match that of a video projector primarily due to the plastic Fresnel lens, which can only approximate what would normally be an extremely large and heavy glass lens.

Video projectors utilize extremely small picture generation mechanisms, allowing for precision optics that far exceeds the plastic Fresnel lens’ optical performance. They also include additional optics that eliminates the hotspot in the centre of the

screen directly above the light source, so that the brightness is uniform everywhere on the projection screen.

Critics feel that there are some downsides as these technologies are more prone to failure and have a much steeper learning curve for the user than a standard overhead projector. While a computer projection system eliminates the need to create hard copy transparencies (which can be quite expensive, particularly if made in color) of the slide show presentation, many presenters make both in case the computer hardware fails. Furthermore, the overhead projector allows a more direct interaction through live writing on the transparency.

1.1.6 Transparency Film

Transparency film is a type of overhead projector which offers unprecedented possibilities in the field of English Language Teaching (ELT).Transparency film assisted ELT can enhance teachers effectiveness and facilities their works. Transparency film is one of the most commonly used methods that teachers use to convey complex information. This type of film allows the teachers to overlap information and show diagram and notes better than writing on the board. The transparency also allows for quicker page changes than using the traditional black board so more information can be shown in this manner.

A transparency, also known in industrial settings as a view foil, is a thin sheet of transparent flexible material, typically cellulose acetate, onto which figures can be drawn. These are then placed on an overhead projector for display to an audience. Many companies and small organizations use a system of projectors and transparencies in meetings and other groupings of people, though this system is being largely replaced by LCD projectors and interactive whiteboards.

丿 Creation of Transparency Film

Transparency film can be created in two ways. First, a laser printed can be connected to a computer, which is loaded with a cartridge of cellulose acetate sheets. An image or document is then created within the computer, though images are prevalent due to text being illegible at certain distances from a projection, and then formatted to be printed. From there, the printer is engaged and the document printed onto the sheet of acetate. Some people prefer to test the transparency before sending it out to the person requesting it.

Secondly, some black and white or color copiers are able to print onto, or can be configured to handle, acetate sheets. These are usually toner-based copying machines, as inkjet-based technology is not yet capable of printing on acetate sheets. A person may place a document or a book on the surface of the copying machine and make one or several copies onto acetate, if there are simultaneous meetings or if another company or organization wants a copy.

- **The Use of Transparency Film**

The transparency film is a tool which offers unprecedented possibilities in the field of English language teaching (ELT). Transparency film assisted ELT can enhance teachers' effectiveness and facilities their work. It also increases students' independence, motivation and provides a real atmosphere for learning the language. Provided links lead to multimedia supported materials and additional information which allows expanding activities in the direction of students' interest. The links also enable communication and create many opportunities in learning the language. Students use the mobile phone to communicate sending e-mail messages and participating in news boards, discussion groups and keeping in touch with newspapers editors. They use computers for interactive group work

involving problem solving and simulations. Consequently, mobile phone assisted ELT fosters the students' independence, helps them become more successful in school, and enhances their critical thinking skills by allowing to judge the value of the information they find. As a result, students engage in learning for its own sake in which they find pleasure and satisfaction too. As mobile phone is a way to have worldwide connection, the mobile phone based ELT encourages and enables the cross-cultural interaction among the students from the different corners of the world which definitely helps in widening the area of knowledge along with the learning of language. Such learning has its own unique nature and significance in a present globalized world from which students can have a good approach all over the world in a new manner.

Among the different tools of teaching language in the ELT classes, transparency film is also one. By the use of it, the teachers can have a good access to the sources of teaching and the students can be taught online.

Transparency films have proven to be beneficial to language learners in both developed and developing countries around the world. However they do not seem to have been exploited for language learning in Nepal although they have already been used for other purposes and their use is rapidly growing. This article proposes a number of ways that overhead projectors, particularly, transparency film can be deployed for language learning and teacher professional development. A number of potential challenges are also discussed.

Use for transparencies is a varied as the organizations that use them.

Certain classes, such as those associated with mathematics or history, used transparencies to illustrate a point or problem. Math classes in particular use a roll of acetate to illustrate sufficiently long problems and to create illustrations a computer cannot, due to a lack of math symbols on a standard computer keyboard.

This problem is typically limited to high school and college level mathematics, because of the inclusion of algebra and calculus courses, respectively. In recent years, more and more colleges are switching to digital projectors and power point presentations.

1.2 Review of the Related Literature

A significance interest of early CALL studies as the comparison of computer enhanced classes with traditional or conventional classes. However, comparable research variables are difficult to establish since the kind of activities students carry out in the computer environment may be very different from those in conventional classes.

Another area of interest is comparing computer use with other technologies e.g., computer based listening activities and audio taped language materials in a traditional language lab. In this case, the result became unexpected. The both groups scored about the same on the post-test, with no statically significant differences. Similarly, some researchers have examined on how computer enhances the instructed acquisition, for example, Collentine (2000) observed how computer enhances the acquisition of grammar structures. Apart from the globally attested researches, I encountered another research in the context of Nepal. It is the effectiveness of using computer in teaching vocabulary. It has been carried out by Adhikari (2007) in the Department Of English Education. He aims at finding the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. The tools for data collection had been prepared on the basis of our English grade nine prescribed in high school curriculum. The total number of participants of his study was twenty four. These participants were classified into two groups namely controlled and experimental on the basis of odd and even number of their scores on pre-test. He concludes his research work

stating that using computer in teaching vocabulary was a significantly effective way of presenting new vocabulary items in EFL classroom.

This study claims that the present topic which is going to be studied is new and there is no more detailed study. Many researchers have already carried out their researches and have written books on the use of technology in language learning and among of them, I will review a few of the research works in my access.

Bryant (2000, as cited in Subieh 2001, p.67) notes:

In the USA, 95% of educational institutions and 72% of classrooms have internet connections[……..] 86 percent of educators use the internet for mail or for finding curricular material while only 66% of them use the net to enhance their instruction and students' learning. Moreover, only 33% of them use the internet for student research purpose and 16% of them use the medium for lesson planning.

Internet is a worldwide network in which typically all computers in the institutions or campuses, cyber cafes and homes are connected to each other. It is thus possible to share files among the users. This creates imminence possibilities for collaborative language learning (cited in Kroonenberg, 1995 http:liteslj.org).

Bryant (2000, as cited in Subeih 2001, p.67) notes that in the USA, 95% of the education institutions and 72% of classrooms have internet connections.

Similarly, John and Cash (1995, as cited in Shanmuganathan, 2001, p. 6) found that an adult improved his German via e‑mail exchange with a native. The adult would first store all new vocabularies and phrases from the e-mail, and when he wanted to write he would review the past messages. From this example, we can claim that the use of mobile phone in teaching language in formal classroom as well as outside, the teaching ‑learning activity of the English language becomes really beneficial.

According to Fuller (2000), the National Center Of Education Statistics (1997) reported that in 1992, less than 41.3% of study did not use a computer weekly and that more than half of those who did use the computer at all that year used it to play games or practice computer literacy skills. (As cited in Subieh 2001, p.66).

Likewise Aasheal Al-Salem (2007) in his article entitled the internet in English language teaching: advantages, disadvantages and its application in the English teaching process claims that internet is the greatest boon to English teaching.[⋯]. It provides a variety of materials that meets individual student abilities and address individual student goals, leading to purposeful, constructivist learning.

Luitel (2007) made a research study on language study on SMS. He represented the comparative analysis of the characteristics of English used on SMS. The comparison has done in syntactic structures, mechanism of writing, abbreviation non-linguistic sign, numerals, code mixing and formality of language. He has found that there is maximum use of self-created abbreviation in the language use on SMS.

Adhikari (2008) conducted research on effectiveness of using computer in teaching vocabulary. He aims at finding the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. He prepared the tools for data collection on the basis of our English grade nine prescribed for high school curriculum. He selected 24 students for his study. These students are classified into two groups namely controlled and experimental on the basis of odd and even number of their scores on pre-test. He concludes his research work stating that using computer in teaching vocabulary as a significantly effective way of presenting new vocabulary items in EFL classroom.

Khanal (2008) conducted research on attitudes of higher secondary teachers towards the use of computer and the internet. The study was carried out to study to

the attitudes of higher secondary English language teachers of Kathmandu valley and their perception on the personal characteristics, relative computer and internet advantages, cultural perception, computer competence and the availability of computer and the internet. He has concluded his study with the finding that majority of the teachers have positive attitudes towards the computer and the internet. Although less than 25% English teachers of higher secondary schools in Kathmandu valley are still away from computer and the positive attitudes towards the use of them in curriculum activities. All teachers are interested to increase the computer and the internet access in the future.

Paneru (2009) conducted research on use of computer for teaching English grammar. The objectives of his study were to find out the effectiveness of the use of computer in the teaching of grammatical items such as: i) reported speech ii)tense iii) conditional clauses iv) subject verb agreement v) relative clauses vi) use of neither and so vii) use of modal verbs viii) use of like and prefer verbs. The class tests were given to the help of computer. He concludes his study saying that teaching grammar using computer was more fruitful than teaching it without.

Gohiwar (2009) carried out research on effectiveness of using power point in teaching English tense. He aims to find out the effectiveness of using power point in teaching English tenses in case of secondary level students in a private English boarding school in Kathmandu valley. For this purpose, he analyzed and interpreted time-on-tasks in daily classroom teaching, pre-test, post-test and progressive tests as well. He used both primary and secondary sources of data. The primary data as elicited from the 40 students of grade 9 of Milan VidyaMandir, Anamnagar by administering time-on-tasks, pre-test, post-test and progressive tests. The secondary sources of data he used were Midas CD-ROM, Ratansagar CD-ROM, Burns (1999) and grade 8 and 9 English tenses is an

effective way of presenting them in the classroom in the case of 9th graders of Milan VidyaMandir School, Anamnagar.

Adhikari (2008) carried out experimental research whereas Paneru (2009) and Gohiwar (2009) carried out an action research. They aimed to find out the effectiveness of using computer in teaching vocabulary, effectiveness of using computer in teaching English grammar, effectiveness of power point in teaching English terms respectively. They did not touch the area of mobile phones. So my research is different from them. Though Khanal's (2008) study has touched the area of mobile phones but he has studied the attitudes of higher secondary teachers towards the use of computer and internet. None of the studies touched the area regarding the impact of internet on language learners in ELT. Therefore, my study is different from others.

1.3 Objectives of the Study

The objectives of the present research was as follows:

(a) To find out the role of the use of transparency film in ELT.

(b) To list out some pedagogical implications.

1.4 Significance of the Study

As the present era, world has been narrowed down due to the availability of modern technology connection from one part of the world to any other corner of it, the importance of transparency film is indescribable. Due to the modern technology, the world has been changed into a global village. So, such innovative technology cannot be ignored in teaching and learning a language and especially the English language. Therefore, the present study that is aimed to find out the impact of the use of overhead projector in English language learning has its great significance and relevance. The research work that will carefully analyze the

impact of the use of transparency film will be useful to the language teacher to get knowledge about the subject and use it to encourage his/her students. It will also be useful to the course designers and inspire them to make the right use of the new technology in the education system. Similarly, regarding the significance of this study, I support Linder (2004) who says “I hope that all practicing classroom English teachers, especially those in less-than-ideal teaching situations, will feel more encouraged to use the transparency film in their teaching (p.16)

CHAPTER TWO

METHODOLOGY

I adopted the following tools, techniques and procedure to gather the required Data for the study

2.1 Sources of Data

I used both primary and secondary sources for data collection.

2.1.1 Primary Sources of Data

The primary source of data of this study was the students of grade 9 of Janaki School, Janakpur. Forty students were selected for my experiment.Students were observed through pre-test, progressive tests and post test.

2.1.2 Secondary Sources of Data

The secondary sources of data was different textbooks, especially Davis (1982), Butler (1985), Nunan (1992), Leon and Leon (1999), Dudeney (2000), Chapelle (2001), Kumar (2005), Best and Khan (2006), Sealey (2010), Bitcherner (2010), and various journals and articles, (published NELTA) research studies and transparency film and other related materials.

2.2 Population of the Study

The total population of this study was the students of grade 9 of Janaki School, Janakpur. I selected 40 students for my experiment. I observed them through pre-test, progressive tests and post-test.

2.3 Sampling Procedure

I used the action research in this study. I administered pretest, progressive test and post test. This design was enable me to find out the extent to which the students of

English use of transparency film as language learning tool and find out the impact of the use of transparency film. To meet the need of required population for the study, Janaki School, Janakpur was selected using purposive sampling and forty students were selected from grade 9 of the same school. 20 students for control group and 20 students for experimental group were selected and were given questionnaire will be observed at different ways.

2.4 Tools for Data Collection

The tools I used to elicit the data include pre-test, progressive test and post-test. The pre-test and post test consisted of the same items whereas progressive tests consisted of the test items related to how lessons would be in progress. Regarding marking scheme, a test item was used. (See appendix 1, 2, 3).

2.5 Process of Data Collection

I collected the data by using the following procedure:

- At first, I visited the concerned authority and asked permission to carry out the research.
- I visited the school's head and established rapport with him explaining the purpose of my study. Additionally, I asked the concerned authority about the availability of using multimedia equipment in the school.
- After that I met the subject teacher and asked for the permission to teach the students of 9^{th} grade for a month.
- In collaboration with the subject head and subject teacher, I got the period fixed for carrying out the experimental teaching.
- After fixing the time period, I met the 9 graders of the school to inform them as to how and for what purpose I taught them English.

- I consulted the record keeping desk to receive the name list or the students. Then I met the academic head to manage the overhead projector.
- To determine the productive and receptive skill of the students regarding some lesson at the beginning, a written test would be administered..
- After analyzing the scores of the students on the pre-test, I started teaching English using transparency film. At the end of classroom teaching, I got would show me the further way to proceed.
- I administered the three progressive tests in the interval of 8 days each .
- Then I administered the post-test to assess the effectiveness of using transparency film in teaching English language.

2.6 Limitations of the Study

This study will have the following limitations:

- This study was limited to the students of Janaki School, Janakpur in English.
- This study was limited to only 2 groups of students of grade 9.
- Questionnaire and electronic materials were the only tools used for data collection.
- This study was limited to only progressive test, pre-test and post-test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. Here, I have presented how I taught the classes for 26 days in grade nine using transparency film. I faced many problems when I started to collect data. One of the main problems is ethical: they (students) had morally believed that teaching style of our teachers is good; but I started teaching grammar using transparency film. Next language problem: they felt sometimes difficult to understand English language. Then test problem: they had fear of the test; they were not interested to have any test. Another problem:I found was that they were not behaving as disciplined students with me; but I maintained good relation with them in the course of teaching.

The research was conducted on 40 students of Shree Janki School, Janakpur, Dhanusha. Data collection was initiated in accordance with the objectives of the research, i.e. to find out the effectiveness of transparency film in teaching grammar and to provide some pedagogical implications of the study. In this study, initially I administered pre-test to know the students' proficiency level. Then, I taught them about grammar through transparency film.

I took three progressive tests in the interval of seven days each to assess their progress. Finally, a post-test was administered to find out the effectiveness of transparency film in teaching grammar. For this purpose, I tabulated and analyzed the data in the following order.

3.1 Comparative Analysis of the Test Scores

In this analysis, the students' average scores of different tests are analyzed comparatively below:

3.1.1 Comparative Analysis of Pre-Test and Post-Test.

In this comparison the score of the pre-test and post-test are analyzed and compared. The comparison of the scores of both tools is clearly shown in the table below.

Table No. 1

Comparative Analysis of pre-test and post-test

Test	No. of students	Total marks	Obtained marks	Percentage %	Increased marks	Increased %
Pre-test	40	2000	957	47.85	-	-
Post-test	40	2000	1657	82.85	700	35.00

The above table shows that the total score of the pre-test was 957 i.e. 47.85% and the total score of post-test was 1657 i.e. 82.85%. Thus, the score in progressive test- I is increased by 700 or 35%. The percentage of the post-test was increased very high than the pre-test. So, the difference of the percentage between two tests proven that students' proficiency on grammar was developed through transparency film.

3.1.2 Comparative Analysis of Pre-Test and Progressive Test-I

The score of pre-test is analyzed and compared with the scores of progressive test-I which is shown in the following table.

Table No. 2

Comparative Analysis of Pre-Test and Progressive Test-I

Test	No. of students	Total marks	Obtained marks	Percentage %	Increased marks	Increased %
Pre-test	40	2000	957	47.85	-	-
Progressive test	40	400	243	60.75	-	12.90

The total marks of the pre-test was 957 i.e. 47.85% and the total marks of the progressive test-I was 243 i.e. 60.75. Similarly, the increased percentage of progressive test-I was 12.90% which is clearly shown in the above table.

Thus, the difference between the percentages of the two tests proved that students' proficiency on grammar was developed through transparency film.

3.1.3 Comparative Analysis of Progressive Tests-I and Progressive test -II

In this comparison, the scores of the progressive test-I and progressive test-II were analyzed and compared. The comparison of the scores of both tests clearly shown in the table below:

Table No. 3

Comparative Analysis of Progressive Tests-I and Progressive Test -II

Test	No. of students	Total marks	Obtained marks	Percentage %	Increased marks	Increased %
Progressive Test-I	40	400	243	60.75	-	-
Progressive Test-II	40	400	252.5	63.12	9.5	2.37

The total marks of progressive test-I was 243 i.e. 60.75% and the total marks of the progressive test-II was 252.5 i.e. 63.12%. Similarly, the increased percentage of progressive test-I was 2.37% which is clearly shown in the above table.

Thus, the difference between the percentages of the two tests proved that students' proficiency on grammar was developed through transparency film.

3.1.4 Comparative Analysis of Progressive Test-II and Progressive Test-III

The score of the progressive test-I is also analyzed and compared with the score of the progressive test-iii which is shown in the following table:

Table No. 4

Comparative Analysis of Progressive Test-II and Progressive Test-III

Test	No. of students	Total marks	Obtained marks	Percentage %	Increased marks	Increased %
Progressive Test-ii	40	400	252.5	63.12	-	-
Progressive Test-iii	40	400	315.5	78.87	63.0	15.75

The above table shows that the total marks of progressive test-II was 252.5 i.e. 63.12% and the total marks of the progressive test-III was 315.5 i.e. 78.87%. Similarly, the increased percentage of progressive test-III was 15.75% which is clearly shown in the above table.

Thus, the difference between the percentages of the two tests proved that students' proficiency on grammar was developed through transparency film.

3.1.5 Comparative Analysis of Progressive Test-III and Post-Test

In this comparison, the score of the progressive test-III and post-test and the post-test are interpreted and compared. The comparison of the scores of both the tests is shown in the table below:

Table No. 5

Comparative Analysis of Progressive Test-III and Post-Test

Test	No. of students	Total marks	Obtained marks	Percentage %	Increased marks	Increased %
Progressive Test-III	**40**	**400**	**315.5**	**78.87**	**-**	**-**
Post-test	**40**	**2000**	**1657**	**82.85**	**-**	**3.98**

The above table shows that total obtained marks of the progressive test-III was 315.5 or 78.87% and the total obtained marks of the post-test was 1657 or 82.85%.

Thus, there is a vast difference between the score of progressive test-III and the post-test. So, the differences of the percentage between two tests proved that students' proficiency on grammar was developed through transparency film.

3.2 Analysis and Interpretation of Pre-Test, Progressive test and Post-Test:

This section comprises the analysis of the scores of the students on the pre-test, progressive test and post-test in question.

3.2.1 Analysis of the Scores on the Pre-Test

Before I taught using transparency film, I administered a set of items as the pre-test to determine the students' initial proficiency level on tense. The scores of the students on the pre-test were as follow:

Table No. 6

Scores Obtained from the Pre-Test

S.N	F.M	Marks Obtained	Percentage %	No. of students	Percentage %
1	50	30	60	2	5
2	50	29	58	2	5
3	50	28	56	3	7.5
4	50	27	54	2	5
5	50	26	52	2	5
6	50	25	50	3	7.5
7	50	24	48	3	7.5
8	50	23	46	8	20
9	50	22	44	8	20
10	50	21	42	2	5
11	50	20	40	5	12.5
Total	2000	957	47.85	40	100

(Average scores: 23.93)

As the above table shows 5% of the students have scored 30 marks which is the highest score on the pre-test, and 12.5% of the students have obtained 20 marks, which is the lowest score on the pre-test. Around 33% of the students were above the average score and 67% of the students were below it. This result clearly shows that the students have varied proficiency on grammar.

3.2.2 Analysis of the Score on the Progressive Tests

Progressive tests are administered to find out students' progress. In my research, I have carried out three progressive tests in the interval of seven days.

(a) Progressive Test-I

After observing the pre-test scores of the students, I found that their scores were distributed around the average score of 23.93 (out of the 50 as full marks). In the interval of 7 days, I administered the progressive test-I that is as follows:

Table No. 7

Scores Obtained from the Progressive Test-I

S.N	F.M	Marks Obtained	Percentage %	No. of students	Percentage
1	10	7.5	75	10	25
2	10	7	70	4	10
3	10	6.5	65	6	15
4	10	6	60	3	7.5
5	10	5.5	55	6	15
6	10	5	50	3	7.5
7	10	4.5	45	6	15
8	10	4	40	2	5
Total	400	243	60.75	40	100

Average score: 6.075

As the table shows, 25% of the students have scored 7.5 marks, which is the highest score on the progressive -I test. And 5% of the students obtained 4marks (out of the 10) which is the lowest score on this test. Around 53% of the students were above the average whereas 47% of the students were below average in the progressive test-I. This result clearly shows that the students have progressed in grammar using transparency film.

(b) Progressive Test-II

After taking the progressive test-I at the interval of seven days again I administered progressive test-II to determine the students' progress in grammar by using transparency film. The scores of the progressive test-II are as follows:

Table No. 8

Scores Obtained from Progressive Test-II

S.N	F.M	Marks Obtained	Percentage %	No. of students	Percentage %
1	10	7.5	75	10	25
2	10	7	70	8	20
3	10	6.5	65	6	15
4	10	6	60	4	10
5	10	5.5	55	4	10
6	10	5	50	3	7.5
7	10	4.5	45	3	7.5
8	10	4	40	2	5
Total	400	252.5	63.125	40	100

(Average scores: 6.31)

As the table shows 25% of the students have scored 7.5 (out of the 100%) on the progressive test-II. And 5% of the students obtained 4 marks i.e. 4o% (out of the 10 full marks or 100%), which is the lowest score on this test. Around 63% of the students were above the average score whereas 37% of the students were below in the progressive test-II. The students have again shown the remarkable progress in grammar by using transparency film.

(c) Progressive Test-III

After analyzing the scores of progressive test-II, I taught again 7 days in total (20 days), a progressive test-III was taken. The scores of progressive test-III are as follows:

Table No. 9

Individual Scores on Progressive Test-III

S.N	F.M	Marks Obtained	Percentage %	No. of students	Percentage %
1	10	9	90	10	25
2	10	8.5	85	8	20
3	10	8	80	7	17.5
4	10	7.5	75	5	12.5
5	10	7	70	4	10
6	10	6.5	65	2	5
7	10	6	60	2	5
8	10	5.5	55	2	5
Total	400	315.5	78.875	40	100

(Average score: 7.89)

As the table shows, 25% of the students have scored 9 out of 10 full marks, which is the highest score on the progressive test-III. And 5% of the students obtained 5.5 marks, which is the lowest score on the progressive test-III. Around 67% of the students were above the average score but 33% of the students obtained below the average score. The distribution of the score on this test continued to be similar to the previous one. The progress of the students have shown the changed the situation in the classroom. It again shows that the use of transparency film really has effective role in teaching grammar.

3.2.3 Analysis of the Score on the Post-Test

After taking the progressive test-III, at the end of experimental teaching, I administered a set of test item (i.e, post test) to determine the effectiveness transparency film in teaching grammar. The following table shows the scores of the student on the post test.

Table No. 10

Scores Obtained on Post Test

S.N	F.M	Marks Obtained	Percentage %	No. of students	Percentage %
1	50	45	90	4	10
2	50	44	88	3	7.5
3	50	43	86	5	12.5
4	50	42	84	7	17.5
5	50	41	82	8	20
6	50	40	80	5	12.5
7	50	39	78	4	10
8	50	38	76	4	10
Total	2000	1657	82.85	40	100

(Average score: 41.42)

Observation of the above table shows that 45 out of 50 is the highest scores obtained by 10% of the students in the post test where as 38 out of 50 is the lowest score of post test which is obtained by same 10% of the students. In comparison to pre-test, it shows that there is progress in grammar. Around 47% of the students were above the average score where as 53% of the students obtained below the average score. In comparison to pre-test scores, post-test scores show the remarkable progress of the student in grammar. This result clearly shows that the use of the transparency film is really effective in teaching grammar.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. Some major finding has been drawn on the basis of the analysis and interpretation of the data. i have also presented some recommendation on the basis of the findings.

4.1 Findings

After the analysis and interpretation of the data collected through the questionnaire. The following finding have been derived.

- The students' average score on the pre ‑test (23.93), compared with the post-test score (41.42), showed a remarkable progress made by the students' in grammar taught through transparency film.
- The students' average on the pre-test (23.93), compared to the total average of the progressive test-I (6.075), also showed the effectiveness the transparency film in teaching grammar.
- The average scores on the progressive test-I (6.075) compared to progressive test-II (6.31), showed the remarkable progress made by students in teaching grammar through transparency film.
- The average scores of the students on progressive test-II (6.31) compared to the progressive test-III (7.89), showed remarkable progress made by the students in grammar through transparency film.
- The students' percentage on progressive test-III(7.89) compared to the post-test (41.42), showed the effectiveness of transparency film in teaching grammar

4.2 Recommendations

The following are some recommendation made on the basis of the findings obtained from the analysis and the interpretation of the collected data.

- In teaching grammar, Transparency film has been found quite effective. So, transparency film should be applied.
- The students have shown the progressive result in different tests. So, it can be inferred that the transparency film proved on effective technique in teaching grammar.
- Transparency film should be used to teach grammar. In transparency film, the students should be left to discover the new structure rather than the rules from the beginning. They become active in learning. So transparency film vital role in teaching grammar.
- Teacher should be trained to use transparency film in their classroom.
- Transparency film should be suggested as a technique to teach grammar in the courses for it has been found more effective in this research.
- This study was conducted in one of the government aided school of Dhanusha district. It was limited to only 40 students. So, it cannot be claimed that the finding of this study are applicable to all the schools. Therefore, it is suggested that further research in different schools should be carried out involving a large number of students to make the findings more reliable and valid.
- Since there are very few researchers carried out so far in the field of transparency film in the department of English education, T.U. The students should be encouraged to carry out further researchers in this field.

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Appendix-1

Test Items for the students (Pre-Post Tests)

This questionnaire has been prepared to draw data for the research worked entitled .The Effectiveness of transparency film in English language Teaching. The work is being carried out under the guidance of Dr.laxmi Bahadur Maharjan ,Reader, Department of English education ,faculty of Education, T.U; Kirtipur, Kathmandu .I hope that you will co-operate me by providing authentic and reliable information that will be a great contribution to accomplish this research work.

Researcher

Sapana Kumari Singh

Test A

Student's Name:

School: FM-50

i. Choose the correct forms of the verbs and fill in the gaps: 10

- He usually ……. to temple (going, goes, gone).
- Listen! Someone …… the door.(knock, knocking, is knocking)
- Its bleeding. She…….her finger.(had cut, has cut, cuts).
- Murina…….in T.U for 4 years but she will have discontinued it by this months. (has been teaching, will be teaching, teaches).
- One of the headlines in yesterday's Kathmandu post was "The flood …….55 people".(killed, Kills, killing)

ii. Following examples make similar sentences using the clues in the boxes: 10

Example: Kashmir/hotel

A: (v + to inf) I plan to go Kashmir.

B: (am/is/are + going to) I' am going to Kashmir.

C: (will + v) I will stay in a hotel there.

D: (will + be + v - ing) I will be staying at hotel

E: (will have + v - en) I will have returned by this Monday.

Mustang/lodge, Lumbini/relatives, Kathmandu/hotel, Pokhara/friends, Janakpur/sister' s residence

iii. Make sentences using the clues given below. 10

- Be friend/since1990
- Live next door to her /since.
- Visit my uncle/every month for five years.
- Play tennis/every week/for five years.
- Go fishing/every weekend/for years.

e.g. I have known her five years.

I have been going to school every day for eight years.

iv. Complete the passage using correct forms of the verbs in the brackets: 10

At 3:20 pm, Ryan (lose)……control of the car on a bend. Trying to avoid the pole, he (spin)….the wheel furiously and the car (summersault)…….. Police believe he was speeding. Ryan (be)……rushed to hospital by helicopter. We (arrive) ……. just as he was being wheeled to enter the emergency room.

v. Describe your bed room using simple present tense in five sentences. 10

I…….

II…….

III……..

IV…….

V……..

Test B

i. Choose the correct forms of the verbs and fill in the gaps: 10

- He usually ……. to School (going, goes, gone).
- Listen! Someone …… .(come, coming, is coming)
- It's bleeding. He…….his finger.(had cut, has cut, cuts).
- Murina…….in T.U for 4 years but she will have discontinued it by this months. (has been teaching, will be teaching, teaches).
- One of the headlines in yesterday's Kathmandu post was "The flood ……. 55 people".(killed, Kills, killing)

ii. Make sentences using the clues given below. 10

Be friend/since 1990

- Live next door to her /since.
- Visit my uncle/every month for five years.
- Play tennis/every week/for five years.

- Go fishing/every weekend/for years.

e.g. I have known her five years.

I have been going to school every day for eight years.

iii. Complete the following using correct forms of the words in the brackets.10

- Before I came, he (go)……. to Pokhara.
- When I reached her apartment, she already (leave)…….her apartment.
- If he (go)……to Pokhara, he would have been seen fewa lake.
- Before she (leave)……the town, she didn’t meet me.
- Do you think he (wrap up)…….his work yesterday.

iv. Choose the correct forms of the verbs and fill in the gaps: 10

- He usually ……. tomarket. (going, goes, gone).
- Listen! Someone …… the door.(knock, knocking, is knocking)
- It’s bleeding. She…….her finger.(had cut, has cut, cuts).
- Murina……..in T.U for 4 years but she will have discontinued it by this months. (has been teaching, will be teaching, teaches).
- One of the headlines in yesterday’s Kathmandu post was “The flood …….55 people”.(killed, Kills, killing)

v. Read the text given and complete the following text choosing the verb given in the bracket:10

(asked,working,Turned,playing,asked)

Yesterday, I wanted to watch television. But when I …… It on, I found it was not …….. All I could get was some wavy lines. I ……. my friend, Sushmita if she could do something about it , but she was busy in ……. games on computer.Then I …….. with my sister. She said,” lets go and have a look at the aerial first. She carefully straightened the aerial and came down” .

Thank you for your kind cooperation

Sapana Kumari Singh

Appendix-2

Table 1

Differences in Scores of Pre-Test and Post-Test

S.N	Student's Name	Pre-Test Score	Post Test Score	D	D%
1	HaridevChaudhary	30	45	15	30
2	ShridevChaudhary	29	45	16	32
3	Ramesh Kumar Sah	26	42	16	32
4	SukantiYadav	28	49	21	42
5	RashmiKumari shah	24	42	18	36
6	BhashkarMandal	23	43	20	40
7	Rajesh Kumar pandit	23	41	18	36
8	Om prakashYadav	22	40	18	36
9	Dipendrakumar Shah	22	41	19	38
10	Rabindra Gupta	23	42	19	38
11	Pappukumar shah	21	39	18	36
12	ShuwaskumarMandal	28	45	17	34
13	RinaBasnet	22	40	18	36
14	Lila Kumarichaudhary	20	40	20	40
15	Suraj Kumar Yadav	23	41	18	36
16	Riyakumari Singh	22	39	17	34
17	Ram bahadurpaudel	20	38	18	36
18	AmriteKumari Singh	22	41	19	38
19	Asmita lama	25	43	18	36
20	SarswatiKumarimahato	20	38	18	36
21	Runakumarisingh	23	42	19	38
22	PursottamYadav	23	42	19	38
23	Kripal Shah	20	41	21	42
24	BinaKumariYadav	27	44	17	34
25	Krishna Kushwaha	20	39	19	38
26	Gopalmandal	22	40	18	36
27	Ameshkumaryadav	25	43	18	36
28	Binod Kumar Singh	23	41	18	36
29	Ramesh Gupta	22	38	16	32
30	Mahesh pandit	24	43	19	38
31	Kamala Das	20	40	20	40
32	Rajesh Karn	21	42	21	42
33	Rinkukumari	23	33	10	20
34	Rinkigupta	27	37	10	20
35	Santosh Kumar sah	28	38	10	20
36	ArjunPandit	25	40	15	30
37	Debukumarsah	22	44	22	44
38	Rinakarn	26	45	19	38
39	Ranjitsah	27	38	11	22
40	Ram Pukar shah	24	43	19	38

Table-2

Differences in Scores of Progressive Test-I and Progressive Test-II

S.N	Student's Name	Progressive test-I	Progressive test-II	D	D%
1	HaridevChaudhary	7.5	7.5	0	0
2	ShridevChaudhary	7.5	7.5	0	0
3	Ramesh Kumar Sah	6.5	7	0.5	5
4	SukantiYadav	6.5	7	0.5	5
5	RashmiKumari shah	6	6.5	0.5	5
6	BhashkarMandal	7.5	7	-0.5	-5
7	Rajesh Kumar pandit	6	6.5	0.5	5
8	Om prakashYadav	5.5	6.5	1	10
9	Dipendrakumar Shah	7.5	7.5	0	0
10	Rabindra Gupta	7.5	6.5	-1	-10
11	Pappukumar shah	5.5	6	0.5	5
12	ShuwaskumarMandal	7.5	7.5	0	0
13	RinaBasnet	6.5	7	0.5	5
14	Lila Kumarichaudhary	5.5	5.5	0	0
15	Suraj Kumar Yadav	4.5	5.5	1	10
16	Riyakumari Singh	7.5	7.5	0	0
17	Ram bahadurpaudel	5	5.5	0.5	5
18	AmriteKumari Singh	6.5	7	0.5	5
19	Asmita lama	7	7.5	0.5	5
20	SarswatiKumarimahato	4	4.5	0.5	5
21	Runakumarisingh	4	5	1	10
22	PursottamYadav	5.5	5	-0.5	-5
23	Kripal Shah	4.5	6	1.5	15
24	BinaKumariYadav	5	7.5	2.5	25
25	Krishna Kushwaha	7.5	4.5	-3	-30
26	Gopalmandal	4.5	6.5	2	20
27	Ameshkumaryadav	6.5	7.5	1	10
28	Binod Kumar Singh	7	6	-1	-10
29	Ramesh Gupta	5.5	4	-1.5	-15
30	Mahesh pandit	4.5	7	2.5	25
31	Kamala Das	7	7	0	0
32	Rajesh Karn	6	6.5	0.5	5
33	Rinkukumari	4	4.5	0.5	5
34	Rinkigupta	4.5	5.5	1	10
35	Santosh Kumar sah	7.5	6.5	-1	-10
36	ArjunPandit	5.5	7	1.5	15
37	Debukumarsah	7	7	0	0
38	Rinakarn	6.5	5.5	-1	-10
39	Ranjitsah	4.5	5	0.5	5
40	Ram Pukar shah	7	7	0	0

Table-3

Differences in Scores of Progressive Test-II and Progressive Test-III

S.N	Student's Name	Progressive -Test II	Progressive test III	D	D%
1	HaridevChaudhary	7.5	9	1.5	15
2	ShridevChaudhary	7.5	9	1.5	15
3	Ramesh Kumar Sah	7	8.5	1.5	15
4	SukantiYadav	7	9	2	20
5	RashmiKumari shah	6.5	8	1.5	15
6	BhashkarMandal	7	8.5	1.5	15
7	Rajesh Kumar pandit	6.5	8	1.5	15
8	Om prakashYadav	6.5	8	1.5	15
9	Dipendrakumar Shah	7.5	9	1.5	15
10	Rabindra Gupta	6.5	7.5	1	10
11	Pappukumar shah	6	6	0	0
12	ShuwaskumarMandal	7.5	9	1.5	15
13	RinaBasnet	7	8.5	1.5	15
14	Lila Kumarichaudhary	5.5	7.5	2	20
15	Suraj Kumar Yadav	5.5	7.5	2	20
16	Riyakumari Singh	7.5	8.5	1	10
17	Ram bahadurpaudel	5.5	7	1.5	15
18	AmriteKumari Singh	7	8.5	1.5	15
19	Asmita lama	7.5	9	1.5	15
20	SarswatiKumarimahato	4.5	6.5	2	20
21	Runakumarisingh	5	6	1	10
22	PursottamYadav	5	7	2	20
23	Kripal Shah	6	7.5	1.5	15
24	BinaKumariYadav	7.5	9	1.5	15
25	Krishna Kushwaha	4.5	5.5	1	10
26	Gopalmandal	6.5	8	1.5	15
27	Ameshkumaryadav	7.5	9	1.5	15
28	Binod Kumar Singh	6	8	2	20
29	Ramesh Gupta	4	5.5	1.5	15
30	Mahesh pandit	7	8.5	1.5	15
31	Kamala Das	7.5	7.5	0	0
32	rajeshKarn	7.5	9	1.5	15
33	Rinkukumari	7	9	2	20
34	Rinkigupta	7	8.5	1.5	15
35	Santosh Kumar sah	6.5	7	0.5	5
36	ArjunPandit	7	8.5	1.5	15
37	Debukumarsah	6.5	7	0.5	5
38	Rinakarn	6.5	8	1.5	15
39	Ranjitsah	7.5	8	0.5	5
40	Ram pukar shah	6.5	6.5	0	0

Appendix-3

Lesson plan-1

School Name: Shree Janaki secondary school Janakpur ,Dhanusha

Class: Nine

Time: 45minutes

Subject: English

Date:

Topic: Present perfect tense (Subject+ verb agreement)

1. Objectives

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

a) Tell the correct form/structure of present perfect tense.

b) Produce correct sentences in present perfect tense.

2 .Teaching Materials

-Daily use materials

-Sentence card with the structure of present perfect tense.

3. Teaching Activities

Presentation:-The teacher tells the students to study the paragraph carefully .e.g \

Prabha has asked me to go to market with her. But I have said her I don’ t go .So she has gone alone .i and my parents have eaten breakfast .we have planned to go picnic .One of my friend Karuna has come to ask me a problem of grammar have found a solution of problem.

The students copy the paragraph and read with giving attention. The teacher asks them to find out the structure of present perfect tense. The students

discuss themselves and generalize the structure. They are also asked to find out the subject verb agreement. The students make conclusion and show their teacher .The teacher corrects them if they make any mistakes.

Practice:The teacher asks the students from different corners to say the sentences in present perfect tense and their structures.

Production: The students asked to put the correct form of the following verbs wherever it is suitable.e.gTeach, call, use, love, help.

a) We……Sachita.

b) I ……the meeting.

c) She …….him.

d) They ……her.

e) He ……this swimming pool.

4) Homework:

Make ten sentences in present perfect tense.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Progressive Test-I

Name of the school:

Name of the student:

Class:

Roll no:

Task1: Read the following text given below and underline the sentences which are in present continuous tense.

Three artists are completing the best arts. One artist is completing the wreath of flowers .A bee is coming and sitting on the picture because it is like a natural flower. Another artist is painting the basket of fruit. The third artist is painting a curtain. All the three artists are placing the picture before the judge. The judge is trying to raise the curtain thinking that it is a real curtain .The judge is judging the best picture .The picture of curtain is deceiving a man but others are deceiving only insects and animals.

Task2: write the underlined sentences and their structures below.

Progressive Test- II

Name of the School:

Name of the student:

Class:

Roll No.

Task1: Read the following text given below and underline the sentences which are in present perfect tense, simple present & simple past.

I am a first student in class nine. Everybody likes my activities. All class friends of mine are far from my ideas because they like cheating but I don’ t .once Pratibha has come to my house and asked me a problem ofEnglish. But the reason is that I have already helped her for that problem. Then I explain everything before I told her about repetition. Finally Pratibha thanked me and we together hard lunch.

Task2: Write the underlined sentences and their structures below.

Progressive Test-III

Name of the Student:

Name of the school:

Class:

Roll No:

Task1: Read the following sentences and write their structures:

a) She had retired from his job.

……

b)He has completed his thesis

……

c) They were going to market when I reached there.

……

d) He had been breathing uncomfortable for half an hour.

……

e) They have been playing football for six hour

……

Task2: Write five sentences using the above structures but except the above sentences.