EFFECTIVENESS OF DISCOVERY TECHNIQUE IN TEACHING CONDITIONAL SENTENCES

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in Education**

Submitted by

Ridaya Bhatta

Faculty of Education

Saptagandaki Multiple Campus, Bharatpur

Chitwan, Nepal

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is my own; no part of it was included in any of the thesis submitted for the candidature of research degree to any university.

Date: 2066/03/7   **Ridaya Bhatta**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr.Ridaya Bhatta** has prepared the thesis entitled "**Effectiveness of Discovery Technique in Teaching Conditional Sentences**" under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2066/03/15

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....
Padam Lal Bharati
(Guide)
Asst. Lecturer
Department of English
Faculty of Education
Saptagandaki Multiple Campus
Bharatpur

</div>

RECOMMENDATION FOR EVALUATION

The thesis has been recommended for evaluation from the following Research Guidance Committee.

Signature

Dharma Raj Ghimire
Lecturer and Head
Department of English Education   - - - - - - - - - - - - - - - - - - -
Saptagandaki Multiple Campus, Bharatpur   Chairperson

Padam Lal Bharati (Guide)
Asst. Lecturer
Department of English Education   - - - - - - - - - - - - - - - - - - -
Saptagandaki Multiple Campus, Bharatpur   Member

Rishi Bhakta Gautam
Asst. Lecturer   - - - - - - - - - - - - - - - - - - -
Department of English Education   Member
Saptagandaki Multiple Campus, Bharatpur

Date: 2066/03/30

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis Evaluation Committee.

Signature

Dharma Raj Ghimire

Lecturer and Head   ---------------------

 Department of English Education   Chairperson

Saptagandaki Multiple Campus, Bharatpur

Dr. Jai Raj Awasthi

Professor/Chairman   ---------------------

English and Other Foreign Languages   Expert

Education Subject Committee, T.U.

Padam Lal Bharati

Asst. Lecturer   ---------------------

Department of English Education   Guide

Saptagandaki Multiple Campus, Bharatpur

Date:

DEDICATED

to

My Parents, Teachers and Well Wishers

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ABSTRACT

The present study entitled 'Effectiveness of discovery technique in teaching conditional sentences' is an attempt to find out the effectiveness of discovery technique in teaching conditional sentences in particular and grammar in general. It is an experimental study. The primary source of data was the class nine students of Shree Manohar Secondary School in Tanahun. They were divided into experimental and control groups and administered pre-test and post-test and data was gathered. It is concluded that the implementation of discovery technique in teaching conditional sentences is relatively more effective and successful than other techniques

This study has been divided into four chapters. The first chapter deals with introduction to the study. The second chapter deals with methodology. It includes sources of data (primary and secondary). Population of the study, sampling procedures, tools of data collection, process of data collection, designs and limitations of the study. The third chapter presents the analysis and interpretation of the data collected from the respondents. It consists of holistic and item-wise comparisons of pre- test and post-test results. The data obtained have been analyzed and interpreted with the help of statistical measures. Lastly, the fourth chapter incorporates findings and recommendations.

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ABBREVIATIONS AND SYMBOLS

A.V.	-	Average Marks Obtained by the Students
B.S.	-	Bikram Sambat
CDC	-	Curriculum Development Center
CG	-	Control Group
CS	-	Conditional Sentences
CUP	-	Cambridge University Press
D	-	Different Between Pre-test and Post- test Result
e.g	-	for example (exempli gratia)
EG	-	Experimental Group
ELT	-	English Language Teaching
et al.	-	And Other People
F.M.	-	Full Marks
H.S.E.B	-	Higher Secondary Education Board
i.e.	-	That is
IELTS	-	International English Language Testing System
IP	-	Increased Percentage
LTD	-	Limited
NESP	-	National Education System Plan
No.	-	Number
PM	-	Prime Minister
Prof.	-	Professor
SAARC	-	South Asian Association of Regional Cooperation
S.N.	-	Serial Number
SV	-	Subject Verb
T.U.	-	Tribhuvan University
UNO	-	United Nations Organization

CHAPTER-ONE
INTRODUCTION

1.1 General Background

Language is such a powerful medium which not only distinguishes human beings from other living beings but also helps to communicate or express all internal feelings, desire, emotions and information. It is a means of oral-aural arbitrary and habitual symbols. It is tremendously complex and extremely profound in communication. Even though it is complex in nature, it can be mastered by every sort of learners in the very short period of time irrespective of culture, caste, geography and other boundaries.

People in the world speak a number of languages. English is the one among them and is spoken all over the world. English is one of the six official languages of the UNO and this plays a vital role in the international communication. It is the major language in twenty three countries. As a result, nearly half of the world's books of science and technology are written in English. If we look at the media, we can find that over fifty percent of the world's newspapers or radio stations use English as a medium of communication. So, English is regarded as the passport to travel the whole world and thus has become an excellent vehicle for transmission of modern civilization to any part of the world.

As language is the special gift of human, every normal human being is born with the capacity in his brain to acquire language. So, it is said to be species specific. Apart from man, other living creatures are also found to be communicating but their system of communication is far more limited in the comparison of human, as many studies have

already shown. The reason behind it is that they do not have well developed vocal organ and brain as human (Rai, 2000, p.19).

The importance of English in the present day world is being increased and Nepal can not be an exception to it. It has been proved that one possessing good command of English has not any difficulty to adjust in any part of the world and moreover, it has become an inevitable asset through which the world can be viewed. As a result, English deserves a very important position in our education system and is taught as a compulsory subject from primary level to higher level of education.

Language teaching can be divided into two main categories teaching about language and teaching of language. The first refers to the teaching which is about language in general, the nature of language, features of language, system of language and so on. On the contrary, teaching of language is what we actually or usually call language teaching. It signifies the teaching which enables the learners to use the language concentrating on listening, speaking, reading and writing in their life. So a good language teacher must think of making his/her students good at all the four language skills. In the same way, aspects of language teaching should also be taken into consideration i.e. whom to teach, what to teach, why to teach and how to teach; which in fact refer to learners, content, objectives and methodology. And moreover, vocabulary, grammar, and language functions of specific languages which are also the aspects of language are to be imparted to the language learners.

1.1.1 History of English Language Teaching in Nepal : A Brief Account

Considering the undeniable fact that English has the great importance in the world's linguistic arena, Nepal is also spending a lot of time, money and efforts to teach this language to its people at present. Different speculations have been made to find out when English Language teaching (ELT) was actually started in Nepal. It is said to have been spoken for the first time during the Prime Ministership of 'Bhimsen Thapa'. "Gorkha Bharati Kendra" (Gorkha Recruitment Center) was set up by British Government during his Prime Ministership. Nepalese people, during that period, were attracted with by high salary and standard lives of British soldiers. Thus, they were instrumentally motivated towards learning English.

According to the some available facts, by establishing 'Durbar High School' in 1854(1910 BS), Janga Bhadur Rana sowed the seeds of the English language. Since then, teaching and learning of English started formally. This very first English medium school was established after Janga Bahadur Rana returned from Britain to give formal education to his children and to the children of other ruling class Rana families. At that time, the learning of English was only limited to the children of Rana rulers. The Ranas put that school under their own grip as their treasure for about thirty years. Then the school was shifted to 'Ranikpokhari' from 'Dakhchowk'. Then, the children of other high class families also got chances to study there. Slowly and gradually, the right to learn English went to the common people. Only then, no social class was confined to that school. Therefore, the sole credit of bringing English to Nepal goes to Janga Bahadur Rana as he was the founder of that school in Nepal.

After the democratic movement in 2007, the door of education opened for all common people. In higher education, the English language teaching was started formally with the establishment of Trichandra College. But after the democratic movement of 2007, Nepal also became the member of international (UNO, UNICEF) organizations and regional (SAARC) which finally compelled the government to understand the growing need of English. Nepal was also known as one of the major tourist centres for the people of the world. It is due to this reason, the demand of the English language mounted slowly and gradually. Realizing this truth Nepalese government laid   some more focus on ELT in Nepal.

In Nepal, ELT was systematically started only after the implementation of National Education System Plan (NESP) in 2028 B.S. NESP brought a great change in English curriculum. The curriculum allotted 100 full marks for English subject at the school level from grade four onwards. There was also the provision of optional English at secondary schools. Then the English language was also included as compulsory and optional subject in different levels of the university education later on.

In recent years, the government has given the great importance to the English language in the education system of Nepal. It is thought as a compulsory subject from grade 1 to bachelor's level in government-aided schools and colleges at present. On the other hand, English is found to be broadly used and taught from nursery to bachelor's level in private schools and colleges in our country. The English language is taught informally all over the country in various private language institutes. Similarly, British Council provides the students the opportunity to test their English Language proficiency offering internationally accepted testing measures such as IELTS. Therefore, there is no doubt that the English language has gained an

important place in both governmental and non-governmental institutes in Nepal.

1.1.2 Aspects of Language Teaching

It is necessary for language learners to be acquainted with the aspects of language teaching. If they have no familiarity with the aspects of language, then, communication is not possible. The major aim of language teaching program is to help students to learn useful words for communication. Messages can hardly be possible if the words are not used following the rules and systems of language. In the same way, language is a type of rule governed behavior. The rules of language are termed as grammar. Morphology and syntax are the ingredients of grammar. Students or learners can not learn the language until they are taught grammar accurately. Similarly, language items are used to perform certain functions in daily communication. Such language items are called exponents of language and these exponents serve certain language functions. For instance, 'you'd better meet your boss' is an exponent of making suggestions.

All together, there are four aspects of language teaching. They are described below:

    a.   Vocabulary

    b.   Grammar

    c.   Language function

    d.   Pronunciation

a.   Vocabulary

Vocabulary includes words, compound words, and idioms. In other words, vocabulary is a set of lexemes including single words, compound words and

idioms. A word is the smallest linguistic form which can occur on its own n speech or writing which may be single or compound.

An idiom is an expression (as a phrase or sentence) which functions as a single semantic unit whose meaning can not be worked out from its separate parts. To put it in another way, the meaning of an idiom is difficult to grasp from the meaning of its individual words e.g.

For example,

It's raining <u>cats and dogs</u>.

Here, 'cats and dogs' does not mean 'cats' and 'dogs'.

b.   Grammar

Generally speaking, grammar refers to rules of a language which govern the configuration that syntax and morphology of language assume. "Grammar refers to a level of structural organization which can be studied independently of phonology and semantics, and generally divided in to the branches of syntax and morphology" (Crystal, 2003, p.208). In this sense, grammar is the way language manipulates and combines words to form sentences. It is the set of formal patterns in which words of a language are arranged to convey meaning. There are two objectives of teaching grammar; learning and acquisition. Learning of grammar refers to learning of grammatical facts which results into learning about language and being able to explain the grammatical rules. Acquisition of grammar refers to acquiring the ability to practice the language or to make use of language grammatically without any conscious attention to the grammatical facts of language.

The overt or explicit deductive teaching of grammar leads to learning and the covert or implicit inductive teaching of grammar leads to acquisition. It is because in deductive way of teaching, students are given the rules or structures of language and in inductive way teaching students are left to discover or induce rules from their experience of using the language.

c.   Language functions

Language function means communicative functions of language. It refers to the purpose for which language is used. For example, greeting, requesting, inviting, denying, promising and so on are the functions of language. To perform these language functions we need some language items by which the functions can be realized.

d.   Pronunciation

Pronunciation is also one of the important language functions which must be taken into consideration while teaching. It makes the meaning of the word different. For example; read/ri: d/and read/ red/.

1.1.3 Methods of Teaching Grammar

Teaching of Grammar has always been a controversy in foreign language teaching situation. People also make arguments on the way they can best teach the grammar of a particular language. There are two major approaches of teaching grammar which have been discussed below:

a.   Deductive Method

Deductive method is an explicit way of teaching grammar which emphasizes on the teaching of grammatical rules at first. "....................... A deductive approach starts with presentation of a rule and is followed by examples in which the rule is applied" (Thornbury, 1999,p.29).

Deductive method of teaching grammar is a method of language teaching and learning in which learners are first taught rules and given specific information about language. They, then, apply these rules when they use the

language. In this method, language structures or rules are highly emphasized so that it is also blamed for its inability to cater for communicative aims.

> The deductive method of teaching grammar is the academic and scholarly one which was devised in order to teach Latin and Greek. The approach is very simple. First, the teacher writes an example on the board or draws attention to example in the textbook. The underlying rule is explained, nearly always in the mother tongue and using the metalanguage (Cross, 1992, p.27).

Language teaching methods which emphasize on teaching of the grammatical rules of a language make use of the principles of deductive learning. The principle of deductive learning is perception of pattern, construction of theoretical model and examination of the model to see how much can be deduced from it. In other words, the deductive theorist perceives a pattern, constructs a theoretical model and tests it how much can be deduced from it. The deductive method is simple and it needs grammar focused syllabus. The teachers, while making use of this method in real classroom, present the rule or pattern of grammar to be taught. The presentation is usually made orally. When the students can handle the spoken pattern, then they are introduced the written form. The teacher presents and explains the underlying rules and patterns using the metalanguage of grammar. The teacher can make use of the students' mother tongue for the sake of making them understand the things. The students should learn the rules by heart. After this, the teacher presents the model structure/sentences on the board or draws students' attention to an example in the textbook. At the last stage, the teacher helps students to practice applying the rules orally or in writing. The teacher provides students with ample opportunity for practicing the new pattern.

In conclusion, this method is cognitive in the sense that learners are attracted more by rules than by the communicative value of words. It aims at academic and scholarly learning of grammar. The deductive method is often thought of as more traditional way of teaching. It is teacher-led and teacher-centered, at least at the presentation stage; it focuses initially on rules and then use. It uses input language which is adjusted to the learners and not authentic one. These do not in themselves have to be traditional ways of teaching, but they indicate a traditional approach.

b. Inductive Method

Inductive method is and implicit way of teaching grammar which encourages students to discover rules by themselves. "......................an inductive approach starts with some examples from which a rule is inferred" (Thornbury, 1999, p.29).

Inductive method appeared as an opposition to deductive method. It is contrasted with deductive method in its approach and procedure. While teaching grammar in inductive method, learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language.

"To induce means to bring about, to cause something to happen. Teachers following the inductive approach induce the learners to realize grammar rules without any form of prior explanation"(Cross, 1992, p.28). Specific language teaching methods which emphasize use of the language rather than presentation of information about the language make use of the principle of inductive learning.

An inductive theorist gets language specimen, observes it, classifies it and generalizes it for further verification. The teachers while employing this method follow the following procedures:

i.   Presentation of Examples

ii.   Oral and Written Practice

iii.   Formation of Rules or Generalization

In the first stage, the teacher presents several examples of the grammatical structures to be taught/learnt. In the second stage, the examples are practised orally or in written form finally, in the third stage, the teacher states the rules or guides the students in forming a general rule about the grammatical principle they have been working with.

In a nutshell, this method is rule discovery method. In this method, without having met the rule, the learners study example and from these examples derive an understanding of the rule. Therefore, the inductive approach is often thought of as more modern way of teaching. This method has learners at the center of the lesson and the focuses on usage rather than rules. Simply through exposure to a massive amount of input the regularities and patterns of language become evident, independent of conscious study and explicit rule formation.

1.1.4 Techniques of Language Teaching

Technique is a classroom activity, a pedagogical device, a part of total classroom procedure. In other words, each part of what actually happens in the classroom is called a technique. To put it in another way, a technique refers to the classroom procedure that we implement to carry out certain teaching task effectively. It is a process, task or strategy that is put into action to achieve immediate objectives. A technique is the level at which classroom procedure is described. By this it is clear that the procedure we

implement in our class room teaching is a technique. Generally, there are two types of techniques, teacher centered and learner centered.

1.1.5 Types of Technique

Under teacher-centered and students-centered techniques, we have various other sub-types which are described below:

a. **Lecture Technique**

The lecture technique refers to the teaching procedure involved in the clarification or explanation to the students of some major ideas. This technique lays emphasis on the presentation of content. As the teacher is very active, this technique is teacher-centered. Students are very passive if the teacher uses it. This technique is against the principle of learning by doing. It is very effective in giving factual information.

b. **Explanation**

Explanation technique is used to introduce new language item or items to teach and to give instruction on how to perform an activity. For example, if we are going to teach a new structure then we have to give information about it. In fact, explanation is explicit description or definition of concepts or processes.

c. **Illustration**

Illustration is a technique or art of illustrating. It is one of the forms of explanation. Illustration refers to the use of materials or examples to help make the content interesting, understandable and clear to students. It makes the class lively, makes something clear and the lesson interesting. Illustrations are of two types, verbal and visual.

d. Demonstration

Demonstration is of the teacher centered techniques in language teaching. This refers to the act of showing and explaining something or how something works. In this technique the teacher may demonstrate himself or he may make the students demonstrate something. This technique may be used to display teaching and learning materials.

e. Individual Work

It is opposed to the concept of whole class teaching. It is the concept opposite to lockstep learning where everyone in the class is expected to do same thing at the same time in the same way. In this technique, teaching objectives are based on the needs of individual learners. It allows teachers to treat to individual student in terms of pace of learning, learning styles, needs and interests.

f. Pair Work

Pair work is regarded as the important technique which is learner oriented in nature and often used in a communicative classroom for enhancing students' communicative ability. It makes students engage in interaction. It increases the amount of speaking time. But on the contrary, it makes the classroom noisy and it is not beneficial for linguistically poor students. The task of monitoring is also difficult since there are many pairs in the class.

g. Group work

Group work is a learner- centered technique of language teaching. It is a learning activity which involves a small group of learners working together. It is useful for teaching students in an interactive way. The group may work as a single task, or on different parts of a larger task.

It is likely to be noisy. In group work, all students do not enjoy it since they would prefer to be the focus of teachers' attention.

h. Project Work

One of the most important student-centered techniques in modern language teaching scenario is the project work. The project work is an activity which centers on the completion of task, and usually requires extended amount of independent work either by individual student or by a group of students. Much of this work takes place outside classroom (Richards et al., 1985, p.295).It emphasizes on group-centered experience. Not only this, its focus is on content learning rather than on specific language targets.

i. Role play

Role play is a classroom activity which gives the students an opportunity to practice the language, the aspect of role behavior. Role play is an ideal vehicle for developing fluency, and it also offers a focal point in lessons integrating the four skills. Role play is highly flexible and can be used successfully at any level of language teaching. It encourages students to talk and communicate ideas with friends because in role play students act out small scenes using their own ideas and information given in the role cards.

1.1.6 What is discovery technique?

Grammar can either be taught explicitly or implicitly. When we talk about an explicit approach to grammar we are talking about stating directly, usually at the beginning of a particular activity, what the grammar is. For example, 'Today we are looking at the third conditional.' On the other hand, an

implicit approach to grammar is one where the students are 'led' to the grammar through a series of steps, this is what is meant by the discovery technique. In other words, the discovery technique aims to lead students towards a generalized grammar rule or pattern.

Discovery technique is the technique where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them (Harmer, 1987, p.29). Discovery technique aims to give students a chance to take charge earlier. The idea is simple: give students listening or reading text or some examples of English sentences and then ask them to discover how the language works. The activities which fall under discovery technique make students active and thoughtful and invite them to use their reasoning process/ cognitive powers.

Discovery technique is of great help to teach vocabulary materials which allow students to activate their previous knowledge and to share what they know. They also provoke a kind of interaction with words which helps them to remember the words and their meaning. At the most covert level, the students are exposed to the new language with no focus or fuss, some-time before it is presented. At a more conscious level, students can be asked to look at some sentences and say how the meaning is expressed and what the differences are between sentences. As the students puzzle through the information and solve the problem in front of them, they find out how grammar is used in a text and are actually acquiring a grammar rule. By involving the students' reasoning process in the task of grammar acquisition, we make sure that they are concentrating fully, using their cognitive powers. We are ensuring that our approach is more student-centered. It is not just the teacher telling the students what the grammar is. They are actually discovering information for themselves.

According to Richards et al. (1985), discovery technique is based on the following principles:

-Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.

-Teachers use a teaching style which supports the process of discovery and inquiry.

- Textbooks are not the sole sources of learning.

- Conclusions are considered tentative and not final.

- Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

There are four types of activities included in discovery techniques which are given below:

a. **Preview**

It is a covert way of allowing students to discover new grammar for themselves by previewing it at some stage before it is actively learnt or taught. In other words, students are exposed to the new language, they do not concentrate on it at this stage, but the fact of having seen the grammar in action will help them to deal with it when they have to study it later. Previewing, then, is a way of making students aware of a new piece of language; this will help them when they study it at a later stage.

Activities such as listening to and reading text expose students to language in this way, because while students are practicing listening and reading skills, they can also be absorbing new language.

b. Matching Technique

The point of matching exercises is to get students to work things out for themselves. They have to make choice about what goes with what, and the activity of making choices helps them to discover correct facts about grammar. Students can be asked a number of grammar exercises where they match parts of sentences and phrases- often the students work in pairs and treat the activity rather like a problem solving activity

c. Text Study

It refers to technique of getting students to discover new grammar by asking them to concentrate on its use in a text. Teachers can get the students to look at the way language is used in a certain context. The principle aim of this technique is to get students to recognize the new language.

d. Problem Solving

In problem solving, students are given a situation and problem and must work out a solution. Such activities are said to require higher order thinking. This technique encourages the students to talk about grammar and analyze its properties. A very good way of getting students to discover grammatical rules is to present them with examples of incorrect sentences/English, and then encourage them to discover what is wrong and why.

1.1.7 Why use the discovery technique?

We use discovery technique because;

a. This technique is mainly based on student centered approach.

b. It involves the students' reasoning power in the task of language/grammar acquisition.

c. With this technique we can make sure that the students are concentrating fully using their cognitive powers.

d. The teacher does not tell the students, how the language works or what the grammar is but the students themselves actually discover meaning and other grammatical information.

e. The use of discovery technique can be highly motivating and extremely beneficial for the students' understanding of English grammar.

f. The students often surprise us with what they already know or half know. By using the discovery technique we learn more about their knowledge and abilities eliciting information from them rather than telling things to them.

1.2   Review of Related Literature

Various experimental research works have been carried out to find out the effectiveness of various techniques and methods of English language teaching. Most of the researchers are confined to the effectiveness of inductive-deductive methods, group works, language games, drill technique and so on. But the most fruitful discovery technique in English language teaching and grammar has rarely been used in the research task by any researcher.

A few researches carried out regarding techniques and methods in the area of ELT and teaching grammar are reviewed here.

Karki(1999) carried out a research entitled 'Teaching Subject-Verb Agreement, Inductively and Deductively'. The main objective of the study

was to find out relative effectiveness of inductive and deductive methods in teaching SV agreement in English. The study showed that inductive method was relatively more effective than the deductive method.

Sitaula (1999) carried out a study entitled 'Teaching Passivization in English Using Inductive and Deductive Methods'. The objective of the study was to determine the effectiveness of inductive and deductive methods in teaching passivization. To collect the data, pre- test and post-test were given and results of two tests were compared. It was found that the inductive method for teaching passivization was relatively more effective than the deductive one.

Ghimire (2000) did a study entitled 'Effectiveness of Teaching Question Tag Inductively and Deductively'. The objective of the study was to determine the effectiveness of inductive and deductive methods for teaching question tags in English. The findings of the study showed that inductive method was more effective and more meaningful than the deductive one in teaching question tags.

Sharma (2000) carried out a research entitled 'Teaching Reported Speech in English Inductively and Deductively'. The objective of this study was to find out relative effectiveness of two methods, inductive and deductive in teaching reported speech in English. A set of pre-tests and post-tests were given to collect the data. It was found that deductive method was more effective than the inductive method.

Pokhrel (2000) carried out a research entitled 'Teaching Communicative Function Inductively and Deductively'. The objective of the study was to develop certain communicative abilities on behalf of the learners. The

finding revealed that inductive method was more effective than the deductive methods for teaching communicative functions of English.

Regmi (2004) made a research entitled 'Effectiveness of Group Work Technique in Teaching English Tenses'. The finding showed that the group work technique was more effective than explanation.

Pandey (2004) carried out a research entitled 'Effectiveness of Language Games in Teaching Grammar'. The objective of the study was to determine effectiveness of language games in teaching grammar. A set of test items was designed as the major tool for data collection and results of two tests were compared and it was found that teaching grammar using games was relatively more effective than teaching grammar without them.

Rawal (2004) carried out a research entitled 'Effectiveness of Drill Technique in Teaching Passivization'. The aim of his study was to find out effectiveness of drill technique in teaching passivization. The study showed that drill technique was more effective than usual technique in teaching passivization.

Oli (2005) did a research entitled 'Effectiveness of Task based Technique for Teaching Simple Present Tense'. The aim of his study was to find out effectiveness of task based technique in teaching the simple present tense. The findings showed that task based technique was much better than usual technique in teaching simple present tense.

Bajracharya (2008) carried out a research entitled 'Effectiveness of Teaching Grammar Through Discovery Technique'. The research revealed that discovery technique was effective in teaching grammar.

So many research works have been done to find out the significance of certain technique and method in teaching grammar in general and certain grammatical items in particular. But, discovery technique in teaching grammar has rarely been tested in research works. Discovery technique is found to be used in research work by only one researcher. Bajracharya (2008) carried out a research regarding the effectiveness of discovery technique in teaching grammar and her study was limited to the grammatical item, tense only, and she generalized its positive effect in teaching all the items of grammar. No researcher till now has used any techniques and methods in teaching 'Conditional Sentences' as their research task. So, this research explores the new prospect of teaching technique and method aiming to find out the effectiveness of discovery technique in teaching grammar in general and teaching conditional sentences in particular.

1.3   Objectives of the Study

The objectives of the study were as follows:

i.   To find out effectiveness of discovery technique in teaching conditional sentences.

ii. To suggest some pedagogical implications.

1.4   Significance of the Study

Since it is the study on the effectiveness of discovery technique in teaching conditional sentences, both the teachers as well as students will be benefited. As this research is limited only to class 9 students, the concerned teachers and students will be benefited from it and its findings are applicable in the classroom. This study is believed to be beneficial to students, teachers,

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syllabus designers, textbook writers and all those who are interested in teaching and learning the English language. Moreover, this study will also be a useful tool to any researcher in the field of discovery technique and grammar teaching.

CHAPTER – TWO
METHODOLOGY

Methodology is a process in which a set of methods and principles are used to perform a particular activity. Research, indeed, is not only a process of finding the solutions to a problem but also an art of scientific investigation.

In this chapter, sources of data, definition of population, sample population and sampling procedures, tools and process of data collection, procedure of analyzing the data, design of the experiment and limitations of the study are presented in detail.

The researcher adopted the following methodology while conducting the research.

2.1   Sources of Data

In the study, both primary and secondary sources of data were used for collection of data.

2.1.1 Primary Source of Data

The primary sources of data were the grade nine students of Shree Manohar Secondary School in Tanahun. They were administered pre-test and post test and their answer sheets were checked and the data was considered as the primary sources of this study. The same set of test items was used for the both tests. The pre-test was administered before the real teaching started and the post test was administered after it. The researcher himself was involved in teaching the students for four weeks.

2.1.2 Secondary Sources of Data

Various books and research works related to teaching grammar using different methods and techniques were consulted for designing the test items, preparing classroom teaching materials and for conducting students practice inside the classroom while teaching. The secondary sources of data were English textbooks of grade 9 and 10, Murphy (2004), Carter (2009) and Gautam (2065) and various other grammar books.

2.2   Sample Population of the Study

The population of this study consisted of all 50 students of class 9 who were studying in Shree Manohar Secondary School in Tanahun.

2.3   Sampling Procedures

The total sample population was divided into two halves in terms of odd and even number according to the rank obtained in the pre-test. Then, the experimental and control groups were determined by tossing a coin using simple random sampling. In this way, there were 25 students in each group.

2.4   Tools for Data Collection

To collect the data for this study a set of test items consisting 60 problems related to CS was prepared which carried 60 full marks and it was used for both pre-test and post-test. The test items types and weightage they carried are given below:

Table No. 1

Types of Test Items

S.N.	Types of Grammatical item	Marks	Nature of Test Item
1	Probable	20	Fill up the blanks, put the verbs in correct form, state right or wrong and complete the sentence
2	Hypothetical but possible	20	Fill up the blanks, put the verbs in correct form, state right or wrong and complete the sentence
3	Hypothetical but impossible	20	Fill up the blanks, put the verbs in correct form, state right or wrong and complete the sentence
	Total	60	

2.5   Process of Data Collection

The researcher followed the following processes while collecting data.

    a. First of all, suitable test items were prepared to measure the proficiency of the students before and after the experimental teaching (See Appendix – 'A')

    b. The pre-test was administered at first and on the basis of the result of the test; the researcher split the students into two equal proficiency level groups. The students were split into groups, on the basis of odd-

even ranking of the individual scores (See Appendix- B) then, the scores of both groups were calculated. Their mean was calculated. Then, the mean difference of two groups was compared to check whether two groups formed were statistically homogenous or not. Then, the students were assigned experimental group (EG) and control group (CG) by tossing a coin to avoid partiality using simple random sampling procedures.

c. The students were divided into two groups. Control group was taught through usual teaching technique using deductive method and they were made to practice different sorts of questions based on conditional sentences, on the other hand experimental group was taught through discovery technique. Different varieties of activities regarding discovery technique were practiced. Each group was taught six days a week, one period a day and each lasted for forty minutes. It took approximately 4 weeks for teaching selected grammar item.

d. At the end of the class room teaching, a post- test was given to the students of both groups. The same set of test items used in the pre-test was administered in the post-test. Then, the average score of both groups of the post tests were computed and tabulated as the data.

e. Finally, the collected data was compared to determine the effectiveness of discovery technique in teaching conditional sentences.

2. 6   Design of the Study

The pre-test/post-test equivalent group design was adopted for the purpose of the study. The design was as follows:

Table No. 2

The Design of the Study

Equivalent Groups	Pre-test	Treatment	Post-test
Experimental Group (EG)	01	X	02
Control Group (CG)	03	-	04

Where, 01, 03= Pre-tests

02, 04 = Post-tests

'X' = Treatment

For this study, two groups were made as nearly equal as possible on the basis of pre-test result before the treatment was given. After the formation of two equivalent groups EG and CG in this design, EG received the experimental treatment 'X' but CG was taught using deductive method. The data was gathered after the administration of the post- tests of both the groups.

2.7 Limitations of the Study

The study was limited in the following ways:

a. This study was confined to a government aided school in Tanahun district.

b. Only 50 informants of class 9 of the concerned school were included as the sample population of the study.

c. The primary data of this study was collected only from the written test and was confined to the three conditional types i.e. probable, hypothetical but possible and hypothetical but impossible.

CHAPTER- THREE
ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. Analysis means the detailed study or examination of something in order to understand more about it. Similarly, the term interpretation means the particular way in which something is understood or explained in a scientific way by means of different statistical tools such as average marks, mean, percentage etc. To achieve the objectives of the study, the data obtained from the sample students were gathered, checked, compared and systematically analyzed. The collected data are analyzed under different headings. The further analysis of the data leads to the interpretation of the effectiveness of discovery technique in teaching conditional sentences.

    a. Holistic Comparison

    b. Item wise comparison

The researcher in the beginning established two equivalent groups of the students on the basis of pre-test results. It was necessary for the researcher to make two groups equivalent (i.e. balanced in their ability in English) in order to find out the effect of treatment 'X' which was used during the experimental period. If both groups were not equivalent, and then it would be difficult to conclude that the difference between the experimental group and control group on the post-test was due to the influence of experimental treatment 'X'. The researcher calculated the mean scores of the pre-test of both the groups and found no significant difference between them (CG=34.92 and EG=35.12). Therefore, both the groups were uniform in their ability.

Figure No. 1

Marks Obtained by EG and CG in Pre-test
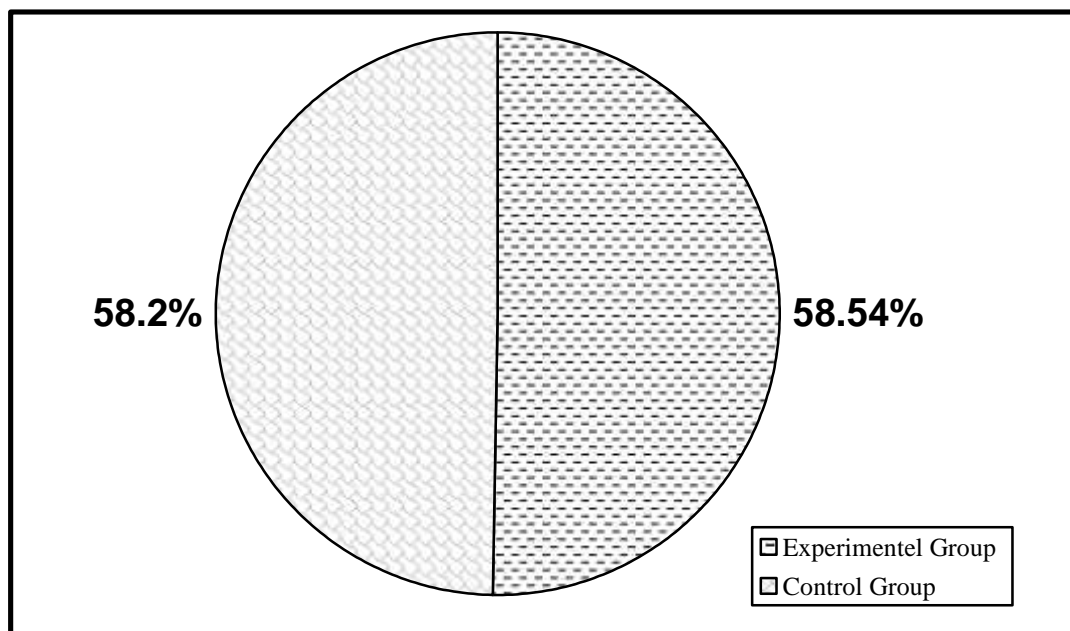
Then, the scores obtained by the students in both pre-test and post-test were tabulated under the item-wise headings (Appendix-C). After that, the average scores were computed out of the individual scores tabulated. The average scores of the pre-test were subtracted from the average scores of the post test to find out the differences and the differences were converted into percentage. If it is higher than zero, it shows the progress of the students. If the average score and difference percentage of EG in the post test are higher than CG, it shows that the treatment that was provided to the experimental group i.e. effectiveness of discovery technique is significant. If not, the discovery technique is not significant.

Throughout this study, EG refers to the 'Experimental Group' which was taught applying discovery technique and CG refers to the 'Control Group' which was taught in a usual way.

The analysis and interpretation of collected data are given below.

3.1   Analysis of Pre-test Result

The pre-test raw scores of the students of both the groups are presented in Appendix 'B'. The summary statistics on the mean achievement of the experimental group and control group on the pre-test is presented in the table No. 3 below.

Table – 3

Holistic Comparison of the Pre-test Result

Group	No.	Mean	D	D percent
CG	25	34.92	0.2	0.5
EG	25	35.12		

The above table shows that the experimental and control group were balanced in their abilities in English (i.e. equivalent) because there is not significant difference between the means of the two groups. The above table shows that group 'EG' has the average score of 35.12 and group 'CG' has the average score of 34.92 in the pre-test. It shows that both the groups were equivalent in their abilities.

3.2   Analysis of the Post-test Result

The post-test raw scores of students of the control group and the experimental group have been presented in Appendix 'C' and the summary of statistical calculation of the experimental group and control group is given below in table 5.

Table No. 4

Holistic Comparison of the Post-test Result

Group	No.	Mean	D	D percent
CG	25	41.76	3.96	45.72>41.76
EG	25	45.72		

The above table shows that there is a significant difference between two mean scores. The result of significant difference between two means was due to the treatment 'X' provided to the experimental group against control group because both the groups were statistically homogenous before the introduction of the treatment 'X'. Therefore, the investigator concluded that the administration of discovery teaching caused better achievement in teaching conditional sentences.

3.3   Holistic Comparison Between Pre-test Post-test Result

The raw scores of the students of both the groups in both the tests are presented in Appendix 'C'. For holistic analysis, the total average marks of both the groups in both the tests were computed and tabulated in the following table:

Table No. 5

Holistic Comparison Between Pre-test Post-test Result

Group	No.	Av score in pre-test	Av score in post test	D	D Percentage
CG	25	34.92	41.76	6.84	19.58
EG	25	35.12	45.72	10.6	30.18

The above table shows that the control group has the average score of 34.92 and 41.76 in the pre-test and post-test respectively. This group has increased

its average by 6.84 or 19.58 percent. On the other hand, the experimental group has the average scores of 35.12 and 45.72 in the pre-test and post-test respectively. This group has increased its average scores by 10.6 or 30.18 percent.

It shows that EG has made better improvement than CG. The increase of difference of EG over CG is by 3.96 or 10.6 percent.

Figure No.2
Obtained Marks Percentage of CG and EG in Pre-test and Post-test and Increased Marks Percentage
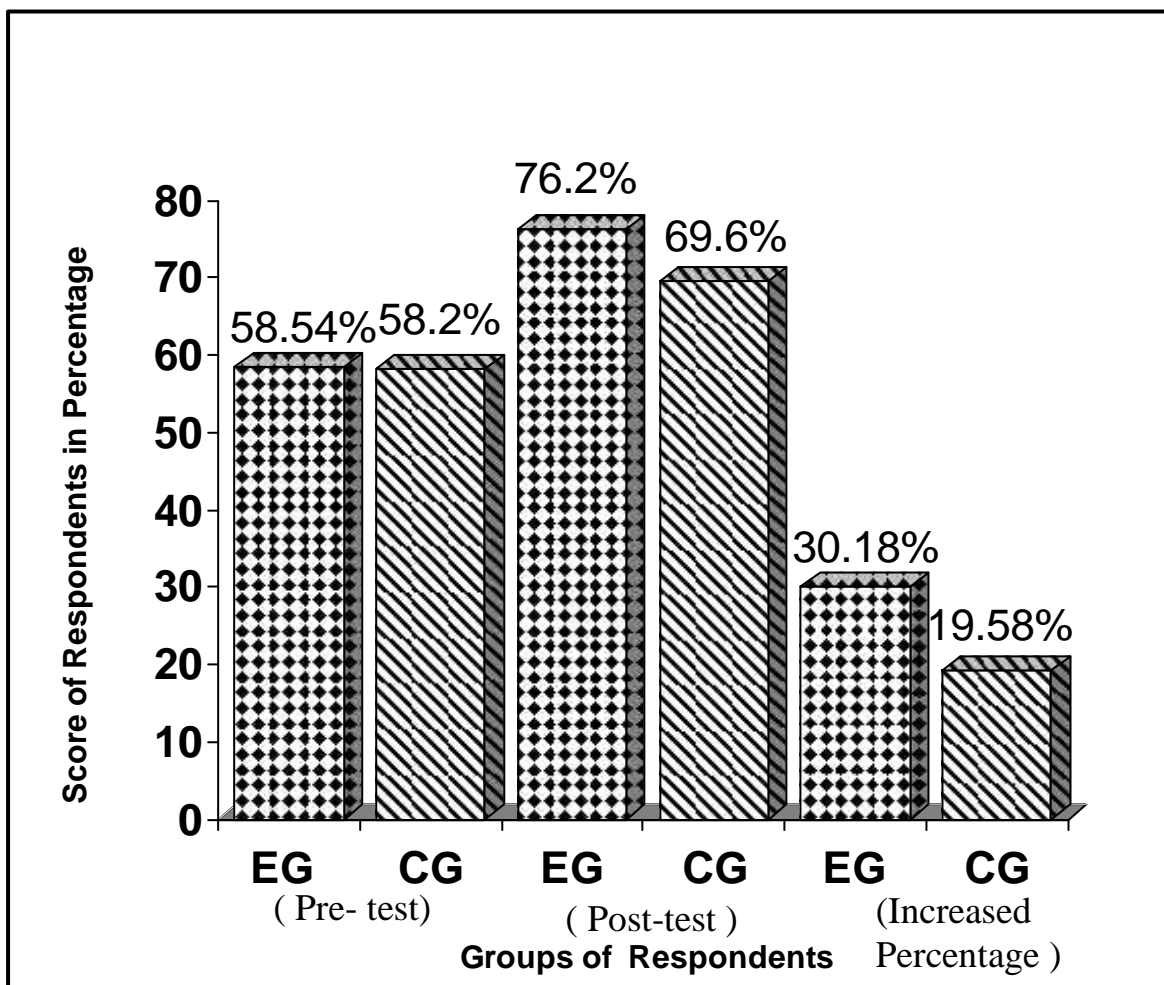
3.4   Item -wise Comparison

For the process of data collection, a set of test item was administered and they were categorized under the three different items of conditional sentences and the average scores obtained by the students in both the tests were tabulated. For item-wise comparison, the mean scores of both the groups of pre-test and post-test were calculated to find out the effectiveness of discovery technique in teaching conditional sentences.

3.4.1 Probable (Type-1)

In this item, there were twenty problems that required the students to fill up the gaps, put the verbs in correct form, state right or wrong and complete the sentences (See Appendix 'A'). The scores of both the tests of both the groups have been presented on Appendix 'C'. The summary of statistical calculation of both groups is given below in Table No. 6.

Table No. 6

Comparison of Pre-test and Post-test Result of Item No. 1

Group	No.	Av score in pre-test	Av score in post test	D	D Percentage
CG	25	11.6	14	2.4	20.68
EG	25	11.52	15.4	3.88	33.68

This table shows that group 'CG' has the average score of 11.6 and 14 in pre-test and post-test respectively where as group 'EG' has the average scores of 11.52 and 15.4 in pre-test and post-test respectively.

It shows that Group 'EG' has made better improvement than group 'CG'. Group 'CG' has increased its average marks by 2.4 or 20.68 percent while Group 'EG' has increased its average marks by 3.88 or 33.68 percent.

3.4.2 Hypothetical but Possible (Type-2)

In this item, there were twenty problems that required the students to fill up the gaps, put the verbs in correct form, state right or wrong and complete the sentences (See Appendix 'A'). The scores of both the tests of both the groups have been presented on Appendix 'C'. The summary of the average mark differences and differences in percentages have been presented below in Table No. 7.

Table No. 7
Comparison of Pre-test and Post-test Result of Item No. 2

Group	No.	Av score in pre-test	Av score in post test	D	D Percentage
CG	25	11.84	14.04	2.2	18.58
EG	25	12	15.52	3.52	29.33

This table shows that the Group 'CG' has the average score of 11.84 and 14.04 in the pre-test and post-test respectively whereas group 'EG' has the average score of 12 and 15.52 in pre-test and post- test respectively.

Group 'EG' has increased its average marks by 3.52 or 29.33 percent while group 'CG' has increased its average marks by 2.2or 18.85 percent. It shows that group 'EG' made better improvement than group 'CG' in this item.

3.4.3 Hypothetical but Impossible (Type-3)

In this item, there were twenty problems that required the students to fill up the gaps, put the verbs in correct form, state right or wrong and complete the sentences (See Appendix 'A'). The raw scores of both the tests of both the groups have been presented in Appendix 'C'. The summary of the average marks difference and differences in percentage have been presented below in table No. 8.

Table No.8

Comparison of Pre and Post Test Result of Item No. 3

Group	No.	Av score in pre-test	Av score in post test	D	D Percentage
CG	25	11.84	13.72	2.24	19.51
EG	25	11.6	14.8	3.2	27.58

According to the table, group 'CG' has the average scores of 11.48 and 13.72 in the pre-test and post-test respectively where as Group 'EG' has the average scores of 11.6 and 14.8 in the pre–test and post-test respectively. Group 'CG' has increased its marks by 2.24 or 19.51 while group 'EG' has increased its average marks by 3.2 or 27.58. It concludes that 'EG' made better progress than group 'CG' in this item.

Figure No. 3

Item-wise Obtained Percentage of both the Tests of EG

34
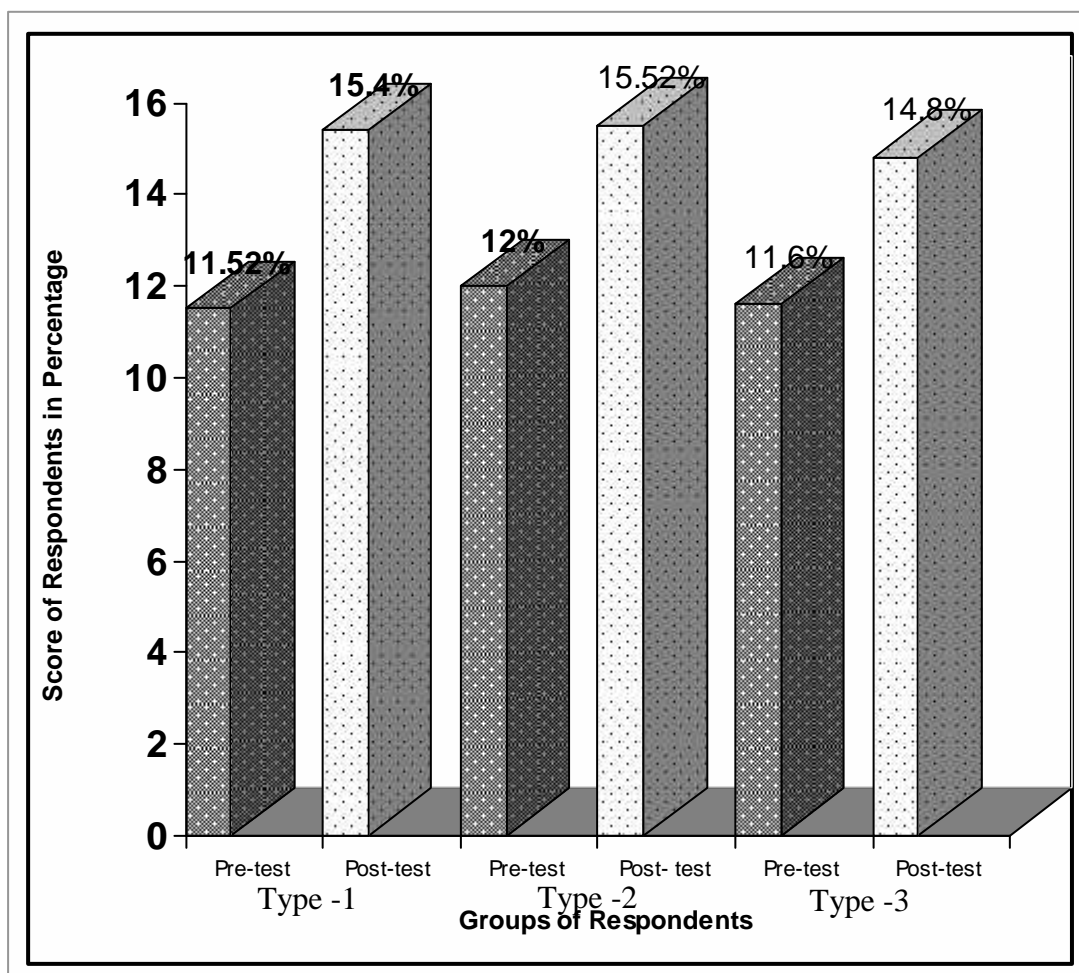
Figure No. 4
Item-wise Obtained Percentage of both the Tests of CG
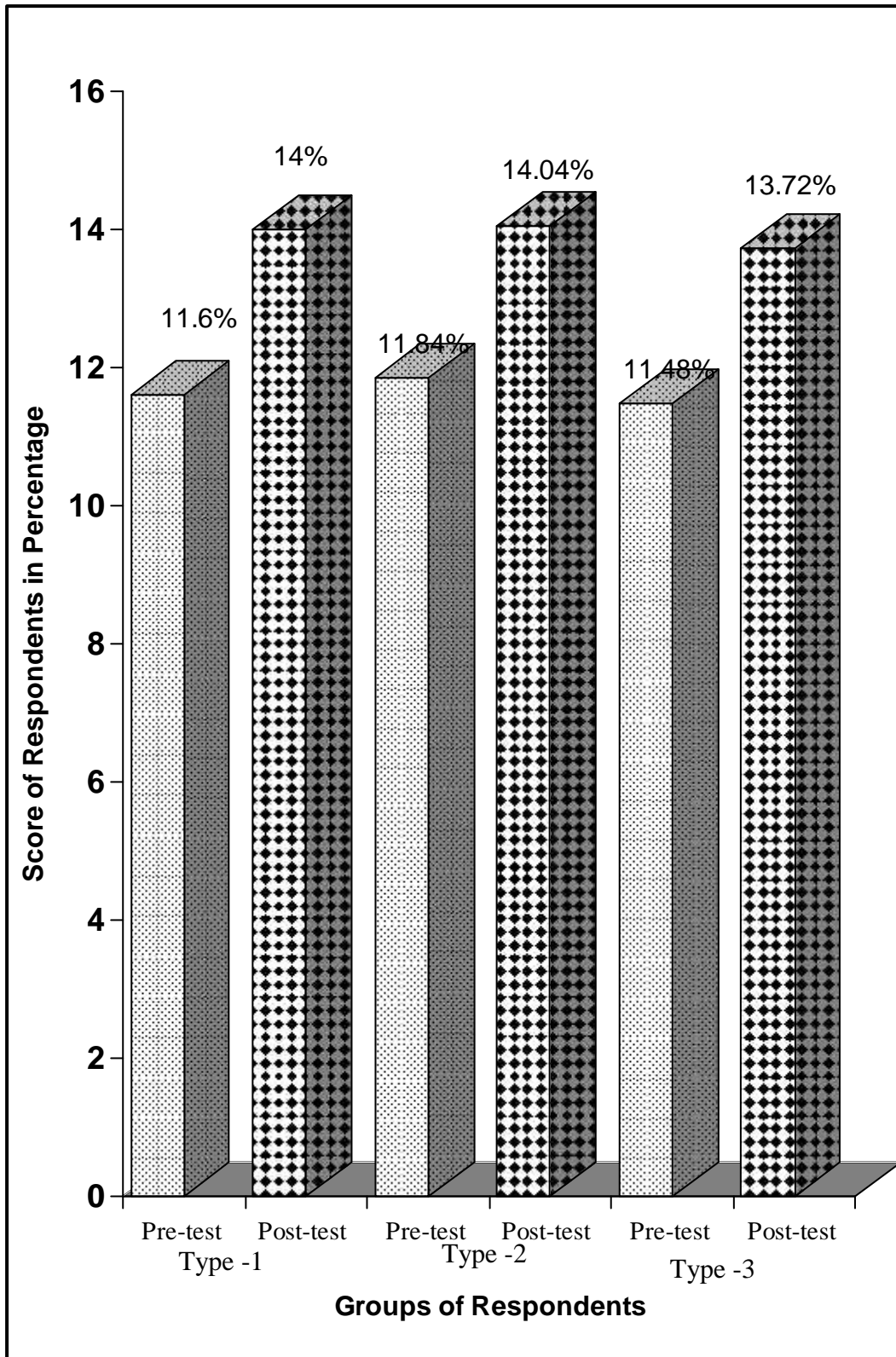
CHAPTER- FOUR
FINDINGS AND RECOMMENDATIONS

The investigator carried out this practical study just to identify, analyze and interpret the effectiveness of discovery technique in teaching conditional sentences. It was just limited to class nine students of a government aided school in Tanahun district. Therefore, this was carried out to answer the question whether discovery technique plays any significant role in getting mastery over conditional sentence or language learning or not.

A pre-test/ post-test equivalent group design was adopted for the purpose of this study. Two equivalent groups i.e. experimental and control were established on the basis of pre-test results (See Appendix 'B'). Both groups were taught by the researcher himself on the selected items CS. But, the experimental group was taught with the application of discovery technique. On the other hand, the control group was taught with the usual way. The researcher administered a post-test after four weeks teaching to both the groups. The result of both the groups in the form of raw scores were computed and tabulated. The obtained data, thus, was used for the analysis and interpretation.

The statistical analysis of the data indicated that the experimental group achieved more than control group. Therefore, it is concluded that discovery technique system caused better achievement than the usual teaching. After the comparative analysis and interpretation of data obtained from the pre-test and post- test, the findings are drawn and recommendations are put forward.

4.1   Findings

1. On the basis of the pre-test result, the experimental group's mean score was 35.12 and the mean achievement score of the control group was 34.92. The mean scores showed that the both groups i.e. experimental and control were equivalent in their abilities before the experiment.

2. The holistic comparison between pre-test and post-test is shown in table 4 in which the control group has increased its average score by 6.84 or 19.58% in the post test whereas experimental group has increased its average score by 10.6 or 30.18 percent. It shows that experimental group showed better performance than control group.

3. The summary of item or type based comparison of pre-test and post test results between experimental and control group has been shown in the tables 6,7 and 8. These tables show that 'EG' scored more marks than 'CG' in the post-test.

4. The discovery technique is found to be significant in teaching all the three items of conditional sentences.

5. The findings of this study were concluded on the basis of groups rather than individual responses of the students. Both groups were taught the same content for the equal length of time. Only difference was in the application of teaching techniques during the experiment. The result of post-test shows that both groups were benefited.

On the whole, the use of discovery technique in teaching conditional sentences was relatively more effective and successful than the usual way of teaching.

4.2   Recommendations

From the result of experimental study, the researcher suggests the following recommendations for pedagogical implications.

1. Discovery technique should be applied in teaching conditional sentences to enhance students' achievement.
2. Its positive effect can also be generalized in teaching other grammatical items to some extent.
3. It is suggested to the textbook writers to include many examples of different varieties in their textbooks so that the teachers can present the grammatical items involving the students in playing with examples.
4. The syllabus designers and methodologists should encourage the use of examples in teaching grammar rather than structures.
5. All the concerned teachers should make the students find their mistake themselves so that they can learn the language permanently.
6. Teachers are suggested not to spoon-feed structures to the students; they should encourage students to discover rules or structures themselves.
7. This system solely depends on teachers' efforts and commitments. It takes rather long duration of time to use discovery technique in language classroom and it needs skilled teachers also. So, teachers must be given training about it and they must be encouraged to develop positive attitude towards the implications of discovery technique in their lesson of teaching grammar by the concerned authorities.
8. The curriculum development center (CDC), HSEB, textbook writers and educationists should develop supplementary materials to promote the use of discovery technique in our education system.

9. A part from this, all the language teachers are by heart suggested to apply discovery technique for the better achievement of their students.

This study was only limited to 50 students of government aided   secondary school in Tanahun district. It was confined only to one experimental group of 25 students and one control group of 25 students. Thus, it can not be said that the findings of this research are applicable in all conditions in all schools of Nepal. It is, therefore, very essential to carry out further more experiments in this area with the involvement of more number of students and hence the validity of the findings of this study can be tested.

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Appendix-A

Questionnaire

Name:

Roll No. :

School's Name:

Class:

Attempt all the questions.

Q.N. 1 Fill up the blanks choosing correct option from the brackets.   15.0

   i, If it rains, I _____ at home. (shall stay, should stay, would have stayed)

   ii.If you phone me, I _____ come to you. (Could, will, could have)

   iii.Unless Muna studies hard, She_____ her goal. (could achieve, will not achieve)

   iv. If you are my real friend, you _____ me in need. (help, will help, have helped)

   v. If he _____ his mind, he can solve it. (had used, uses, used)

   vi. He wouldn't help you unless you _____ him. (ask, had asked, asked)

   vii. If I were a teacher, I _____ not punish pupils. (will, would, would have)

   viii. I would go to the beach if it _____ warmer. (be, were, had been)

   ix. If I _____ enough money, I would buy a new car. (had, would have, had had)

x. If you invited me, I _____ the party. (will attend, would attend, would have attended)

xi. Had he gone there, he _____ her. (will meet, would meet, would have met)

xii. If manisha had passed last year, she _____ to London by now (would go, would have gone, would have went)

xiii. Unless you _____ hard, you wouldn't have passed in the first division.(study, studied, had studied)

xiv. Asmu would have written the essay, if she _____ how to write. (know, knew, had known)

xv. If they _____ ˌthey could have done it. (tried, had tried, try)

Q.N. 2 Put the verbs into the correct form.   15.0

i.   Unless I _____ his number, I wouldn't phone him. (know)

ii.   I _____ that coat if I were you (buy)

iii.   This soup is not very good. It _____ better if it wasn't so salty. (taste)

iv.   I wouldn't mind living in England if the weather _____ better. (be)

v.   If we had the choice, we _____ in the country. (live)

vi.   Manoj should not have done the work unless he _____ to help me. (want)

vii.   Had he come in time, he _____ the bus. (catch)

viii. If she had been the prime minister, She _____ all the villages of Nepal. (visit)

ix.   If She had invited, I _____ her wedding. (attend)

x.   If you _____ again, you would have succeeded. (try)

xi.   Unless She requests Pratima, She _____ a glass of water. (not bring)

xii.   If Kabita calls him, he _____ in time. (arrive)

xiii.   If he _____, he will get there in time. (run)

xiv.   If I call Sapana, she _____ shy. (fell)

xv.   If Amrita _____ to India, she will see Tajmahal. (go)

Q.N.3 State whether the following main clauses are right or wrong.   15.0

i.   We should have waited you if we had arrived earlier.   ☐

ii.   If he had called me I would have attended his party.   ☐

iii.   If Anita had been there, she will help me. ☐

iv.   Unless Meera had joined the government service, she would not
        be the topmost officer. ☐

v.   If you had driven more carefully, the accident would not have
        happened. ☐

vi.   If you scored good marks you would certainly get a good ☐
        position.

vii.   Will you help me If I asked you? ☐

viii.   If Raksha failed the exam, she would not come to school. ☐

ix.   Were I a hermit, I will live in the forest. ☐

x.   I will borrow some books if I visited the library. ☐

xi.   If you take more exercise, you will feel better. ☐

xii.   I would feel very angry if you deceive me. ☐

xiii.   If Suman sells his car, he will not get much money for it. ☐

xiv.   What will you do if you are in my positive? ☐

xv.   Tom would read more if he has more time. ☐

Q.N. 4 Complete the sentences with suitable clauses of your own.

i.   Unless you call him, _____

ii.   If he works hard, _____

iii.   If it rains tomorrow, _____.

iv. If Bimala goes to pokhara, _____.

v. Punam _____ if the teacher beats her.

vi. If Mandira had money, _____.

vii. If Rekha bought a pen, _____.

viii. Ram would play football if , _____.

ix. If prashamsa was the prime minister, _____.

x. If Laxman invited me, _____.

xi. Arati would have seen the sea if _____.

xii. If Sunita had gone to pokhara, _____.

xiii. If Tulashi had bought mobile set _____.

xiv. If he had had a pen, _____.

xv. Roshan wouldn't have scored good marks unless _____.

Appendix-'B'

Table No. I

Students Rank Table According to the Pre-test

Rank	Name	Obtained Marks	Rank	Name	Obtained Marks
1	Sita Ghimire	41	26	Rabindra Thapa	35
2	Suraj Lamichhane	41	27	Santosh Tamang	34
3	Kabita Kumal	41	28	Kancharong Tamang	34
4	Rajendra Godar	41	29	Rana Gurung	34
5	Padam Achraya	41	30	Shova Aryal	34
6	Laxmi Devkota	41	31	Anita Ranabhat	33
7	Mamata Bohara	40	32	Santosh Thapa	33
8	Pratima Khatiwada	40	33	Shaym Thapa	33
9	Mantosh Pandit	40	34	Sapana Kumal	32
10	Anita Dhakal	40	35	Mamita Shrestha	32
11	Subash Lamsal	40	36	Ambika Devkota	32
12	Subash Gurung	40	37	Shant B.K	31
13	Bir Bahadur Nepali	39	38	Ramchandra Adhikari	31
14	Bharat Bagale	39	39	Sudip Ranabhat	30
15	Premkala Ranamagar	39	40	Umesh Khatiwada	30
16	Goma Ranamagar	39	41	Pawal Tamang	30
17	Bhagwati Khatiwada	38	42	Sundar Bagle	30
18	Nisha Dhakal	38	43	Roshan Bhatta	29
19	Sanjita Bohara	38	44	Shusil Bagale	29
20	Parbati Dhakal	38	45	Punam Khatri	29
21	Sharmila Shrestha	38	46	Ramji Devkota	28
22	Anil Kumal	37	47	Niraj Dawadi	28
23	Ramesh Khatri	37	48	Sarsoti Ghimire	28
24	Sarita Ghimire	37	49	Sujan Dhakal	27
25	Shiba Kunwar	36	50	Sujan Bagale	26

Table No. II

Table of Group Division

Group Division According to the Odd-Even Ranking Process of the Pre-test

Rank	Name	Obtained Marks	Rank	Name	Obtained Marks
1	Sita Ghimire	41	2	Suraj Lamichhane	41
3	Kabita Kumal	41	4	Rajendra Godar	41
5	Padam Achraya	41	6	Laxmi Devkota	41
7	Mamata Bohara	40	8	Pratima Khatiwada	40
9	Mantosh Pandit	40	10	Anita Dhakal	40
11	Subash Lamsal	40	12	Subash Gurung	40
13	Bir Bahadur Nepali	39	14	Bharat Bagale	39
15	permkala Rana	39	16	Goma Ranamagar	39
17	Bhagwati Khatwada	38	18	Nisha Dhakal	38
19	Sanjita Bohara	38	20	Parbati Dhakal	38
21	Sharmila Shrestha	38	22	Anil Kumal	37
23	Ramesh Khatri	37	24	Sarita Ghimire	37
25	Shiba Kumal	36	26	Rabindra Thapa	35
27	Santosh Tamang	34	28	kanchharong Tamang	34
29	Rana Gurung	34	30	Shova Aryal	34
31	Anita Ranabhat	33	32	Santosh Thapa	33
33	Shayam Thapa	33	34	Sapana Kumal	32
35	Mamita Shrestha	32	36	Ambika Devkota	32
37	Shanta B.K	31	38	Ramchandra Adhikari	31
39	Sudip Ranabhat	30	40	Umesh Khatiwada	30
41	Pawal Tamang	30	42	Sundar Bagale	30
43	Rosan Bhatta	29	44	Susil Bagale	29
45	Punam Khatri	29	46	Ramji Devkota	28
47	Niraj Dawadi	28	48	Sarsoti Ghimire	28
49	Sujan Dhakal	27	50	Sujan Bagale	26

Appendix 'C'

Table – I

Pre- test and Post test Raw Scores Obtained by the Students of Experimental Group in Each Item.

S.N.	Name	Type-1		Type-2		Type-3		Total pre-test	Post test
1	Sita Ghimire	12	16	13	16	16	16	41	48
2	Kabita Kumal	13	17	14	17	14	16	41	50
3	Padam Achraya	12	16	14	17	15	16	41	49
4	Mamata Bohara	14	17	14	17	12	16	40	50
5	Mantosh Pandit	13	16	13	16	14	17	40	49
6	Subash Lamsal	14	18	13	16	13	14	40	48
7	Birbdr Nepali	13	17	12	16	14	16	39	49
8	permkala Rana	14	17	13	17	12	15	39	49
9	Bhagwati Khatwada	13	18	11	14	14	17	38	49
10	Sanjita Bohara	12	16	14	16	12	16	38	48
11	Sharmila Shrestha	13	16	13	15	12	16	38	47
12	Ramesh Khatri	12	16	14	17	11	16	37	49
13	Shiba Kumal	12	16	13	16	11	15	36	47
14	Santosh Tamang	12	16	13	17	9	14	34	47
15	Rana Gurung	11	15	12	16	11	14	34	45
16	Anita Ranabhat	10	14	12	16	11	16	33	46
17	Shayam Thapa	11	15	12	16	10	14	33	45
18	Mamita Shrestha	10	14	13	16	9	14	32	44
19	Shanta B.K	9	14	10	14	12	14	31	42
20	Sudip Ranabhat	11	14	10	13	9	13	30	40
21	Pawal Tamang	10	14	11	15	9	12	30	41
22	Rosan Bhatta	9	13	9	14	11	14	29	41
23	Punam Khatri	10	14	9	14	10	13	29	41
24	Niraj Dawadi	9	13	10	14	9	13	28	40
25	Sujan Dhakal	9	13	8	13	10	13	27	39
	Total	**288**	**385**	**300**	**388**	**290**	**370**	**878**	**1143**
	Mean	**11.52**	**15.4**	**12**	**15.52**	**11.6**	**14.8**	**35.12**	**45.72**

Appendix 'C'

Table – II

Pre- test and Post test Raw Scores Obtained by the Students of Control Group in Each Item.

S.N.	Name	Type-1		Type-2		Type-3		Total pre-test	Post test
1	Suraj Lamichhane	15	17	13	15	13	14	41	46
2	Rajendra Godar	14	15	14	16	13	15	41	46
3	Laxmi Devkota	13	12	14	15	14	14	41	41
4	Pratima Khatiwada	14	15	13	16	13	14	40	45
5	Anita Dhakal	13	16	14	16	13	15	40	47
6	Subash Gurung	13	16	13	14	14	15	40	45
7	Bharat Bagale	12	14	14	16	13	14	39	44
8	Goma Ranamagar	13	15	12	14	14	16	39	45
9	Nisha Dhakal	13	16	13	15	12	14	38	45
10	Parbati Dhakal	14	16	12	14	12	14	38	44
11	Anil Kumal	12	14	12	14	13	14	37	42
12	Sarita Ghimire	12	15	13	15	12	13	37	43
13	Rabindra Thapa	12	14	12	14	11	13	35	41
14	kanchharong Tamang	11	14	12	14	11	13	34	41
15	Shova Aryal	10	11	12	14	12	15	34	40
16	Santosh Thapa	11	13	12	15	10	12	33	40
17	Sapana Kumal	10	13	12	14	10	13	32	40
18	Ambika Devkota	12	14	10	12	10	14	32	40
19	Ramchandra Adhikari	10	14	10	12	11	14	31	40
20	Umesh Khatiwada	11	14	9	12	10	13	30	39
21	Sundar Bagale	10	13	12	15	8	14	30	42
22	Susil Bagale	9	13	10	12	10	12	29	37
23	Ramji Devkota	9	12	10	13	9	12	28	37
24	Sarsoti Ghimire	9	12	9	12	10	13	28	37
25	Sujan Bagale	8	12	9	12	9	13	26	37
	Total	**290**	**350**	**296**	**351**	**287**	**343**	**873**	**1044**
	Mean	**11.6**	**14**	**11.84**	**14.04**	**11.48**	**13.72**	**34.92**	**41.76**

Appendix 'D'

A

1.

If you travel by air across the center of America or South America, you fly over forests for thousands of kilometers. These great forests are like oceans of trees. They are full of thousands and thousands of different kinds of plants and animals.

2.

However the world's forests are getting smaller all the time. We are cutting down the trees because we need wood and because we need more farm land some people say that there will not be any forests like these in 20 or 30 years time what will happen if they disappear?

3.

If we cut down our forests, a lot of plants and animals will disappear from the world. In a lot of places the new farm land will soon look like the old desert. Crops will not grow there. It rains very often and the weather will get very hot perhaps the climate of the world will change. This will be dangerous for everyone in the world that is why we must take care of our forests.