

CHAPTER – ONE

INTRODUCTION

This section consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background of the Study

Second Language refers to the language other than the mother tongue. Second Language Acquisition (SLA) refers to the learning of other language than one's mother tongue or say, SLA is taken as the mastery over the languages after the child acquires his/her first language. Dulay, Burt and Krashen (1981, p.10) define SLA as "The process of learning another language after the basics of the first have been acquired". Likewise, Ellis (1985, p.5) defines SLA as "The study of how learners learn an additional language after they have acquired their mother tongue". Similarly, Mitchell and Myles (2004, p.5) say, "Second languages are any languages other than the learner's native language or mother tongue". With the preference to the term 'Second Language Learning (SLL)', they define SLL as the learning of any language that takes place sometime later than the acquisition of the first language.

Gass and Selinker (2008, p.7) state:

SLA refers to the process of learning another language after the native language has been learned. Sometimes, the term refers to the learning of a third or fourth language. The important aspect is that SLA refers to the learning of a non-native language after the learning of the native language. The Second Language is commonly, referred to as the L2. As with the phrase 'Second Language'; L2 can refer to any language learned

after learning the L1, regardless of whether it is second, third, fourth or fifth language".

While defining SLA, Dulay, Burt and Krashen (1981) give main emphasis on language after the basics but Ellis (1985) focuses saying additional language after the child's mother tongue whereas, Mitchell and Myles (2004) took SLA as other than the learner's native language. However, they all agree SLA as learning of the language other than first language. It is the study of how a learner learns additional language. Here, additional language for my research purpose is the English language.

Regarding English language, Richards and Rodgers (2001, p.63) say:

English language is the most popular and widely used language in the world. It is taught as a second or foreign language in different countries. Language teaching started as a profession in the twentieth century. It was characterized by frequent changes, innovations and the development of sometimes comparing language teaching ideologies.

Hence, learning of second language is not as easy as acquisition of first language. Teaching English language as SLA requires different teaching techniques such as demonstration, explanation group work, pair work, project work etc. Among them, adaptation is a technique which requires modification in existing situation. This technique helps to teach and learn the subject-matter relating with prevalent environment. Individualizing, modifying and compensating are the main three forms of adaptation technique that can be used to teach the text for developing reading comprehension. Contextualizing the text to make it easy to comprehend either by adding, deleting or substituting is the core of this technique.

1.2 Statement of the Problem

Teaching is an art which requires skills to implement inside the classroom. It is very hard to find that every teacher possess the qualities of being a real teacher. The teacher, who can implement the teaching techniques with consistent and harmony to method and approach is taken as good teacher.

There are many techniques that are implemented by teachers like lectures, explanation, demonstration, elicitation and so on. Adaptation technique is also one of the teaching techniques in which a teacher modifies or contextualizes the subject matter to be taught and learnt either by supplementing, editing, expanding, personalizing or simplifying. It requires some sort of modification.

In our context, the course content is designed in the central level which may not be appropriate to all the students of different parts having different learning abilities. Some texts may need to be adapted for the students to make the teaching learning effective. The text can be adapted by using adaptation techniques. Drawing my own reflection, most of the teachers are found teaching the course content as it is in the textbook. This context led me to carry out the research in this very topic. Furthermore, I have attended international conference where I found the sharing on adaptation conference a successful technique.

So, to find out the effectiveness of adaptation technique in developing reading comprehension, I have selected this topic for research.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out the effectiveness of adaptation techniques- modifying and compensating-in developing reading comprehension.
- b. To provide some pedagogical implications.

1.4 Research Question

The following are the research questions of my study.

- a. Are adaptation techniques: modifying and compensating effective in developing reading comprehension?

1.5 Significance of the Study

This study is related to teaching technique. It aims at finding out the effectiveness of adaptation techniques in developing students' reading comprehension. So, this study will be significant to the teachers particularly the English teachers in using the adaptation technique to become a better teacher in their own. Similarly, teacher trainers can also be benefitted to train the teachers in reforming their way of teaching with the use of adaptation technique.

Moreover, this study provides an insight to the teachers or ELT practitioners who are interested in carrying out research in the field of teaching techniques. Teaching and learning English in the context of Nepal is challenging as it is taught as foreign language. So, this study will be significant for all the teachers to select the adaptation techniques to make the teaching learning activities simple and comprehensive.

1.6 Delimitations of the Study

Since, it is a small scale research; this research had the following delimitations:

- a) This study was delimited to find out the effectiveness of adaptation technique in developing reading comprehension.
- b) The study was conducted in one school of Banke district i.e. Shree Simant Higher Secondary School, Binauna.
- c) The study was delimited to only grade nine students of selected school.
- d) The data was collected only from written test.

1.7 Operational Definitions of the Key Terms

In this section, the definitions of some of the key terms used in my study are incorporated. These words may mean difference other areas, but the meaning of these words in my study was the following;

Adaptation: It refers to the process of changing a particular piece of work for a new situation. In this research, it refers to the process of contextualizing the subject-matter in accordance to the existing situation.

Compensate: It refers to provide something good to balance or reduce the bad effects of damage, loss etc. In this research, it refers to the process of adding, removing or substituting the subject matter.

Elicitation: It refers to the process of getting information from somebody, especially by asking questions. In this research too, it refers to the process of getting information or ideas especially by asking questions.

Modifying: It refers to change the form or quality slightly. In this research, it means changing the text according to the existing situation.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section is divided into four other sub-headings. The first, theoretical framework focuses on describing the theoretical base for the researchers. The second, review of related literature throws light on empirical studies so far carried out on the related topics. The third, implication of the review of the study presents the relation between reviewed works and the present one. The fourth, conceptual framework summarizes the whole process to be followed for the selected topic.

2.1 Review of Related Theoretical Literature

This section is the most important part of research which consists of the following elements:

2.1.1 Language Skill

The purpose of teaching a language is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is directed to equip students with the language skills they really need. Haycraft (1978, p.108) says "To be able to use the language, to convey thoughts, intentions, wishes, information etc. a person needs a mastery of various elements". There are four language skills; listening, speaking, reading and writing.

The four language skills listening, speaking, reading and writing are integrated not only while we are teaching and learning a language but also in real life situation while we are using it for various purposes. A language is basically used in real life situation in order to receive information. To elicit the information, we have to listen to someone or something or read a written text.

Therefore, listening and reading are referred to as receptive skills. On the other hand, a language is used to express our feelings, thoughts and so on in terms of speaking and writing. Therefore, speaking and writing are known as productive skills. My research is concerned with developing reading. So, it is essential to discuss about reading skill here.

2.1.2 The Reading Skill

According to Grellet (1981), 'Reading means extracting required information from a written text as efficiently as possible.' Similarly, Richard et.al (1999) say, 'Reading is perceiving a written text in order to understand its content'. In the same way, Harmer (1991) says, 'Reading is exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work without significance of the reader.' Likewise, Harmer (2008) views reading based on the different purpose and the ways. He points out following reading skills for betterment in reading skills:

- i. Reading for pleasure: It is one of the skills for reading. A reader selects reading materials himself or herself. Readers read the texts freely and get the information for pleasure. For example, reading story, novel or jokes for his/her own entertainment.
- ii. Scanning: Scanning is the process of looking quickly but not very carefully at any text or document. Readers read the text for particular bit of information. For example, looking for telephone number, watching television for specific information, going through the article quickly for a name, etc.
- iii. Skimming: Skimming is one of the specific reading techniques necessary for quick and efficient reading. When skimming, readers go through the reading materials quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intension of the writer (Grellet 1992, p.19). Skimming is, therefore, a thorough activity which

requires an overall view of the text and implies a definite reading competence.

From the above definitions, we can say that reading is receptive skill in language learning. It is a way of getting information from the graphic symbol. While reading as foreign language text the reader has to try to understand the message or information contained in the text without the help of the native speakers. So, reading is a process used for extraction information from a printed or written text. It is the total understanding of a message contained in the text i.e. reading is the comprehension of the text.

2.1.3 Types of Reading

A reader may read for different purpose like, for pleasure or for information. Reading can be of different types based on the reading purpose. There are different kinds of reading that are discussed below:

a) Reading aloud

Reading aloud is the way of reading orally producing sound which enables the students to read. Wright (1967, p. 31) says, “Oral reading are those activities which relate to the association of written symbols with spoken sound.”

Likewise, Nuttal (1996) says, “Reading aloud round the class is too often used at the expense of silent reading for meaning. The one who reads aloud has already interpreted the text and her voice reflects her understanding.” This means reading aloud is a way of reading the text with spoken sound.

b) Silent reading

Silent reading is another type of reading. Here, the students do not produce loud sound instead they read silently and with adequate understanding. Richard et.al (1999) define, silent reading as the way of perceiving written text in order to understand its content. It is a way of reading the written text without producing sound.

c) Extensive reading

Reading longer texts, usually for one's own pleasure is known as extensive reading. This is a fluent activity mainly involving global understanding. "The purpose of the extensive reading program will be to train the students to read directly and fluently in the foreign language for their enjoyment without the aids of the teachers" (Rivers 1968, p. 229). It means extensive reading is the ultimate aim of teaching reading.

d) Intensive reading

'Intensive reading means students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions (Venkateswaran, 1995)'. Intensive reading is the reading at a slower speed and requires a higher degree of understanding. Thus, it can be called the reading which involves close study of the text.

2.1.4 Teaching Reading Comprehension

Comprehension is the ability of readers to construct meaning from a piece of written text. Reading comprehension means to understand written material and extracting the required information from it as efficiently as possible. So, reading becomes meaningful only if the reader gets meaning behind the graphic symbol. For an efficient reader, it is not enough only to understand the text being read but the time factor is also very important. Grellet (1992, p. 3) points out, 'A competent reader will quickly reject the irrelevant information and find out what he is looking for'.

Reading comprehension involves making meaning of words, phrases, clauses sentences and the whole text. It means to comprehend the text; the reader needs to interpret the total organization of the whole text which requires many sub-skills. Munby (1978, p. 126-131) notes the following varieties of skill in reading.

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when it is not explicitly stated.
- Understanding conceptual meaning.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding relations within the sentences.
- Understanding relations between parts of a text through lexical cohesion devices.
- Understanding cohesion between 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, and idea, etc.)
- Selecting extraction of relevant points a text.
- Basic reference skills.
- Skimming.
- Scanning to locate specifically required information.
- Transcoding information to diagrammatic display.

It means reading skill includes various sub-skills. To be a good reader one needs to recognize the script, deduce the meaning from lexical items and understand the information which is explicitly and implicitly stated.

Understanding the relation between lexical items, sentences and paragraphs, recognizing indicators and summarizing the text are other important sub skills of reading skill.

Similarly, Emphasizing active involvement of students in reading for comprehension, Rivers (1968, p.51-52) states:

To comprehend the meaning means to extract the printed patterns from three levels of meaning: lexical meaning (the semantic content of the words and expressions), structural meaning (deriving from interrelationships among words or parts of words or from the other words) and socio- cultural meaning (the evaluation which people of his own culture attach to the words and groups of words he is reading).

Reading comprehension is the process of constructing meaning from the text. It is the most important skill to gain more knowledge. The more one reads, the more knowledge s/he gains. This means the teacher has to make the students be studious by helping them in developing their reading comprehension. For developing students' reading comprehension, a teacher can use different teaching techniques like lecture, explanation, demonstration, group work, pair work, strip story, role play, elicitation and adaptation. Since, this research is carried out on adaptation technique; I have made an attempt to describe it in brief.

2.1.5 Adaptation

Adaptation simply refers to the modification. As Hornby (2010,p.16) mentions, "Adaptation means a film/movie, book or play that is based on a particular piece of work but that has been changed for a new situation or the process of changing something, for example; your behaviour, to suit a new situation". The term, adapt, means to change something in order to make it suitable for the situation. So, adaptation refers to the process of changing the text style with accordance to the existing situation.

In the same way, Kell (1998) describes adaptation as any process which modifies or extends the implementation or behaviour of a subsystem to enable or improve its interaction, or synonymously, its communication with the surrounding parts of the systems. The process of adaptation is always either an edit, meaning an invasive change to one or more of the input notations or else involves some separate entity which we call an adapter. Some argue that adaptation is necessary precisely in order to keep the message intact (at least on the global level) while others see it as a betrayal of the original author. Adaptation technique has its own importance which contextualizes the subject matter in terms of content simplification or cultural relation to be taught and learnt.

According to Madsen and Bowen (1979), an adaptation technique takes three forms;

- Individualizing
- Modifying
- Compensating

This shows that adaptation technique can be used by individualizing, modifying and compensating the text. Individualizing means to make the text something different that suits the needs of an individual in particular context. Modifying means changing the text according to the existing situation and compensating implies the process of balancing the things either by adding, removing or substituting the subject matter. These three forms are the key ways of using adaptation technique in language teaching. These above forms indicate that contextualizing the text-book and the real world is the core of adaptation technique.

Regarding the strategies of modifying the texts for EFL learners, Texas Educational Agency (2010) mentions the following strategies:

a) Identify main ideas and key words

In preparation for adapting a text, it is necessary to read it for two to three times. After reading a text, one needs to identify its main ideas and the key words to those main ideas. We can underline or list them separately as points of reference – these items must be clear and salient in the adapted version of the text. It is also recommended that a teacher writes an outline of his adaptation before he begins to write to ensure that ideas flow logically and that all important points are covered.

b) Be consistent

The structure of the adapted passage should be clear and consistent. It is recommended that a teacher begins each paragraph or segment with a clear topic sentence and follow it with a few supporting sentences that provide more detail. This practice can provide important predictability and clarity for the learners.

c) Shorten sentences

It is essential to break long and complex sentences into two or more simple sentences. For example, sentence about first aid for burns: *After the burn becomes cooler, apply a moisturizer or aloe vera gel to the burn to reduce scratching and itching and to keep the skin moist.* This sentence could be broken up into three shorter sentences without any loss of meaning: Let the burn cool. Then, put on a moisturizer or aloe vera gel. Moisturizer or gel will keep the skin moist (a little wet) and reduce scratching and itching.

d) Simplify grammar

Grammar can also be simplified. To some extent, this may happen naturally when we shorten sentences. In addition, we can use simple tenses (*e.g., I ate vs. I have eaten*) rather than difficult-to-define words like nevertheless and inasmuch, and use the active voice (*e.g., Tom ate the apple.*) instead of the passive voice (*e.g., the apple was eaten by Tom*).

e) Simplify vocabulary

Replacing long, uncommon, or otherwise difficult words with shorter, simpler words is a way of adapting the text. For example, *ascertain* could be replaced with *find out*; *obstruct* could be replaced with *stop*. Other words that are not central to the meaning of the passage can be omitted altogether.

f) Rephrase complex ideas

If a sentence or passage is too difficult to superficially modify, a teacher may need to completely rewrite it. If that's necessary, the main idea of the original text should not be lost.

g) Clarify

In addition to simplifying and eliminating words and sentences, teacher may also have to add some clarifying language as well. Examples can be added to illustrate a point or give the meaning of a word in parentheses.

h) Consider text appearance

When adapting a text, teacher should not forget to utilize the previously mentioned techniques for improving the appearance and accessibility of a text. The teacher can create bold headings for different sections of the text, and increase the font size slightly for better readability.

Hence, adaptation is a teaching technique that requires contextualization in teaching. This technique believes in modifying the text using above mentioned strategies in accordance with the existing situation. This technique can be useful enough to learn the subject matter in the real context which facilitates effective language learning.

2.2 Review of the Related Empirical Literature

Many researches have been carried out in the field of language teaching and so is the case in teaching techniques. The related studies regarding my study conducted so far are reviewed as follows;

Madsen and Bowen (1979) carried out a research entitled, ‘Adaptation in Language Teaching’. The study aims to find out the effective adaptation techniques in language teaching. Test items were used as research tools and sample population was selected using non-random sampling. After the study, it was found that individualizing, modifying and compensating are the main forms of adaptation which were considered as the effective adaptation techniques in language teaching. Moreover, it was also concluded that the use of those three techniques are useful in contextualizing the subject matter in the existing situation which helps the learners in understanding the text clearly.

From the above analysis, it can be said that adaptation technique is an effective technique in language teaching. But, here, I would like to explore the use of this technique in developing reading comprehension.

Similarly, Kell (1998) conducted a research on, ‘A Survey of Practical Software Adaptation Techniques’. The study tries to explore the use of practical software adaptation techniques. Observation was used as research tools and was conducted in the University of Cambridge, UK. After the study he concluded that software adaptation techniques appear in many disparate areas. Minimization, localization and standardization are the main keys used in software adaptation techniques.

In the above analysis, a survey of practical software adaptation techniques is studied but I have made an attempt to find out the effectiveness of adaptation technique in developing reading comprehension.

In the same way, Baniya (2009) conducted a research entitled, 'Teaching Techniques Used by English Teachers'. The main objectives of his study were to find out the techniques used by teachers in English classroom and to compare the teaching techniques used by teachers in public schools and private schools. The teachers of the secondary schools of Lalitpur district were the sample population of his study. He has used class observation and interview as research tools and sample population was selected using stratified random sampling. After the study, he derived the findings that 63.75 percent teachers used teacher-centered techniques i.e. lecture, explanation, demonstration and translation. Out of which 42.5 percent teachers of public schools and 21.25 percent teachers of private schools used those teacher-centered techniques.

The above mentioned analysis indicated that teachers feel comfortable in using teacher-centered techniques in comparison to learner-centered techniques. It is also seen that the teachers of public schools use teacher-centered techniques more than the teachers of private schools. However, it has not been studied on the use of adaptation technique in developing reading comprehension. So, I have attempted to study on the very topic.

Likewise, Rimal (2011) has carried out a research on, 'Use of Elicitation Technique in Developing Reading Comprehension'. The study aimed to find out whether elicitation technique can improve students' reading comprehension ability. He selected the students of grade nine of Janak secondary school Mahendranagar-9 Sunsari by using judgmental non random sampling procedure. Test items were used as research tools. After the research, he has derived the findings that the use of elicitation technique improved the result of 84 percent students. This enhancement in the result shows that elicitation technique is one of the effective techniques in developing reading comprehension.

The above mentioned analysis showed that elicitation is an effective teaching technique especially in developing reading comprehension ability. Here in my

study, I have made an attempt to find out whether adaptation technique could improve reading comprehension.

Though, some researchers are carried out related to the adaptation technique, no research activity has been carried in the field of use of adaptation technique in developing reading comprehension to my knowledge. So, my study probably was distinct to other researches.

2.3 Implication of the Review for the Study

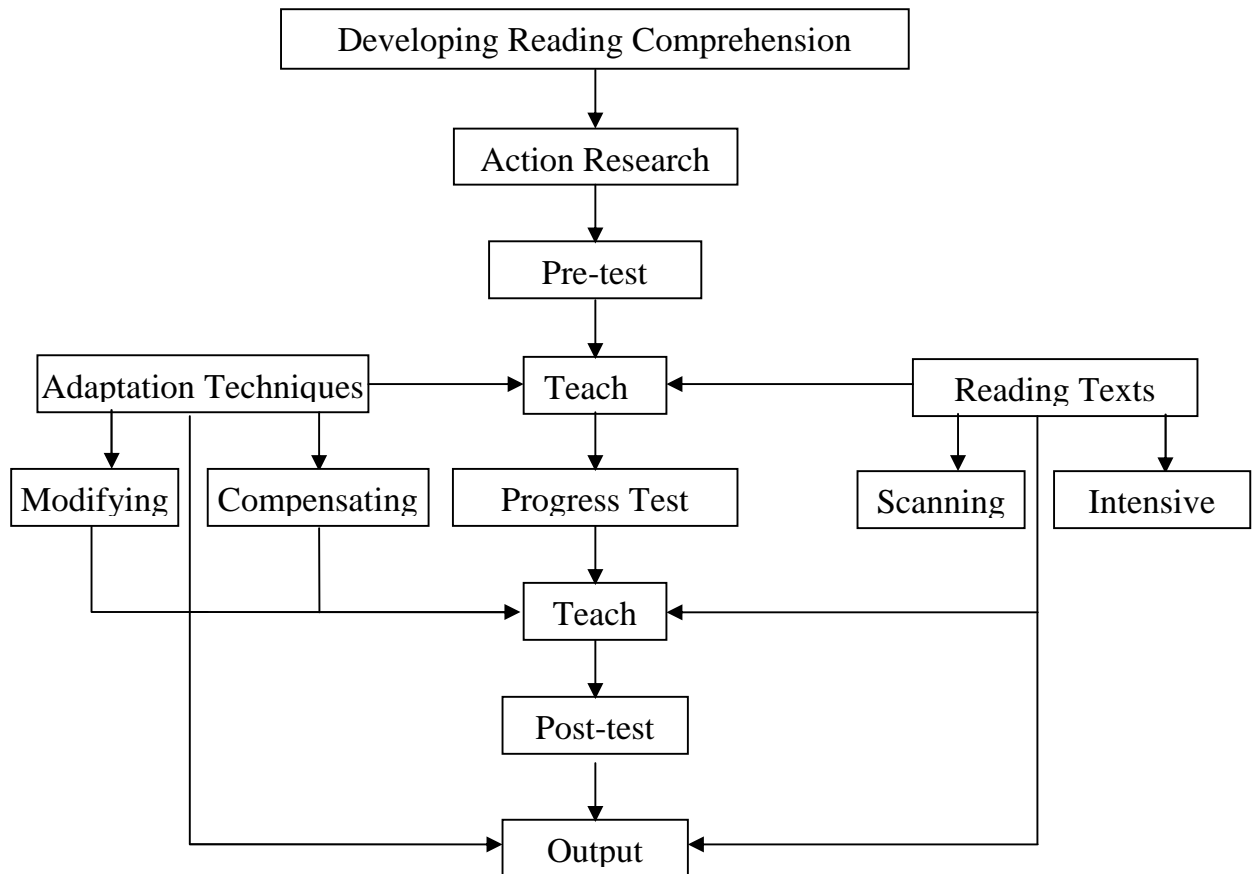
All the reviews of the related literature are concerned with adaptation technique and reading comprehension. These all literature are applicable and have significant role for my study.

A research carried out by Kell (1998) helped my study to make the concept clear about the technique 'adaptation' and gave me the clear guidelines to survey on adaptation technique. Similarly, Madsen and Bowen (1979) carried out research that mainly focused on the techniques of adaptation in language teaching which gave insights for my study and provided clear road map to study on adaptation technique. The research of Baniya (2009) gave me the adequate knowledge about the teaching techniques; teacher centered and learner centered and irrigated water on my study to be full-fledged. Likewise, the research carried out by Rimal (2011) provided me the ways to carry out action research in reading comprehension.

All other related literature that I got from different sources like; different books, journals, articles, reports, websites etc. helped me for my study to make my study a complete one.

2.4 Conceptual Framework

This study was based on following conceptual framework which is depicted down in diagram.



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

This section includes design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures, and data analysis and interpretation procedures.

3.1 Design and Method of the Study

To meet the objectives of the study, I have selected 'action research' as a research design which incorporates pre-test, progress test and post-test. The term 'action research' was first coined by Kurt Lewin in 1946 to bridge the gap between theoretical and applied researches. In Cohen and Manion's (1985) view action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in a specific context. Similarly, Kemmis (1998) thinks that action research is a form of self-reflective enquiry undertaken by participants in order to improve their own professional practices (as cited in Bhattarai, 2005). Similarly, Nunan (2010, p. 229) defined action research as, " a form of self-reflective inquiry carried out of practitioner, aimed at solving problems, improving practice, or enhancing understanding." Nunan gives emphasis on the aims of action research, which is conducted to solve the problems, improve practice or enhance understanding in any related matter. Likewise, Wallace (1998) defines action research as a strategy for professional development which is accompanied by reflecting on the practitioners 'regular activities (series of activities). (Bhattarai, *ibid*)

From the above definitions, it can be said that action research is carried out by practitioners involved in the concerned work such as, an action research carried out by a teacher in the field of language teaching and learning. It is done by analyzing the result of the teacher's own actions or reflecting upon them. The

aim of such research is to bring about improvement in class teaching and learning.

Cohen, et al. (2007, p. 307) summarize action research in following points which are taken as the characteristics of action research.

- a. It works on and tries to solve real, practitioner identified problems of everyday practices.
- b. It is collaborative and builds in teacher development.
- c. It seeks causes and tries to work on those causes.
- d. The solutions are suggested by the practitioner involved.
- e. It plans an intervention by the practitioners themselves.
- f. It implements the intervention.
- g. It evaluates the success of the intervention in solving the identified problem.

The common features of action research are:

- a. In action research a problem is identified in a local situation and it is instantly solved in the same situation.
- b. Action research is participants' self-reflective enquiry, teaching through enquiry.
- c. It aims to improving current state of affairs, participants regularly activities, quality of action within a social setting. (Bhattarai, *ibid*)

The steps of action research are as below:

Action research is not a single stage operation. It requires multiple steps of completion. Regarding the steps of action research different scholars have given different name and number of stages of conducting it.

Nunan (2010, p. 19) gives the following steps of action research with reference to classroom language teaching.

i) Initiation

First of all, the teacher is confronted with a problem in course of his/her job. This is a point where the process of action research begins. In this step, the teacher identifies the problem and tries to find out the solution. Here, the teacher asks why the problem has come and what its solution is.

ii) Preliminary investigation

In an attempt to get answer of those questions, the teacher spends some time to observe the classroom interaction (if possible) and collects baseline data related to the concerned problems.

iii) Hypothesis

The initial data are reviewed, all the relevant factors possible to play role in the problems are considered and hypothesis is postulated regarding the causes of the problems.

iv) Intervention

The teacher needs to devise some new strategies by means of which the factor causing the immediate problem can be neutralized. Thereafter, then new strategy is implemented in the same learners with whom there is the real problem.

v) Evaluation

After the intervention period is over, the concerned learners need to be evaluated and their performance should be observed again.

vi) Dissemination

The findings of the action research are disseminated among colleagues so that all can share the ideas and get benefit from the research findings. This is done especially in the form of a workshop or a seminar.

vii) Follow-up

Since, the work of an action research can take the form of an ongoing cycle until the researcher gets the satisfactory conclusion, some of the above mentioned steps can be repeated again e.g. hypothesis, intervention and evaluation. The cycle should be revised particularly if the intervening measure so far tried out does not work to satisfy the hypothesis. In such case, another hypothesis is postulated the alternative intervening measure is devised or only the intervening measure is altered, keeping the hypothesis the same.

Students are directly involved in action research. So, following the above steps, this research helps to identify the actual problems of the class on particular subject matter and helps to solve those problems in practical way. Because of these reasons, it is selected as research design of my study.

3.2 Population, Sample and Sampling Strategy

The population of the study was twenty-five students of grade nine. Though, it was carried out in twenty-five students of grade nine of Shree Simant Higher Secondary school, Binauna; it represented the whole students of grade nine students of Banke district. To select the sample population of the study, I used purposive non- random sampling procedure because it helped me to select the population according to the purpose of my study.

3.3 Study Area

The study area of the research was Binauna VDC of Banke district and the population consisted of twenty- five students of nine class of Shree Simant Higher Secondary school, Binauna Banke.

3.4 Data Collection Tools and Techniques

The test items based on grade – nine, English curriculum, were designed to assess the effectiveness of adaptation technique in developing reading comprehension as the tools for collecting data. Furthermore, I used correction, and feedback giving techniques in carrying out research.

3.5 Data Collection Procedure

To collect the data, the following procedures were followed:

- a. First of all, I visited the selected school and requested the concerned authority for permission to carry out the study.
- b. After getting the permission from authority, I built rapport with the subject teacher and explained the purpose and process of the research.
- c. Then, appropriate test items were developed.
- d. After that, I administered pre-test to identify the students' initial competence.
- e. Then, I taught the selected students for ten days using adaptation techniques: modifying and compensating. And progress test was also administered.
- f. After correcting and giving feedback, further ten lessons were taught to the same selected students using same adaptation techniques and administered post-test and kept record of the result of all the tests.
- g. Finally, I left the school thanking all the students, teachers and concerned authorities for their kind co-operation.

3.6 Data Analysis and Interpretation Procedures

The systematically collected data was analyzed and interpreted statistically as well as descriptively in paragraphs. First of all, pre-test was conducted to find out the level of students in the concerned subject where analysis followed. Then, progress-test was conducted after treating the students. At last, post-test was conducted. After all these tests, analysis and interpretation of the students' results followed.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This study deals with the analysis and interpretation of the data obtained from the test- items. This study was carried out to find out whether adaptation technique can develop reading comprehension ability on the part of the learners. Tabulation of the data and then its interpretation is followed by result and discussion. The use of statistical tools as well as score in range has made this result and interpretation comprehensive.

4.1 Analysis and Interpretation of the Data Obtained Through Test Results

This section includes the holistic analysis, and the analysis and interpretation of the scores of the students on the pre- test, progress test and post test.

4.1.1 Holistic Analysis

This section comprises the holistic analysis and interpretation of the data obtained through tests results by the students on the pre-test, progress test and post- test.

Holistic analysis of three results along the test items used on reading text and the average score is presented below:

Table 1

Holistic Analysis of Three Test Results

	Pre-test	Progress Test	Post-test
Reading sections	<i>Passage</i> <i>Story</i> <i>Newspaper</i>	<i>Passage</i> <i>Letter</i>	<i>Passage</i> <i>Story</i> <i>Newspaper article</i>
Modes of questions	<i>Multiple choice item</i> <i>Close- ended</i> <i>Open- ended</i>	<i>Multiple choice item</i> <i>Close- ended</i> <i>Open- ended</i>	<i>Multiple choice item</i> <i>Close- ended</i> <i>Open- ended</i>
Reading strategies to be tested	<i>Scanning</i> <i>Intensive</i>	<i>Scanning</i> <i>Intensive</i>	<i>Scanning</i> <i>Intensive</i>
Adaptation techniques	-	<i>Modifying</i> <i>Compensating</i>	<i>Modifying</i> <i>Compensating</i>
Major test items	- <i>Tick the best answer</i> - <i>True-false</i> - <i>Match words with meaning</i> - <i>Question-answer</i> - <i>Exploring the meaning</i>	- <i>Tick the best answer</i> - <i>True-false</i> - <i>Exploring the meaning</i> - <i>Question-answer</i>	- <i>Tick the best answer</i> - <i>True-false</i> - <i>Match words with meaning</i> - <i>Question-answer</i> - <i>Exploring the meaning</i>
Average score	36.28	41.04	45.14
Average percentage	72.56	82.08	90.28

From the above table, it was found that the three tests: pre-test, progress test and post test were administered to assess the students' ability in comprehending the reading texts. Three different reading sections- passage, story and newspaper article-were used for pre-test and post-test and two different reading section-passage and letter-were used for progressive test. Similarly, three different types of questions-multiple choice item, close-ended and open-ended were used in all three tests. Five different test items i.e. tick the best answer, match the words with their meaning, true-false, exploring the meaning, and question-answer were used to assess the students' ability to comprehend the reading text. Among many reading strategy, scanning and intensive were tested in all three tests. Pre-test was administered before teaching any texts. After that adaptation techniques-modifying and compensating -were used for teaching reading texts and progress as well as post test were administered. The results of all three tests revealed that the increment was found in average score and percentage which proves that adaptation techniques are useful in developing reading comprehension.

4.1.2 Analysis and Interpretation of the Pre- test

Before I started teaching, I administered a set of test items i.e. pre-test to twenty-five students in order to determine the students' ability in reading comprehension. The pre-test consisted of fifty full marks having five major test items. They are-tick the best answer, match the words, true-false, exploring the meaning and question-answer.

The following table clearly shows the details of pre-test.

Table 2
Students' Results on the Pre-test

S.N.	Reading sections	Modes of questions	Reading strategies to be tested	Major test items	Score in range	No. of students	
1.	Passage	<i>Multiple choice item</i>	<i>Scanning</i>	<i>Tick the best answer</i>	0-1	6	
					2-3	12	
					4-5	7	
2.	Story	<i>Close ended</i>		<i>Scanning</i>	<i>Match the words with their meaning</i>	0-5	17
						6-10	8
					<i>True-false</i>	0-5	14
						6-10	11
					<i>Exploring the meaning</i>	0-1	6
						2-3	16
4-5	3						
3.	Newspaper article	<i>Open-ended</i>	<i>Intensive</i>	<i>Question answer</i>	0-5	6	
					6-10	11	
					11-15	6	
					16-20	4	

The above table indicated that there were three modes of questions- multiple choice item, close ended and open ended- and five test items i.e. tick the best answer, match the words with their meaning, true-false, exploring the meaning, and question-answer designed for twenty five students on the basis of three different reading sections i.e. passage, story and newspaper article. Two reading strategies-scanning and intensive were supposed to be tested.

The item-wise analysis and interpretation of the test items are in the following manner.

a. Tick the best answer

This test item was designed to test the reading strategy: scanning. From the above table it is obvious that out of twenty five students only six students obtained the score in between the range of 0-1. Similarly, twelve students secured the score in between the range of 2-3 and seven students obtained the score in between range of 4-5. From the result, the students were found average in comprehending the reading text.

b. Match the words with their meaning

This test item was designed to assess the students reading comprehension ability specifically the scanning reading strategy. From the result, it was clear that large number of students i.e. seventeen out of twenty-five obtained the score in between the lowest range i.e. 0-5. It showed that students' comprehension ability was required to be improved.

c. True-False

This test-item was also designed to test the students reading comprehension ability. Out of twenty five students, fourteen students secured the score in between the range 0-5 and eleven students secured the score in between 6-10. This indicated that the comprehension ability of the students was not so poor but their improvement for better comprehension was felt necessary.

d. Exploring the meaning

Here, the students were required to explore the meaning from the reading text. In this test, only three students were able to secure the score in between the range of 4-5, i.e. the highest range. It revealed that students' comprehension ability should be improved.

e. Question-answer

From the test result, it is found that only four students out of twenty five were able to achieve the score in the highest range that is 16-20. It indicated that students reading comprehension should be improved.

The above table and the item-wise analysis depicted that students were found average in comprehending the reading texts. Very few students had secured the highest range of the score in all the test items. It revealed the necessity to improve the students reading comprehension ability using different techniques. So, I attempted to develop their reading comprehension using adaptation techniques: modifying and compensating.

4.1.3 Analysis and Interpretation of the Progress Test

After administering the pre-test, I taught ten lessons like-travel and holiday, holiday plans, expressing intention. I used adaptation techniques-modifying and compensating- while teaching to develop students' reading comprehension. After teaching those lessons, I administered progress test.

The following table clearly depicts the details of the progress test.

Table 3

Students' Results on the Progress Test

S.N.	Reading sections	Adaptation techniques	Modes of questions	Strategies to be tested	Major test items	Score in range	No. of students
1.	Passage	Modifying	Multiple choice item	Scanning	Tick the best answer	0-5	15
						6-10	12
					True-false	0-5	10
						6-10	15
2.	Letter	Compensating	Close-ended	Intensive	Exploring meaning	0-5	5
						6-10	13
						11-15	7
			Open-ended		Question answer	0-5	6
						6-10	12
						11-15	7

The above table depicts that two reading sections-passage and letter- were used for the test where multiple choice item, close-ended and open-ended types of questions were administered. The main two reading strategies-scanning and intensive-were tested using different test items i.e. tick the best answer, true-false, exploring the meaning and question-answer.

The item-wise analysis and interpretation of the test are as follows:

a. Tick the best answer

This test item was designed to assess the students' ability to comprehend the reading text. Out of twenty five students, twelve students were able to achieve the score in the highest range i.e. 6-10. The number of students achieving the

highest range is increased by five students in progress test (pre-test- 7 students and progress test-12 students). From the result, it was found the use of adaptation techniques had enhanced their ability to comprehend the reading text.

b. True-false

In this test item, out of twenty five students, fifteen students secured the highest range of score i.e.6-10. The number of students obtaining the highest range of score was increased from 11 to 15 students in progress test than in pre-test. It was found that there was progress in students' ability to comprehend reading text.

c. Exploring meaning

This test required intensive reading strategy that was useful to explore the meaning from the text. The table shows that five students secured the score in between the range of 0-5. Similarly, thirteen students secured the score in between the range of 6-10 and seven students secured the highest range of the score i.e. 11-15. When we compare the data with pre-test, the number of the students obtaining the score in the highest range was found increased (3 students in pre-test and 7 students in progress test). From the above result, it can be said that adaptation techniques are effective in developing reading comprehension.

d. Question-answer

This test item was also designed to assess the students reading comprehension ability. Though the result of the progress test showed that the number of the students obtaining the highest range of the score i.e. 11-15 is increased; only seven students out of twenty five secured the highest range of the score. It showed that students' comprehension ability is yet to be improved.

Thus, we can say that the improvement was found in students' ability in comprehending the reading text. It revealed that the use of adaptation techniques: modifying and compensating developed the students' reading comprehension.

4.1.4 Analysis and Interpretation of the Post Test

After the completion of the progress test, I taught other ten lessons like message of condolence, flood reaches eighty eight in Bangladesh using adaptation techniques- modifying and compensating- to develop the students reading comprehension. The test items of the post test were similar to the test items of the pre-test which helped to find out the effectiveness of adaptation techniques in developing reading comprehension. The post-test consisted of fifty full marks having five major test items. The three reading sections- passage, story and newspaper article-were used in the test.

The following table clearly depicts the details of post-test.

Table 4
Students' Results on the Post-test

S.N.	Reading Sections	Modes of Questions	Strategies to be Tested	Major Test Items	Score in Range	No. of Students
1.	Passage	<i>Multiple choice item</i>		<i>Tick the best answer</i>	0-1	0
					2-3	11
					4-5	14
2.	Story	<i>Close ended</i>	<i>Scanning</i>	<i>Match the words with their meaning</i>	0-5	08
					6-10	17
				<i>True-false</i>	0-5	07
			6-10		18	
				<i>Exploring the meaning</i>	0-1	0
					2-3	14
4-5	11					
3.	Newspaper article	<i>Open-ended</i>	<i>Intensive</i>	<i>Question answer</i>	0-5	0
					6-10	6
					11-15	7
					16-20	12

The above table depicts that three types of questions-multiple choice item, close-ended and open-ended were administered to test the reading strategy-scanning and intensive. Five different test items i.e. tick the best answer, match the words with their meaning, true-false, exploring the meaning, and question-answer were used in the test.

The individual analysis and interpretation of the test items based on the development of reading comprehension are as follows:

Tick the best answer

Here, the students were required to tick the correct answer based on the options provided. From the above table, it was clear that fourteen students were able to achieve the highest range of score i.e. 4-5. The number of students obtaining the score in highest range was increased by seven students in post test than in pre-test. This increment showed that students' ability in comprehending the reading text was developed.

Match the words with their meaning

There were only eight students who obtained the score between the least range i.e. 0-5 out of twenty-five students. Whereas seventeen students were able to achieve the score in highest range i.e. 6-10. In the result of the post test, the number of students who obtained the score in highest range is increased from eight to seventeen students than in pre test. This revealed the progress in result which is a proof of effectiveness of adaptation techniques in developing reading comprehension.

True-false

There were only seven students who obtained the score in between the least range i.e. 0-5 out of twenty-five. Whereas eighteen students were able to obtain the score in the highest range that is 6-10. From the result, it was found that students had highly developed their ability in comprehending the reading text.

Exploring the meaning

In the pre-test, only three students were able to secure the score in the highest range i.e. 4-5. But after dealing the reading text using adaptation techniques-modifying and compensating-eleven students were able to obtain the score in

the highest range. This increment clearly proved that adaptation techniques helped in developing reading comprehension.

Question-answer

The above table shows that there was no student left who achieved the lowest range i.e. 0-5 in post test. Moreover, the number of students who achieved the highest range of the score (16-20) was increased by eight students in post test than in pre-test. From the result, it was found the remarkable improvement in reading comprehension which revealed the effectiveness of adaptation techniques in developing reading comprehension.

Thus, it can be said that there was progress on the result of students in post-test. The increment in the number of students who obtained the score in the highest ranges showed that the use of adaptation techniques in developing reading comprehension was found effective.

4.2 Summary of the Findings

On the basis of the analysis and interpretation of results, this study has come up with the finding that the adaptation techniques: modifying and compensating are effective teaching techniques in developing reading comprehension. The major findings have been summarized below:

- a. To identify the students' initial proficiency in reading comprehension, pre-test was administered. From the result, it was found that the students were average in comprehending the reading text. So, it was felt necessary to develop students' reading comprehension.
- b. After teaching reading texts using adaptation techniques- modifying and compensating-for ten days, it was found that the numbers of the students obtaining the score in the highest range i.e. 6-10, 6-10, 11-15 and 11-15 in the test items – tick the best answer, true-false, exploring the meaning and question-answer- respectively is increased from 7 to 12, 11 to 15, 3 to 7 and

4 to 7 students respectively in progress test. From the result, it was found that use of adaptation techniques- modifying and compensating are effective in developing reading comprehension.

- c. In the post- test, it was found that there was increment in the number of students who obtained the score in the highest range i.e. 4-5, 6-10, 6-10, 4-5, and 16-20 in the test items-tick the best answer, match the words with their meaning, true-false, exploring the meaning and question-answer respectively from 7 to 14, 8 to 17, 11 to 18, 3 to 11 and 4 to 12 students in those test items respectively. This increment in the number of students obtaining the score in the highest range showed the development in comprehending reading texts. Hence, it can be said that adaptation techniques- modifying and compensating- are effective in developing reading comprehension.

CHAPTER – FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter deals with the conclusion of the study and some recommendation of the study at different levels: policy related, practice related and further research related.

5.1 Conclusions

From the analysis and interpretation of the data, I came to the conclusion that adaptation techniques- modifying and compensating- are effective in developing students' reading comprehension.

The present study is about 'Use of adaptation technique in developing reading comprehension'. The main aim of this study was to find out the effectiveness of adaptation techniques- modifying and compensating- in developing reading comprehension. Action research was the research design of the study. The population of the study was twenty-five students of grade nine. The sample population of the study was selected using purposive non- random sampling procedure. In order to collect the data, I used test items as the research tools. Then I analyzed and interpreted the collected data statistically and descriptively in paragraph.

This thesis comprises five chapters. Chapter one deals with introduction along the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, chapter two deals with the review of theoretical literature, review of empirical literature and conceptual framework. Likewise, chapter three consists of design, method and procedure of the study. Moreover, chapter four deals with analysis and interpretation of result and summary of the findings. Finally, chapter five is followed by conclusion and recommendation of the study.

To achieve the main objective of this study, three tests: pre- test, progress test and post test were administered. From the test results, it was found that there was progress in students' performance in each test after teaching them using adaptation techniques- modifying and compensating. It helped me to conclude that adaptation techniques- modifying and compensating are effective in developing students' reading comprehension.

5.2 Recommendations

This section includes the recommendation of this research study at different levels. They are:

5.2.1 Policy Related

In the context of our country, textbooks are designed in the central level which may not be appropriate for all the students in different parts of the country. The finding of the study suggests that adaptation techniques are effective in developing reading comprehension. So while designing textbook for Nepali learners; language planners, course designers and textbook writers should consider the concept of adaptation technique. Different types of awareness program and training should be provided to the teacher on the ways of adapting the text. Moreover, the experts and trainers should focus on adaptation techniques while making policy of reading comprehension and preparing reading materials.

5.2.2 Practice Related

This is the level of actual implementation of the policies into the classroom practice. Some of the implication of this study can be drawn as follows:

-) Teacher should adapt the text using adaptation techniques -modifying and compensating- that suits the level of the students.

-) Teacher should divide the long and complex sentences into short and simple sentences for developing reading comprehension.
-) Teacher should encourage the students to get the gist of the reading text and to consult the dictionary.
-) Teacher should engage the students in different activities to ensure their reading comprehension.

5.2.3 Further Research Related

English language teaching is really complicated task because it is not the dead stone, as it is ever changing entities. New trends of teaching are emerging day to day. The adaptation techniques used in this study are not the end of English language teaching technique and it cannot be claimed that the findings of the study are applicable to all the schools of Nepal. Therefore, this research will be secondary source to those people who are interested in carrying out research in teaching techniques. Moreover, it is desirable that the subsequent should consult this research and carry out the further studies as this study would be the yardstick for the research work.

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PRE-TEST

Class: Nine

F.M: 50

Sub. Our English

P.M: 20

Time: 1.5 hours

1. Read the following conversation and answer the following questions.

"Hello, Arati. What do you plan to do during the holidays?"

I plan to go India with my aunt. We want to see the Taj Mahal, which is in Agra. You know, It's the most beautiful building ever made, one of the Seven Wonders of the World".

"It's a monument, isn't it?"

Yes, it was built by a Mughal emperor in memory of his beloved queen."

"How long will you be in India?"

"I'll be there for a week. I want to see other interesting places as well. We'll go to Mumbai, and spend a couple of day there. I haven't seen the sea yet so I'll go to the sea and lie on the beach. How about you Neelam?"

"I 'm going to Jomsom with my parents."

"Are you flying there?"

"Yes but we'll spend a couple of days in Pokhara. I'll go boating on Phewa Tal and visit the Mahendra Cave and Davis Falls."

A. Match the words in column A with their meanings in column B. 1×5= 5

A	B.
Monument	Lovable
Emperor	Sandy bank of the sea
Beach	A hollow in the earth, den
Beloved	Building to keep the memory of someone alive
Cave	Great king

B. Read the conversation again and write whether the following sentences are true or false. **1×5= 5**

- i. Aarati is planning to go to India.
- ii. TajMahal was built by a Mughal emperor.
- iii. TajMahal lies on Mumbai.
- iv. Neelam is going to Jomsom by bus.
- v. Neelam will spend 5 days in Pokhara.

2. Reading the story quickly and find the answers to these questions.

Hariram Agrawal was a wealthy businessman. His wife phoned him an hour to tell him that their son hadn't returned home from school. Hariram told her not to worry and came home at once. He's just arrived to find his wife in tears.

"Chanda, what's wrong? Is it Lokesh?" he asked.

"Yes, I found this note on his bed."

"What do you mean?"

She didn't say anything, just handed him the note.

"Mama! My friends have planned a picnic and I have given my word to join it.

When I asked for money, Papa did not listen to me. You know he pays no attention to me. Mama, although I don't know where to go, I am looking for some ways out. Please don't try to look me. I love you, Mama.

Your loving son,

Lokesh"

A. Tick the best answer: **1×5= 5**

- i. Hariram Agrawal was a
 - a. Teacher
 - b. Driver
 - c. Businessman
 - d. Doctor
- ii. How did Chanda know that her son had left home?
 - a. Lokesh phoned her
 - b. Lokesh left note
 - c. He conveyed message from his friend
 - d. She knew automatically
- iii. Lokesh's friends had planned for a
 - a. Picnic
 - b. Tour
 - c. Watching movie
 - d. Playing game

iv. Lokesh left home because.....

- a. his father gave him money
- b. he did not like his mother
- c. he wanted to stay in his friend's home.
- a. his father did not listen to him.

v. When Hariram arrived home he found his wife.....

- a. Laughing
- b. crying
- c. playing
- d. sleeping

B. Read the story again and answer the following questions:2×5= 10

i. Why is Chanda in tears?

.....
.....

ii. Why did Chanda phone her husband?

.....
.....

iii. What does the note say?

.....
.....

iv. What do you think is the reason of Lokesh's disappearance?

.....
.....

v. If you had an argument with your parents, what would you do?

.....
.....

3. Read the following passage quickly and answer the questions.

CONDOLENCE

We express our deep sympathy and grief at the sudden and untimely demise of

Mrs. SudhaTuladhar

a senior drafts person of our member firm (Architects Collaborate (Nepal) Pvt. Ltd.).

We extend our heartfelt condolences to her bereaved family and relatives and pray that her departed soul will rest in peace in haven.

She will always remain in our hearts and memories.

Society of Consulting Architectural and Engineering Firm (SCAEF) Nepal

Tripureshwore, Kathmandu

A. Read the text again and write whether the following statements are true or false. 1×5=5

- a. The person who has died is Mrs. SudhaTuladhar.
- b. She worked in a government office.
- c. She didn't have any relatives.
- d. Her office was in Tripureshwor.
- e. She was liked by her colleagues.

B. The meanings of some of the words from the condolence are given below. 1×5=5

- Great sorrow
- Before time
- Death
- Give
- Feeling after someone's death

4. Read the newspaper article and answer these questions.

NELSON MANDELA IS FREE!
Released after 27 years in prison.

Today Nelson Mandela walked from Bodrop prison a free man. He said "It's wonderful to be free and to breathe fresh air again. I never gave up hope. I know one day I would be free." A crowd of 50,000 greeted him. The crowd cheered, "Long live – Mandela", "Down with –dictatorship".

A. Answer the following question: 2×5= 10

a. For how long was Mandela imprisoned?

.....
.....

b. What was the name of the prison?

.....
.....

c. How did he feel when he was released from prison?

.....
.....

d. Did he think he would ever be freed from the prison?

.....
.....

e. How many people greeted him?

.....
.....

B. Match the words in column A with their meaning in column B. 1×5=5

A

B

Release

Stop doing something

Prison

cruel

Give up

set somebody free

Cheer

a build where culprits are kept

Dictator

shout loudly to support somebody

PROGRESS TEST

Class: Nine

F.M.:50

Time: 1.5hr.

P.M.: 20

3. Read and answer.

28th August

My little sister is only one-and-a half years old but she can do amazing things. She can't walk but she is able to stand shakily for a few seconds. She can crawl very fast on her hands and feet though. She can't speak Nepali, let alone English, but she can smile.

She has such a beautiful smile: she can dazzle you with it. What amazes me most is that she can sleep for hours in her little cot. She looks so beautiful in her sleep. Yesterday she amazed us: she pointed at Mama and said, "Ma..... ma!" I wonder when she will call me "sister Amrita!"

Sometimes I fell jealous of her. I envy her freedom. She can do whatever she likes: Sleep for hours, throw whatever is within her reach, tear a magazine or a book, break a mirror, ask anything she likes-and neither Papa nor Mama would mind. Instead, they seem very happy to satisfy her whims. Sometimes I wish I were her. Then I wouldn't have to read all these bulky books and worry about the exam. I would sleep little cot of hers and papa and Mama would hover round me.

A. Reading the passage quickly and answer these questions. $3 \times 5 = 15$

- i. What is the name of the writer?
- ii. What surprises her most?
- iii. Why does she wish to be like her sister?
- iv. Why does the writer sometimes envy her little sister?
- v. Do you have a baby sister of brother at home? If so, describe his or her silly actions.

B. Tick the best answer $2 \times 5 = 10$

- i. The passage is an example of:
 - a. A diary
 - b. a story
 - c. a notice

- ii. The name of the writer is:
a. Tooty b. Amrita c. Tommy
- iii. In the writer's family, there aremembers.
b. Three b. four c. five
- iv. The writer does not like:
a. Her little sister b. her sister's silly acts c. Books and exam
- v. Mama and Papa pay no attention to :
a. The baby b. the writer c. the pets

2. Read the text again and write whether the following sentences are true or false. 2×5= 10

- i. The baby is only one years old.
ii. She can walk easily
iii. The write wants to sleep in a small cot.
iv. The write doesn't want to study a lot.
v. Mama and papa mind on the baby's silly activities.

2. Read the following letter and answer the questions.

Dear Mr. Yadav,

I regret to inform you that you were not selected for the fellowship this year. Your application, along with others, was evaluated by a team of experts. Your CV was impressive and the proposal was considered of high quality but the competition was fierce. All the same, thank you for talking an interest in the Shah Fellowship. I am sure that you will find other fellowships to further your study.

Yours Sincerely,

T.B. Rana

General Secretary

A. The meaning of some of the words from the text are given below. Find the words and write the next to their meaning. 3×5=15

Feel sorry

Scholarship

Bio-data

Proposed plan

Strong, tight

Thank You

POST-TEST

Class: Nine

F.M: 50

Sub. Our English

P.M: 20

Time: 1.5 hours

1. Read the following conversation and answer the following questions.

"Hello, Arati. What do you plan to do during the holidays?"

I plan to go India with my aunt. We want to see the Taj Mahal, which is in Agra. You know, It's the most beautiful building ever made, one of the Seven Wonders of the World".

"It's a monument, isn't it?"

Yes, it was built by a Mughal emperor in memory of his beloved queen."

"How long will you be in India?"

"I'll be there for a week. I want to see other interesting places as well. We'll go to Mumbai, and spend a couple of day there. I haven't seen the sea yet so I'll go to the sea and lie on the beach. How about you Neelam?"

"I 'm going to Jomsom with my parents."

"Are you flying there?"

"Yes but we'll spend a couple of days in Pokhara. I'll go boating on Phewa Tal and visit the Mahendra Cave and Davis Falls."

A. Match the words in column A with their meanings in column B. 1×5= 5

A	B.
Monument	Lovable
Emperor	Sandy bank of the sea
Beach	A hollow in the earth, den
Beloved	Building to keep the memory of someone alive
Cave	Great king

B. Read the conversation again and write whether the following sentences are true or false. **1×5= 5**

- i. Aarati is planning to go to India.
- ii. TajMahal was built by a Mughal emperor.
- iii. TajMahal lies on Mumbai.
- iv. Neelam is going to Jomsom by bus.
- v. Neelam will spend 5 days in Pokhara.

2. Reading the story quickly and find the answers to these questions.

Hariram Agrawal was a wealthy businessman. His wife phoned him an hour to tell him that their son hadn't returned home from school. Hariram told her not to worry and came home at once. He's just arrived to find his wife in tears.

"Chanda, what's wrong? Is it Lokesh?" he asked.

"Yes, I found this note on his bed."

"What do you mean?"

She didn't say anything, just handed him the note.

"Mama! My friends have planned a picnic and I have given my word to join it.

When I asked for money, Papa did not listen to me. You know he pays no attention to me. Mama, although I don't know where to go, I am looking for some ways out. Please don't try to look me. I love you, Mama.

Your loving son,

Lokesh"

B. Tick the best answer: **1×5= 5**

- i. Hariram Agrawal was a
 - b. Teacher
 - b. Driver
 - c. Businessman
 - d. Doctor
- ii. How did Chanda know that her son had left home?
 - e. Lokesh phoned her
 - f. Lokesh left note
 - g. He conveyed message from his friend
 - h. She knew automatically
- iii. Lokesh's friends had planned for a
 - b. Picnic
 - b. Tour
 - c. Watching movie
 - d. Playing game

- iv. Lokesh left home because.....
 - d. his father gave him money
 - e. he did not like his mother
 - f. he wanted to stay in his friend's home.
 - b. his father did not listen to him.
- v. When Hariram arrived home he found his wife.....
 - a. Laughing b. crying c. playing d. sleeping

B. Read the story again and answer the following questions:2×5= 10

i. Why is Chanda in tears?

.....
.....

ii. Why did Chanda phone her husband?

.....
.....

iii. What does the note say?

.....
.....

iv. What do you think is the reason of Lokesh's disappearance?

.....
.....

v. If you had an argument with your parents, what would you do?

.....
.....

3. Read the following passage quickly and answer the questions.

CONDOLENCE

We express our deep sympathy and grief at the sudden and untimely demise of

Mrs. SudhaTuladhar

a senior drafts person of our member firm (Architects Collaborate (Nepal) Pvt. Ltd.).

We extend our heartfelt condolences to her bereaved family and relatives and pray that her departed soul will rest in peace in haven.

She will always remain in our hearts and memories.

Society of Consulting Architectural and Engineering Firm (SCAEF) Nepal
Tripureshwore, Kathmandu

C. Read the text again and write whether the following statements are

true or false.

1×5=5

- a. The person who has died is Mrs. SudhaTuladhar.
- b. She worked in a government office.
- c. She didn't have any relatives.
- d. Her office was in Tripureshwor.
- e. She was liked by her colleagues.

D. The meanings of some of the words from the condolence are given

below.

1×5=5

- Great sorrow
- Before time
- Death
- Give
- Feeling after someone's death

4. Read the newspaper article and answer these questions.

NELSON MANDELA IS FREE!
Released after 27 years in prison.

Today Nelson Mandela walked from Bodrop prison a free man. He said "It's wonderful to be free and to breathe fresh air again. I never gave up hope. I know one day I would be free." A crowd of 50,000 greeted him. The crowd cheered," "Long live – Mandela", "Down with –dictatorship".

C. Answer the following question: 2×5= 10

a. For how long was Mandela imprisoned?

.....
.....

b. What was the name of the prison?

.....
.....

c. How did he feel when he was released from prison?

.....
.....

d. Did he think he would ever be freed from the prison?

.....
.....

e. How many people greeted him?

.....
.....

D. Match the words in column A with their meaning in column B. 1×5=5

A

Release

Prison

Give up

Cheer

Dictator

B

Stop doing something

cruel

set somebody free

a build where culprits are kept

shout loudly to support somebody

Model Lesson Plan-1

Simant Higher Secondary school. Binauna Banke

Class: Nine

Date: 2071-05-02

Subject: English

Time: 45 Minutes

Unit: One

No. of students: 25

Teaching Item: Passage

1. Specific objectives: At the end of this lesson, students will be able to –

- a) Match the words with their meaning.
- b) Write true for correct statement and false for wrong statement.

2. Instructional Materials

- a) Word cards
- b) Adapted text

3. Teaching Learning Activities:

Task -1 (Stimulus Task)

Teacher asks following questions to the students.

- a) Have you ever visited Pokhara? If yes, what attracted you a lot?
- b) How many of you have visited India?

Task -2

The teacher shows word cards and asks the students to say the meaning of those words.

(Teacher facilitates the students with meaning)

Task - 3

- a) The teacher distributes the adapted text where adaptation techniques- modifying and compensating- are used and asks the students to read it in pair.

- b) The teacher asks the students to say any five main points of the text.

(Teacher explains the text by modifying and compensating)

4. Evaluation

Task-4

The teacher asks the students to match the following the words with their meaning.

A	B
Monuments	Loveable
Emperor	Sandy bank of the sea
Beach	A hollow in the earth, den
Beloved	Building to keep the memory of someone alive
Cave	Great king

Task-5

Write the whether the following sentences are true or false

- i) Aarati is planning to go to India.
- ii) Taj Mahal was built by a Moghul Emperor.
- iii) Taj mahal lies on Mumbai.
- iv) Neelam is going to Jomson by bus.
- v) Neelam will spend 5 days in Pokhara.

Model Lesson Plan- 2

Simant Higher Secondary school, Binauna, Banke

Class: Nine

Date: 2071-05-03

Subject: English

Time: 45 Minutes

Unit: Two

No. of students: 25

Teaching item: Story

1. Specific objectives : At the end of this lesson, students will be able to

- a) Tick the best answer.
- b) Answer the following question related to the story.

2. Instructional materials:

- a) Word card

3. Teaching Learning Activities

Task-1

The teacher asks the following question to the students –

- a) Have you ever left home without informing your parents? If yes, what was your parent's reaction?

Task-2

The teacher shows the word cards and asks the students to say their meaning.

(Teacher facilitates the students with meaning)

Task -3

Teacher asks the students to read the story in pair and ask them to find out any five main points.

Task-4

The teacher explains the story by modifying and compensating the story supposing that it was his own.

4. Evaluation

Task-5

a) Ask the students to copy the questions and tick the best answer.

A. Tick the best answer :

- i) Hariram Agrawal was a
 - a) Teacher b) Driver c) Businessman d) Doctor
- ii) How did Chanda know that her son had left home?
 - a) Lokesh phoned her
 - b) Lokesh left note
 - c) He conveyed message from his friend
 - d) She knew automatically
- iii) Lokesh's friends had planned for a
 - a) Picnic b) Tour c) Watching movie d) Playing game
- iv) Lokesh left home because
 - a) His father gave him money.
 - b) He did not like his mother.
 - c) He wanted to stay in his friend's home.
 - d) His father did not listen to him.
- v) When Hariram arrived home he found his wife
 - a) Laughing b) crying c) playing d) sleeping

b) The teacher asks the students to answer the following questions.

- i) Why is Chanda in tears?
- ii) Why did Chanda phone her husband?
- iii) What does the note say??
- iv) What do you think the reason of Lokesh's disappearance?

(Teacher corrects and provides constructive feedback)

Model Lesson Plan-3

Simant Higher Secondary school, Binauna, Banke

Class: Nine

Date: 2071-05-06

Subject: English

Time: 45 Minutes

Unit: Four

No. of students: 25

Teaching Item: Condolence

1. Specific objectives: At the end of this lesson, students will be able to –

- a) Write true or false to the given sentences.
- b) Write the words for the given meanings.

2. Instructional Materials

- a) Words cards
- b) Adapted text

3. Teaching Learning Activities

Task-1 (Stimulus Task)

The teacher asks following questions from previous lesson: The little china chip.

- a) Where did the writer find the little china chip?
- b) Why do you think her mother kept the broken pieces of China?

Task -2

The teacher shows the card and asks the students to say the meaning of those words.

(Teacher facilitates the students with meaning)

Task-3

- a) Teacher distributes the adapted text where adaptation techniques- modifying and compensating- are used and asks the students to read the text in pairs.
- b) The teacher explains the adapted text in relation with the original text

4. Evaluation

Task-4

- a) Write whether the following statements are true or false
- i) The person who has died is Mrs. Sudha Tuladhar .
 - ii) She worked in a government office.
 - iii) She didn't have any relatives.
 - iv) Her office was in Tripureshwor
 - v) She was liked by her colleagues.

- b) Write the word for the following meanings.

Great sorrow –

Before time -

Death -

Give -

Feeling after someone's death –

(Teacher's correction and feedback follows)

Model Lesson Plan- 4

Simant Higher Secondary School. Binauna Banke

Class: Nine

Date: 2071-5-8

Subject: English

Time: 45 minutes

Unit: 4

No. of students: 25

Teaching Item: Passage

1. Specific Objective: At the end of this lesson, students will be able to

- a) Match the words with their meaning based on the passage.
- b) Answer the questions given in the text.

2. Instructional Materials:

- a) Word Cards
- b) Adapted Text

3. Teaching Learning Activities:

Task- One (Stimulus Task)

The teacher asks the following questions to the students.

- a) Have you ever seen/ heard the news about the destruction by flood?
- b) What are the destructions you have heard/ seen caused by flood?

Task- Two

The teacher shows the word cards and asks them to write the meaning in their copy.

(The teacher facilitates the students with meaning)

Task- Three

The teacher distributes the adapted text where adaptation techniques- modifying and compensating- are used to the students and asks them to read it in pairs.

Task- Four

The teacher asks the students to say the main destruction caused by flood.

(The teacher explains the adapted text in relation with the original text)

4. Evaluation

Task- Five

a) Match the words with their meaning.

A	B
Engulfed	Casualties
Deaths	Flowing
Made worse	Swallowed
Surging	Livestock
Animals	aggravated

b) Answer the following questions.

- i) According to government, how many people died because of flood?
- ii) Which was the worst flood affected district in Bangladesh?
- iii) Why were the troops called?

(Teacher corrects and provides feedback)

Model Lesson Plan- 5

Simant Higher Secondary School. Binauna Banke

Class: Nine

Date: 2071-5-13

Subject: English

Time: 45 minutes

Unit: 9

No. of students: 25

Teaching Item: Letter

1. Specific Objective: At the end of this lesson, students will be able to

a) Write the meaning of the following words.

Feel sorry, scholarship, bio-data, and proposed plan

b) Answer the following questions.

i) Who was T. B. Rana?

ii) Who sent letter to whom?

iii) Why did he send letter to Mr. Yadav?

2. Instructional Materials:

a) Word Cards

b) Adapted Text

3. Teaching Learning Activities

Task- One

The teacher explains the activities that students are supposed to do after the lesson.

Task- Two

The teacher shows the word cards and asks the students to say the meaning of those words.

(Teacher facilitates the students with the meaning)

Task- Three

The teacher distributes the adapted text where adaptation techniques- modifying and compensating- are used and asks the student to read it in pair.

Task- Four

The teacher asks the students to say the meaning the main theme of the text.

(The teacher explains the text contextualizing the letter assuming himself as the sender of the letter and a student as an applicant)

4. Evaluation

Task- Five

a) Write the meaning of the following words.

Feel sorry, scholarship, bio-data, and proposed plan

b) Answer the following questions.

i) Who was T. B. Rana?

ii) Who sent letter to whom?

iii) Why did he send letter to Mr. Yadav?