

CHAPTER- ONE

INTRODUCTION

1.1 General Background

The background of the study is presented in the following sub-headings.

1.1.1 What is language?

As language is a powerful means of expressing ideas, thoughts and feelings, it is relevant to present some linguists and their useful quotations regarding language.

Sapir (1921, p.18) defines, "Language as a purely human non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produce symbols." Similarly, Block and Tragger (1942, p.5) define, "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." Both definitions make clear that language is a valuable human asset which serves as a powerful weapon to express ideas, feelings and emotions in a society and clearly identities human beings from animals. Hall(1968, p.158) defines language as "The institution where by humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols." Likewise Traugott and Pratt (1980, p.1) state, "Language is a capacity that distinguishes human beings from other animals." Richards et al (1999, p.196) define language as "the system of human communication which consists of the structured arrangement of sounds for their written representation into larger units e.g. morphemes, words, sentences, etc." Crystal (2002, p.225) defines language as "an abstract system of underlying the collective totality of the speech/ writing behaviour of a community or knowledge of this system by an individual."

From the above definition, it is clear that language is a powerful means with which we communicate our complex thoughts, hopes, aspirations and emotions. It does have a power of creativity. According to Wardhaugh (1972, p.3), "Language is the system of arbitrary vocal symbols used for human communication."

1.1.2 Language Teaching and Learning

Teaching cannot be defined apart from learning. According to Brown (1927, p.7), "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning." "Learning is a relatively permanent change in behavioural tendency and is the result of reinforced practice." This definition clarifies that learning is the change in behaviour pattern while teaching is to facilitate in the permanent change of behaviour.

Regarding language teaching, a language means helping learners in learning the language and the objectives of teaching a language is to facilitate and encourage the learners in learning it. According to Brown (1924, p.2), "The task of language teaching begins with the questions: 'Who are the learners?' 'What is that the learner must learn and the teacher teach?' 'How does learning take place?' 'When does second language learning take place?' 'Where?' i.e. cultural and linguistic milieu of the second language. 'Why are learners attempting to acquire the second language?'"

Thus, language teaching has five fundamental aspects to consider and they are:

- a. Who to teach? i.e. identifies the learners and characterize their nature.
- b. Why to teach? i.e. identifies the purpose the language is being learned for.
- c. What to teach? i.e. the contents of language teaching.
- d. When to teach what?, i.e. the systematic order to teach the things to be taught.

- e. Who to teach?, i.e. the appropriate methodology to teach the things to be taught.

The aim of language teaching is to develop the communicative abilities of the learners. Communicative ability refers to the appropriate use of language in the existing situation properly. Communicative ability is concerned with the use of grammatically correct sentences in the appropriate situation. So, the teacher of language should teach the language functions in appropriate situations providing enough opportunities to the students to communicate freely and to develop their communicative competence.

1.1.3 Communicative Competence

Campbell and Wales (1970, p.247) define communicative competence as the linguistic ability "to produce or understand utterances which are not so much grammatical but, more important, appropriate to the context in which they are made." This definition emphasizes more on communication than on the grammaticality because the main purpose of the language itself is communication for exchanging ideas, thoughts and feelings among the people. A grammatically correct sentence suitable for one situation may not be suitable for another. Therefore, both situationally and grammatically correct sentence is the focus of communicative competence.

Similarly, Canale and Swain (1980) and later Canale (1983) cited in Brown (1993, p.227) viewed that communicative competence is made up of four different components or sub-categories as:

- a. Grammatical competence: Grammatical competence is that aspect of communicative competence that encompasses knowledge of lexical items and of rules of morphology, syntax, sentence grammar, semantics and phonology.

- b. Discourse Competence: It is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterance.
- c. Sociolinguistic Competence: It is the knowledge of the socio-cultural rules of language and discourse.
- d. Strategic Competence: The verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence.

1.1.4 Language Skills

There are four basic skills in language teaching. They are listening, speaking, reading and writing. These four skills are related to each other by two parameters: the mode of communication- oral and written and the direction of communication - receptive and productive.

1.1.5 Teaching Speaking Skill

Language means something spoken. Language learning mainly refers to learning speaking. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Therefore, teaching of speaking is the main part of language teaching. But as other skills, speaking is also not a single skill that is speaking is clearly much more than the production of speech sounds. Munby (1979) as cited in Sharma and Phyak (2006, p. 214) notes the following sub skills.

- a. Articulating sounds in isolate forms.
- b. Articulating sounds in connected speech.
- c. Manipulating variation in stress in connected speech.

- d. Manipulating the use of stress in connected speech.
- e. Producing intonation patterns and expressing attitudinal meaning through variations in pitch, height, pitch range and pause.

1.1.6 Components of Speaking Skill

M.Ed. English curriculum has prescribed the following points as the components of speaking skill. They are:

- a. Articulation and production of sounds and sound sequences.
- b. Production of stress and intonation patterns.
- c. Connected speech.
- d. Communicative skills.
- e. Phatic communion.

1.1.7 Techniques of Teaching Speaking Skill

Learning a language is meant getting mastery over the language skills. Among the four language skills, speaking is a productive and active skill. A good speaker is one who speaks a language accurately and fluently. The goal of teaching a language communicatively is meant to develop accuracy and fluency in the students and this is only possible when we give proper emphasis to speaking skill. Teaching speaking skill requires an appropriate technique during the classroom activities. Anthony (1963, p. 63- 67 cited in Richards and Rodgers, 2001, p.19) define “a technique is implementational- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish and immediate objective. Techniques must be consistent with a method, and therefore, in harmony with an approach as well.”

From the above definition, it is clear that a technique is an activity that takes place in a language classroom which is inevitable for the development of

speaking skill in a language classroom. Generally, the following techniques are useful for the effective teaching of speaking skill:

- a. Pair work
- b. Group work
- c. Project work
- d. Simulation
- e. Role play
- f. Dramatization
- g. Elicitation
- h. Strip story

1.1.8 Techniques of Testing Speaking Skill

When testing the oral proficiency of learners, we may simply interview them and assess their responses; or use other techniques like role play, group discussion between learners, monologue, picture-description and so on.

But choosing an appropriate elicitation technique is only part of the problem; there are many other difficulties associated with design, administration and assessment. So serious are these difficulties, in fact, the most language exams either do not include oral testing technique or give them very low weighting in the final grade. (Ur ,1996, p. 133)

Lado (1977) gives the following techniques of testing speaking ability:

- a. General technique.
- b. Specific stimuli to elicit the key utterances.
- c. Oral production test designs.
- d. Improving the objectivity of scoring
- e. Group testing of oral production.
- f. Objective, partial production techniques.

1.1.9 Difficulties in Testing Speaking Skill

Speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each other, and which do not lend themselves well to objective testing. In (Kitao & Kitao, 1996), it is mentioned that there are not yet good answers to questions about the criteria for testing these skills and the weighing of these factors.

It is possible to find people who can produce the different sounds of a foreign language appropriately; hence they lack the ability to communicate their ideas correctly. This is one of the difficulties that testers encounter when testing the oral production of learners. However, the opposite situation could occur as well; some people do have the ability of expressing their ideas clearly, but at the same time they can not pronounce all the sounds correctly.

Another difficulty is the administration testing of speaking skill. That is because it is hard to test large numbers of learners in a relatively short time. Therefore, the examiner of an oral production is put under great pressure (Heaton, 1988).

The next difficulty discussed here is that speaking and listening skills are very much related to each other; it is difficult to separate them. In most cases, there is an interchange between listening and speaking, and speaking appropriately depends on comprehending spoken input. Therefore, this has an impact on testing speaking because the testers will not know whether they are testing purely speaking or speaking and listening together.

Finally, the assessment and scoring of speaking skills is one of its biggest problems. If possible, it is better to record the examinees' performance and the scoring will be done upon listening to the tape.

The aspects of speaking that are considered parts of its assessment include grammar, pronunciation, fluency, content, organization, and vocabulary. (Kitao & Kitao, 1996).

Depending on the situation and the purpose of the test, testers need to choose the appropriate methods and techniques of testing.

Testing the ability to speak is a most important aspect of language testing. However, at all stages beyond the elementary levels of mimicry and repetition it is extremely difficult skill to test. Heaton (1988, p. 88) indicates some difficulties to test speaking skill as follows:

- a. In many tests of oral production it is neither possible nor desirable to separate the speaking skill from the listening skill.
- b. Interdependence of listening and speaking creates difficulty in testing speaking.
- c. Spoken language is transient.
- d. Lacks actual situation.
- e. Lacks objectivity.
- f. Difficulty in administration.

Though there are a great number of difficulties in testing speaking skill, the researcher has made his effort in developing speaking skill through the effectiveness of strip story over it because communication is almost impossible without speaking in the human world and the testing of oral production usually forms an important part of many language testing programmes.

1.1.10 Developing Speaking Skill

Of all the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing;

and many if not most foreign language learners are primarily interested in learning to speak.

Classroom activities that develop learner's ability to express themselves through speech would therefore seem an important component of a language course. (Ur 1996, p.120). Here the researcher has aimed at developing speaking skill through the use of strip- story technique in the classroom which makes use of action research.

1.1.11 Action Research

Action research is normally associated with 'hands on' small scale research projects which is becoming increasingly significant in language education. Action research is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research, but all are variations on a theme. Put simply, action research is “learning by doing” - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day. O'Brien (1998) defines action research in the following way.

Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process.

What separates this type of research from general professional practices, consulting, or daily problem-solving is the emphasis on scientific study, which is to say that researcher studies the problem systematically and ensures the intervention is informed by theoretical considerations. Much of the researcher's time is spent on refining the methodological tools to suit the exigencies of the situation, and on collecting, analyzing, and presenting data on an ongoing, cyclical basis.

Action research has also been defined in a number of different ways. Kemmis and Taggart (1988 cited in Nunan, 1992, p. 17), for example, argue that the three defining characteristics of action research are that it is carried out by practitioners (for our purpose, classroom teachers) rather than outside researchers; secondly, that it is collaborative, and thirdly, that it is aimed at changing things. According to Kemmis and Traggart (1988, p. 6), action research should be viewed in the following way.

A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluating the results of strategies tried out in practice. Action research is a group activity". A piece of descriptive research carried out by a teacher in his/her own classroom, without involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation, would not be considered by those commentators to be 'action research'. For Kemmis and Traggart, the essential impetus for carrying out action research is to change the system.

Cohen and Manion (1985) offer a similar set of characteristics. They argue that action research is the first and foremost situational, being concerned with the identification and solution of problems in a specific context. They also identify collaboration as an important feature of this type of research, and state that the aim of action research is to improve the current state of affairs within the

educational context in which the research is being carried out. (Nunan, 1992, p. 18)

a. Characteristics of Action Research

The following characteristics forwarded by Denscombe (1999, p. 57-58) also resemble the above- mentioned views regarding action research:

- a. Practical: It is aimed at dealing with real world problems and issues, typically at work and organizational setting.
- b. Change: Both as a way of dealing with practical problems and as a means of discovering more about phenomena, change is regarded as an integral part of research.
- c. Cyclical Process: Research involves a feedback loop in which initial findings generate possibilities for change that are then implemented and evaluated as a prelude to further investigation.
- d. Participation: Practitioners are the crucial people in research process. Action research, therefore, is applied research conducted by teachers, supervisors, and school administrators themselves for dealing with classroom problems and improving classroom practices- Koul (2005, p. 21)

b. Steps of Action Research

Nunan (1992, p. 19) presents the following steps involved in action research with special focus to the classroom research process:

Step 1: Initiation A teacher comes to me with problem: His current group of students do not seem interested or motivated. What should be done?

Step 2: Preliminary investigation: We spend sometime collecting baseline data through observation and recording classroom interaction.

- Step 4 : Hypothesis After reviewing the initial data, we form the hypothesis that the students are unmotivated because the content of the classroom is no addressing needs and interest of the students.
- Step 4: Intervention The teacher devises a number of strategies for encouraging the students to relate the content of the lessons to their own backgrounds and interests. These include increasing the number of referential over display questions.
- Step 5: Evaluation After several weeks, the class is recorded again. There is much greater involvement of the students, and complexity of their language and student- led interactions is enhanced.
- Step 6: Dissemination : The teacher runs a workshop for colleagues and presents a paper at a language conference.
- Step 7: Follow-up The teacher investigates alternative methods of motivating students.

1.1.12 What is a Strip Story?

Strip story is a kind of learning procedure which helps students to gain communicative abilities. It is a technique of presenting a story part-wise on small strips of paper called strips. Freeman (1986, p.134) opines using strip story students "share information or worked together to arrive at the situation which gives students practice in negotiating meaning." The main purpose of learning a language is communication which requires active participation of the learners in teaching learning activities. Unless the learners are given enough

opportunities to be involved themselves in teaching-learning activities, no learning takes place. Therefore, the use of strip story in any language classroom demands the active participation of the learners. It has been assumed to be useful technique in language teaching. In this technique, the students get the strips and they are asked to predict about the story. At least one student has to speak once and together they have to produce the whole story. Therefore, everyone participates and make their contribution orally because each student has one sentence which is the sole source of information for them.

This is a type of [split information activity](http://leap.tki.org.nz/glossary/strip_story) where each student is given part of a story or other text, which they have to memorise. They then talk together until they have reconstructed the complete text, in the correct order, from memory. To do this, they have to repeat each sentence many times. (http://leap.tki.org.nz/glossary/strip_story, August, 13, 2010)

Using strip story in the language classroom generates a lot of reading, asking and answering among the students which give them opportunity to talk in the target language. This technique can be used for individual work, pair work or group work as required in the target language classroom.

A strip story is a story which has been separated into smaller segments from beginning to end. These story segments do not have to contain much or any text at all. In fact, a strip story could consist entirely of pictures similar to what one would find in a comic book. The name for these stories comes from the fact that the various segments of a story are often given to the students out of order by cutting them into little strips of paper.

There are numerous formats in which one could present a strip story, for example:

-) A story which has been separated into either individual sentences or groups of shorter sentences

-) A story with pictures and limited text
-) A story consisting purely of pictures (comic style)
-) An audio text with several short tracks
-) A video which has been cut into its individual scenes

This activity provides a fun and useful way of introducing new texts and/or new vocabulary and grammatical items. There are several parts to a Strip Story activity including pre-, during, and post-reading activities. This is not purely a reading activity however, and there are several supplemental activities that can be done to enhance a Strip Story which will lead students having a greater command of the vocabulary, as well as improving their reading, writing, and oral skills.

According to Frederic (1992, p. 53) a language task in which the instructor prepares a story in the target language that has as many sentences as the students in the class. The story is then cut into sentence-long strips, with each student memorizing their sentence and working with fellow students and resemble the story orally using only the target language.

‘A strip story is a short dialogue or story with each line typed into a separate strip of paper. Strip stories preset opportunities or practice with’.
(<http://www.its.j.org.Lesson/Prochaska/Activities.html>.9k.com, June, 18, 2009)

"This is a type of split information activity where each student is given part of a story or other text, which they have to memorise. They then talk together until they have reconstructed the complete text, in the correct order, from memory. To do this, they have to repeat each sentence many times".
(http://leap.tki.org.nz/glossary/strip_story, August, 13, 2010)

Gibsonn (1975,p.) states strip story in the following way:

This paper describes a learning procedure which utilizes real communication activities to help students gain communicative abilities. It is an adaptation of the scrambled sentence type of exercise in which each student memorizes one

sentence of a story for which the proper sequence is not known. With each student being the sole source of one piece of information, his sentence, the story is put back together strictly through verbal interaction of the class. Many otherwise difficult-to-teach grammatical items are learned and pronunciation problems overcome surprisingly easily and quickly, without the direct aid of a teacher.

The reason for the success of this technique are discussed along with some of the ways the procedure can be extended to include relate skill areas of ESL.

Teachers of English as a second, especially those who teach adults, have been plagued by a great number of obstacles in their attempts to create real, not just realistic, communicative learning situations in their classrooms. Many have struggled endlessly with dialogues, attempting to write more realistic ones and then trying to make them come alive in their classrooms. For such teachers, attempting to create realistic structure drills has probably been even more of a problem since the very nature of the technique, tight control, tends to stifle anything resembling functional use of language, namely communication. Many ESL teachers have attempted to use something like “free conversation” sessions to encourage real communication only to have such sessions degenerate into dull exchanges revolving around what William Labov has termed “known answer” questions.

One example of a “known answer” question is John asking Marcia where she came from when he knows full well where she came from and she knows he knows(Labov 1970). Although such exchanges resemble functional uses of language, they are far from it since the primary function of language is to communicate unpredictable information. These sessions are typically all too predictable. If it is assumed that the primary goal of language classes is to help students to develop communicative abilities, it is easy to see why the techniques that I have mentioned rarely accomplish that goal. They rarely

approach real communication and they either exert too much control over the communicative exercise or not enough. Too much stifles and not enough overwhelms.

From the above definitions it is clear that a strip story is a series of drawings or sentences which tell a story. It is a kind of learning procedure used to help students gain communicative abilities. It is an adoption of scrambled sentence type of exercise. A whole story is cut into different parts, sometimes represented in the form of pictures (picture strip-story). Then the students are asked to unscramble the strips to make a whole story. This technique makes students communicate a lot to complete a story. In it, each student is given one sentence of a story which he/she memorizes. But he/she does not know the proper sequence of the story or the whole story. Each student has just one sentence, and they have to make the whole story by finding out which sentence comes first and which comes second, and so on. Thus, each student has one sentence, one particular piece of information and they have to put the sentences in order. They do it by asking each other through verbal interaction in the class. It generates a lot of asking and answering among the students which gives them opportunity to talk in the target language.

a. Strip Story as a Technique in Language Teaching

The first step in using strip story is to select a story. While selecting a story the teacher is careful that the number of sentences in the story is equal to the number of students in the classroom so that each student should have one single sentence. If the number of sentences and students differ, then the sentences should be combined or broken according the number of students. Two copies of the story are prepared. The margin after each sentence is left so that the sentence can be nicely cut. After that, one copy is cut into strips with one sentence in each strip. Then, all the strips are put into a box and the students are asked to pick up one strip. Thus, each student has one sentence which is the sole source of information for him. They are given a minute to

look at the strip, and then all the strips are put back in the same box. Then students are not allowed to write down the sentences. Each student knows only one sentence of the story. The task is to make the whole story by discussing and informing what they have in their strips. This generates a lot of interaction among the students. At least one student has to speak once. And together they have to reproduce the whole story. Therefore, everyone participates and makes their contribution. The teacher remains silent. The students do not come to the teacher for help; they help themselves. Usually, there emerges a leader who coordinates and plays a vital role to arrange the whole sequences. The teacher comes forward only when the students declare that they have reproduced the whole story, and listens to them. If they fail, another try is made, and if the teacher is satisfied, then the follow up activity is done, for example, they are asked the entire story one by one or they are asked to change the tense of the story.

So far as content of the story is concerned, it is not very important. The important thing is the interaction among the students. However, the story should be interesting and suitable for the particular level. So it is an important communicative language teaching technique which involves a lot of discussion and interaction among students.

b. Scrambled Sentences

The students are given a text in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order. This type of exercise teaches students about the cohesion and coherence properties of language. They learn how sentences are bound together at the supra sentential level through formal linguistic devices such as anaphoric pronouns, which make a text cohesive, and semantic propositions, which unify a text and make coherent.

In addition to written passages, students might also be asked to unscramble the lines of a mixed-up dialogue, or they might be asked to put the pictures of a picture strip story in order and write lines to accompany the pictures.

c. Picture Strip Story

In this technique, the teacher divides the students into groups and gives one member of each group a picture strip story. There is certain number of pictures in a row on a piece of paper, but no words. The pictures tell a story. The student with the story shows the first picture to the other members of the group covering the remaining pictures. The other students try to predict what they think will happen in the second picture. The first student tells them whether they are correct or not. He then shows them the second picture and asks them to predict what the third picture will look like. After the entire series of picture has been shown the group gets a new strip story and they change roles, giving the first student an opportunity to work with a partner in making predictions.

1.2. Review of Related Literature

A number of attempts have been made to find out effectiveness of different methods and techniques of language teaching in a language classroom. Some of them are reviewed below which are related to the present study.

Guragain (2003) conducted a research entitled ' A study on the Learners' Ability to Use Colloquial Communicative Expressions'. The researcher had the objectives to find out the students' ability to produce and interpret colloquial expressions serving different communicative functions. He found that M. Ed. English students were better than the students of other faculties studying in the same level in using colloquial communicative expressions.

Sharma (2003) carried out a research entitled ' Effectiveness of Role play Techniques in Teaching Communicative Functions: A Practical Study'. His main objective was to find out the effectiveness of role play in teaching communicative functions and he found that role play technique has relatively a better impact in teaching the functions on the whole. His results proved that teaching with role playing (Group A) is more effective than teaching with usual classroom techniques.(Group B)

Yadav (2004) carried out a research entitled ' Problems in Teaching Oral Skill in English'. His objectives of the study were to find out the problems in teaching oral skill in class 9 and to find out the causes of the problems. He found that the condition of the physical facilities or arrangement on most of the selected secondary schools was not satisfactory; for the purpose of teaching oral skill i.e. the bench-desk management, the air condition, the surrounding environment etc. were not well maintained. The policy of teaching English at secondary level, lack of interest from both teachers and students, lack of teaching materials and due to the carelessness of the school management were the causes of the problems to teach oral skill.

Chamlagain (2004) carried out a research entitled ' Problems in Applying Communicative Approach in Secondary Level: A Practical Study'. The main objective of his study was to find out problems in applying communicative approach. His findings were that the lack of physical facilities and large size of the class, lack of sound knowledge on communicative approach for applying it on the part of the teachers, dominant role of teachers and passive role of students, rare involvement of students in communication activity, etc.

Adhikari (2005) conducted a research entitled ' The Effectiveness of Strip Story in Developing Writing Skill: A Practical Study'. The objective of his study was to find out the effectiveness of strip story in developing writing skill. In the study he found that the use of strip story has relatively a better impact in

developing writing skill. The results of the study showed that using strip story for the purpose of developing writing skill is more effective than teaching with usual classroom techniques.

Marasini (2006) carried out research on 'The effectiveness of Language Games in Teaching Sentences'. His main objective was to find out the effectiveness of language games in teaching sentences. His finding was that teaching sentences using language games was found better as a whole and the researcher suggested applying game technique in lower secondary level for effective teaching.

Parajuli (2008) carried out a research entitled 'Teaching of speaking at the Lower Secondary Level: An Analysis of Classroom Activities.' His objectives were to identify the activities used for teaching speaking skill and to identify practical constraints faced by the teachers in conducting speaking activities in the classroom. He found that teachers used different activities like discussion, pair work, group work, picture description, etc. Students motivation and interest in speaking was satisfactory but interaction among students was less emphasized than the interaction among students and teachers and regarding the skills teachers emphasized more in reading and writing than in listening and speaking.

Kafle (2008) conducted a research entitled the Effectiveness of Strip-Story in 'Teaching Reading comprehension'. His main objective was to find out the effectiveness of strip story in teaching reading comprehension. His findings show that classes with the use of strip story in teaching reading comprehension are better than those that do not involve the use of strip story. His study shows that experimental group had better performance than the control group. Through the use of strip story students were found highly motivated and actively participated in the classroom activities than without using it. Experimental group performed better in every test items like 'true-false test item', 'matching test item', 'filling test item', 'short answer question' but control

group performed better only in 'multiple-choice test item'. So, his major finding was teaching reading comprehension through strip story is more effective than usual way of classroom teaching.

1.3. Objectives of the Study

The objectives of the present study were as follows:

- i) to find out the effectiveness of strip- story in developing speaking skill.
- ii) to suggest some pedagogical implications on the basis of findings.

1.4. Significance of the Study

The present study has manifold significance. It is significant to the teachers, students, syllabus designers, textbook writers and for those who are keen on language teaching and learning. Further more, it will be beneficial specially for those teachers and students who involve in learning and teaching of language for the purpose of communication directly or indirectly. It will also be significant to the other forthcoming work in the field of strip story. It is also hoped that this study will add some bricks for the further improvement in the field of language teaching and learning.

CHAPTER TWO

METHODOLOGY

The methodology to carry out the research was as follows:

2.1 Sources of Data

The researcher utilized both primary and secondary sources of data. The primary sources were used for collection data and the secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

As the primary sources of data, 30 students studying at grade nine in Bhanu Secondary English School of Belbari Village Development Committee (VDC) were selected for the study using simple Random Sampling (SRS) technique. Five different tests were administered as the tools for collecting the data.

2.1.2 Secondary Sources of Data

The researcher used the books, articles, journals and theses related to the study as the secondary sources of the data. Some of them were Heaton (1988), Nunan (1992), Brown (1994), Rai (1998), Kumar (1999), Adhikari (2005), Kafle (2008), etc.

2.2 Sampling Procedure

Bhanu Memorial English Secondary School of Belbari Village Development Committee (VDC) was selected on the basis of the list the researcher made

using SRS sampling. After the selection of the school, the researcher visited, requested and made a good rapport with the principal and the English teacher. Then, he selected 10 students from the ninth graders of the school using SRS technique.

2.3. Tools for Data Collection

The main tool for data collection were the test items prepared from the English Book of grade 9. The test items required only oral responses which were recorded and visualized on CD as an evidence of the classroom activity.

2.4 Process of Data Collection

The process of data collection was as follows:

- a. To determine the speaking skill of the students, a pre-test was given by administering a set of test items prepared beforehand. The responses of every student were recorded and visualized on CD.
- b. The mean score was found from the pre-test.
- c. The students were taught for four days in a week using strip-story and a test was administered on the fifth day. This process continued for four weeks. All the activities of every test were recorded on CD as evidence.
- d. At last, from the mean scores of different five tests, the effectiveness of strip-story in developing speaking skill was computed.

2.5 Limitations of the Study

This research had the following limitations to make the study precise and systematic.

- a. This study was limited within Bhanu Memorial English Secondary School, Belbari VDC, Morang district.
- b. This study dealt with only scrambled sentences i.e. to find the story talking about the past.
- c. Only the ninth graders of School were studied .
- d. Only the subjective test items were utilized.
- e. It is concerned only with English School.
- f. The researcher assessed only speaking skill through the use of open-ended questions orally prepared beforehand.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of analysis and interpretation of the data obtained from the practical study inside the classroom up to four weeks of regular study and due effort. The study consists of pre-testing, teaching, testing and again teaching using the strip story technique until five tests are conducted. This chapter has dealt with the analysis and interpretation of the obtained data both qualitatively and quantitatively as required. Quantitatively, the data are presented and analysed in the table using mean and percentage and the data of the table are again presented, analysed and interpreted using bar diagrams and a pie chart followed by description.

3.1 Presentation of Findings in the table

Table-1

S. N.	Student's name	Sex	First term	Second Term	Third Term	Fourth Term	Fifth Term
1	Aatish Bhagat	b	7	6.5	8	9.5	7.5
2	Ajeet Bhagat	b	6	6	8	8	9.5
3	Akash Karki	b	3.5	6.	8	7	10
4	Anim Gurung	b	6.5	7	6.5	8	9
5	Anish Basnet	b	6	6.5	6	8	10
6	Anju Limbu	g	5	5	5	9.5	9.5
7	Arina Limbu	g	5.5	7.5	9	8.5	10
8	Deepa Rai	g	8	7	8.5	9	10
9	Diwash Gautam	b	6	8	8.5	9.5	9.5
10	Gauri Gurung	g	7	6.5	7	9	9.5
11	Jenifa Chhetri	g	5.5	5	7	8	10

12	Jyoti Kumari Chaudhary	g	4	4.5	8	9	9.5
13	Laxmi Gurung	g	6	5	8	9.5	9
14	Mahesh Rai	b	5	3.5	7.5	7	8.5
15	Nanhe Mohamad	b	7	7.5	9	9	9.5
16	Niraj Lamichhane	b	5	6	8	8	8.5
17	Pasang Sherpa	b	7	5.5	7.5	8.5	8.5
18	Prava Dulal	g	6.5	4	9	9.5	10
19	Puja Rai	g	5	6.5	8	8.5	9
20	Pujan Rai	g	4	5.5	7	10	8
21	Puspu Subedi	g	6.5	7	8	9.5	10
22	Sabin Limbu	b	7	5	9	8.5	9
23	Sanjog Dewan	b	1	7	6.5	7.5	8.5
24	Santosh Bhandari	b	6.5	8	8.5	7.5	10
25	Shemima Rai	g	4	5	8.5	10	9.5
26	Shyam Timsina	b	3	4	6	7.5	8.5
27	Sinsudha Rai	g	4.5	4	7.5	10	5.5
28	Suraj Pratap Rai	b	5	5	4	8	9.5
29	Suraj Shrestha	b	6	9	9	9	10
30	Susmita Ban	g	3.5	5	8	9.5	9.5
Total Score			162.5	178	228.5	260	275

3.1.1 Presentation of the Tabulated Data in Table-2 and the Bar-Chart.

The above tabulated data can be clearly presented in the chart and the bar-diagram also as given below:

Table -2

Test	1 st	2 nd	3 rd	4 th	5 th
Obtained marks	162.5	178	228.5	260	275

Fig-1

3.1.2 Analysis and Interpretation

The table and the bar chart clearly tell that the use of strip story in developing speaking skill has a great positive role because the data explicitly denote the situation. The score without the use of strip story in developing speaking skill is 162.5 while it is gradually increasing miraculously after each attempt of teaching using strip story to develop speaking skill. The scores in each test are seen increased as 178, 228.5, 260 and 275 in the second, third, fourth and the

fifth test orderly. The score increased 15.5 in the second test and it increased 66, 97.5 and 112.5 marks orderly in the third, fourth and the fifth test after teaching for four days using strip story technique after each test. The bar chart also presents the same explanation more clearly to make the description more vivid and attractive.

3.1.3 Analysis of Genderwise Data in Table and Bar Chart

Table -3

Test	1 st		2 nd		3 rd		4 th		5 th	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Obt. Marks	87.5	75	100.5	77.5	120	108.5	130.5	129.5	146	129

Number of Boys = 16, Number of girls = 14

Fig- 2

3.1.3.1 Interpretation of Genderwise Bar Chart

The above figure also clearly proves that use of strip story has a very constructive and creative role to develop speaking skill in the language classroom. This is proved by the scores achieved by the boys and girls in each test conducted five times throughout the research period. The scores scored by the boys and girls are seen increased effectively and attractively in each and every teaching and testing successively. This technique is seen more effective and fruitful in boys than in girls though it is seen fruitful for both genders presented in the bar chart- 2.

3.1.4 Analysis of all the test scores in pie chart

Presentation of all the test scores in pie-chart out of the total obtained marks in all the tests, the test wise percents with their total marks in the chart again and their interpretation and analysis are presented in the pie chart given below:

Table -4

Test	1st	2nd	3rd	4th	5th	Total
Obtained Marks	162.5	178	228.5	260	275	1104
Percentage	15%	16%	20%	24%	25%	100%
Out of 360 ⁰	53 ⁰	58 ⁰	74 ⁰	85 ⁰	90 ⁰	360 ⁰

Out of 1104 total obtained marks term wise marks are presented in the table above can again be presented in the pie-chart converting the scores of each test in the degree as below:

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

The research being conducted is an attempt to find out the effectiveness of strip story in developing speaking skill. Altogether 16 classes were taken to teach the 30 students selected for the study practically in an experiment from Bhanu Memorial English School Sarbajanik Shaikshik Guthi, Belbari Morang studying in grade nine. On the basis of the analysis and interpretation presented above the following findings can be presented.

4.1 Findings

- a. Developing speaking skill through the use of strip-story technique was found better since the scores through the use of strip story are 178, 228.5, 260 and 275 orderly in the second, third, fourth and the fifth tests successively while it was 162.5 only without the use of strip story. So, it is practically proved that strip story technique is more effective in developing speaking skill.
- b. It is also found that strip story technique is more lively and interesting which motivated and increased the participation of students in real classroom activities increasing their retentive capacity.
- c. Students were found more conscious and active in the successive language classroom which is proved by the achievement also.
- d. The data clearly tell that regular use of this technique in the language classroom strengthens the speaking skill very effectively and miraculously which is proved by the tabulated data.
- e. Boy students were found strongly motivated with the use of strip story technique than the girl students which is clearly shown by the data.

- f. The increased marks in the second, third, fourth and the fifth tests are 15.5, 66, 97.5 and 112.5 serially which explicitly certifies that strip story in developing speaking skill is complete and adequate in itself.
- g. Use of strip story technique is completely fruitful and efficient to develop speaking skill which is practically proved from the use of classroom activities.

4.2. Recommendations

On the basis of the findings mentioned above, the following recommendations can be made.

- a. Using strip story in teaching speaking has a positive and strong effect than the usual way of teaching. So, strip story technique should be utilized in the development of speaking skill.
- b. The researcher would like to suggest to use this technique in teaching English language throughout the country to improve the communicative competence of secondary level students.
- c. If the teachers and students move forward using this technique inside the classroom, the teaching activities will be lively, interesting and really communicative. So, the researcher strongly suggests to use this technique to develop speaking skill in the students.
- d. This technique certainly overcomes and breaks the monotony of the traditionally taught classes. So, this technique should be used to bring variety to overcome monotony inside the class.
- e. For the application of this technique the teacher should be trained, energetic and devoted to teaching profession.
- f. Strip story technique can be a boon if it is applied effectively and regularly in the language classroom in the field of teaching developing communicative ability.
- g. The teacher should be prepared with the management of time and materials before entering in the classroom.

- h. After the application of this technique, the researcher would like to attract the attention of the syllabus designers, textbook writers and methodologists do design the textbooks which encourage students to communicate in the funny and tenseless way.
- i. The teacher should play the role of a friend, facilitator and motivator inside the classroom.

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Appendix-I

Questions of the Pre- Test i.e. First Test

1. Read the following text and answer the questions given below:

10

My son Ryan was a typical 17 year old with a typical teenager's enthusiasm for life. He played tennis and cricket and enjoyed any sport on TV. Tall and lanky with an ever-present grin, he had a wonderful sense of humour.

About a week before school was due resume, he wanted to spend a few days with a friend. We agreed, but urged him to drive carefully. "Don't worry, Mom," he said smiling, as he packed a bag and grabbed the car keys.

At 3:20 p.m. Ryan lost control of the car on a bend. Trying to avoid a pole, he spun the wheel furiously and the car somersaulted. Police believe he was speeding. Ryan was rushed to a hospital by helicopter.

We arrived just as he was being wheeled, unconscious, into the emergency room with bandages around his head. We were ushered to a waiting room. Then the nightmare began.

The first doctor's words were a blur. I heard something about the head injury, and the need for an immediate operation. We waited and waited. Finally a surgeon appeared. Grim-faced, he shook his head, "Sorry, there's no hope".

Answer the following questions:

5 × 2 = 10

- a. Who was Ryan?
- b. Why was Ryan taken to hospital?
- c. Why did he want to meet his friends?
- d. What according to the police was the cause of the accident?

Questions of the Second Test

2. Read the following text and answer the questions given below: 10

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

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

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

"What do you mean?"

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

"Mama! My friends have planned a picnic and I have given my word to join it. When I asked for money, Papa did not listen to me. You know he pays no attention to me. Mama, although I don't know where to go, I am looking for some ways out. Please don't try to look for me. I love you, Mama.

Your loving son,

Lokesh."

"Lokesh!" Chanda started sobbing.

"Oh! Please be quite, Chanda," Hariram told his wife. "Have you phoned his friends. How about phoning them?" "I have. Nobody knows where Lokesh is. Our only son! It's all your fault. I told you to give him money for picnic, but you never pay attention to what I say."

"Oh, Chanda, Chanda, please! I realise that I've made a terrible mistake, but what should we do now?"

"If I were you, I'd go to the police. They can find him."

"That's a good idea. The only thing is, I don't like going to the police. How about putting an advertisement in the newspaper saying "Dear son Lokesh, come back home. We won't ignore you again and we love you very much. Papa and Mama."

"You'd better put that on radio and TV as well, perhaps with Lokesh's photograph," Chanda said.

Answer the following questions:

5 × 2 = 10

- a. Why did Chanda phone Hariram?
- b. What was the fault of Hariram?
- c. What did Hariram realise?
- d. Why did Lokesh not return home from school?
- e. What was Chanda's suggestion to her husband?

Questions of the Third Test

2. Read the following text and answer the questions given below: 10

Mahabir Pun was born in Nangi Village, Myagdi. Pun passed his boyhood in his village and attended a village school. Pun's father moved the family to Chitwan, where he finished high school and became a teacher. He worked as a teacher for twelve years. Finally, a timely scholarship led him to a bachelor's degree at the University of Nebraska at Kearney. Then, in 1992, after more than twenty years, Pun returned to Nangi, determined to make things easier for other youths than they had been for him.

Mahabir Pun brought Nangi onto the world map by bringing in wireless internet to a village with no other form of communications. His efforts led to him being featured on BBC News Online. Now five villages including Nangi are linked together into one digital community using smartBridges airPoint-PRO access points. With the network, the villagers are better able to manage their traditional yak farming and even venture into e-commerce, marketing the folk handicraft they make to provide additional sources of income.

Answer the following questions:

5 × 2 = 10

- a. Where was Mahabir Pun born?
- b. Tell the two things Mahabir Pun did in Chitwan.
- c. What did he do for twelve years?
- d. Where did he pass his boyhood?
- e. What did he do in Nangi?

Questions of the Fourth Test

2. Read the following text and answer the questions given below: 10

It was Grandfather's sixtieth birthday. To remember the occasion, we decided to take a family photograph. We did not go to a studio, instead we asked our neighbour, Ajay, to do the job. We sat under the coconut tree in front of our house. The photographer arranged us in position.

Then Grandfather turned to Grandmother and said, "Do you remember the photograph we took 10 years ago? We were then sitting side by side in the centre." Grandmother said, "I remember. You, Neelam," she told me, "were still a baby. You were sitting on my lap." "I was standing behind Grandfather," remembered Papa, "and mother was standing behind Grandmother."

"Where was I?" asked my baby brother, Suraj. Grandfather laughed, "You were not born then."

We took the photograph. This time, Suraj sat on Grandmother's lap. I squatted on the floor, between Grandfather and Grandmother. Our family cat, Herbal, sat beside me. Ashok, my elder brother, stood beside Grandfather and my cousin Poonam stood next to Grandmother. My uncle and aunt were not at home: they were in India.

Answer the following questions:

5 × 2 = 10

- a. Why did they decide to take a family photograph?
- b. Who was the photographer?
- c. Where did they take the photograph?
- d. 10 years ago, where was Suraj?
- e. Who was Herbal?

Questions of the Fifth Test

2. Read the following text and answer the questions given below: 10

The two boys walked slowly across the valley. Suddenly Tej stopped and sat down on a large stone. "It's no use, " he said. "I can't go any further. I'm absolutely exhausted!" Bire looked at him for a minute. "Oh come on!" he said. "It's not very far now. Only three or four miles at the most. We can reach there within three hours if we start now. "

"Yes, but it's uphill most of the way, " Tej said. He pointed to the path in front of them . It went straight up the side of the valley. Bire sat down too. For a while the two boys said nothing. Then Tej pointed to some trees about half a mile ahead. "There's a hut among those trees," he said.

"Perhaps we can spend the night there."

"I'll go and take a look," Bire said. He ran down the path towards the hut and vanished among the trees. Tej followed him slowly. "What's is like inside?" he shouted. "Not bad," Bire called back, "It feels a littledamp, but there's some wood in one corner, so we can light a fire."

They cleaned out the hut and lit a fire. Then they had supper. They were both tired and they did not talk much. Bire fell asleep almost at once, but Tej lay awake for a long time, watching the flames. Then he too fell asleep. Suddenly he was awake again. The fire was nearly out. He could hear noises outside. It sounded like human voices. He woke Bire up.

"It's only the wind," he grumbled. "Go to sleep again!" But it wasn't the wind! The voices came nearer until they were just outside the hut. The door opened and a light shone and their faces. "They're here! a voice called out. A policeman was standing in the doorway. He addressed the two boys. "You've

given us a lot of trouble," he said. "We've looked all over the valley for you two."

Answer the following questions:

51 2=10

- a. Who was absolutely exhausted?
- b. How far was the hut from the two boys?
- c. Why did they not talk much?
- d. What woke Tej up suddenly?
- e. Who opened the door of the hut?

Appendix-II

Lesson Plan-1

School : Bhanu Memorial English School **Date** :- 2067-08-09

Class : IX **Time** :- 45 Mins.

Sub : English **No. of Stds** :- 30

Unit : Before you begin

Teaching Item : Reading Comprehension

Specific Objectives:

At the end of this lesson students will be able to:

-) answer the questions orally based on the text.
-) summarize the story in simple language.

Teaching Materials: usual classroom materials, strips of the story.

Activities

- a. The teacher tells a story related with the story.
- b. He asks students about their holidays and their feelings about the holidays.
- c. He cuts the story into different strips and puts them randomly in a box.
- d. He asks each student to pick up the strips one by one and memorize the sentence after reading.
- e. After they have memorized the sentences, they are asked to put the strips back into the box.
- f. Now the students move around the class to interact orally with each other and reconstruct the whole story.
- g. The teacher facilitates if the need arises.

Evaluation

- a. What did the boy miss?
- b. Why he happy at home?
- c. What did he decide?
- d. Tell the story in short.

Lesson Plan-2

School : Bhanu Memorial English School **Date** :- 2067-08-10
Class : IX **Time**:- 45 Mins.
Sub : English **No. of Stds** :- 30
Unit : 2

Teaching Item : Reading Comprehension

Specific Objectives:

On completion of this lesson students will be able to:

-) tell the answer of the questions based on the passage.
-) summarize the story.

Teaching Materials: daily used materials, strips of the story.

Activities

- a. The teacher asks the students whether they have seen any robbery.
- b. He asks what they feel about the robbery.
- c. During the discussion he cuts the strips prepared beforehand and puts them randomly in a box.
- d. Now he asks each student to pick up the strips, read and memorize.
- e. After they have memorized the sentence they have read, they are asked to put the strips back into the same box.
- f. He asks students to interact each other to form a whole story and the teacher helps if they need his help.
- g. When they come with the whole story the teacher thanks them if correct and suggests with some clues if not.

Evaluation

- a. What did the two youths decide?
- b. Who disturbed them?
- c. Who was Jamun Yadav?
- d. Who produced a gun?
- e. When was dilbur hanged?

Lesson Plan-3

School : Bhanu Memorial English School **Date** :- 2067-08-12
Class : IX **Time** :- 45 Mins.
Sub : English **No. of Stds** :- 30
Unit : 2

Teaching Item : Reading Comprehension

Specific Objectives:

On completion of this lesson students will be able to:

-) answer the questions orally based on the passage.
-) change the present tense into past tense.

Teaching Materials: daily used materials, picture and the strips having a story.

Activities

- a. The teacher asks some questions based on the previous lesson to motivate the students.
- b. He presents a picture and asks the students to discuss about the picture and guess the event.
- c. When the students are guessing about the picture to form an idea during their discussion, he cuts the strips into separate strips equal to the number of students prepared beforehand.
- d. He puts the strips randomly into a box and tells the students to pick up the strips and remember the sentence after reading it.
- e. When the students read and remember the sentence they have read, he asks them to put back into the same box and go on interacting each other to a whole story.

- f. Until the students are not ready he moves round the class and facilitates the discussion.

Evaluation

- a. Who was Hariram?
- b. What did Chanda find?
- c. Why did Chanda phone him?
- d. Who was Lokesh?
- e. Where did Lokesh go?

Lesson Plan-4

School : Bhanu Memorial English School **Date** :- 2067-08-13
Class : IX **Time** :- 45 Mins.
Sub : English **No. of Stds** :- 30
Unit : 2

Teaching Item : Reading Comprehension

Specific Objectives:

On completion of this lesson students will be able to:

-) make sentences using the words 'fault', 'realise', 'sobbing' and 'terrible'.
-) answer the questions orally based on the text.

Teaching Materials: daily used materials and the strips of story.

Activities

- a. The teacher gives the meaning of the words 'sobbing', 'fault', 'terrible' and 'realise' creating situation.
- b. He asks the students to make sentences using these words.
- c. Now, the teacher cuts the strips prepared beforehand and puts the strips into a box randomly. He also asks some questions from the previous lesson to relate the present story with the previous one while cutting the strips.
- d. He asks each student to pick up the strips and memorize them by reading.
- e. After memorizing them, he asks the students to put the strips back into the same box and interact with each other orally to reconstruct the whole story. If they are ready with the correct story, they will be given thanks if

not further advice with some clues for the successful completion of the story will be provided.

Evaluation

- a. Make a sentence using 'sobbing' and 'realise' in the past tense.
- b. Had Chanda phoned Lokesh's friends?
- c. Whose fault was it?
- d. What did Chanda suggest ?

Lesson Plan-5

School : Bhanu Memorial English School **Date** :- 2067-08-14
Class : IX **Time** :- 45 Mins.
Sub : English **No. of Stds** :- 30
Unit : 3

Teaching Item : Reading Comprehension

Specific Objectives:

On completion of this lesson students will be able to:

-) answer the questions orally based on the passage .
-) summarize the text.

Teaching Materials: daily used materials and strips of the story.

Activities

- a. The teacher gives some background of the story.
- b. He asks students whether they like dancing.
- c. As he involves the students in the discussion, he cuts the strips of the story into different strips and puts them into a box randomly.
- d. He asks each student to pick up the strips and memorize the sentences by reading them.
- e. After they have memorized the sentences they are asked to put the strips back into the same box.
- f. Now, the students are asked to interact with each other to form a whole story using the single information of each student. During the discussion, the teacher moves round the class and facilitates the students if they need his help.

- g. When the students come from with the story, he asks for another try if not complete or mistake, if correct they are praised for the successful completion.

Evaluation

- a. Where was the star disco?
- b. Why was the disco lovely?
- c. What was the disco full of?
- d. Why did the writer not dance?
- e. Who was in a blue dress?

Lesson Plan-6

School : Bhanu Memorial English School **Date** :- 2067-08-16
Class : IX **Time** :- 45 Mins.
Sub : English **No. of Stds** :- 30
Unit : 3

Teaching Item : Reading Comprehension

Specific Objectives:

On completion of this lesson students will be able to:

-) answer the questions orally based on the passage.
-) tell the relation between the previous lesson and the present lesson.

Teaching Materials: the materials needed daily and the strips of story.

Activities

- a. The teacher asks some questions based on the previous lesson to motivate the students.
- b. The teacher himself summarizes the previous lesson and shows the relation between the previous lesson and the present one.
- c. The teacher cuts the strips equal to the number of the students involving in the discussion of the previous lesson.
- d. He asks each student to pick up the strips from the box he has put and asks them to read and memorize the sentence they have.
- e. After they finished memorizing the sentence, they are asked to put the strips back into the same box and go on discussing to reconstruct the whole story using each student's sentence. During this discussion, the teacher facilitates the students.

- f. When the students finish the task to form the whole story, they are asked to present the story. If the story is complete, they are praised and if not complete further suggestion with some clues is given for the successful completion of the story.

Evaluation

- a. Did the writer dance with the girl?
- b. Who asked the girl nervously to have a dance?
- c. Why was the third fellow come there?
- d. Why did the girl not dance with the third fellow?
- e. Summarize the text.
- f. Show the relation of the present text with the previous one.

Lesson Plan-7

School : Bhanu Memorial English School **Date** :- 2067-08-17
Class : IX **Time** :- 45 Mins.
Sub : English **No. of Stds** :- 30
Unit : 4

Teaching Item : Reading Comprehension

Specific Objectives:

On completion of this lesson students will be able to:

-) answer the questions orally based on the passage.
-) tell the story in brief

Teaching Materials: picture, daily used materials and strips of the story.

Activities

- a. The teacher asks the students whether they have seen the flood any where and the casualties caused by it.
- b. He himself tells the students about the flooding and the casualties that he has seen.
- c. He gives the meaning of difficult words like 'engulf', 'swallow', 'embarkment' and 'panic-stricken' writing on the blackboard and creating situation etc.
- d. He cuts the strips into different pieces equal to the number of students and puts them into a box.
- e. Students are asked to pick up the strips and read and memorize the sentences.
- f. After they memorize the sentences, they are asked to put the strips into the same box and reconstruct the whole story with the discussion of the sentences they have.

- g. When the students discuss to compose the whole story, the teacher helps them as a facilitator and when they finish making a hole story, they are praised in not they are encouraged to form the story again with further suggestion.

Evaluation

- a. What happened in Bangladesh?
- b. Why were the troops called?
- c. What did the Gamti river d?
- d. What was the death toll according to officials?
- e. How many people were killed in comilla?

Appendix-III

Boring Holiday

A boy was looking forward to his holidays.
"I wish the holidays would come soon!
No more homework, no tests, go getting up early for school,"
He was saying
"I miss my friends from school.
There's no-one to talk to at home.
I'm tired of watching TV all the time.
I'm so bored!"
Have you ever found yourself in this kind of situation?
You have lots of time
He said to himself.
Yet when the holidays came, after three days.
But you don't know what to do with it.
You feel bored and restless.
You walk from room to room, you look out the window.
Then you start walking about the house again.
Soon your mother scolds you for getting in her way.
You decide to visit your friends but they are all out.
You just don't know what to do with yourself.
This is when you begin wishing for the school term to start again.
Why do people feel bored?
It is usually because their minds are not occupied?
They have nothing to focus on or to take an interest in.
Some people are never bored.

They can always find something to interest them.
If they have to wait a long time for a bus,
They might amuse themselves by playing a game.
For example, they might count the number of people,
Passing by who wear glasses or the number of people wearing something.
If you are bored, you can occupy yourself with something interesting.

Lokesh Leaves Home

Hariram Agrawal is a wealthy businessman.
His wife phoned him an hour ago, to tell him that their son hadn't returned home from school.
Hariram told her not to worry and came home at once.
He's just arrived to find his wife in tears.
"Chanda, what's wrong? Is it Lokesh?" he asked.
"Yes. I found this note on his bed."
"What do you mean?"
She didn't say anything, just handed him the note.
"Mama! My friends have planned a picnic and I have given my word to join it.
When I asked for money, Papa did not listen to me.
You know he pays no attention to me.
Mama, although I don't know where to go, I am looking for some ways out.
Please don't try to look for me.
I love you, mama.
Your loving son, Lokesh."
"Lokesh!" Chanda started sobbing.
"Oh! Please be quiet, Chanda," Hariram told his wife.
"have you phoned his friends?
How about phoning them?"
"I have. Nobody knows where Lokesh is.
Our only son! It's all your fault.
I told you to give him money for the picnic.
But you never pay attention to what I say."

“Oh, Chanda, Chanda, please I realize that
I’ve made a terrible mistake, but what should we do now?”
“If I were you, I’d go to the police.
They can find him.”
“That’s a good idea.
The only thing is, I don’t like going to the police.
How about putting an advertisement in the newspaper saying, “Dear son Lokesh, come back home?”

A Night at a Disco

The first time I went to a disco.
I was very young and shy.
However, I decided to go.
Do you remember the star disco in Thamee?
It was a place... always full of beautiful girls.
Of course, most of them are grandmothers now!
So, I went to the disco.
I was much too shy to ask anyone for a dance.
So I sat down and thought.
I'd watch for a while.
You know, see how the other lads did it.
There was a lovely girl in a blue dress.
A man walked upto her and said,
“Excuse me, May I have the pleasure of the next dance?”
She looked up at him and said, “Eh? What did you say?”
So, he said, “I wonder if you would be kind enough to dance with me?
....er..... if you don't mind?”
“No, thank you very much.”
A few minutes later, this other chap arrived.
He gave her this big smile, and said,
“Would you be so kind as to have the next dance with me.”
“Pardon?” She said.
“Would you mind having the next dance with me?” He said a bit nervously this time.

“No thanks.”
Then this third fellow came over.
He was very good looking.
He said, ever so politely,
“Can I .. I mean ... could I ...no, might I have the next dance with you?”
“Sorry”, she said
“My feet are aching”.

A Teenage Adventure

The Two boys walked slowly across the valley.
Suddenly Tej stopped and sat down on a large stone.
“It’s no use,” he said.
“I can’t go any further.
I’m absolutely exhausted!”
Bire looked at him for a minute.
“Oh come on!” he said
“It’s not very far now.
Only three or four miles at the most.
We can reach there within three hours if we start now.”
“Yes, but it’s uphill most of the way,” Tej said.
He pointed to the path in front of them.
It went straight up the side of the valley.
Bire sat down too.
For a while the two boys said nothing.
Then Tej pointed to some trees about half a mile ahead.
“There’s a hut among those trees,” he said.
“Perhaps we can spend the night there.”
I’ll go and take a look,” Bire said.
He ran down the path towards the hut and vanished among the trees.
Tej followed him slowly.
“What’s it like inside?” he shouted.
“Not bad,” Bire called back,
“It feels a little damp,
But there’s some wood in one corner, so we can light a fire.”

They cleaned out the hut and lit a fire.
Then they had supper.
They were both tired and they did not talk much.
Bire fell asleep almost at once, but Tej lay awake for a long time, watching the flames.
Then he too fell asleep.

A Family Photograph

It was Grandfather's sixtieth birthday.
To remember the occasion, we decided to take a family photograph.
We did not go to a studio.
Instead we asked our neighbour, Ajay, to do the job
We sat under the coconut tree in front of our house.
The photographer arranged us in position.
The Grandfather turned to Grandmother and said,
“Do you remember the photograph we took 10 years ago?”
We were then sitting side by side in the centre.”
Grandmother said, “I remember you, Neelam,”
She told me, “were still a baby.
You were sitting on my lap.”
“I was standing behind grandfather,”
Remembered papa.
“and mother was standing behind grandmother.
“where was I?”
Asked my baby brother, Suraj.
Grandfather laughed,
“You were not born then.”
We took the photograph.
This time, Suraj sat on Grandmother's lap.
I squatted on the floor, between Grandfather and Grandmother.
We have a family cat.
It's name is Herbal.

Herbal sat beside me.
Ashok, my elder brother, stood beside grandfather and my cousin Poonam stood next to Grandmother.
My uncle and aunt were not at home.
They were in India.
The picture came out very well.
Today, Grandfather's sixtieth birthday picture hangs in our sitting room.