EFFECTIVENESS OF PROJECT WORK TECHNIQUE IN DEVELOPING READING S

067/1635

Kumari Gangotri Ojha

EFFECTIVENESS OF PROJECT WORK TECHNIQUE IN DEVELOPING READING SKILL

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English

Submitted by
Kumari Gangotri Ojha

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2014

EFFECTIVENESS OF PROJECT WORK TECHNIQUE IN DEVELOPING READING SKILL

A Thesis submitted to the Department of English Education
In Partial fulfillment for the Master of Education in English

Submitted by
Kumari Gangotri Ojha
Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2014

T.U. Regd. No. 5-1-61-71-2002
Second year examination
Roll No. 280540/2067

Date of Approval of the
Thesis Proposal : 30/03/2012
Date of Submission : 05/03/2014

DECLARATION

I hereby declare, to the best of my knowledge, that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date:

_____

Kumari Gangotri Ojha

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Kumari Gangotri Ojha** has prepared this thesis entitled **Effectiveness of Project Work Technique in Developing Reading Skill** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: _____

Dr. Bal Mukunda Bhandari
Reader
Department of English Education
Faculty of Education
Tribhuvan University
Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following 'Research Guidance Committee':

Signature

Dr. Anjana Bhattarai _____

Reader and Head Chairperson

Department of English Education

T.U., Kirtipur

Dr. Bal Mukunda Bhandari (Guide) _____

Reader Member

Department of English Education

T.U., Kirtipur

Ms. Saraswati Dawadi _____

Lecturer Member

Department of English Education

T.U., Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following '**Thesis Evaluation and Approval Committee':**

Signature

Dr. Anjana Bhattarai _____

Reader and Head Chairperson

Department of English Education

T.U., Kirtipur

Dr. Anju Giri _____

Professor Member

Department of English Education

T.U., Kirtipur

Dr. Bal Mukunda Bhandari (Guide) _____

Reader Member

Department of English Education

T.U., Kirtipur

Date: 05/03/2014

DEDICATION

Affectionately Dedicated

To

My parents who devoted their life to make me what I am today.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my guide **Dr. Bal Mukunda Bhandari**, Reader, Department of English Education, Faculty of Education, Tribhuvan University, Kirtipur for his valuable guidance. I feel myself lucky to have carried out this thesis under his guidance. Without his invaluable observation, encouragement and suggestions, this study would not have been materialized in the present form.

I immensely express sincere thanks to **Dr. Anjana Bhattarai**, Reader and Head, Department of English Education for providing me invaluable suggestions and encouragement to complete this study.

I am indebted to **Ms. Saraswati Dawadi**, Lecturer, Department of English Education, T.U. for the support and guidance I received during her lectures and personal talks while conducting this thesis.

I am extremely grateful to **Dr. Anju Giri**, Professor, Department of English Education for providing me invaluable suggestions, ideas, and encouragement for this study.

At the same time I would like to acknowledge **Prof. Dr. Jai Raj Awasthi** whose excellent classes of teaching really made me complete this work successfully and he has left a very good impression on me.

My sincere gratitude goes to **Dr. Tara Datta Bhatta,** Professor, Department of English Education, for providing me constructive suggestions, ideas and inspiration to develop this work.

Similarly I would like to thank **Prof. Dr. Govind Raj Bhattarai**, **Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Anju Giri, Prof. Dr. Laxmi Bahadur Maharjan, Mr. Ashok Sapkota, Mr. Raj Narayan Yadav, Ms. Hima Rawal, Ms. Saraswati Dawdi, Ms. Madhu Neupane, Dr. Tapasi Bhattacharya, Mr. Bhesh Raj Pokhrel, Mr. Prem Bahadur Phyak, Mr.**

Khem Raj Joshi, Mr. Raju Shreshtha, Mr. Chhabi Karki and all members of Faculty of Education, T.U. whose invaluable and effective classroom teaching made me able to finalize this research work.

Similarly, I would like to thank the Principal, teachers and students of Mahendranagar H.S.S., Mahendranagar, Kanchanpur, who supported me directly or indirectly during my practical work.

It will be great injustice to **Mrs. Madhavi Khanal** and **Miss Navina Shreshtha**, Librarian of the Department of English Education, if I do not remember them. I would like to offer my thanks to both of them for providing me necessary books and other materials.

Last but not the least, my sincere gratitude goes to typist, Janak Bahadur Samari of Universal Photo copy and Computer Center, Kirtipur .

Date :

Kumari Gangotri Ojha

ABSTRACT

The present thesis entitled '**Effectiveness of Project Work Technique in Developing Reading Skill'** was carried out to determine the effectiveness of project work technique in developing reading skill. Forty students of class XII studying at Mahendranagar Higher Secondary School, Mahendranagar, Kanchanpur were the sample of this study. The researcher herself was involved in experimental teaching for the purpose of carrying out the research. The tests (pre- and post-) were the major tools for data collection. A pre-test was administered before experimental teaching and a post-test was administered immediately after teaching for about one month. After administering the pre-test, the students were ranked from the first to the last positions on the basis of the result of the pre-test. Then, they were divided into two groups taking the odd/even ranking into account. First experimental group was taught using project work technique whereas another control group was taught in a traditional way i.e. using lecture method. Each group attended twenty four lessons. Then, a post-test was administered. After that, the scores of these tests were compared to determine the effectiveness of project work technique in developing reading skill. From this research it was found that students who were taught through project work technique performed better than the students who were taught through traditional one. The findings of this study were determined on the basis of average marks obtained by the students and differences in percentage.

This thesis consists of four chapters. Chapter one consists of brief introduction to related area of the study. It includes general background, objectives, literature review, and significance of the study. Chapter two deals with the methodology and procedure adopted during the study. Chapter three consists of analysis and interpretation of data on the basis of the average score obtained in the pre-test and post-test between two groups under different headings. Chapter four comprises findings and recommendations drawn on the basis of analysis and interpretation of the data.

TABLE OF CONTENTS

Declaration **i**

Recommendation for Acceptance **ii**

Recommendation for Evaluation **iii**

Evaluation for Approval **iv**

Dedication **v**

Acknowledgements **vi- vii**

Abstract **viii**

Table of Contents **ix-xi**

List of Tables **xii**

List of Figures and Charts **xii**

Abbreviations and Symbols **xiii**

CHAPTER ONE : INTRODUCTION

1.1 General Background 1

1.1.1 Project Work Technique 2

1.1.2 Characteristics of Project Work Technique 5

1.1.3 Principles of Project Work Technique 7

1.1.4 The Roles of Teachers and Students 8

1.1.4.1 Teacher’s Role 8

1.1.4.2 Learner's Role 9

1.1.5 Project Work Technique in Reading Skill 9

1.1.6 Stages of Project work technique 12

1.1.7 Types of Project work Technique 14

1.1.8 Advantages of Project Work technique 14

1.1.9 Disadvantages of Project work Technique 15

1.1.10 Reading skill 15

1.1.11 Types of Reading 19

1.2 Review of The Related Literature 21

1.3 Objectives of the Study 23

1.4 Significance of the Study 23

CHAPTER TWO : METHODOLOGY

2.1 Sources of Data Collection 24

2.1.1 Primary Sources 24

2.1.2 Secondary Sources 24

2.2 Sample population of the Study 25

2.3 Sampling Procedure 25

2.4 Tool for the Collection of Data 25

2.5 Process of Data Collection 26

2.6 Experimental Research 27

2.6.1 Design of Experimental Research 29

2.6.1.1 The Pretest -Posttest Equivalent- Groups Design 29

2.7 Limitation of the Study 29

CHAPTER THREE : ANALYSIS AND INTERPRETATION

3.1 Analysis and Interpretation of Pre-test and Post-test Results 31

3.2 Item wise Comparison 36

3.2.1 The Result in True/False Items 36

3.2.2 The Result in Matching Items 37

3.2.3 The Result in Find the word 37

3.2.4 The Result in Multiple Choice 38

3.2.5 The Result in Ordering the Sentence 39

CHAPTER FOUR : FINDINGS AND RECOMMENDATIONS

4.1 Findings 40

4.2 Recommendations 42

REFERENCES

APPENDIX 1 : **Lesson Plan**

APPENDIX 2 : **Test-items**

APPENDIX 3 : **Tables**

APPENDIX 4 : **Calculation of Average Effectiveness**

LIST OF TABLES

Table 1	Types of Test	25
Table 2	Division of Group	26
Table 3	Comparison of the Pre-test and Post-test score	32
Table 4	Holistic Comparison of Posttest in Percentage	33
Table 5	Average Score with Standard deviation	35
Table 6	The Result in True / False items	36
Table 7	The Result in Matching Items	37
Table 8	The Result in Find the Word	38
Table 9	The Result in Multiple choice	38
Table 10	The Result in Ordering the sentence	39
Table 11	Rank of the Students according to the Result of the Pre-test	
Table 12	The Descriptive Data	
Table 13	Pre-test and Post-test result of Group A and B	

LIST OF FIGURES AND CHARTS

Figure 1	The Layered Approach	11
Figure 2	Comparison in Bar Diagram	34
Figure 3	Difference Percentage in Pre-test and Post-test	35

ABBREVIATIONS AND SYMBOLS

AV = Average

& = Ampersand

D = Difference between average marks of the pre-test and post-test

D % = Difference in Percentage

ELT = English and Language Teaching

i.e. = That is

OALD = Oxford Advanced Learners Dictionary

MHSS = Mahendranagar Higher Secondary School

Post-T = Post-test

Pre-T = Pre-test

Sb = Somebody

SD = Standard Deviation

SN = Serial Number

Sth = Something

X = Arithmetic Mean of Data

% = Percentage

CHAPTER ONE

INTRODUCTION

1.1 General Background

In many second or foreign language teaching situations like in Nepal, reading receives a special focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. Second, written texts can serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language. Reading, then, is a skill which is highly valued by students and teachers alike.

Despite advances that have been made in research on second language reading, lots of problems have remained to be addressed before research findings can be applied in the classroom.

English is taught and learnt as a foreign language in Nepal. So it has been a complex task for both teachers and students. Second/Foreign language learning is far more different from the first language acquisition. Any normal human child can acquire his/her mother tongue within a short span of time. However, the case of foreign language is quite different. Even after many years of learning, students fail to introduce themselves in the foreign language to first language learners in all the four skills of language. However, language learning

means, whether it may be first or second language, learning four basic skills of language viz. listening, speaking, reading and writing.

1.1.1 Project Work Technique

There are many techniques of teaching reading. One of them is project work technique. It is the most important student centered technique in modern language teaching. Project work takes place outside classroom too. It has been introduced in 1970 as a part of teaching language.

According to Richards et al. (1985, p. 295) "Project work is an activity which centers around the completion of a task, and usually requires an extended amount of independent work either by an individual student or by a group of students." Project work helps students build their communicative and collaborative skills too. Likewise, Fried-Booth (2002, p. 6) states that “project work pushes forward the boundaries by bringing students into direct contact with authentic language and learning experiences not usually available within the four walls of an ELT classroom using textbooks.”

Students learn from their surroundings and develop their habit of learning authentic materials which is useful to them for further learning. Stoller (2002, p. 107) opines that projects, make classrooms "vibrant learning environments that require active student involvement, stimulate higher level thinking skills, and give students responsibility for their own learning."

In Rivers’ (1987, p. 174) words:

> "Project work is usually popular with students, but is the very act of collaborating with other students, in the language they are learning, increases the quantity of interaction. On a project work involving contact with the local community- students can and do build up their language very noticeable through collaborative work."

Haines (1989, as cited in Richards and Rennandya, 2010) presents a straightforward and useful description of project work and the steps needed for successful implementation. Similarly, in Stoller's (2002, p. 110) words, project work is "potentially motivating, stimulating, empowering, and challenging. It usually results in building students' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities." And he concluded that there are particular features that characterize project work, including focus on content rather than language, being student-centered, cooperative and not competitive, integrating skills, being product as well as process oriented, helping students to be attentive to both fluency and accuracy.

Haines (1989, p. 1) opines that:

> "Projects are multi-skill activities focusing on topics or themes rather than on specific language targets…Because specific language aims are not prescribed, and because students concentrate their efforts and attention on teaching an agreed goal, project work provides students with opportunities to recycle known language and skills in a relatively natural context."

Stoller (1997, p. 3) defines project work as a versatile vehicle for fully integrated language and content learning. Similarly, in Becket's (2002, p. 53) words, project based learning engages students in "creating knowledge in order to solve a problem that arise while they are engaged in purposeful, real-world activities."

According to Skehan (1998, p. 273) project work enable the gradual development of autonomy with progressively greater responsibility being taken by learners---[Project work] is an excellent structure for preparing learners to

approach learning in their own, suitable to their own abilities, styles, and preferences (as cited in Beckett, G.H.& Miller, C.M.)

Hedge (1993) states project-based learning was introduced into the field of second language education about two decades ago as a way to reflect the principles of student-centered teaching (as cited in Beckett, G.H. & Miller, P.C.). Similarly, Navarro (2009) wrote "project work is an exciting and creative way to bring out the best of all participants and guide them in their personal and academic development." Project work is a key option to develop language skills and competencies. In a project-oriented classrooms, teachers promote an environment that provides sufficient feedback and guidelines in order to enable students' learning and completion of the project, while at the same time shifting the focus from short, isolated lessons provided by the teacher to an environment in which the teacher acts as facilitator or project manager.

Project work puts the student at the center of the learning process by promoting autonomous and collaborative work in real learning environment. Project work, thus not only connects students with the world around them, but also with their peers and, ultimately, with their own learning process.
Project work is an exciting and creative way to bring out the best of all participants and guide them in their personal and academic development. Project is an extended task which usually integrates language skills through a number of activities. These activities combine working towards an agreed goal and may include planning, gathering of information through reading, listening, interviewing, etc., discussion of the information, problem-solving, oral or written reporting, and display.

Project-based learning has been promoted within ELT for a number of reasons. Learner's use of language as they negotiate plans, analyze and discuss information and ideas is determined by genuine communicational needs. At the

school level project encourages imagination and creativity, self-discipline and responsibility, collaboration, research and study-skills, and cross-curricular work through exploitation of knowledge gained in other subjects.
Successful use of project work will clearly be affected by such factors as availability of time, access to authentic materials, receptiveness of learners and the possibilities for learner training.

Hedge (1993) says, project-work has been a part of educational thinking and practice on experiential learning for the greater part of this century (Dewey, Kilpatrick, Illich, Frey) and has influenced the teaching methodology of curriculum subjects at the school level. Similarly, Fried-Booth (2002, p. 6) states "Project work lends itself to many different approaches in a variety of teaching situations. It draws together students of mixed ability and creates opportunities for individual to contribute in ways which reflect their different talents and creativity."

In conclusion, project work is not a replacement for other teaching methods, neither it is something which is appropriately to older or more advanced students. It is primarily an approach to learning which complements mainstream methods and which can be used with almost all levels, ages and abilities of students. In context of Nepal, the project work technique in the ELT classroom is really a newly introduced practice. So, there arises some problem in conducting it. Availability of time, learners' training and access to authentic materials determine the success of any project work.

1.1.2 Characteristics of Project Work:

According to Stoller (2002) as cited in Richards and Rennandya (2010) the following are the characteristics of Project work technique of teaching language:

1. Project work focuses on content learning rather than on specific language targets. Real-world subject matter and topic of interest to students can become central to projects.
2. Project work is student-centered, though the teacher plays a major role in offering support and guidance throughout the process.
3. Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way.
4. Project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks.
5. Project work culminates in an end-product (e.g. an oral presentation, a poster session, a bulletin board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose.
6. Project work is potentially motivating, stimulating, empowering and challenging. It usually results in building students' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities.

Similarly, Haines (1989, p. 1) presents the following three characteristics of project work:

1) Project work is student-centered not syllabus-centered:
   Project work technique is a learner centered technique. It takes students' personal interest in account and allows them to use language creatively for dealing with real subject matter. Students' interest and involvement are essential if they are to be expected to work independently on activities which must be planned and carried out in collaboration with others. This involvement is not incidental to the project but is a crucial and integral part of it. It emphasizes the process rather than the product.
2) Co-operative not competitive:
   Projects are more likely to succeed if student work co-operatively with others and independently. Teacher works with the students for the

attainment of mutually agreed goals. The students become the center of learning.

3) Skill-based not structure-based:

   Project work focuses on the development of different skills of language rather than structure of language. Different language skills are developed through different activities while doing project work. For example, reading skill is enhanced while reading different materials like books, newspapers etc to collect necessary information for the given topic of project work.

1.1.3 Principles of Project Work Technique

Project method is based on the philosophy of pragmatism and the principle of 'Learning by doing'. In this method students perform constructive activities in natural condition. A project is a list of real life that has been imparted into the school. It demands work from the students. The class is divided into 4-6 groups and each group could be assigned one part of the project depending on their interest, ability and skill. A project method is based on the following principles----

- Learning by doing
- Learning by living
- Children learn better through association, cooperation and activity.

Principles:

1. Principle of purposefulness: The project should be purposeful, and that should have some main objective. The objective should give the enthusiasm and work to the students, otherwise that will be a wastage of time.
2. Principle of Utility: The project should be useful to the students and the society. It should give some value to the students. From the good project the students as well as the society get the benefit a lot.

3. Principle of Freedom: The students are free to select the topic and execute the work according to their will and wish, interest, attitude and capacity. The teacher is just a guide and gives guidelines to execute that.
4. Principle of activity: Project means the purposeful activity, at the end of the project the students gain knowledge through their activity. It is based on the principle of learning by doing.
5. Principle of reality: Project should be real and related to the life of the students and the society. Only then they would be able to complete the project naturally and really. Imaginary problems are not taken up in the project.
6. Principle of social development: A good project focuses society needs, social development and usefulness to the society. A single project solves the problems of the society.
7. Principle of Planning: The student develops prior planning in advance about the project. They find solutions for---How? When? What? Why? So, goody project develops the problem solving capacity and prior planning for the learning.

(www.slideshare.net/herohernandez/lecture-2-project-method)

1.1.4 The Role of Teachers and Students

Project work focuses mostly on students' participation in language learning. So that learning is viewed as enjoyable, participatory, interactive and collaborative. Project work technique involves the students in group work and makes them more responsive to their learning. Creativity can be enhanced through this technique.

1.1.4.1 Teacher's Role

In a student-centered, project-based classroom, the teacher roams the classroom, guiding students as they explore, plan, think, and create. Fried-Booth (1986) presents teachers' role as of consultation, monitoring and checking and correcting the students' work.

Similarly, Fried-Booth (2002, p. 18) describes the role of teacher as a participant and coordinator when necessary and teachers role is regarded as evaluator and monitor while learning the language in EFL classrooms. Haines (1989, p. 4) have described the role of teacher in project work are as follow:

i) Teacher commitment to projects

ii) Teacher's authority

iii) Correcting students' language

iv) The teacher's stage by stage role:

a) Initiator: while students initiate a project, teacher should introduce a broad topic which may develop into a project. As the initial phase has been completed, teacher encourages students to think about resource implications.

b) Facilitator: once decisions have been taken and students are engaged in group tasks, the teacher's role becomes as that of facilitator.

c) Organizer: finally, teacher actively involved in the organization of displays, the final production of written reports, etc.

d) Evaluator: As well as encouraging students to evaluate the project work, teacher now should be prepared to comment honestly on what students have achieved.

1.1.4.2 Learner's Role

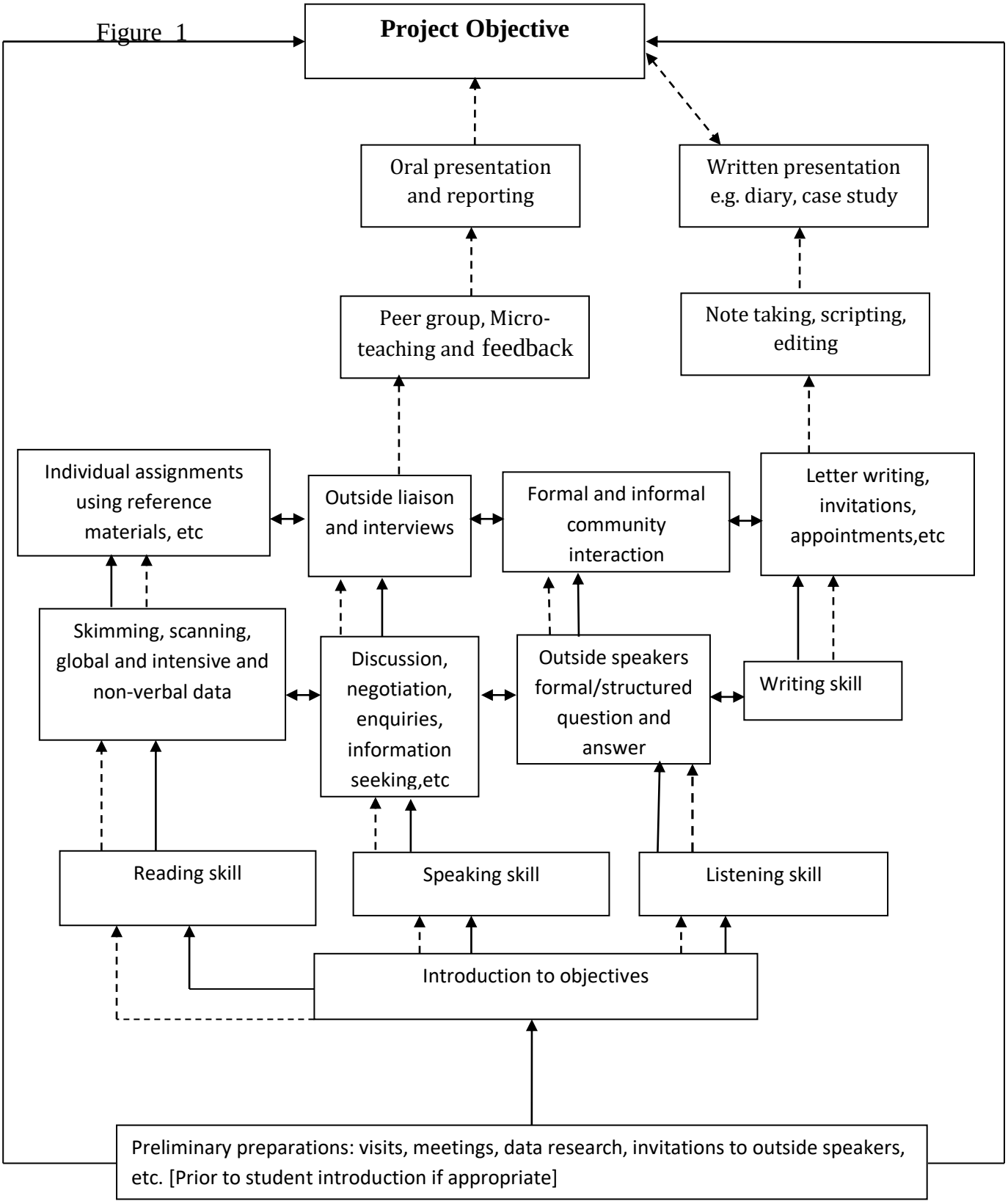
Students' role is central. The students find the project work motivating because they are able to work independently from the teacher (Little, 2002) which meant doing the project to write the articles, planning the layout, and finally creating a finished product.

1.1.5 Project Work Technique in Teaching Reading Skill

Project work provides a useful way of integrating the four language skills. In addition to four language skills, it develops their social skills through different collaborative work. Most organized language learning takes place in the classroom. What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often there is a gap between the language the students are taught and the language they in fact require. It is this gap that project work can help to bridge (Fried-Booth, 1986). Project work also provides solution to the problem of learner autonomy of making the learner responsible for his/her own learning. By its very nature, project work places the responsibility on the students, both as individuals and as members of a co-operative learning group. In project work the skills are not treated in isolation, but in combination. In the initial stages of a project- stimulus, discussion, negotiation- there may be more speaking and listening than reading and writing. When the project begins the students will be using all four skills simultaneously- speaking and listening in interviewing, writing in taking notes and reading in brochures, pamphlets, etc. Students can develop their reading skill using the sub-skills skimming, scanning, inferencing, following patterns of reference, extracting data from timetables, charts, etc which are later on helpful for assessing information from websites, doing library research, reading newspaper, magazine articles, etc.

The Layered Approach

Figure 1



(Source: Fried-Booth (1986))

Fried-Booth (1986), describes four skills of language integration in the layered approach. The layered approach shows that in the initial stage reading, speaking and listening skills are used and writing comes later.

When the actual project work begins, the students use all four skills simultaneously but at the last stage only two skills speaking and writing are used. However, the layered approach illustrates how the four language skills related, how certain skill is used more intensively at some stage of project work than others and how the skills are wholly interdependent. It also illustrates different activities that the students do in relation to a particular language skill. In the layered approach it is clear that each and every skill and activity are oriented towards achieving the stated objectives of project work.

The language skills are not necessarily in any order but dependent on the objectives and the language needs of the group. For listening skill, formal and informal community interaction, question and answer, etc. are stated in the approach. To enhance speaking, discussion, negotiation, enquiries, interviews, oral presentation and reporting of project work finding etc are done. Similarly, skimming, scanning, global and intensive data reading, using reference materials, etc. are main activities for developing reading skill in project work. Lastly, letter writing, note taking, scripting, editing, written presentation, etc. are done which certainly help to make the writing skill effective.

1.1.6 Stages of Project Work Technique

There are various opinions related to the stages of the project work. Richards et al. (1983), give the following three stages of the project work.

a. Classroom Planning

   The students and teacher together make a plan in the context and discuss the content and scope of project work. They set the goals and choose the topic. The goals depend on nature of the project

topic. If the project is longer, the goal should be of long-term and if it is shorter, the goal should be of short-term.

b. Carrying out the Project

The students in pair or in group go out of the classroom to complete their planned tasks. They collect information related to their project. For this, they take interview, read the related literature, listen to other, observe the activity, etc

c. Reviewing and Monitoring

The students present their finding or conclusions of the project. They can do it organizing a seminar or in the classroom. The teacher and participants provide feedback with constructive comments on their presentation.

According to Fried,(1986, p.122), there are seven stages of project work:

a. Stimulus: Initial discussion which includes speaking and listening with prior reading.
b. Definition of the project objective: Discussion, negotiation, suggestion, and argument are the main activities in this stage. It includes listening and speaking with some note-taking.
c. Practice of language skills. It includes the language the students feel needed for data collection. It also includes a variety of language function like introduction, requesting, suggestions, etc.
d. Design of written materials: In this stage, materials needed for collecting information and data are designed. The materials can questionnaires, maps, grids, etc. Reading and writing skills are prominent in this stage.
e. Group activities: Generally, project is done in group. But sometimes student can take a topic individually in pair. All four skills of language are emphasized in group activities.

f. Collecting information: It is done in a group. It includes reading of note, books, newspapers, etc. It is a field work.
g. Organization of materials: Students put the collected information in a logical order to develop the end-product of the project. Reading is the main skill in this stage.
h. Final presentation: Students present their finding and conclusion of the project. They demonstrate the end product. Here the main skill is speaking.

1.1.7 Types of Project

Different people have different opinion on the types of project. The nature of topic, the time, objective, etc. make the project different from one another. Haines (1989, p.1), presents four types of project. They are as follows:

a. Information and research project,
b. Survey project,
c. Production project,
d. Performance and organizational project.

On the basis of time duration that project work takes, Fried-Booth (2002, p.18), classifies these four types of work into main classes:

a. Long term project
b. Short term project

The present research will be involved in short term project. Most of the activities will be finished in only one period and a few will be extended for one or two days.

1.1.8 Advantages of project work :

Project work is regarded as an approach to language learning which is appropriate to students of all ages and levels. Haines (1989, p.7) presents following advantages of project work:

1) Students work co-operatively and independently of the teacher.
2) Projects are break from routine.
3) Students engage in authentic activities aimed at an end product.
4) Projects provide fluency practice.
5) Students use a variety of language skills in natural combinations.
6) Projects can help build students' confidence.

1.1.9 Drawbacks to project work are:

1) Students lack interest or motivation.
2) A few students disrupt otherwise successful project work.
3) Students speak in their own language instead of using English.
4) Students may make number of language mistakes.
5) Students do not regard projects as 'real' work.
6) Groups work at different speeds.

1.1.10 Reading Skill

Reading is the common activity of everyone at present. Reading is highly effective means of extending our command of language, so it has an important place in classroom where language learning is the central purpose. However students also need to learn how to read for meaning.

"Reading means perceiving a text in order to understand its content. It is the amalgamation of visual and non-visual experience or behavior, or reading is decoding print or making sense of a given text, etc." (Richards et al., 1985). Reading without understanding is barking at prints but not reading. Reading is a main source of information and a means of extending one's knowledge. By reading the students acquire language in a natural way. They learn to write accurate English by reading it.

Reading means 'to look at and understand the meaning of written or printed words or symbols' (OALD, 2004, p.1053).These definitions include two aspect

of reading; physical and mental. It is mental in the sense that it crucially involves the mind. It is physical process as it involves vision and the eye movements. Mental reading is concerned with comprehensive whereas the physical reading is concerned with reading aloud and speed variation. So, reading means not only recognizing the letters but also understanding something.

Nuttal (1982, p. 11) opines, "Reading is an interactive process- because both reader and writer depend on one another". The interaction is complicated by the fact that the writer is absent at the time of reading; so she gets no feedback and cannot know what parts of her text will cause misunderstanding. In the same way while reading, prediction is very important because it activates schemata: i.e., it calls into mind any experiences and associated knowledge that we already have about the topic of the text (ibid, p.13).

Reading is the most important skill for gaining more knowledge. It is the key to learning many things. It broadens the horizon of knowledge and builds background to read any other literary text. It is also the cheapest and the best way of getting information. One is sure to be weak in learning unless reading skill is developed. The fact is that we learn to read and then we read to learn. Reading opens the gateway of knowledge. Without learning to read effectively, nobody can continue their study and reading becomes a meaningless task. Thus, teaching reading means not only teaching to articulate the letters but also enabling the learner to understand the given text. Reading comprehension simply stands for reading and understanding the materials. It is receptive language and involves the process of decoding i.e. converting language into message. In Grellets' (1981, p. 7) words:

> "Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is way, from the very beginning, the students should be taught to

use what they know to understand unknown elements, whether these are ideas or simple words."

Reading involves a variety of skills. According to John Munby (1978), below are some varieties of reading skill which are also known as micro skills of reading as cited in Grellet (1981):

- Recognizing the script of a language.

-Deducing the meaning and use of unfamiliar lexical items

-Understanding explicitly stated information

-Understanding information when not explicitly stated

-Understanding conceptual meaning

-Understanding the communicative value (function) of sentences and utterances

-Understanding relations within the sentence

-Understanding relations between the parts of a text through lexical cohesion devices

-Understanding lexical cohesion between the parts of a text through grammatical cohesion devices

-Interpreting text by going outside it

-Recognizing indicators in discourse

-Identifying the main point or important information in a piece of discourse

-Distinguishing the main idea from supporting details

-Extracting salient points to summarize (the text, an idea etc)

-Selective extraction of relevant points from a text

-Basic reference skills

-skimming

-scanning to locate specifically required information

-Transcoding information to diagrammatic display

Along with the above mentioned varieties of skill in reading, people come across a number of varieties of a detailed comprehension. Grellet (1981) presents the following text type that usually one comes across:

- Novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)

- Plays

-Poems, limericks, nursery rhymes

-Letters, postcards, telegrams, notes

-Newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, radio/TV/ theater programmes)

-Specialized articles, reports, reviews, essays, business letters, summaries, précis, accounts, pamphlets (political and other)

-Handbooks, textbooks, guidebooks

-Recipes

-Advertisements, travel brochures, catalogues

-Puzzles, problems, rules for games

-Instructions (e.g. warnings), directions (e.g. How to use…), notices, rules and regulations, posters, signs (e.g. road signs), forms (e.g. application forms, landing cards), graffiti, menus, price lists, tickets

-Comic stripes, cartoons and caricatures, legends (of maps, pictures)

-Statistics, diagrams, flow/pie charts, time tables, maps

-Telephone directories, dictionaries, phrasebooks

1.1.11 Types of Reading

Readers do not go through a text unless they have some purpose in mind. Based on the purpose of reading and the level of readers involved, we can identify different types of reading.

a) Reading Aloud: Reading aloud is also known as oral reading. This kind of reading is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. It is useful to test beginner's knowledge of English words and phrases and ability to articulate those very words which is essential for pronunciation practice. Model reading by the teacher enable the learner to know the correct pronunciation and method of reading.
b) Silent Reading: Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. Silent reading means "perceiving a written text in order to understand its context" (Richards et al. 1999, as cited in Phyak, p. 246). The aim of silent reading is pleasure and profit to be able to read for interest and to get information. It is required at the advanced level where learners need a consolidation of all the language, skill, vocabulary, structure, etc. Silent reading facilitates the mastery of

language and fosters the students to get information from reading materials. To get maximum benefit from their readings, students need to be involved in silent reading which enables the students to go deep into deeper level of reading.

c) Rapid Reading: Rapid reading is also known as speed reading. Rapid reading consists of the techniques to teach people to read more quickly and to achieve a greater degree of understanding of what they read. Because of the following reasons the readers go through rapid reading:

    i. Perspective
    ii. Evaluation
    iii. Review

d) Intensive Reading: 'It seems contradictory to insist that students "read for meaning" while simultaneously discouraging them from trying to understand the text at a deeper level than merely gist'(Carol, as cited in Harmer, 2010). Intensive reading is generally at a slower speed and requires a higher degree of understanding. In intensive reading, students are supposed to understand everything they read and be able to answer detailed vocabulary and comprehension question.

e) Extensive Reading: "Extensive reading is also known as independent reading and is primarily carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of the teacher"(River, 1968, as cited in Phyak, p. 249). Stories The material for extensive reading will consist of authentic short stories and plays with certain adaptations of vocabulary and structure to bring them within the level of difficulty required, or of short stories and plays specially written for the purpose (Rivers, 1968, as cited in Phyak, p. 250). It is mainly carried out for pleasure. Students give focus on main ideas. To improve students' reading habit only books will not be sufficient. A variety of reading materials are necessary; for example, newspapers, magazines, novels, poems, stories, etc. Thus, extensive reading means to read silently and

quickly in order to understand the subject matter and derive the meaning as a whole without necessarily understanding each word and structure.

f) Skimming: While skimming, “readers go through the reading material quickly in order to get the gist of it to know how it is organized or to get an idea of the tone or intention of the writer (Grellet, 1981, p. 19)”. So, skimming is a type of speed reading in which the readers make a rapid survey of texts to grasp the general theme of text being read.

g) Scanning: While scanning, “readers only let their eyes wander over the text until they find what they are looking for, whether it be a name, a date, or a less specific piece of information (Grellet, 1981, p. 19)”. It is mainly carried out when readers want to locate a particular piece of information without necessarily understanding the rest of a text or passage. Scanning, in contrast to skimming, is far more limited since it only means retrieving what information is relevant to our purpose, rejecting irrelevant information (River, 1968, as cited in Phyak, p. 252).

1.2 Review of the Related Literature

Several researches have carried out their research in teaching reading. In the same way, a number of research studies have been carried out comparing different methods and techniques. Some studies that the researcher consulted are as follows:

Khanal (1997) carried out a research on "A Study of the Effectiveness of the Cloze Test Over Conventional Objective Tests in Teaching Reading Comprehension in English". He found that the effectiveness of cloze test was no less than the pre-established conventional objective tests in testing reading comprehension. Through this method students only get involved in objective part of test, they may have felt difficulty in subjective test.

Sharma (2001) conducted a research on "Effectiveness of Role Play Technique in Teaching Communicative Function: A Practical Study". He found that

students who were assigned to role play inside the classroom, did better than other students in teaching communicative functions. In this study students who feel shy in class may not have took part in role play.

Panta (2004) carried out a practical study on "A Study on the Effectiveness of Discovery Technique in Teaching Subject-Verb Agreement in Grade IX". The finding show that the students taught through the discovery technique showed the better performance in subject-verb agreement than the students caught through the explanation technique. Students of government school studying in class nine generally do not know about subject-verb agreement.

Regmi (2004) has carried out a practical study on "A Study on the Effectiveness of Group Work Technique in Teaching English Tenses". It was an experimental research. Students were divided into experimental and control group. Experimental group were taught through group work technique and control group were taught through usual techniques. This shows the positive effect of the techniques. In a heterogeneous class some students may feel uncomfortable and shy to do group work.

Pande (2004) has carried out a research to explore the “Effectiveness of Project Work Technique on Developing Writing Skill”. The main objective of the study was to find out effectiveness of project work technique in developing writing skill. The findings of the study show that the project work enhances the writing skill more effectively. This study concluded that project work is effective in developing free writing than controlled one.

Though various studies have been carried out till the date on the effectiveness of project work technique in teaching reading skill, none of the studies deal with the effectiveness of project work particularly in developing reading skill. Hence, the present study is going to be different from the above mentioned studies in that it attempts to find out the effectiveness project work in developing reading skill. Therefore it is a new venture in itself.

1.3 Objectives of the Study

The objectives of the study are as follows:

– To find out the effectiveness of project work technique in developing reading skill of Grade XII students.

– To provide some pedagogical implications.

1.4 Significance of the Study

The present study will be significant and fruitful for the future researchers who want to carry out the research in similar areas. It is also useful to teachers, students, textbook writers, teacher trainers, etc. Hopefully, the finding of this study will be significant and an important aid even for the policymakers and curriculum designers. This study shows the effectiveness of project work technique in developing reading skill. Thus, the study will have a global significance.

CHAPTER TWO
METHODOLOGY

The present study was designed to explore 'The Effectiveness of Project Work Technique in Developing Reading Skill'. This chapter presents the methodology adopted during the research study.

2.1 Sources of Data Collection

Both primary and secondary sources of data were used for the collection of data in this study. The primary sources and secondary sources of data collection are described in brief as follow:

2.1.1 Primary Sources of Data

The primary sources of data were the students of Grade XII studying at Mahendranagar Higher Secondary School, Mahendranagar, Kanchanpur. The primary data were collected by administering a pre-test and a post-test. The same set of test was administered before the experimental teaching started and the post test was administered after the completion of teaching.

2.1.2 Secondary Sources of Data

The secondary sources of data were books, journal, reports, research studies, dictionary, articles, internet, etc. related to the present research. The detail list is given in references. Some of them were Harmer (2008), Fried-Booth(1986), Kumar(1996), Haines(2010), Larsen-Freeman(2000), research works and articles related to English Language Teaching were consulted for designing the test items and for making lesson plans.

2.2 Sample Population of the Study

The sample of the study was forty students of class XII studying in Mahendranagar Higher Secondary School located at Mahendranagar municipality in Kanchanpur district.

2.3 Sampling Procedure

The researcher selected Mahendranagar Higher Secondary School of Kanchanpur district by using judgmental sampling procedure. Here, the informants were chosen using random sampling procedure in which each enjoyed the equal probability of being selected independently in the sample of grade XII students of M.H.S.S. The selected forty students were divided into two groups; an experimental group (A) and a controlled group (B) on the basis of odd/even number. The researcher tried to maintain equal reading proficiency level of both the groups.

2.4 Tools for Data Collection

The main tool for data collection were a set of test items. It carried fifty marks and were used for both pre- and post- tests. The test-items were selected from the textbook of grade XII. Before comparing the set of test items two reading texts were selected and the tests contained five different types of questions which are as follows:

Table No. 1

Types of Test

S.N.	Type of test items	No. of item	Mark Per Item	Total
1	True/False	5	1	5
2	Matching Items	7	1	7
3	Finding the word items	8	1	8
4	Multiple choice	5	1	5
5	Ordering the sentence	10	2.5	25
Total				50

2.5 Process of Data Collection

The researcher followed the following procedures while collecting data:

a. First of all, the researcher visited the school and asked the authority for permission to carry out the research explaining the purpose of the research.
b. Suitable test items were developed to find out the students' level of proficiency in reading comprehension before and after the experimental teaching.
c. The pre-test was administered and on the basis of the result of the pre-test, the students were ranked from the first to the last position.
d. The students were divided into two halves; 'Group A' and 'Group B' on the basis of odd/even ranking. The ranking procedure and group division were as follow:

Table 2

Division of Group

Pre-test	Group A	Group B
1-20	odd	even
21-40	even	odd

e. The students who had equal scores were ranked by fishbowl drawing.
f. The experimental Group A and controlled Group B were assigned through lucky draw to avoid partiality.
g. The same teaching item that is reading comprehension was taught to the students of both the groups using same teaching materials. However, Group A was taught using project work technique and Group B was taught in a traditional method.

h. Each group was taught one period a day and each period lasted for forty-five minutes. Each group was taught 24 lessons for 24 days. The medium of teaching was English.
i. After 24 days of teaching, the post-test was given by administering the same test items used for the pre-test to both the groups.
j. The average score of both the groups of post-test were computed and tabulated as the data.
k. Then, the obtained data were compared to determine the effectiveness of project work technique in developing reading comprehension.

2.6 Experimental Research

Experiment is a plan or blueprint for experimentation. It is a sophisticated technique for problem solving that provides a logical and systematic way to answer the questions. It is a scientific test that is carried out in order to study what happens and to gain new knowledge. It consists of control and experimental groups to which all subjects are tested before and after the treatment or intervention to the experimental group. So, it is the most sophisticated, exact and powerful method for discovering and developing an organized body of knowledge.

According to Sommer and Sommer (1991):

> "An experiment involves the creation of an artificial situation in which events that generally go together are pulled apart. The participants in an experiment are known as subjects. The elements of factor included in the study are termed as variables. Independent variables are those that are systematically altered by the experimenter. Those terms that are affected by the experimental treatment are dependent variables."

The experiment manipulates certain stimuli or treatment and observes how the condition or behavior of the subject is affected or changed. Their manipulation is deliberate and systematic. Although the experimental research finds it greatest utility in laboratory, it has been effectively applied within non laboratory settings such as the classroom where significant factors or variables can be controlled to some degree.

In this research, subjects are randomly selected and assigned to the groups. The group will be a control group and a treatment group. There is the provision of both pre-test and post-test. The pre-test is administered to capture the initial differences between the groups. In this way it is a systematic and a logical method of testing certain hypothesis or verifying existing body of knowledge. It is directed towards the casual relationship and the change resulted from the treatment.

Anyway, to conduct the experimental research the researcher should create the artificial situation, for example, if s/he wants to conduct the research in the classroom dividing the students into two groups, then s/he tries to teach one group students by using project technique for teaching reading skill and to another group of students by using the traditional method. After teaching, the researcher tests both the groups of students by using same set of questions and tries to find out the effectiveness of project work technique in developing reading skill.

The main purpose of experimental research is to find out the magnitude of the relationship between two or more variables either by testing the hypothesis or by verifying the existing or established theory. So to find out the cause-effect-relationship shared by dependent and independent variables we can use experimental research.

2.6.1 Designs of Experimental Research

The researcher uses a lot of designs for experimental research. Best and Kahn (2007, p. 148) presents following three different kinds of experimental designs:

- The Posttest-Only, Equivalent-Groups Design
- The Pretest-Posttest Equivalent-Groups Design
- The Solomon Four-Group Design

In conclusion, experimental research is the most powerful method of discovering and developing a body of knowledge about the prediction and control of events. The experimental method has been used with some success in the school classroom, where to some degree, variables can be controlled. Its purpose is to evaluate educational aims and objectives, establishing cause-effect-relationship. Among above three designs this study will be based on the second design 'pretest-posttest equivalent-groups design.'

2.6.1.1 The Pretest-Posttest Equivalent-Groups Design

In this design, "the pretests are administered before the application of the experimental and control treatments and posttests at the end of the treatment period (Best and Kahn, 2007, p. 149)". The pretest is administered to find out the initial differences prior to training. Finding of study is derived by subtracting the score obtained by the controlled group with the experimental group. This can be diagrammatically shown as below

R O_1 X O_2 X gain = O_2-O_1 where, O_1 O_3 = pretests
R O_3 C O_4 C gain = O_4-O_3 O_2 O_4 = posttests

2.7 Limitations of the Study

The study had the following limitations:

- ❖ The population of the study was limited to forty students of Class XII studying at Mahendranagar Higher Secondary School.

- This study was limited to a government school of Mahendranagar, Kanchanpur.
- The population of the study was only XII grade students.
- The study was focused on reading comprehension only.
- The finding was based only on the teaching of 24 lessons.
- Reading texts were limited to paragraph reading only.
- The primary data were collected from the written tests.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data collected from primary source. The main objective of this study was to find out the effectiveness of project work technique in developing reading skill. The primary source of this research were the students of Grade XII of Shree Mahendranagar Higher Secondary School, Mahendranagar, Kanchanpur. The test items were the main tools to collect data. The pre-test and post-tests were administered to both the group (experimental and controlled). The same materials and time were used while teaching both groups. The only difference is that experimental group is taught using project work technique while controlled group was taught by lecture method. The record of students' performance is tabulated and analyzed from various angles to find the effectiveness of project work technique to develop reading skill. The data have been grouped under five main headings and they are analyzed separately. The scores obtained by the students in pre-test and post-tests were tabulated group wise. After that, average scores of the pre-test were computed out of the individual scores tabulated. Then, average score of the pre-test were subtracted from the average score of the post-test to find out the differences and those differences were converted into percentage. If it is higher than zero it shows the progress of the students. The group which has got a higher percentage is thought to have better proficiency than the one which got a lower percentage. The analyses are as follows:

3.1 Analysis and Interpretation of Pre- and Post-test results:

The pre-test and post-test was administered before starting teaching which was designed covering all the teaching items on reading skill which were taught during the field study. But post-test was administered after teaching all the lessons. The test-items were same for both the tests. The full marks for both the tests were fifty. But percentage and average score of the two tests were very

different. The comparison of both the tests have been shown in the following table:

Table No. 3

Comparison of the Pre-test and post-test score

Test	No of Ss	Total Marks	Marks Obtained	Percentage	Increased marks	Increased percentage	Av score
Pre-t	40	2000	930.5	46.52	__	__	23.26
Post-t	40	2000	1330.5	66.52	400	20%	33.26

The above table shows that the total obtained scores of pre-test was 930.5 i.e. 46.52% and the total obtained score of the post-test was 1330.5 i.e. 66.52%. The percentage of the post-test was increased by 20%. The average of the pre-test was 23.26 whereas the average of the post-test was 33.26%. The average score in post-test was increased by 10% more than that of the pre-test. So, the differences of the percentage and the average score between two tests is due to the result of using project work technique in teaching to develop reading skill of the students. Therefore, it can be claimed that project work technique is useful and effective method to develop students' reading skill.

Table 4

Holistic Comparison of Post-test in Percentage:

S.N.	Item/Category	AV. Score of Group A in %	AV. Score of Group B in %	Difference between Group A and B
1	True/False	5.00	2.50	2.50
2	Matching items	9.61	2.85	6.76
3	Find the word	87.69	9.37	78.32
4	Multiple choice	32.30	12.50	19.80
5	Correct word order	131.57	62.16	69.41
	Total Increment	266.17	126.01	140.16
	Average Increment	53.14	25.20	28.03

The above table shows that the average increment percentage in five different categories of experimental group A is 53.14% whereas controlled group B has 25.20%.

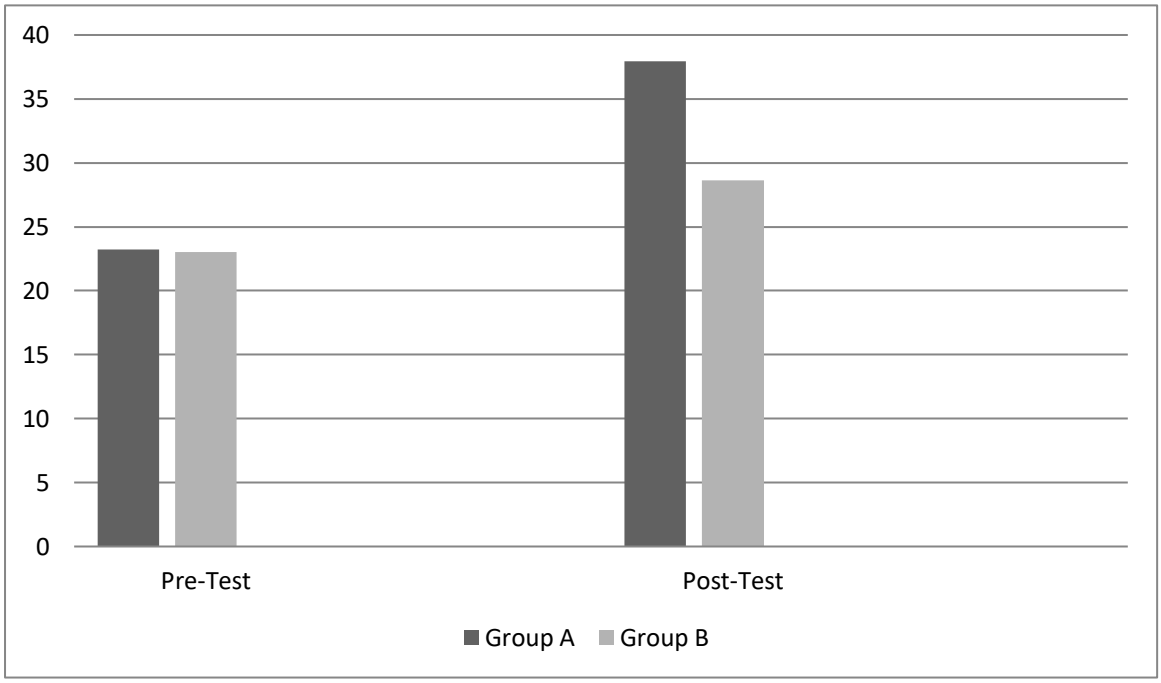
The description above shows that the group A's holistic average percentage is higher than that of group B. The average increment difference between group A and group B is 28.03%. There is significant difference between the performance level of both the groups. The difference between Group A and Group B shows that the experimental group learned better than the controlled group. So, effectiveness of project work technique really helps in developing reading skill of the students.

In this study, Group A refers to 'Experimental Group' which was taught using project work technique and Group B refers to 'Controlled Group' which was

taught in conventional way, i.e. without using project work technique. The group which has got a higher percentage is thought to have better proficiency than the one which got a lower percentage. The comparison between the project work technique and the conventional technique of teaching reading is shown through the bar diagram as follows:

Chart No. 1

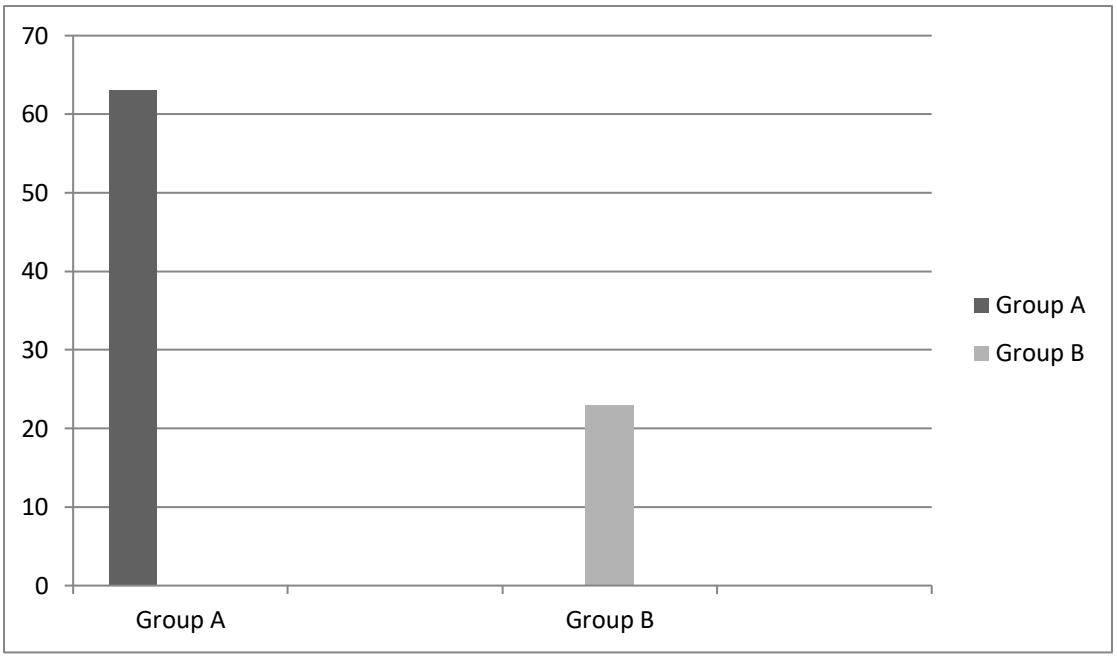
Comparison in Bar Diagram



The above chart depicts that the average score of Experimental Group A is 23.22 in pre-test and 37.92 in post-test. Controlled Group B has an average score of 23.03 in pre-test and 28.62 in post-test. Group A has increased its mark by 5.59. Therefore, it is proved that Group A performed better than Group B.

Chart No. 2

Difference in Percentage of Pre-test and Post-test



The above chart shows that experimental group A has increased its mark by 63.30% while controlled group B has increased its mark by 24.27%. It is, therefore, proved that project work technique of teaching for developing reading comprehension is more effective than that of traditional technique.

Comparison between the average score of pre-test and post-test with standard deviation is as follow :

Table No. 5

Average score with Standard Deviation

Group	**Size**	**Av. Score**		**Standard Deviation**	
		Pre-test	Post-test	Pre-test	Post-test
A	20	23.22	37.92	6.468	7.74
B	20	23.03	28.62	5.96	6.20

This table shows the comparison between the AV Score of Experimental Group A and Controlled Group B in pre-test and post-test. The average score of group A in pre-test is 23.22 and in post-test 37.92. The standard deviation of group A

in pre-test is 6.46 and in post-test 7.74. The average score of group B in pre-test is 23.03 and in post-test 28.62. Likewise, the standard deviation of group B in pre-test is 5.96 and in post-test 6.20.

It shows that the group taught through using project work technique has performed better than the group taught through traditional way.

3.2 Item Wise Comparison

In item wise comparison, all the tests are compared separately. The average score of the pre-test obtained by the students in each test items are compared or analyzed. There are five items in the question paper. The analysis of each of them is presented separately below. The data grouped under this heading are as follows:

1. The result in true/false items.
2. The result in matching items.
3. The result in find the word.
4. The result in multiple choice questions
5. The result in correct word order sentences

3.2.1 The Result in True/False Items

This category consisted of 5 items. Each item carried out 1 mark.

Table no.6

Result in True/False

Group	AV. Score in Pre-T	AV score in Post –T	Difference	Difference %
A	4.00	4.20	0.20	5.00
B	4.00	4.10	0.10	2.50

The above table shows that experimental group A has the average score of 4.00 in the pre-test and 4.20 in post-test. This group has increased its average mark by 0.20 or by 5%.

Whereas controlled group B has the average score of 4.00 and 4.10 in pre- and post-test respectively and this group has increased its mark by 0.10 or by 2.50%.

It shows that experimental group made better progress than controlled group in this item.

3.2.2 The Result in Matching items

The category consisted of 7 items. Each item carried 1 mark.

Table no. 7

Result in Matching items

Group	AV. Score in Pre-test	AV. Score in Post-Test	Difference	Difference %
A	5.30	5.70	0.40	7.01
B	5.25	5.40	0.15	2.85

The above table shows that experimental group A has the average score of 5.30 in the pre-test and 5.70 in the post-test. This group has increased its average score by 0.40 or 7.01%.

Whereas controlled group B has the average score of 5.25 in pre-test and 5.40 in post-test. And this group has increased its mark by 0.15 or 2.85%.

It shows that experimental group made better progress than controlled group in this item.

3.2.3 The Result in Find the word

This category consisted of 8 items. Each item carried 1 mark.

Table no. 8

Result in Find the word

Group	AV. Score in Pre-test	AV. Score in Post-test	Difference	Difference %
A	3.25	6.10	2.85	87.69
B	3.20	3.50	0.30	9.37

The above table shows that experimental group A has the average score of 3.25 in pre-test and 6.10 in post-test. This group has increased its average score by 2.85 or 87.69%.

Whereas controlled group B has the score of 3.20 in pre-test and 3.50 in post test. And this group has increased its score by 0.30 or 9.37%.

It shows that experimental group has made better progress than controlled group in this item.

3.2.4 The Result in Multiple Choice Questions

This category consisted of 5 items. Each item carried 1 mark.

Table no. 9

Result in Multiple choice questions

Group	AV. Score in Pre-test	AV. Score in Post-test	Difference	Difference %
A	3.25	4.30	1.05	32.30
B	3.20	3.60	0.40	12.50

The above table shows that experimental group A has the average score of 3.25 in pre-test and 4.30 in post-test. This group has increased its score by 1.05 or 32.30%.

Whereas controlled group B has the average score of 3.20 in pre-test and 3.60 in post-test. Therefore the increased score of this group is 0.40 or 12.50%.

It shows that experimental group made better progress than controlled group in this item.

3.2.5 The Result in correct word order

This category consisted of 10 items. Each carried 1 mark.

Table 10

Result in correct word order

Group	AV. Score in Pre-test	AV. Score in Post-test	Difference	Difference%
A	7.60	17.60	10	131.57
B	7.40	12.00	4.60	62.16

The above table shows that experimental group A has an average score of 7.60 in pre-test and 17.60 in post-test. This group has increased its average score by 10 or 131.57%.

Whereas controlled group B has an average score of 7.60 in pre-test and 12.00 in post-test. Therefore, the increased score of this group is 4.60 or 62.16%.

It shows that experimental group made better progress than controlled group in this item.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The researcher carried out this practical study to find out the effectiveness of project work technique in developing reading comprehension. In this study, two groups were taught to develop reading comprehension using two different techniques. Group A was taught using project work technique whereas Group B was taught in a conventional way i.e. using lecture method. The pre-and post-tests were administered before and after the real teaching respectively. The results of both the groups were computed and tabulated. After the comparative analysis and interpretation of the obtained marks from pre-and post-tests, the following findings are established and some recommendations are forwarded.

4.1 Findings

The findings of this study are based on the result of the group rather than the response of individual students. Both the groups were taught the same subject matter using the equal amount of time and number of periods. Only the techniques were different. The result of post-test showed that both groups were benefitted. Comparatively, the group taught using project work technique was found to perform better in all of the cases. Therefore, if the students are taught using project work technique, they can develop better reading skill than those who are taught through lecture method.

The findings are as follows:

i) From analysis and interpretation of scores obtained by the students in pre-test and post-test, it shows that project work technique is an effective method in teaching reading skill. The total score of the pre-test was 930.50, i.e.46.52% and the total score of the post-test was 1330.50, i.e. 66.52%. The increased mark of the post-test was 400, i.e.20%.

ii) The scores of the students were distributed around the average score of 23.26 in pre-test whereas in post-test their score were distributed around the average score of 33.26. The increased average score is 10 in the post-test. Similarly, 34 is the highest score in pre-test but in post-test, it was 43. These facts show that project work technique is highly beneficial and effective one.

iii) In holistic comparison as shown in table no. 4, experimental group A has increased its average score by 53.14 % in the post-test whereas controlled group B has increased its average by 25.20%. It reveals that experimental group showed better performance in reading than controlled group.

iv) In the result of true/false items, group A has an average increment of 5.00% whereas group B has 2.50%. The above average increment in percentage shows that teaching reading through project work has better impact on the result. It means project work helped students to learn better.

v) In the result of matching items, group A has an increment of 9.61% whereas group B has 2.85%. It shows that project work technique worked more effectively than the conventional one.

vi) In the result of finding the word, group A has an average of 87.69% whereas group B has an average increment of 9.37%. This shows that project work technique helped the students more effectively in reading comprehension than the conventional one.

vii) In the result of multiple choice questions, group A has an average increment of 32.30% whereas group B has an average increment of 12.50%. It shows that the project work technique helped a lot in improving reading comprehension of the students.

viii) In the result of ordering the sentence, experimental group A has an increment of 131.57% whereas controlled group B has an average increment of 62.16%. It means that students were really benefitted by project work technique.

It shows that project work technique helped a lot to the students who want to develop their reading skill.

4.2 Recommendations

The recommendations and suggestions have been made on the basis of the findings. The findings of this study have the following pedagogical implications.

i) This research shows that group A performed relatively a bit better in every cases of teaching reading comprehension. If the English language teachers follow project work technique in teaching reading skill for the whole academic year, the students will learn more effectively and develop their reading comprehension. Therefore, project work technique should be brought into practice in developing reading skill.
ii) Project work technique is a time consuming task- therefore, more time should be allocated in teaching reading in curriculum.
iii) The researcher would like to suggest all the English teachers throughout our country to apply project work technique in their teaching to make English language teaching more effective and qualitative.
iv) The teacher should be trained enough to apply this technique as per our need, requirement and context.
v) While designing the curriculum, task based exercises should be developed by Curriculum Development Centre.
vi) The present study was only limited to forty students of Shree Mahendranagar Higher Secondary School. It was limited to only one experimental group and one controlled group. So, it cannot be claimed that the findings of the research are applicable everywhere. It is therefore, essential to carry out further researches including more number of student and more academic institutions.

vii) This experiment was conducted only for 24 days and 45 minutes per day. If the time of experiment is lengthened or shortened, varied results can be observed.

viii) This research was limited to the reading comprehension only. Similar type of research can be carried out on other areas like listening comprehension, developing speaking skill, developing writing skill and so on.

References

Best, J.W. & Kahn, J.V. (2007). *Research in education*. London: Prentice Hall.

Becket, G. H. & Miller, P.C.(2006). *Project-based Second and Foreign Language Education*. Greenwich, CT : Information Age Publishing.

Ellis, R. (2003). *Task-based Language Learning and Teaching.* Oxford: OUP

Fried-Booth, D. (1986). *Project Work.* New York: Oxford University Press.

Fried-Booth, D. (2002). *Project Work(2nd edn)*. Oxford: Oxford University Press.

Grillet, F.(1867). *Developing Reading Skills*. Cambridge: Cambridge University Press.

Harmer, J. (1987). *The Practice of English Language Teaching*. London: Longman.

Harmer, J. (2007*). The practice of English Language Teaching.* London: Longman.

Harmer, J. (2010). *The Practice of English Language Teaching*. Pearson : Longman.

Haines, S. (1989). *Projects for EFL classroom: Resource materials for teachers.* Walton-on-Thames Surrey, UK: Nelson.

Hedge, T. (1993). *Project Work.* ELT Journal, 47(3), 276-277

Kumar, R. (1996). *Research Methodology*. London: Sage Publication.

Navarro coy, M. (2009). *Practical Approaches to Foreign Language teaching and Learning.* Bern : Peter Lang.

Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: CUP.

Nuttal, C. (1982). *Teaching Reading Skill in a Foreign Language.*Macmillan Education.

Pande, I (2004). *A Study on the Effectiveness of Project Work Technique in Developing Writing Skill: A Practical Study*. An Unpublished M. Ed. Thesis, T.U.:Kathmandu

Panta, B.P. (2004). *The Effectiveness of Discovery Technique in Teaching Subject-Verb Agreement: A Practical Study*. An Unpublished M. Ed. Thesis, T.U.:Kathmandu

Regmi, C.R. (2004). *A Study on the Effectiveness of Group Work Technique in Teaching English Tenses: A Practical Study*. An Unpublished M. Ed. Thesis, T.U.:Kathmandu

Richards, et al. (1985). *Longman Dictionary of Applied Linguistics*. Essex : Longman.

Richards, J.C. & Rennandya, W.A. (2010). *Methodology in Language Teaching.* Cambridge: CUP

Rivers, W.M. (1968). *Teaching Foreign Language Skills*. The university of Chicago: Chicago.

Rivers, W. M. (1987). *Interactive Language Teaching*. Cambridge: CUP.

Sharma, B.K. & Phyak, P.B. (2006). *Teaching English Language*. Kathmandu: Sunlight Publication

Sharma, Y. (2001). *The Effectiveness of the Role Play Technique in Teaching Communicative Functions: A Practical Study*. An Unpublished M. Ed. Thesis, TU : Kathmandu.

Sommer, B. & Sommer, R. (1991). *A Practical Guide to Behavioral Research: Tools and Techniques*. Oxford: OUP

Stoller, F.L. (2002). *Project Work : A means to promote Language Content*. In J.C. Richards and W.A. Renandya Methodology in Language Teaching : An anthology of current practice. Cambridge : CUP.

Wehmeier, et al. (2004). *Oxford Advanced Learners Dictionary*. New Delhi: OUP

Woodward, T. (2001). *Planning Lessons and Courses*. Cambridge: CUP

APPENDIX- I

Lesson Plan No. 1

School: Shree Mahendranagar Higher Secondary School Date: 2069/11/10

Class: 12 Time: 45min

Subject: English (Meanings into Words) Period: 2nd

Topic: Describing People

Group A

Specific Objectives: On completion of the lesson students will be able to skim the text given.

Teaching Materials: Daily used materials, picture cards, felt-tip pens.

Teaching learning activities:

At first teacher shows the picture cards of some persons in front of the class and ask them to guess about the picture (just for motivation).

Then teacher gives necessary information about each picture. For example: a person's facial complexion, height, weight, etc. and asks them to read the whole text once.

Now teacher divides the class into four groups to work on the task provided and distribute the pictures to every group.

Each group is asked to give appropriate information describing those pictures of people.

Students brainstorm on the picture they are given and discuss.

All the members of each group are asked to express their ideas and desires.

Finally, each group shares their ideas and present to the class.

Students try to do their best collaborating with each other in group.

Students produce a poster with a strong visual theme.

Students write about following features:

Hair	Lips
Face	Chin
Eyes	Eyebrows
Nose	Other special features

Evaluation: After completion of this lesson students display their works (charts) on the board. And teacher asks them to read their displays for other students in the classroom.

Homework: Make a note on describing your younger brother.

Group B

Presentation and Practice

The teacher motivates the students by asking some pre-reading questions related to the present lesson. Then she hands out copies of the text. She reads the text and students listen carefully. Then, she explains the text by talking about various features of human organs like, someone's eyes, nose, lips, height, weight, etc. She tells the answers of the given questions which are given just below the text and the students write down.

Evaluation : Teacher checks the copies to evaluate the students.

Lesson Plan 2

School : Shree Mahendranagar Higher Secondary School Date: 2069/11/11

Class : 12 Time: 45 min

Subject : English Period : 2nd

Topic : I Have a Dream

Group A

Specific Objectives: On completion of the lesson students will be able to engage their interest in target language cultures through the topic of dreams.

Pre-task phase: Depending on the target language, the students are asked to remember any dreams they had ever had.

During-task phase: Teacher divides the students into four groups to make class collaborative and interactive. After dividing the students into groups teacher dictates some familiar words and phrases from a short passage. For example: decree, seared, Negro, segregation, manacles, languishing in, insufficient funds, cooling off, blow off.

Each group is asked to discuss the dictated words and phrases and predict and assemble a possible story by creating sentences with the given materials.

One student in the group is assigned to look for the appropriate verbs in the dictionary; another is assigned as monitor while the others are creating sentences and discuss among their peers for creating the story.

The students are allowed to use additional words and phrases of their choice.

Post-task phase: Once each group has come up with the story/description, they summarize it and share with their friends and discuss.

The groups compare their stories with each group.

Evaluation: The students are asked to remember their dream which they want to accomplish and are asked to prepare for the next class by constructing a brief story.

Group B

Presentation and Practice

The teacher motivates the students by telling them her own dream. She wants to tell them that every student should have some dreams in their life to move ahead. Then she distributes the text and reads herself. She tells the meaning of some difficult words from the text and explains what actually means about dreaming for some good purpose. Then she talks about the activities given below the text and tells the answer of comprehension questions. The students write the answer and give it to their teacher for checking.

Evaluation: The teacher checks the answer of comprehension questions to evaluate the students.

APPENDIX II

Test Items

Name: F.M.: 50

Class: Time: 45 min

School:

TEXT- 1

Read the following text and answer the questions given below:

"This is Tammy who at 5 ½ years old is petite with brown eyes, dark, curly hair and a light brown complexion. Tammy has recently been legally freed for adoption, and this is the first attempt to find her a permanent family." Looking at the photograph of a little girl whose gentle half smile combines the mystery of the Mona Lisa with the appeal of a kitten, one wonders why she is being featured in a special newspaper column on hard-to-place children. The article goes on to explain that Tammy suffers from fetal alcohol syndrome, which could put a stop to her intellectual growth at any time. Following the description of Tammy's background, personality, and condition, the article then spells out the characteristics of an ideal adoptive family for her. Her social worker is looking for a one or two parent, black or biracial family with older siblings. The family will be accepted to go through an extended visiting period Tammy's transition from her foster home to a permanent home. Tammy will need a lot of affection from a family who can view intellectual functioning as only one aspect of the total child. Twenty years ago Tammy would have been sentenced on three counts to a life of foster or institutional care. She is not white. She is beyond infancy. And she is handicapped. Also twenty years ago no social worker screening prospective parents would have considered, let alone preferred, a nonwhite family or a family with older siblings; and single parent adoptions were unheard of. Until about 1960 middle or upper class childless white couples adopted healthy white infants- and that was it.

Handicapped children were more or less regarded as damaged goods. A five-year-old child was too old. Minority and mixed racial children were virtually ignored. So these children waited.

Q.1. Write 'T' for True and 'F' for False statements: 5*1=5

a. Tammy was a white child. ( )

b. Minority and racial children were virtually ignored. ( )

c. The black civil rights movement had no an immediate and a long run effect. ( )

d. Handicapped children were more or less regarded as damaged goods. ( )

e. Tammy was adopted by a good family. ( )

Q. 2. Choose the best answer: 5*1=5

a. Tammy was---------- years old girl.

a. 4 b. 4 ½ c. 5 d. 5 ½

b. Tammy's eyes were---------- in colour.

a. brown b. yellow c. blue d. black

c. Tammy's smile combines the mystery of----------

a. Nightingale b. Mother Teresa c. Pashang Lhamu d. Mona Lisa

d. The children who don't have their parents live in ----------

a. temple b. hospital c. oldage home d. foster home

e. Handicapped children are more or less regarded as---------- goods.

a. useful b. nice c. damaged d. attractive

Q.3. Write the following sentences into correct order. Use numbers.

5*2.5=12.5

a. Tammy was 5 ½ years old girl.

b. Tammy will need a lot of affection to view intellectual functioning as only one aspect of the child.

c. Tammy was a handicapped child and was beyond infancy.

d. Minority and mixed social children are virtually ignored for adoption.

e. Tammy's gentle half smile combines the mystery of the Mona Lisa.

Q. 4. Match the words and phrases in column A with their meaning in column B. Join with lines. 7*1=7

Column A	Column B
Civil rights	one's own brothers and sisters
Racial	the act of adopting a child
Siblings	disabled
Adoption	human rights
Handicapped	ethnic
Prefer	nervous
Kitten	to choose

TEXT – 2

"I have been living at Sofyino and been farming for a long time," Alyohin began, ever since I graduated from the University. My education did not fit me for rough work and temperamentally I am a bookish fellow, but when I came here the estate was heavily mortgaged, and as my father had gone into debt partly because he had spent a great deal on my education, I decided not to leave the place but to work till I had paid off the debt. I made up my mind to this and set to work, not, I must confess, without some repugnance. The land here does not yield much, and if you are not to farm at a loss you must employ serf labor or hired help, which comes to almost the same thing, or work it like a peasant—that is, you must work in

the fields yourself with your family. There is no middle way. But in those days I did not go into such niceties. I did not leave an inch of earth unturned; I got together all the peasants, men and women, from the neighboring villages; the work hummed. I myself plowed and sowed and reaped, and found it awfully tedious, and frowned with disgust, like a village cat driven by hunger to eat cucumbers in the kitchen garden. My body ached, and I slept on my feet.

At first it seemed to me that I could easily reconcile this life of toil with civilized living; to achieve that, I thought, all that was necessary was to secure a certain external order. I established myself upstairs here in the best rooms, and had them serve me coffee and liqueur after lunch and dinner, and every night I read The Messenger of Europe in bed. But one day our priest, Father Ivan, came and drank up all my liqueurs at one sitting, and The Messenger of Europe went to the daughters, because in summer, especially at haymaking time, I couldn't drag myself to bed at all, but fell asleep on a sledge in the shed or somewhere in a shack in the woods, and how could I think of reading? Little by little I moved downstairs, began to eat in the servants' kitchen, and nothing is left of my former luxury but the people who were in father's service and whom it would be painful to discharge.

"Before I had been here many years I was elected honorary justice of the peace. Now and then I had to go to town and take part in the assizes of the peace and sessions of the circuit court, and this diverted me.

Q.1. Write the words and phrases from the passage which are closest in meaning to the following:

8*1=8

To plant =

To obtain something =

Repulsion =

Worker =

Farmer =

Slog =

Dried grass =

Extravagance =

Q.2 Write the following sentences into correct order. Use numbers. 5*2.5=12.5

a) Every night I read The Messenger of Europe in bed.
b) I myself plowed and sowed and reaped.
c) I am a bookish fellow, but when I came here the estate was heavily mortgaged.
d) Now and then I had to go to town and take part in the assizes of the peace.
e) I made up my mind to this and set to work, not, I must confess, without some repugnance.

Rank	Name of the students	Marks Obtained	
1	Priya Bhatta	34	
2	Neha Chaudhary	33.50	
3	Puspa Chand	33	
4	Janaki Chand	33	
5	Neelam Chand	32	
6	Kaushila Joshi	32	
7	Nanda Bhatta	31.50	
8	Pooja Bhattarai	31	
9	Ishwari Ojha	30	
10	Khem Raj Joshi	28	
11	Rajendra Joshi	27.50	
12	Rajendra Dhami	27	
13	Jagadish Neupane	26	
14	Mohan Bhatta	26	
15	Srijana Kharel	25.50	
16	Shikhar Ojha	25.50	
17	Shravya Pandit	24	
18	Birat Pal	24	
19	Simran Pant	23.50	
20	Kamana Bhatta	23	
21	Suraj Pandey	22.50	
22	Rajan Pant	22	
23	Manju Joshi	22	
24	Chudamani Joshi	21.50	
25	Jagadish Joshi	21	
26	Nisha Nepal	20	
27	Sushila Ayer	20	
28	Madan Yogi	19	
29	Mamata Pal	19	

30	Rita Bhatta	19	
31	Ganga bhatta	18.50	
32	Rajesh Bhatta	18.50	
33	Mukund Khadayat	17	
34	Bikram Pant	17	
35	Bandana Lekhak	16.50	
36	Pragya Bhatta	16	
37	Mukesh Bhatta	15	
38	Jagadish Bist	14	
39	Madhavi Pant	12.50	
40	Kamlesh Pant	11	

Table no. 13

Pre-Test and post-Test result of Group A and Group B

Group A		
Rank	Pre-test	Post-test
1	34	42.50
3	33	43
5	32	42
7	31.5	43
9	30	41.5
11	27.5	42.5
13	26	40.5
15	25.5	40
17	24	40.5
19	23.5	39.5
22	22	38
24	21.5	38
26	20	40
28	19	35.5
30	19	36
32	18	34.5
34	17	32.5
36	16	33.5
38	14	31
40	11	24
Total	464.5	758

Group B		
Rank	Pre-test	Post-test
2	33.5	37.5
4	33	37
6	32	36.5
8	31	33
10	28	35.5
12	27	33
14	26	33.5
16	25.5	31.5
18	24	33
20	23	30
21	22.5	30.5
23	22	27
25	20	25
27	20	24.5
29	19	24
31	18.5	21
33	17	22
35	16.5	20.50
37	15	19
39	12.5	18.5
Total	466	572.5

APPENDIX 3

1. Calculation of the average effectiveness

   AV. Score = Summation of all individual scores/ Total no. students

   Statistically,

   Required Arithmetic Mean $(\bar{x}) = \frac{\sum fx}{n}$

   Group A

   a) Pre-test

   $$(\bar{x}) = \frac{\sum fx}{n}$$

   = 464.50/20

   = 23.22

   b) Post-test

   $$(\bar{x}) = (\sum fx)/n$$

   = 758.50/20

   = 37.92

Group B

a) Pre-test

$$(\bar{x}) = \frac{\sum fx}{n}$$

= 466/20

= 23.03

b) Post-test

$$(\bar{x}) = \frac{\sum fx}{n}$$

=572.50/20

= 28.62

2. Median = $\frac{N+1^{th}}{2} item$

3. S.D= $\frac{\sqrt{fx^2}}{N}$