

# CHAPTER ONE

## INTRODUCTION

This study is about "**Effectiveness of Audio Materials in Teaching Pronunciation**".

This chapter consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1 Background of the Study

Language is defined as a means of communication in order to share our ideas, feelings, thoughts, emotions, etc. Language is considered to be a unique property of human being. It is one of the features which distinguish human beings from the other living beings. Wardaugh (1972, p. 3) defines, "Language as the system of arbitrary vocal symbols used for human communication". Similarly, Sapir (1978, p. 8) views that "Language is purely a human and non-instinctive by means of a system of voluntary produced symbols". Language is a system for communicating ideas and feelings using sounds, gestures, sign or marks. In this regard, Brown (1994, p. 4) states that language is, "a system of arbitrary vocal symbols which permits all people in a given culture to other people who have learned the system of that culture to communicate or interact". Similarly, it can be define as Languages is a body of words used by people. It is a form of words and style of expression. This definition states that language is a proper combination of words used by people. On the basis of the above definitions, we can easily claim that language is the most powerful medium for receiving and producing a message.

Langacker (1973, p. 187) defines "Language is an expression of human personality in words, whether written or spoken. Every human being possesses at least a language in order to make a purposeful communication with other people so, language is an inseparable part of human communication". Similarly, Richards Rodgers and Brown

(1999, p. 196) defines, "Language is the system of human communication which consists of the structured arrangements of sound in the longer units e. g. morphemes, words, sentences, utterances. Similarly, Crystal (2003, p. 255) defines, "Language, at its most specific level, refers to the concrete act of speaking writing or signing in a given situation". Thus, from the above definitions, it is clear that language is a system of communication. It is a medium of expressing ideas and concepts as well as moods, feelings and attitudes.

Among many major and minor languages found all over the world, English language is a major and fast growing language which crosses the boundary of geographical and national territory. It is used and found at every corner of the academic world as well as day to day life. Some linguists emphasize on the value of English in today's world by saying, anyone who can read English can keep in touch with whole world without leaving his own house. At present, it has become a common tongue and universal passport to go and visit every part of the world. It has been the most prestigious and mobile vehicle in the field of language all over the world. Moreover, it has been identified as the common or global language in the world, technically known as 'Lingua Franca' at the international level. It has been regarded as the language of education, civilization, business, politics, etc. at national as well as international level. Moreover, the latest and most advanced discoveries and inventions in science and technology are being made in the universities located in the United States of America and Britain where English language is the means of scientific discourse.

## **1.2 Statement of the Problem**

Teaching speaking is not an easy task. The problem may lie with the teaching process or with the students or with the material. The degrees of difficulty often differ according to the situation and the background of the learners. It is difficult to describe how utterances are processed and how they come out while speaking. Speaking takes place in a situation where the speaker under pressure to produce his utterances without having much time to organize what and how they want to say. Oral interaction is very complex that even a professor of English who can speak on an academic topic for hours to the audience may have difficulty in coming with the situation where he/she

has to get things done orally. Interacting with English speaking people, there come different types of problems in teaching speaking.

Pronunciation is one of the most difficult tasks for L<sub>2</sub> learners. The pronunciation of the target language is not accurate because there is no use of specific materials to teach. Generally, we observe the following problems lie on the teachers while teaching pronunciation.

- ) They do not have a good grounding in theoretical knowledge.
- ) They do not have practical classroom skill.
- ) They do not have access to good ideas for classroom activities.

Similarly, Harmer says that there are some problems related to the students while teaching pronunciation .

- ) Problem of hearing.
- ) Problem of saying.
- ) Intonation problem.

To develop the speaking capacity of the students we should try to overcome such problems. The instructor should help the learners to develop creativity, self confidence and fluency .

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- (i) To find out the effectiveness of audio materials in developing pronunciation and speaking skill, and
- (ii) To suggest some pedagogical implications on the basis of the findings of this study.

## **1.4 Research Question**

The following was the research question:

- (i) What are the effects of using such materials in developing pronunciation?

## **1.5 Significance of the Study**

As the study provides information about using various types of teaching aids in the classroom situation, it is important in the student centered communicative teaching approach. It will be useful to those who are involved in teaching field and those who are interested in it. The teachers, students, textbook writers, language planners, syllabus designers and methodologists will get facilitated out of the ideas included in this study.

Teachers and learners will also be aware of the use of audio materials moreover ,to promote a mood of mutual understanding and sympathy in over classroom, to show the relationship of subject matter to the needs and interest of the students, to bring freshness and variety of learning experiences, to make learning meaningful over a wide range of student's abilities and to provide needed feedback that will help the pupil to discover how well he has learned.

## **1.6 Delimitations of the Study**

This study had the following delimitations:

- ) The study was delimited to Viswa Niketan Higher Secondary School in Kathmandu district.
- ) The population of the study consisted fifty students. Among them twenty five students were from experimental group and twenty five students were from controlled group.
- ) The data of the study was collected from both pre-test and post-test only.
- ) Only the students of grade eight was taken and taught for 29 days.

- ) The study was concerned with the development of pronunciation skill.
- ) It was limited to experimental design.
- ) The students were taught only through imitation drill.

## **1.7 Operational Definition of the Key Terms**

**Live Materials :** The real or actual voices used during the period of teaching related language skills.

**Pronunciation :** Pronunciation is a beauty of speaking and a part of speakers image. It is one of the most important aspect of language which includes productive and perception of both segmental and supra segmental feature of a particular language in order to achieve meaning and communicate with other people.

**Government aided school :** The school approved funding by government of Nepal is called Government aided school.

**Audio materials :** Such devices that have been recorded into a cassette or CD from the speech of the people which provide stimulus to the ear are known as audio materials.

**Pair work :** It is a learning activity which involves only two learners working together used for practising different language skills.

**Audio Dictionary :** Audio dictionary is a kind of dictionary in which words of a language , their sounds and their meanings are recorded and produce by electronic means.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

We can find a number of research works carried out to identify the proficiency in the speaking skill of the different level of students. However, the researcher did not carry out any study that could address the effectiveness of audio materials in teaching pronunciation. This chapter deals with the related theoretical literature, review of relate empirical literature, implication of the review of the study and conceptual framework of the study.

#### **2.1 Review of Related Theoretical Literature**

This sub-chapter deals with different theoretical perspectives related to the factor that directly or indirectly associated with teaching of speaking and its development. The theoretical review of the related literature is mentioned below:

##### **2.1.1 Language Skills**

Skill is the ability to do something well. A man can ride a bicycle smoothly and travel from place to place because of his cycling skill. Similarly, a man can exchange his ideas, thoughts, feelings, plans and other activities by using language. One can perceive and perform messages either in a spoken or written form of a particular language. Listening and speaking are the primary skills in communication. Listening is receptive skill whereas speaking is expressive one. Having acquired listening and speaking skills, even illiterate people can communicate their day to day needs smoothly. For the literate as well as educated persons, listening and speaking are the basic skills. Reading expands vocabularies as well as structures that are used in

varieties of ways and styles in different context and situation. Writing is the expressive skill. It makes one's ideas and thoughts stable and logical.

Language exists in two forms, the spoken and the written. According to Harris (1977, p. 9), "Speaking and writing themselves are the encoding processes where by we communicate our ideas, thoughts or feelings through one or the other form of language, and listening and reading are the parallel decoding processes by which we understand either spoken or written message. To learn a language communicatively, the learner needs to develop two kinds of linguistic abilities: receptive and productive.

### **2.1.1.1 Speaking Skill**

Speaking is an expressive skill in human communication since language is primarily meant for speaking. It occurs in the second position in the hierarchical order of the language skills. According to Yadav (2002, p. 88), "Listening and speaking skills are obviously interrelated as either of them require another skill, they go together.

Through speaking, we express our emotions, opinions, desires etc. and establish social relationship and friendship. In other words speech enables us to communicate our intentions, interact with other person and situations and influence other human beings". In the same regards, Lado (1965, p. 24) says, "The ability to use language in essentially normal communication situation, the signaling systems of pronunciation, stress, information, grammatical structure and vocabulary of the foreign language a normal rate of delivery for native speakers of the language." This definition states that speaking includes various aspects such as pronunciation, accuracy, fluency, vocabulary and so on.

Speaking skill is not as easy as to smoothly move ahead and get success. The speaker has to format various communicative forms and language should be appropriate in its various aspects: grammar, vocabulary, spelling, pause and speech.

Speaking is a main part of a language teaching. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. A piece of writing can be corrected but a speech once gone can not be corrected.

### **2.1.2 Teaching Speaking Skill**

Language means something spoken; language learning mainly refers to learning speaking. A speaking lesson is a kind of bridge for learners between the classroom and the world out side. In order to build this bridge, speaking activities must have three features. The learners must be given practice opportunities for purposeful communication in meaningful situations. There must be setting up, speaking practice and feedback.

Teaching speaking means to make the learners able to speak fluently accurately and confidently in proper social setting, audience, situation and subject matter.

In the communication model of language teaching, instructors help students to develop this body of knowledge by providing authentic practice that prepares students for real life communication situation. To develop the speaking capacity in the students, all the components of speaking should be emphasized on teaching and learning speaking. Likewise, during the instructive period, sufficient opportunities of speaking practices creating different situation should be provided to the students. Thus, teaching speaking simply reasons yielding the knowledge of all components of speaking through scientific approach as, methods and class activities.

#### **2.1.2.1 Components of Speaking**

Speaking ability has often been compared with communicative ability and its components are considered to be components of speaking ability. Since speaking is a very fast skill of language, the elements of it can't be pinpointed. Different linguists have proposed varieties of speaking components.

"Learners need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationship"



(Hymes, 1972, as cited in Sharma and Phyak 2006, p. 218). His theory of communicative competence consists of the interaction of grammatical, psycholinguistic and sociolinguistic components. "Communicative language ability which includes these components: language competence, strategic competence and psycho-physiological mechanism"( Bachman , 1990, cited in Sharma and Phyak 2006, p. 219). Sthapit , 2000, p. 7) states that communicative competence broadly involves the components as the extended linguistic competence, the extra linguistic competence and the pragmatic competence or language sensitivity.

The ability to speak in a foreign language consists of the articulation and production of sound and sound sequences, production of stress and intonation patterns, connected speech, communicative competence, phatic communion, grammar, vocabulary, paralinguistic features and social components. To develop the speaking capacity in the students speaking should be emphasized on teaching and learning speaking.

Generally, there are six components of speaking . Which are mentioned below:

) **Phonemes** : Phonemes are the distinctive sound units of a language. There are 44 phonemes in the English language. All the phonemes can be divided into two groups as consonants and vowels. Consonants refer to the sound which are produced with some sort of obstruction of the air stream in the supraglottal cavity and vowels are produced without any obstruction of the airstream in the suprasegmental cavity.

) **Combination of sounds** : Suprasegmental features, as the name implies, are the features of speech which spread over more than one segment. These features are also called prosodic features. The features which are important in English are stress and intonation. The sounds do not occur in isolation. The sounds are combined to make syllables, words, phrases or sentences.

) **Linkage of sounds** : When people speak English, they generally do not pause between each word but move smoothly from one word to the next.

) **Stress** : Stress refers to an extra force used to produce a particular syllable. When an English word has more than one syllable, one of these is made to stand out more than the other(s). This is done by saying that syllable slightly louder, holding the vowel a little longer and pronouncing the consonant very clearly. These features combine to give that syllable prominence or stress. Stress can be studied from two different angles: word stress and sentence stress.

) **Intonation** : Speech is also like music in that it uses changes in pitch. Speakers keep on changing the pitch of their voice when they speak. They can even jump up suddenly in pitch as singers do. So speech has melody called intonation. The two basic melodies are rising and falling. These can be put together in various combinations (rise-fall-rise, fall-rise-fall etc).

) **Rhythm** : English speech resembles music in that it has a beat. There are groups of syllables just like bars of music and within each group there are strong and weaker beats. There is a tendency in English for the strong beats to fall on nouns, verbs, adjectives and adverbs and for the weak beats to fall on prepositions, articles and pronouns.

### **2.1.2.2 Techniques for Teaching Speaking**

Speaking is a complex skill because of its vast network. Therefore, teaching speaking skill needs systematic progression from easy to difficult stages and aims to teach pronunciation, grammar and so on. Generally, teaching and learning speaking skill involve three stages : Introducing new language, practice and communicative activities (Harmer, 1991, p. 51).

### **2.1.2.3 Activities for Teaching Speaking**

While teaching speaking skill, several activities can be applied and such activities can broadly be divided into two classes in controlled activities and free activities.

#### **2.1.2.4 Strategies for Developing Speaking Skill**

For developing speaking skill in the use of the foreign or second language, the learners must be provided lots of opportunities for interaction in situations where what the learners hear and reply is relatively unpredictable. The whole alternation of the learners must be engaged by the task or topic which is related to develop their spoken skill.

#### **2.1.3 English Language Teaching In Nepal**

In the context of Nepal, English language has been given priority as the international language. It is taught as a compulsory subject from primary to bachelor level and also as an optional subject, a number of English medium schools have been established in private sector under the supervision, guidance and control of the ministry of Education. Moreover, it is necessary to ensure better career within and outside the country. So, English almost has become the language of survival in the world. Furthermore, in the present era of globalization English has been an essence of developing international brotherhood, trade, services and capital inflow.

English has begun to be learnt in Nepal after it entered in the Indian sub continent with the expansion of British Empire in the east. The British Introduced English in Indian system and later it was expanded to Nepal. In this context, Awasthi (2003, p. 22) writes,

Formally, English entered in Nepalese Education in 1854 when the prime minister Jung Bahadur Rana opened Durbar High school in Kathmandu. However, it was not introduced in the higher education until 1918 when Trichandra College was established. The introduction of ELT in Nepalese education started only in 1971 with the National Education System Plan (NESP). Until then, the English language teachers were not trained. It started only in 1971 when FOE of T. U. initiated B. Ed. Program in English Education.

## **2.1.4 Language Teaching Materials**

Teaching materials are teaching devices such as: charts, drawing pictures etc. intended to facilitate learning. Overhead Projector(OHP), multimedia, projector, film, Television (TV), video etc. are also teaching aids. Visual and aural materials are those aids which help the teacher to do his job better. The language teacher can't do his/her job at all without teaching aids. Any material, programme or machine used to help the teacher explain his lessons better can be included under teaching materials. Teaching materials allow the students to learn quickly and enjoyably as individuals with differing needs and purpose. It makes not only learning easier and quicker but also broaden our mind and help to keep learner's memory for long time.

### **2.1.4.1 Introduction to Language Teaching Materials**

Audio- visual aids, audio –visual materials, audio visual media, visual aids or language teaching aids and materials all these terms, broadly speaking mean the same thing and have been used interchangeably. The term teaching materials suggests in the first instance, things brought into the classroom like wall-charts, slides, films, tape recorders, etc. Anything which can be seen while the language is spoken may be visual aids. Everything, belonging to or brought in the classroom animate or inanimate is a potential visual aids – teacher, boys, girls pets, plants, other furniture, materials objects, any movement are all potential visual aids. Heaton (1979, cited in Sharma and Phyle 2006, p. 298) includes, "teacher, students, blackboard, text book and classroom" are the five basic visual aids. Language learning is dull with out the use of teaching aids. Language lessons can be made interesting by the frequent changes of activity and diversity of materials. Audio Materials provide stimulus for the ears. They help learners listen to the materials and do the activities for e. g. tape recorder, video, sound distribution system, Tele-lecture, language laboratories etc.

Anything which is used to help learners to teach language refers to materials. Materials can be in the form of textbook, a work book, a cassette, a CD Rom, photocopy handout, a newspaper, a paragraph written on a whiteboard, a dictionary, a grammar book and so on. They could also be photographs, food packages, written on cards or discussion between learners, instruction given by a teacher, live talks invited by learners. Language learning is triangular process of teachers, learners and materials.

#### **2.1.4.2 Usefulness of Language Teaching Materials**

Only the method or techniques or approaches are not sufficient to classroom teaching. For this teachers need support. The teaching materials can provide these supports. Teaching materials are those materials that help the teacher to clarify, establish, co-relate and coordinate accurate concepts, interpretations and appreciations and enable them to make learning more concrete, effective, interesting, inspectional, meaningful and vivid. The basic assumption underlying teaching aids is that learning takes place from sense expression.

Teaching materials in teaching English give special emphasis to boosting the confidence and enhancing the skill of the participants in making various teaching materials and using them effectively in actual classroom teaching. Such a prominent and integral element of teaching English should not be ignored and its wide application is expected to increase the quality of our English Education.

#### **2.1.4.3 Materials for Teaching Pronunciation.**

There is no uniformity in the number and types of teaching materials. "Anything audible or visible which helps your student learn the language more quickly or more accurately" is teaching aid.( Stevick, 1957, p.74). The definition clearly says that teaching materials could be of two types-audio which appeals to the sense of hearing and visual which appeals to the seeing. Thus, pictures, blackboard, OHP, etc. fall

under visual aids whereas tape recorder, language lab, radio etc, come under audio materials.

We have another way of classifying teaching aids. Celce-Murcia (1979, cited in Sharma and Phyak 2006, p. 300) calls them technical and non-technical teaching aids. The first kind involves the use of some kind of machine or electricity and more technical knowledge to handle them; the second kind refers to those which do not require this. If we follow this classification, OHP, television, tape recorder, video, etc. are technical aids whereas flash cards, white board, pictures etc. are included into non-technical aids.

Also a distinction has been made on the basis of the way the teaching materials are used. They can be divided into display devices, visual materials and supplementary materials. Generally, we use the following recorded materials for teaching pronunciation.

#### **a) Authentic Text**

These are the recordings made from the radio or live recordings of the language in the street or market. Place recording to unedited and unscripted talks or discussion, and so on. They are suitable for advanced classes for the most part, as we can exercise, no control over the content.

#### **b) Scripted Texts**

These are recording of fluent speakers reading exactly what is on a page but trying to sound spontaneous. Published textbook support materials are of these sorts. They are representative of the ways in which people really speak to teach others, but they can be very useful, though they are certainly better than no listening at all.

#### **c) Semi- scripted Texts**

These are the useful compromise for learners. They generally have desire to do exercise. Students want to listen to authentic forms of spelling and pronunciation recorded materials. So, the speakers are given guidelines or a list of points in

abbreviated forms and they are to express these ideas and own ways. These types of texts are more practical than other type of recorded texts.

#### **d) Using a Cassette Recorder**

If teacher uses a cassette, it creates entertainment in the classroom. Cassette recorder is such an instrument, which really brings variety in spelling and pronunciation. But teachers should be able to handle it properly. Doff (1992, p. 204) states:

listening to a cassette recording is much more difficult than listening to the teacher. When we listen to some one 'Face to face', there are many visual clues (e.g. gesture, lip movements) which help us to listen. When we listen to a cassette, these clues are missing. In a large class with bad acoustics, listening to a cassette may be very difficult in deed. Up to a point, trying to listen to something that is not clear can provide good listening practice, but if it too difficult it will must be frustrating.

Doff (ibid) presents the following guidelines for using recorded materials.

- ) Introduce the listening, and give one or two guiding questions.
- ) Play the cassette once without stopping, and discuss the guiding questions.
- ) Play the cassette again; this time, focus on important points pausing and asking what the person said each time. If students are unable, 'catch' the remark, rewind the cassette a little way and play it again.
- ) After your demonstration, discuss the techniques. Emphasize that the aim is to focus on the most important remarks only, but not, of course, to go through the whole of listening the phrase by phrase.

#### **2.1.4.4 Introduction to Audio Materials**

The new ideas about language learning came from the disciplines of descriptive linguistics and behavioral psychology which later became popular as Audio-lingual method. In the fifties it was most frequently referred to as the aural-oral method. The term Audio-lingual method was proposed by Brooks(1964, as cited in stern 1983). This method was introduced in the USA as Army method during World War II.

Leonard Bloomfield developed a technique for foreign language teaching called 'informant method'- native speaker as a source of learning. Linguists and applied linguists during this period were involved in the teaching of English as a foreign language.

During 20th century, with the advent of scientific technology, different types of audio materials have been introduced. Technical aids in the language teaching are the major forces today and among these aids audio recorders, radio, gramophone, CD player, language laboratory and computer occupy the most prominent place in language teaching classes.

Audio materials can be defined as models and devices that can be heard and give image of something, somebody and some situation. Audio materials are those materials which are for hearing. They provide stimulus for the ears. They help learners listen to the materials and do the activities. These materials require calm atmosphere, free from distraction. Audio teaching aids include tape recorder, CD player, video, sound distribution system, tele lecture, language Lab, gramophone, radio etc. Audio materials offer a unique opportunity to listen to the authentic English by both native and non-native speakers. The students can listen to the live broadcast and comprehend information on variety of issues.

#### **2.1.4.5 Types of Audio Materials**

Audio materials are those that involve the sense of hearing. There are many ways in which aids can be grouped. According to the senses used, aids can be named audio (heard) or visual (seen). According to their nature, they can be considered as flat, three-dimensional, moving or still. According to how they are shown, aids may be divided into projected and non-projected. In terms of language skills they are used for, aids may be grouped under listening, speaking, reading and writing.

Aural comprehension or listening with understanding is one of the basic skills in learning a foreign language. In order to reach the satisfactory standard in this skill, the teacher should first of all be able to recognize the sounds of the target languages. Aural comprehension precedes speaking ability one has to reproduce them. The ability to pronounce fluently and accurately depends in large measure on the learners



listening with care and understanding. The most important aids to aural comprehension are recorded and playing devices such as radio, tapes, cassettes, gramophone, records, videotape recorders, language laboratory etc. Visual materials can also be used to make the materials heard more meaningful; language games, dramatic play and acting make better aural comprehension.

The most important aids for speech production are activity programmes such as: field trips and language games, flat aids such as bulletin and flannel boards, pictures, language films and filmstrips. All aids discussed under aural comprehension are also useful for speech production because careful listening precedes good production.

Some common Audio materials are given below.

- ) Radio Broadcast
- ) Tape Recorder
- ) CD (Compact Disk)
- ) DVD (Digital Versatile Disk)
- ) Language Laboratory

#### **2.1.4.6 Importance/Functions of Audio materials**

Throughout the ages, many successful teachers have relied on talk and chalk. Many such teachers have the ability to express their ideas clearly. They can easily arouse the interest of their students and make good use of the fact. They usually treat their students as individuals with differing need and purposes. These are the great teachers born with a natural talent to allow students to learn quickly and enjoyably.

There are audio-tape machines, videos and computers which perform some of the functions of language laboratory, giving student's opportunities for both extensive and

intensive listening and speaking. The sound quality for audio and video tape is likely to be significantly better than that for individuals in the classroom.

Audio materials provide learners lots of opportunities to improve for both listening and speaking. The sound quality for audio and video tapes is likely to be significantly better than that for individuals in classrooms.

### **2.1.5 Teaching Pronunciation through Audio Dictionary**

Teaching pronunciation simply refers to the process of imparting knowledge to pronounce words and sentences appropriately. In other words, it is the way to enable the students to pronounce the words and sentences. Audio dictionary, with the help of the computer and speaker, can be used to teach the pronunciation of the vocabularies to the students and the teachers can use different techniques to teach pronunciation with it. Audio dictionary offers many opportunities for students and teachers to compose materials in ways rather than using pencils, pens, paper. Thus, teaching pronunciation through audio dictionary is very much effective.

## **2.2 Review of Related Empirical Literature**

So far, various research works have been carried out to comparing the methods in terms of their effectiveness. **Richards and Rodgers** (1986, p. 165) write "The most difficult kind of data to produce is that which offers evidence that one method is more effective than another in attaining programmed objectives".

A number of research studies have been carried out to find out effectiveness of different teaching aids and techniques which are presented as follows:

**Richards, et al.** (1945, as cited in Wiggins, 1974, p. 160) has carried out research on audiovisual aids and published a book entitled, "English Through Pictures", highlighting the importance of audiovisual aids. The simple stick figures that accompany the written explanation and designed to help the language forms to their underlying meaning. This was proved to be an effective method in teaching language.

With the advent of aural – oral or audio lingual approaches during fifties, there was marked shift to emphasize in favor of pronunciation and aural discrimination of the sounds of the foreign language.

**Cobun** (1968, as cited in Sharma and Phyak 2006, p. 299) indicated the importance of learning with an involvement of senses. The following figure briefly shows those five senses and their involvement:

Source	Learning
TASTE	1
TOUCH	1.5
SMELL	3.5
HEARING	11
SIGHT	83

Observation and research by Cobun (ibid) showed that holding time as nearly constant as possible, people generally remember:

10 percent of what they READ

20 percent of what they HEAR

30 percent of what they SEE

50 percent of what they HEAR and SEE

70 percent of what they SAY

90 percent of what they say as they do a thing.

**Timilsina** (2000) carried out a research on "The Effectiveness of Recorded Materials over Conventional Techniques in Teaching Listening Comprehension". His main objective of the study was to find out the effectiveness of recorded materials over conventional technique in teaching listening comprehension. He conducted an experimental research in Jhapa District upon 20 students of 9<sup>th</sup> grade. He conducted pre-test and post-test as his research tools. He followed cluster random sampling procedure. He found that the recorded materials were not very effective in teaching

listening at this level. The voice of teacher was much more effective. He also found that collocation English voice was better than foreign English voice.

**Acharya** (2001) carried out a research on the “Effect of Recorded Materials and Live Materials in Teaching Listening.” His main objective of the study was to explore the use of recorded materials and live materials in the classroom while teaching listening skill. He conducted an experimental research in Kaski district upon 40 students of grade 4. He followed simple random sampling procedure. He provided the live materials to the control group and recorded materials to the experimental group. He found that recorded materials were better than the live materials. He also found that most of the students of grade 4 prefer to use recorded materials for listening purpose.

**Oli** (2002) conducted a research entitled "The proficiency in Speaking Skills of the Ninth Graders." His main objectives of the study were to find out speaking proficiency of the 9<sup>th</sup> graders in Parbat district and to compare the performances of the students in terms of school and genders. He conducted the survey method for his research fulfilment. He followed random sampling procedure upon 50 students of grade 9. He employed oral test and questionnaire as tools for data collection to accomplish his study. He found that students' speaking proficiency of private school was much better than government aided school. He further found that the female students were more proficient than the male students in both type of schools.

**Beck** (2007) carried out the research entitled "Developing for Lecture Comprehension in Teaching Speaking". His main objective of the study was to find out the development of lesson for lecturer comprehension for speaking lesson in teaching speaking in ESL context. He used simple random sampling upon 40 students of grade seven in Tanahu district. In his qualitative research, he used multi-method approach and questionnaire, observation, interview, test and focus group discussion as tools for data collection. He found that organizational feature for lesson inclusion was guided by related L<sub>2</sub> speaking skill development and academic lecture comprehension. He further found that starting point with some carrier content to determine its real content

and carrier content of the course were the basic lesson and materials development model for lecture comprehension.

**Pandey** (2007) conducted a research on "Effectiveness of Imitation Drill in Teaching Pronunciation". His main objectives of the study was to find out the effectiveness of imitation in teaching pronunciation and compare the student's pronunciation in terms of boys' versus girls' performance . He conducted his research by using the experimental method upon 30 students of grade 5 in Rukum district. He followed fish- bowl draw techniques for his procedures of sampling. He concluded that the experimental group was found much better than the controlled group. The experimental group excelled the control group in the total performance. Moreover, he concluded that the boys of experimental group performed better than the boys of controlled group and the girls of experimental group performed better than the girls of controlled group. In total performance girls of experimental group performed better than the boys of experimental group.

**Shrestha** (2010) carried out a research on “Effectiveness of Teaching Materials in Developing Writing Skill.” Her main objective of the study was to find out the effectiveness of teaching materials in developing writing skill. She conducted an experimental research for 45 students upon 9<sup>th</sup> grade students in Palpa district. She followed stratified random sampling procedure. She taught experimental group by using materials. It showed that experimental group had improved in their writing skill than the controlled group. She also found that teaching materials develop the confidence power in writing skill of students.

Although the studies mentioned above are related to teaching aids, no research has been done on the effectiveness of Audio materials in teaching speaking skill upon grade eight students. Thus, this study is different from the rest of the studies carried out in the department till present date and the research deserves considerable rationale.

## **2.3 Implications of the Review for the Study**

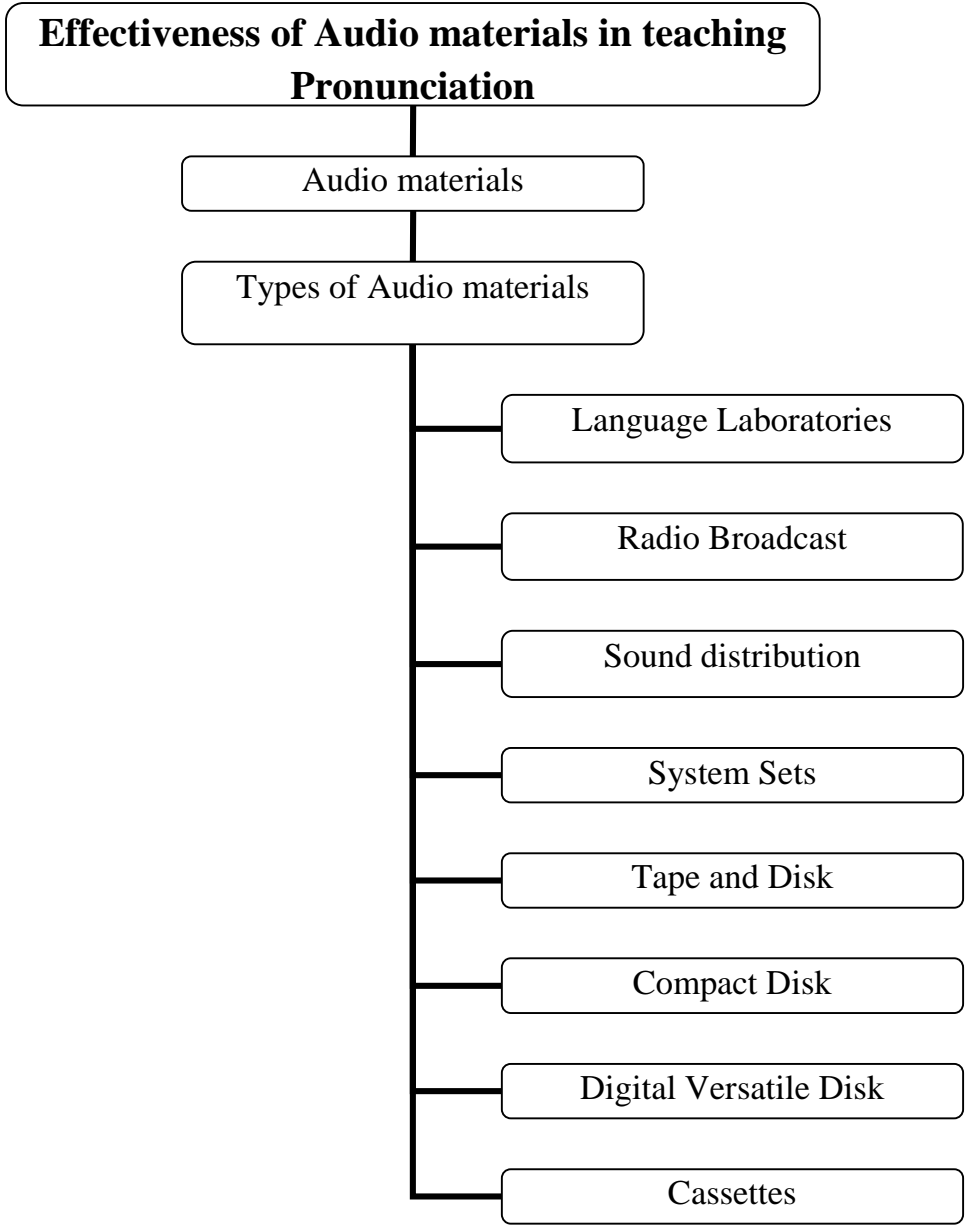
To develop the theoretical backup this study, theoretical literatures were reviewed. This was related to speaking activities, teaching speaking skill, testing and evaluation of the speaking proficiency of the students. The role of the student and the teacher were different in teaching language in different context and situations. Hence, language teaching is context sensitive and situation specific. The theoretical literature provided the theory of the study. Likewise, empirical literatures were reviewed for the fulfillment of the needs or methodological awareness and knowledge of the background of the study. The knowledge of the previous study provides the ideas and areas to be filled up. The gap of researching were fulfilled by the knowledge of the previous study. That is why, the previous studies are reviewed to fulfill the gap of the knowledge of the study. Previous researches develop theory for later researchers. So that reviewing the literatures facilitated the researching process of my study.

Timilsina (2000) carried out a research on "The Effectiveness of Recorded Materials over Conventional Techniques in Teaching Listening Comprehension." From his study, I came to know that, recorded materials were not very effective in teaching listening at lower secondary level. It facilitated me to develop the theoretical backup of the study. Similarly, Acharya (2001) carried out a research on "Effect of Recorded Materials and Live Materials in Teaching Listening". From his study, I found that recorded materials were better than the live materials. It facilitated me to develop the conceptual framework of the study. Likewise, Oli (2002) conducted a research entitled "The Proficiency in Speaking Skills of the Ninth Graders". From his research, I found that students speaking proficiency of private school was much better than government aided school. It facilitated me to prepare research questions. Then, Beck (2007) carried out the research entitled "Developing for Lecture Comprehension in Teaching Speaking". From his research, I found that organizational feature for lesson inclusion was guided by related L<sub>2</sub> speaking skill development and academic lecture comprehension. This research facilitated me to develop the theoretical literature. Next, Pandey (2007) conducted a research on "Effectiveness of Imitation Drill in Teaching

Pronunciation". From his research, I found that experimental group was much better than controlled group. This research promoted me to develop methods and procedures of the study and at last, Shrestha (2010) carried out a research on "Effectiveness of Teaching Materials in Developing Writing Skill". From this research, I found that experimental group had improved in their writing skill than the controlled group. This research facilitated me to use audio-materials for teaching pronunciation.

#### **2.4 Conceptual Framework of the Study.**

The study on "**Effectiveness of Audio Materials in Teaching Pronunciation**" is based on the following conceptual framework.



The conceptual framework clearly states that there are many teaching materials for speaking skill. Among them, audio materials can be used in teaching speaking skill. If teacher uses audio materials while teaching, they promote speaking skill of students. These materials are language laboratories, CD, DVD, Radio Broadcasting, etc.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

To achieve the objectives of the research, the following methodologies and procedures were adopted.

#### **3.1 Design and Method of the Study**

In this study, I used experimental research to find out whether audio materials can improve speaking skill or not. Experiment refers as intervening the natural order to get or find something. Experimental research provides a systematic and logical method of experiments to manipulate certain stimuli, treatments or environmental conditions. It observes how the condition or behavior of the subject is affected or changed. In experimental research formation of two groups- one experimental and the other controlled group is necessary. The main purpose of it is to find out the cause-effect relationship between two or more variables by using the applicable theory basis.

Experimental design is one kind of design for obtaining and treating data in which the experimental method is used. Where experimental method is a method in which one or more independent variables are manipulated and responses on one or more dependent variables are used. In this regard, Sommer (1981) says:

An experimental involves the creation an artificial, situation in which events that generally go together are pulled part. The participants in an experiment are called subjects. The elements of factors included in the study are termed variables... independent variables are those that are systematically altered by the experimental treatment are the dependent variables.

The purpose of experimental research is to find out magnitude of the cause effect relationship shared by two or more variables either by testing the hypothesis or by verifying the existing or established theory.

### 3.1.1 Design of Experimental Research

Cambell and Stanley (1963) have discussed 16 designs of expeprimental research. Among them, I would like to discuss only few experimental designs:

#### Design : 1

This design uses the post-test only. There is no any pre-test taken in this design. Both the group must have similar level of proficiency.

R	X	O <sub>1</sub>
R	C	O <sub>2</sub>

Where,

R = Random

X = Experimental Group

C = Controlled Group

O = Observation

#### Design : 2

This design is used to compare two treatments where the researcher introduces experimentation to both the groups. In this design, there is not any pre-test given:

R	X	O <sub>1</sub>
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R	X	O <sub>2</sub>
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**Design : 3**

This design is very similar with design no. 1 but is different in that this design has a pre-test. It is known as more scientific design of experimental research.

R	O <sub>2</sub>	X	O <sub>2</sub>
R	O <sub>3</sub>	C	O <sub>4</sub>

**Design : 4**

In this design, subjects are divided into 4 group. Researcher gives pre-test in two groups but in other groups pre-test will not be conducted. The researcher tries to find out the effectiveness of pre-test.

R	O <sub>1</sub>	X	O <sub>2</sub>
R	O <sub>3</sub>	X	O <sub>4</sub>
R	-	C	O <sub>5</sub>
R	-	C	O <sub>6</sub>

**3.2 Population, Sample and Sampling Strategy**

The population of the study was all students of grade eight studying in Viswa Niketan Higher Secondary School Tripureshwor, Kathmandu . The sample population of the study were fifty students. The researcher selected fifty students from the Viswa Niketan Higher Secondary School of class eight using simple random sampling procedure. The researcher selected fifty of them from both the sections using fish bowl draw method. The students divided into two groups, experimental and

controlled group using systematic random sampling procedure. While dividing the groups, The researcher tried to maintain equal pronunciation proficiency level for both groups by putting the even roll numbered in experimental group and odd roll numbered students in controlled group.

### **3.3 Study Area / Field**

The study area of my research was grade eight students of Viswa Niketan Higher Secondary School Tripureshwor, Kathmandu for teaching English pronunciation.

### **3.4 Tools for Data Collection**

The main tool for data collection was a test administered to the students of government School of class eight. The researcher selected the 174 words carrying one mark to each item. The researcher selected those words from the glossary given in Our English Course Book of class eight using quota sampling procedure. The researcher administered a pre-test to the fifty students to establish their initial level of competence in pronunciation of 174 words individually. Post test was administered to check the achievement after teaching.

### **3.5 Data Collection Procedures**

In order to collect the required data, the following processes were adopted:

- a) At first, I went to the selected school and I asked the authority for permission to carry out the research. Additionally, I built rapport with them.
- b) Then, I explained the purpose and the process of the research and I requested them to get permission to carry out the research.
- c) After getting permission from the concern authority, I consulted the English teacher and requested him /her to help me during my research time.
- d) After that, the researcher selected fifty students from grade eight and divided them into two groups i.e. experimental group and controlled group on the basis of even and odd roll number. All odd roll number students were put in

controlled group and even roll number students were put in experimental group.

- e) After that, I prepared a set of words. Then I went to the classroom and I will conduct pre-test to know the students' ability.
- f) After analyzing the scores of pre-test , I started my teaching based on lesson plan.
- g) The researcher taught six words per day and after teaching altogether twenty nine lesson plan, I conducted the post-test .
- h) Finally I analyzed the scores of pre-test and post-test to measure the students' development of speaking skill using audio materials by using statistical tools like average score and mean score differences of controlled and experimental group.

### **3.6 Data Interpretation and Analysis**

The researcher had selected Viswa Niketan Higher Secondary School, Tripureshwor, Kathmandu. The sample population of the study were fifty students of grade eight. The researcher selected 174 vocabulary items as her research tools. She conducted pre-test and post-test for those items. While taking test she found that most of the students pronounced most of the items correctly (e.g. acclaim, bunch, curious, damage, environment, etc.) and most of the students pronounced some items incorrectly (e.g. demonstration, illiterate, mysterious, sanctuary, phenomenon, etc.)The data were analyzed and interpreted by using statistical tools which were collected from primary sources. The primary sources of data were obtained through pre-test and post-test. The data for this study were tests results. The data were tabulated in score percentage and mean. They were analyzed descriptively. Data collection was initiated through the objectives putting it in center to find out the effectiveness of audio materials in developing pronunciation and speaking skill. For this purpose, the data had presented, analyzed and described under three main categories in the following order.

- ) Holistic comparison
- ) Group based comparison
- ) Gender based comparison

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

In this chapter, the researcher presented, analyzed and interpreted the data which were collected from the sample. The raw data were analyzed and interpreted both qualitatively and quantitatively. After the analysis, the summary of the findings were presented.

#### **4.1 Analysis of Data and Interpretation of the Results**

The primary sources of data were fifty students from grade eight of government school i.e Viswa Niketan Higher Secondary School, Tripureshwor, Kathmandu. Those fifty students were divided into two groups i.e controlled group and experimental group on the basis of odd and even roll no. Different words were taught by the researcher to develop the pronunciation of students. The researcher taught the controlled group by live presentation and experimental group was taught with audio dictionary using computer and speaker. The researcher conducted pre-test and post-test to check the pronunciation of the students.

##### **4.1.1 Analysis and Interpretation of Data Obtained through Pronunciation of different Words**

Under, the set of pronunciation there were 174 words which were directly related with the practice of using audio-aids to develop pronunciation of students. Here, I tried to find out the effectiveness of audio materials in developing pronunciation cum speaking skill. The data obtained from students is analyzed and interpreted by conducting pre-test and post-test. It is also analyzed and interpreted in subsequent sections. The item wise analysis and interpretation of the data is presented, analyzed and interpreted under three main categories and analyzed separately.

) Holistic comparison

) Group based comparison

) Gender based comparison

The first heading ‘holistic comparison’ deals with the average score of controlled group in the pre-test and post-test. The second heading ‘group based comparison’ deals with the two different comparisons of performance in terms of controlled and experimental group. They are boys’ performance and girls’ performance. The third heading gender based comparison consists of comparison of the performance of girls and boys in terms of group.

To find out the effectiveness of audio dictionary in teaching pronunciation, the obtained score of each student in the pre-test was subtracted from the score of the post test. Then, the mean score difference of the tests was calculated and compared between experimental and controlled groups.

#### **4.1.1.1 Holistic Comparison**

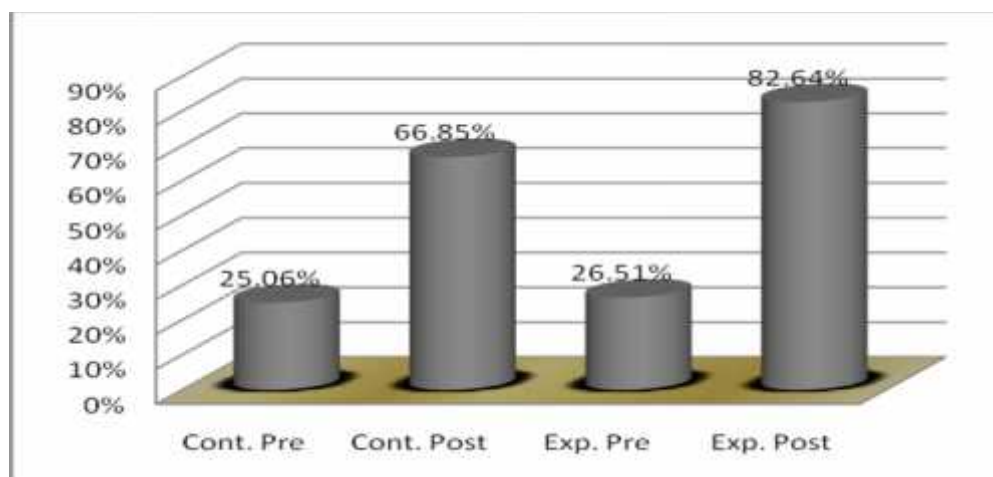
In this comparison the result of experimental and controlled group in both pre-test and post-test are tabulated and analyzed under separate heading in a single table.

**Table 1**

**Average Scores in Holistic Comparison**

<b>Group</b>	<b>Average Score in Pre-test</b>	<b>Average Score in Post-test</b>	<b>Difference</b>
Controlled	25.06%	66.85%	41.79%
Experimental	26.51%	82.64%	56.14%

The above table shows that the mean score of experimental group is far better than the mean score difference of controlled group. As shown in the table number one, it is observed that average score of controlled group in the pre-test is 25.06% and 66.85% in the post test. The average score of experimental group in pre-test was 26.51% and 82.64% in the post test. The experimental group has excelled the controlled group by 14.35% total means score. Thus, the above table shows that the experimental group has done more improvement than the controlled group.



**Figure No. 1: Average Scores in Holistic Comparison**

The above graph shows that there is significant increment in the performance of experimental group.



#### 4.1.1.2 Group Based Comparison

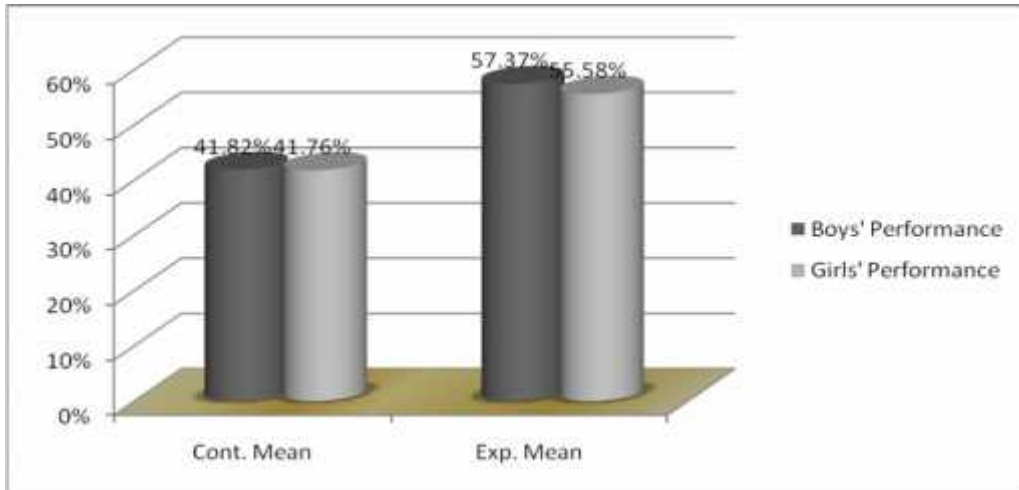
In this comparison, the result of experimental and controlled group is discussed under two categories of performance.

**Table 2**

**Difference in Mean of Experimental and Controlled Group**

<b>S.No.</b>	<b>Categories of Performance</b>	<b>Cont. Mean</b>	<b>Exp. Mean</b>	<b>Difference</b>
1	Boys' Performance	41.82%	57.37%	15.55%
2	Girls' Performance	41.76%	55.58%	13.82%
	Total Mean	83.58%	112.95%	29.37%

Table 2 clearly shows that the experimental group has 112.95% total mean score different in holistic comparison of two variables, whereas controlled group has only 83.58% mean score. It shows that controlled group has less mean score than that of experimental group. The experimental group has excelled the controlled group by 29.37%. So, it proves that experimental group has learnt to pronounce better than the controlled group. Due to this fact, what we can conclude is audio dictionary is effective and useful in teaching pronunciation. It has been found out that in all variables, experimental group has got better mean score difference than the controlled group. It has also been proved that teaching pronunciation through audio dictionary has been effective over conventional way of teaching pronunciation.



**Figure No. 2: Difference on Mean Score of Experimental and Controlled Group**

The above figure has also proved that audio dictionary is very useful in teaching pronunciation since there is significant increment in the performance of experimental group.

#### **4.1.1.3 Boys Performance Based Comparison**

There were 24 boys out of 50 students in sample population of class eight. In this category, there were 174 test items carrying 174 full marks. These items were used in both tests.

**Table 3**

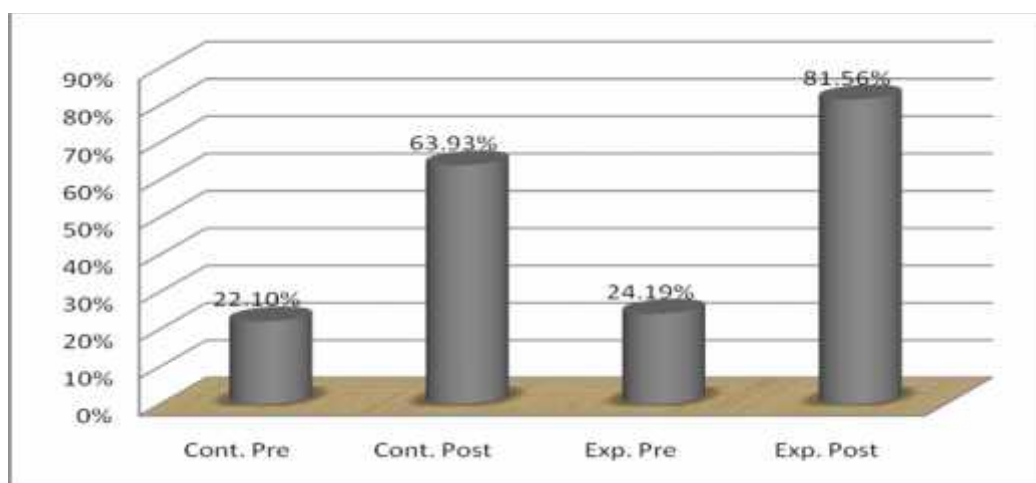
**Average Scores in Boys Performance Based Comparison**

<b>Group</b>	<b>Average Score in Pre-test</b>	<b>Average Score in Post-test</b>	<b>Difference</b>
Controlled	22.10%	63.93%	41.83%
Experimental	24.19%	81.56%	57.37%

The above data shows that the mean score of experimental group in boys performance is far better than the mean score of controlled group. As shown in the table no. 3, it is

observed that the average score of controlled group in pre-test was 22.10% and 63.93% in the post-test. The average score of experimental group in pre-test is 24.19% and 81.56% in the post-test. The experimental group has excelled the controlled group by 15.54%.

By this data, what we can say is the experimental group has performed better than the controlled group in this category. Thus, teaching pronunciation using audio dictionary is seen very much effective in boys performance based comparison in teaching pronunciation.



**Figure No. 3 : Average Score in Boys Performance Based Comparison**

The above figure clearly shows that there is a significant increment in the performance of experimental group.

#### **4.1.1.4 Girls' Performance Based Comparison**

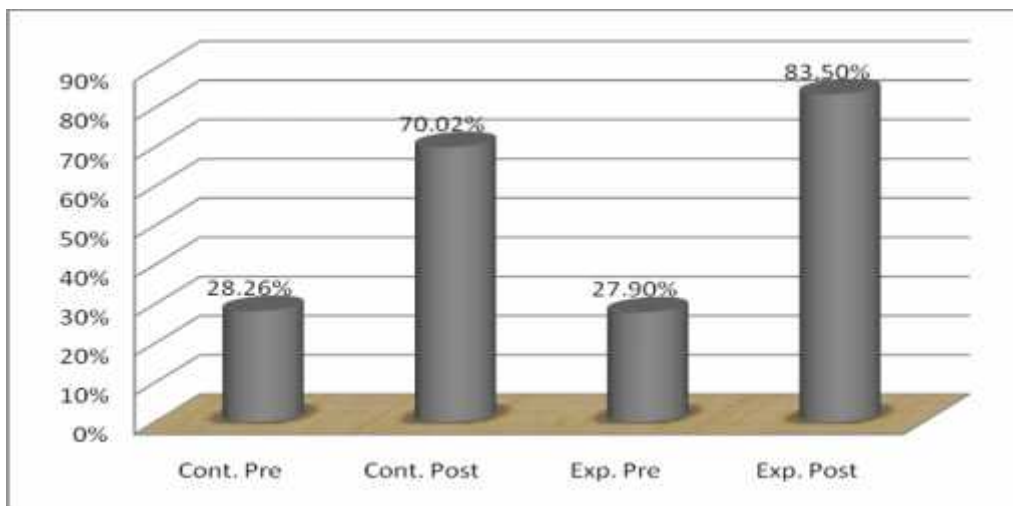
There were 174 test items carrying 174 full marks. It contained 174 vocabulary items. There were 26 girls out of 50 students in sample population of the research.

**Table 4**

**Average Scores in Girls' Performance Based Comparison**

<b>Group</b>	<b>Average Score in Pre-test</b>	<b>Average Score in Post-test</b>	<b>Difference</b>
Controlled	28.26%	70.02%	41.76%
Experimental	27.90%	83.50%	55.59%

The above table clearly shows that the total mean scores in girls performance based comparison of controlled group in pre-test is 28.26% and 70.02% in post test. The total mean scores of experimental group in pre-test is 27.90% and 83.50% in post-test. Thus, in this comparison the marks of experimental group was increased is 13.83%. So, we can conclude that audio dictionary is effective and useful in teaching pronunciation.



**Figure No. 4 : Average Score in Girls Performance Based Comparison**

The above graph depicts that audio dictionary is very useful in teaching pronunciation for girls because there is significant increment in the performance of experimental group.

## **4.2 Summary of the Findings**

The present study is about "Effectiveness of Audio Materials in Teaching Pronunciation." The main objectives of the study was to find out the effectiveness of audio materials in developing pronunciation and speaking skill. The researcher collected data by administrating pre-test and post-test of different vocabulary words. The pre-test was taken before the actual classroom teaching and the post-test was taken after the experimental teaching. Information and data were analyzed and interpreted by qualitative and quantitative approaches. From the analysis and interpretation of data and information, researcher came to find out the following results which are presented below:

- ) Teaching pronunciation through audio dictionary is found more effective than the teaching pronunciation without using audio dictionary. In the research the experimental group has been found better than controlled group. The experimental group has scored 56.14% mean score whereas controlled group has scored 41.79% The experimental group has excelled the controlled group by 14.35%. It proves that teaching, using audio dictionary is more effective.
- ) In the group based comparison the performance of experimental group has been found more effective. The total mean score of the experimental group is 112.95% and total mean score of the controlled group is 83.58%. So the experimental group has excelled the controlled group by 29.37%. Thus, this data shows that teaching pronunciation through audio dictionary is better in comparison to teaching pronunciation without using audio dictionary.
- ) In boys performance based comparison as a whole, the experimental group got better result than the controlled group since the experimental group has

excelled the controlled group by 15.54% mean score difference between the achievement of controlled and experimental group.

- ) The audio dictionary is also seemed significant in girls performance based comparison. It is found out that the mean score difference of the experimental group is more by 13.83% than the controlled group. So, there is a significant difference between two groups and the effect of audio dictionary for the girls is significant. The performance of boys and girls has a very little difference.
- ) It has been found that the recorded materials allowed students to hear variety of different voices apart from just their own teachers. The non native teacher's voice couldn't be with the appropriate use of supra segmental features: stress, intonation and pronunciation.
- ) From the analysis of word types, monosyllabic words were found easier to the students in comparison to others. Moreover, English fricatives were more difficult to Nepali learners in comparison to others.
- ) It was very difficult to ensure that all the students in a classroom could hear equally well. Outside noise and other disturbance could not be controlled completely. A well equipped classroom or a language lab is needed in each school.
- ) It was found that students couldn't see the gesture junction, head movement and lip movement in audio materials, therefore it was very difficult for them to understand the native speakers pronunciation as they are habituated in the non-native speakers' voice which is far different than the native speakers' voice.
- ) Teaching speaking was found more problematic because of less time allotment to its teaching, a large number of students, inhibition, lack of physical facilities etc.

In comparison with the performance of the controlled group and the experimental group in both pre-test and post-test, it can be concluded that the use of teaching materials have a positive impact in developing pronunciation skill as well as speaking skill.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter mainly consists of two sections i.e. conclusion and recommendation. The first section is the conclusions drawn from the findings of the analysis and of the data. Similarly, next section is recommendation. In this section, the researcher suggests recommendations for different levels i.e. policy level, practice level and further research level.

#### **5.1 Conclusions**

Teaching pronunciation is not an easy task for teachers. Various methods, approaches and techniques have been emerged in the field of pronunciation. However, in these days language educators have begun to feel doubt in all the existing method and techniques, as a result they advocate for the concept of different materials i.e. audio, video and audio-video materials for teaching pronunciation. Therefore, the researcher select audio materials for teaching pronunciation.

The present study entitled "Effectiveness of Audio Materials in Teaching Pronunciation" aims to find out the effectiveness of audio materials in developing pronunciation and speaking skill and to suggest some pedagogical implication of this study. That is, the researcher in the study, wanted to discover how much the student perceive through audio dictionary and how much they perceive through their own teacher live presentation. Similarly, the researcher wanted to find out how audio materials contribute for the development of the speaking skill in the English language and she tried to find out the students and teachers awareness about the importance of audio materials. So, the researcher wanted to carry out research in the present topic since she found that no research has been done to analyze the effective of audio materials in teaching pronunciation The researcher used pre-test and post-test as



research tools for the study. The sample of the study were 50 students from grade eight of Kathmandu district from government school who were selected by using systematic random sampling procedure. The researcher divided those 50 students into two groups, experimental and controlled. While dividing the groups, the researcher tried to maintain equal pronunciation proficiency level for both groups by putting the even roll number in experimental group and odd roll number in controlled group. The researcher visited to the selected school and sample students and then taught vocabulary words day by day and analyzed the correct answer of each students before and after her teaching. The researcher analyzed the data using both quantitative and qualitative approaches; descriptively and narrative. After the analysis and interpretation of data and information obtained from pre-test and post-test, the researcher derived the findings and results. Based on the findings and results, the researcher had drawn some conclusions.

The major conclusion of the study are as follows:

- ) It is found that the audio dictionary is able to improve the pronunciation of the students and arouse more interest of the students to learn. So, it is the most helpful for practising and learning pronunciation.
- ) In all categories, the experimental group has obtained better marks compared to the controlled group. Due to this fact we can say that audio dictionary is better than conventional way of teaching English pronunciation. So, every school should apply such dictionary in teaching English pronunciation.
- ) The teachers should encourage the students to do activity in pair work by using audio materials. It is useful to build the students' confidence, group sharing skill and commenting and the skill of giving feedback. It also helps to those students who are introvert and do not want to expose themselves in front of the teacher.

- ) It has been found that the recorded materials allowed students to hear variety of different voices apart from just their own teachers.
- ) Students feel very difficult to understand the native speakers pronunciation as they are habituated in the non- native speakers' voice which is far more difficult than the native speakers' voice.
- ) Teaching speaking was found more problematic because of less time allotment to its teaching, a large number of students, inhibition, lack of physical facilities, etc.
- ) Though audio dictionary is importance means of teaching pronunciation in lower secondary level but most of the teachers do not use audio dictionary while teaching pronunciation.

In this way, the major conclusions were drawn from the interpretation of the findings and results of the analysis of data and information.

## **5.2 Recommendations**

On the basis of interpretation of findings and result, the researcher drew some conclusion. Now, In this section the researcher would like to suggest some recommendations for different levels:

### **5.2.1 Policy Related Recommendations**

Policy in general, is a rule to organize and maintain the action and functions in an arranged manner. Policy is maintained by so called authorities and government. Policy is general rule to systematize the functions and to achieve the goals stated . In Nepal, government and authorized people are the policy makers in the field of language education. Ministry of education and government are the prime responsible factors to advocate the policy. Under this sector Curriculum Development Center, Book

Publication Sector, Book writers are also responsible factors for policy making. So, these factors should have sound knowledge about the effectiveness and utility of audio materials. Thus, the researcher would like to suggest the following recommendations for policy makers.

- ) The curriculum of English for lower secondary level should be designed to develop the students' pronunciation, accuracy, fluency and vocabulary.
- ) The teacher should be trained to use recorded materials in his/her classroom.
- ) The school should manage at least the minimum requirement of physical facilities for teaching purpose. The recorded materials should be made easily available in the local market. All the schools should have a language laboratory.
- ) The syllabus designers, text book writers methodologists and teachers should give priority to use audio dictionary in teaching pronunciation. They should include the audio dictionary in the designed materials because it is useful to make the class more interesting and live.
- ) Students' need , levels, capacities, interests should be paid attention by course designers.
- ) Universities established in Nepal should take responsibilities for producing competent English language teachers. Thus, these universities should develop their curriculum paying attention to the effectiveness of teaching materials.
- ) Government should bring assisting packages for the schools in the remote areas.
- ) Different books, guides, journals articles should be published related to teaching materials, so that, users would get opportunities to get ideas.

- ) Teacher trainer should have sound knowledge of teaching materials and should provide enough knowledge about it to the teachers.
- ) Teachers should have positive attitudes towards the trend of teaching materials.
- ) Subject experts should provide appropriate suggestions and recommendation to the stakeholders.
- ) Supervision should be implemented time and again.

### **5.2.2 Practice Related Recommendations**

Teaching and learning is complex process. It is not just the transferring the knowledge from the sources of the goals. It should be practiced and systematically. for the successful application of teaching and learning, practitioners should pay vital role. Because the practitioners are the real drivers of it. Some useful practice related recommendations have been suggested as follows:

- ) The teacher should use imitation drill in teaching English pronunciation by using any size and number of the students. Teaching English through audio dictionary allows the students to listen to what they want again and again.
- ) It is also useful to make the class students centred. The main activity of teaching pronunciation using audio dictionary is practising the pronunciation in pair. Therefore, the students can enjoy working in pairs.
- ) Students' - students' interaction should be encouraged to develop speaking and pronunciation skill.
- ) Audio, visual and audio-visual aids become more effective in practising speaking by watching and listening performance. So the teacher should include these aids in teaching pronunciation and speaking skill.
- ) The teacher should be autonomous, innovative and context sensitive.

- ) The teachers should be provided the opportunities to join different organizations like NELTA, IELTS and so on.
- ) English language teachers should have enough knowledge to all the existing methods and should not depend on only limited methods.
- ) A well equipped classroom or a language lab is needed to each school.
- ) The teachers should practice context sensitive activities.
- ) Locally available teaching materials should be prepared and used by the teachers.
- ) The teachers should address the students' hidden values and assumptions.
- ) The teachers should implement multi-method features rather than depending on only a single method.
- ) Students emotions, imaginations and intuitions should be paid attention in the classroom.

### **5.2.3 Further Research Related Recommendations**

Research is an investigative process. It is always oriented to finding a new fact. An educational research is limited in terms of time, money and locality. So, an educational research cannot include all the aspects. The present study has also the many more limitations. The present study is related to the effectiveness of audio materials in teaching pronunciation. It attempts to find out the effectiveness of audio materials in teaching pronunciation. Thus, the researcher wants to suggest the following recommendations for the further researches:

- ) The present study is limited only on the use of audio materials in teaching pronunciation. So, other researchers should use other teaching materials like videos, audio- video and so on.

- ) The study attempted to see the perception of only grade eight students; so, further researchers should be done in other grades.
- ) The study mainly focused on the Nepalese context so further researcher should focus to other than Nepalese context.
- ) The present study is basically related to the government school of Kathmandu district so, further researcher should be related to any private school of any district.
- ) This research will provide valuable secondary sources for the further researchers to carry out their study.
- ) The present study is limited to experimental research design so, further researcher should adopt other than experimental research design.
- ) This study can enable the other language researchers to gain new principle, method and techniques.
- ) It will provide new research areas which are left to be investigated other language, aspect and field.

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## APPENDIX I

### PRE-TEST AND POST-TEST ITEMS

The following vocabulary words were the test item for getting information of my research entitled "Effectiveness of Audio Materials in Teaching Pronunciation". It was a test administered to the students of Viswa Niketan Higher Secondary School of grade eight. I selected 174 vocabulary words carrying one mark to each item.

#### 1. Pronounce the following words correctly.

- |                      |                  |                       |                  |
|----------------------|------------------|-----------------------|------------------|
| 1. acclaim           | 21. bunch        | 41. curious           | 61. fiction      |
| 2. accomplish        | 22. capital      | 42. current           | 62. financial    |
| 3. account           | 23. caption      | 43. damage            | 63. float        |
| 4. achieve           | 24. casualty     | 44. dare              | 64. foreigner    |
| 5. advertisement     | 25. celebration  | 45. demonstrati<br>on | 65. gabion       |
| 6. agreement         | 26. chariot      | 46. dependent         | 66. generator    |
| 7. amazing           | 27. cheer        | 47. determined        | 67. generous     |
| 8. announce          | 28. coach        | 48. different         | 68. glacier      |
| 9. approximatel<br>y | 29. collection   | 49. disappointe<br>d  | 69. government   |
| 10. archaeologist    | 30. committee    | 50. discover          | 70. grateful     |
| 11. arrest           | 31. concentrate  | 51. distant           | 71. gunpowder    |
| 12. astronomy        | 32. confident    | 52. drag              | 72. harbor       |
| 13. attack           | 33. conflict     | 53. dusty             | 73. illiterate   |
| 14. attitude         | 34. congratulate | 54. edition           | 74. illustration |
| 15. audience         | 35. connect      | 55. efficient         | 75. imagination  |
| 16. avalanche        | 36. conqueror    | 56. emergency         | 76. improve      |
| 17. avoid            | 37. contact      | 57. encourage         | 77. include      |
| 18. barley           | 38. continue     | 58. environmen<br>t   | 78. instruction  |

19. believe	39. convenient	59. equipment	79. interview
20. biology	40. courage	60. eruption	80. inventive
81. boastful	105. crevasse	129. exited	153. journalist
82. bonzer	106. cricketer	130. explode	154. kharka
83. brilliant	107. crouch	131. festoon	155. location
156. luggage	108. previous	132. shearer	156. unconscious
157. magnet	109. prisoner	133. skillful	157. uncover
158. magnificent	110. professional	134. slope	158. unharmed
159. manager	111. profoundly	135. socket	159. unusual
160. Mexican	112. progress	136. spotted	160. victorious
161. microphone	113. punishment	137. squatter	161. vivid
162. mistake	114. queue	138. starvation	162. warning
163. molten	115. quills	139. statement	163. warrior
164. moment	116. recognize	140. strange	164. weapon
165. monastery	117. recreation	141. stroke	165. whisper
166. moraine	118. refuse	142. struggle	166. widespread
167. mysterious	119. remains	143. stunning	167. wonderful
168. nationality	120. report	144. stutter	168. weave
169. navy	121. rescue	145. supermarket	169. difficult
170. orchard	122. revolve	146. swarm	170. various
171. original	123. ruins	147. thrilling	171. discover
172. perfect	124. sanctuary	148. thrive	172. ruin
173. pilgrim	125. scenery	149. trader	173. scatter
174. pottery	126. scenic	150. translation	174. phenomenon
103. poverty	127. sense	151. treasure	
104. powerful	128. separate	152. turbine	

## APPENDIX-II

### SUMMARY OF THE LESSON PLAN

#### CONTROLLED GROUP

**Lesson plan no.: 1**

**Date: 2072/08/02**

**Specific Objectives:** On completion of this lesson the students will be able to pronounce the words: acclaim, accomplish, account, achieve, advertisement and agreement correctly.

**Teaching Materials:** Daily used materials, flash cards, etc.

#### **Teaching Learning Activities:**

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the words. Then she pronounces the words and asks the students to follow her (repetition drill)
- ii. The teacher divides the class into pairs and distribute word cards to each pair.
- iii. The teacher calls a student in front of the class to perform pair work with the teacher.
- iv. The teacher asks all the pairs to practice pronunciation of the given words in the pairs.
- v. The teacher pronounces the words again and asks the student to follow her.
- vi. The teacher asks all the students to pronounce the words individually.

#### **Homework**

- i. Practice the pronunciation of six words: acclaim, accomplish, account, achieve, advertisement and agreement at your home.

## Experimental Group

**Lesson Plan No.: 1**  
**2072/08/02**

**Date:**

**Specific Objectives:** On completion of this lesson, the students will be able to pronounce the words: acclaim, accomplish, account, achieve, advertisement and agreement correctly.

**Teaching Materials:** Flash cards, CD of Cambridge School's Dictionary, computer, speaker, etc.

### **Teaching Learning Activities:**

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the words.
- ii. The teacher insert the CD of Cambridge School's Dictionary and makes the computer pronounce the words while the students listen.
- iii. The teacher asks the students to pronounce the words immediately after the computer.
- iv. The teacher divides the class into pairs and distribute word cards to each pair.
- v. The teacher calls a student in front of the class to perform pair work with the teacher.
- vi. The teacher asks all pairs to practice pronunciation of given words in the pairs.
- vii. The teacher lets the computer pronounce the words and asks the students to follow it.
- viii. The teacher asks all the students to pronounce the words individually.

### **Homework**

- i. Practice the pronunciation of six words: acclaim, accomplish, account, achieve, advertisement and agreement at your home.

## Controlled Group

**Lesson Plan No.:2**

**Date: 2072/08/03**

**Specific objectives:** On completion of this lesson, the students will be able to pronounce the words: amazing, announce, approximately, archaeologist, arrest and astronomy correctly.

**Teaching Materials:** Daily used materials, flash cards, etc.

### **Teaching Learning Activities:**

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the words. Then she pronounces the words and asks the students to follow her (repetition drill)
- ii. The teacher divides the class into pairs and distributes word cards to each pair.
- iii. The teacher calls a student in front of the class to perform pair work with the teacher.
- iv. The teacher asks all the pairs to practice pronunciation of the given words in the pairs.
- v. The teacher pronounces the words again and asks the student to follow her.
- vi. The teacher asks all the students to pronounce the words individually.

### **Homework**

- i. Practice the pronunciation of six words: amazing, announce, approximately, archaeologist, arrest and astronomy at your home.

## Experimental Group

**Lesson Plan No.:2**  
**2072/08/03**

**Date:**

**Specific Objectives:** On completion of this lesson, the students will be able to pronounce the words: amazing, announce, approximately, archaeologist, arrest and astronomy correctly.

**Teaching Materials:** Flash cards, CD of Cambridge School's Dictionary, computer, speaker, etc.

### **Teaching Learning Activities:**

- i. The teacher shows the flash cards (word cards) to the students and ask them to pronounce the words.
- ii. The teacher inserts the CD of Cambridge School's Dictionary and make the computer pronounce the words while the students listen.
- iii. The teacher asks the students to pronounce the words immediately after computer.
- iv. The teacher divides the class into pairs and distribute word cards to each pair.
- v. The teacher calls a student in front of the class to perform pair work with the teacher.
- vi. The teacher asks all pairs to practice pronunciation of given words in the pairs.
- vii. The teacher lets the computer to pronounce the words and asks the students to follow it.
- viii. The teacher asks all the students to pronounce the words individually.

### **Homework**

- i. Practice the pronunciation of six words: amazing, announce, approximately, archaeologist, arrest and astronomy at your home.

## Controlled Group

**Lesson Plan No.:3**

**Date: 2072/08/04**

**Specific objectives:** On completion of this lesson, the students will be able to pronounce the words: attack, attitude, audience, avalanche, avoid and barley correctly.

**Teaching Materials:** Daily used materials, flash cards, etc.

### **Teaching Learning Activities:**

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the words. Then she pronounces the words and asks the students to follow her (repetition drill)
- ii. The teacher divides the class into pairs and distributes word cards to each pair.
- iii. The teacher calls a student in front of the class to perform pair work with the teacher.
- iv. The teacher asks all the pairs to practice pronunciation of the given words in the pairs.
- v. The teacher pronounces the words again and asks the student to follow her.
- vi. The teacher asks all the students to pronounce the words individually.

### **Homework**

- i. Practice the pronunciation of six words: attack, attitude, audience, avalanche, avoid and barley at your home.



## Experimental Group

**Lesson Plan No.:3**

**Date: 2072/08/04**

**Specific Objectives:** On completion of this lesson, the students will be able to pronounce the words attack, attitude, audience, avalanche, avoid and barley correctly.

**Teaching Materials:** Flash cards, CD of Cambridge School's Dictionary, computer, speaker, etc.

### **Teaching Learning Activities:**

- i. The teacher shows the flash cards (word cards) to the students and asks them to pronounce the words.
- ii. The teacher inserts the CD of Cambridge School's Dictionary and makes the computer pronounce the words while the students listen.
- iii. The teacher asks the students to pronounce the words immediately after computer.
- iv. The teacher divides the class into pairs and distributes word cards to each pair.
- v. The teacher calls a student in front of the class to perform pair work with the teacher.
- vi. The teacher asks all pairs to practice pronunciation of given words in the pairs.
- vii. The teacher lets the computer to pronounce the words and asks the students to follow it.
- viii. The teacher asks all the students to pronounce the words individually.

### **Homework**

- i. Practice the pronunciation of six words: attack, attitude, audience, avalanche, avoid and barley at your home.

### APPENDIX-III

#### Holistic Comparison Based Tables for Pre-test and Post-test Result

##### 1. The performance of Controlled Group Students

SN NO.	Roll No.	Name of the Students	Obtained Score In Pre-test	Pre-test (%)	Obtained Score In Post-test	Post-test (%)	Diff. (%)
1	1	Manisha Khadka	60	34.48	139	79.89	45.40
2	3	Alisha Sharma	52	29.89	137	78.74	48.85
3	5	Ganesh Subedi	48	27.59	131	75.29	47.70
4	7	Puspa Raj Gautan	40	22.99	123	70.69	47.70
5	9	Sarita Banstola	54	31.03	124	71.26	40.23
6	11	Arakshya Bijukchhe	65	37.36	110	63.22	25.86
7	13	Amrit Poudel	55	31.61	135	77.59	45.98
8	15	Anjali Shah	48	27.59	138	79.31	51.72
9	17	Sujan Sharma	30	17.24	105	60.34	43.10
10	19	Sadikshya G.C.	60	34.48	131	75.29	40.80

11	21	Susmita Banstola	47	27.01	130	74.71	47.70
12	23	Sajina Gautam	22	12.64	70	40.23	27.59
13	25	Hari Sharma	20	11.49	61	35.06	23.56
14	27	Sanju Poudel	43	24.71	131	75.29	50.57
15	29	Anil Neupane	34	19.54	101	58.05	38.51
16	31	Santosh Acharya	30	17.24	110	63.22	45.98
17	33	Saugun G.C.	42	24.14	117	67.24	43.10
18	35	Nischal Bhattarai	35	20.11	120	68.97	48.85
19	37	Nirajan Devkota	26	14.94	71	40.80	25.86
20	39	Sagar Banstola	34	19.54	100	57.47	37.93
21	41	Samir Timilsina	38	21.84	128	73.56	51.72
22	43	Bishnu Sharma	40	22.99	95	54.60	31.61
23	45	Sabin Gautam	70	40.23	141	81.03	40.80
24	47	Sushmita Bhattarai	57	32.76	140	80.46	47.70
25	49	Kamal Paudel	40	22.99	120	68.97	45.98

TM			1090	626.44	2908	1,671.26	1,044.83
AM			43.6	25.06	116.32	66.85	41.79

## 2. The performance of Experimental Group Students

SN NO.	Roll No.	Name of the Students	Obtained Score In Pre- test	Pre-test (%)	Obtained Score In Post-test	Post-test (%)	Diff. (%)
1	2	Aayush Neupane	60	34.48	154	88.51	54.02
2	4	Biddhya Bhattarai	58	33.33	151	86.78	53.45
3	6	Jayaj Adhikari	60	34.48	151	86.78	52.30
4	8	Yam Maya Thapa	59	33.91	153	87.93	54.02
5	10	Kusum K.C.	50	28.74	150	86.21	57.47
6	12	Mamata Pokhrel	62	35.63	149	85.63	50.00
7	14	Bishal Gajmer	34	19.54	140	80.46	60.92
8	16	Meena pun	51	29.31	147	84.48	55.17
9	18	Bibek Acharya	42	24.14	142	81.61	57.47
10	20	Kabita Poudel	30	17.24	143	82.18	64.94

11	22	Afjal Ali	42	24.14	141	81.03	56.90
12	24	Anjali Pariyar	35	20.11	142	81.61	61.49
13	26	Kausal K. Ram	35	20.11	143	82.18	62.07
14	28	Sudesh Chhetri	30	17.24	120	68.97	51.72
15	30	Prasamsha Sharma	40	22.99	143	82.18	59.20
16	32	Kalpana Sharma	34	19.54	134	77.01	57.47
17	34	Bijay Poudel	40	22.99	143	82.18	59.20
18	36	Sabita Banstola	25	14.37	117	67.24	52.87
19	38	Nabin Banstola	28	16.09	136	78.16	62.07
20	40	Anjeela Marasini	35	20.11	139	79.89	59.77
21	42	Rabina Paudel	70	40.23	154	88.51	48.28
22	44	Saurav Aryal	58	33.33	141	81.03	47.70
23	46	Sabina Dhakal	59	33.91	153	87.93	54.02
24	48	Devi Chhetri	72	41.38	159	91.38	50.00
25	50	Suman Marasaini	44	25.29	150	86.21	60.92

TM			1153	662.64	3595	2,066.0 9	1,403.45
AM			46.12	26.51	143.8	82.64	56.14

**APPENDIX-IV**  
**Group Based Comparison Tables of Pre-Test and Post-Test**

**1. The Boys' Performance**

Total Item: 174

Full Marks: 174

<b>Group 'A'(Experimental Group)</b>					
<b>Roll. No.</b>	<b>Obtained Score In Pre-test</b>	<b>Pre-test (%)</b>	<b>Obtained Score In Post-test</b>	<b>Post-test (%)</b>	<b>Diff. (%)</b>
2	60	34.48	154	88.51	54.02
6	60	34.48	151	86.78	52.30
14	34	19.54	140	80.46	60.92
18	32	18.39	142	81.61	63.22
22	42	24.14	141	81.03	56.90
26	35	20.11	143	82.18	62.07
28	30	17.24	120	68.97	51.72
34	40	22.99	143	82.18	59.20
38	28	16.09	136	78.16	62.07

44	58	33.33	141	81.03	47.70
50	44	25.29	150	86.21	60.92
T.M	463	266.09	1561	897.13	631.03
A.M	42.09	24.19	141.91	81.56	57.37

<b>Group 'B'(Controlled Group)</b>					
<b>Roll. NO.</b>	<b>Obtained Score In Pre-test</b>	<b>Pre-test (%)</b>	<b>Obtained Score In Post-test</b>	<b>Post-test (%)</b>	<b>Diff. (%)</b>
5	48	27.59	131	75.29	47.70
7	40	22.99	123	70.69	47.70
13	55	31.61	135	77.59	45.98
17	30	17.24	105	60.34	43.10
25	20	11.49	61	35.06	23.56
29	34	19.54	101	58.05	38.51
31	30	17.24	110	63.22	45.98
35	35	20.11	120	68.97	48.85



37	26	14.94	71	40.80	25.86
39	34	19.54	100	57.47	37.93
41	38	21.84	128	73.56	51.72
45	70	40.23	141	81.03	40.80
49	40	22.99	120	68.97	45.98
T.M	500	287.36	1446	831.03	543.68
A.M	38.46	22.10	111.23	63.93	41.82

### 1. The Girls' Performance

Total Item: 174

Full Marks: 174

<b>Group 'A'(Experimental Group)</b>					
<b>Roll. No.</b>	<b>Obtained Score In Pre-test</b>	<b>Pre-test (%)</b>	<b>Obtained Score In Post-test</b>	<b>Post-test (%)</b>	<b>Diff. (%)</b>
4	58	33.33	151	86.78	53.45
8	59	33.91	153	87.93	54.02
10	50	28.74	150	86.21	57.47
12	62	35.63	149	85.63	50.00
16	51	29.31	147	84.48	55.17

20	30	17.24	143	82.18	64.94
24	35	20.11	142	81.61	61.49
30	40	22.99	143	82.18	59.20
32	34	19.54	134	77.01	57.47
36	25	14.37	117	67.24	52.87
40	35	20.11	139	79.89	59.77
42	70	40.23	154	88.51	48.28
46	59	33.91	153	87.93	54.02
48	72	41.38	159	91.38	50.00
T.M.	680	390.80	2034	1,168.97	778.16
A.M.	48.57	27.91	145.29	83.50	55.59

<b>Group 'B'(Controlled Group)</b>					
<b>Roll. No.</b>	<b>Obtained Score In Pre-test</b>	<b>Pre-test (%)</b>	<b>Obtained Score In Post-test</b>	<b>Post-test (%)</b>	<b>Diff. (%)</b>
1	60	34.48	139	79.89	45.40

3	52	29.89	137	78.74	48.85
9	54	31.03	124	71.26	40.23
11	65	37.36	110	63.22	25.86
15	48	27.59	138	79.31	51.72
19	60	34.48	131	75.29	40.80
21	47	27.01	130	74.71	47.70
23	22	12.64	70	40.23	27.59
27	43	24.71	131	75.29	50.57
33	42	24.14	117	67.24	43.10
43	40	22.99	95	54.60	31.61
47	57	32.76	140	80.46	47.70
T.M.	590	339.08	1462	840.23	501.15
A.M.	49.17	28.26	121.83	70.02	41.76