

# **CHAPTER-ONE**

## **INTRODUCTION**

The present study is on 'Effectiveness of Group Work Technique in Developing Speaking Skill'. Introduction is a broad topic; it consists of general background, language teaching and learning, English language teaching in Nepal, second language teaching approaches, methods and techniques, language skills, teaching speaking skill, group work technique, review of related literature, objectives of the study, significance of the study.

### **1.1 General Background**

Generally, we know that language is a medium of communication or medium to exchange ideas, thoughts, feelings etc. among people, some people say it is a vast ocean in the sense that it covers many things which can help to communicate one's expression to other by means of visual, aural, olfactory, gustatory and tactile signals. But commonly we have to know that it is a means of human communication through sounds signals. Here sound signal is directly related to the human vocal sounds but all human vocal sound are not included under human communication. Again we have to face another problem that is arbitrary because all voluntary vocal system of human cannot correlate between linguistic signals and the objects or concepts so finally we make a clear definition of language as on arbitrary voluntary vocal system of human communication.

Different linguists have given the definitions of language differently according to their views. Crystal (1994, p. 212) defines language as", the

systematic, conventional use of sound signs or written symbols in a human society for communication and self expression "Likewise Sapir (1921 as cited in Regmi, 2004, p. 1) defines , "Language is a purely human and non-instinctive method of communication ideas , emotions and desires by means of voluntarily produce symbols". In the same was Bloch and Trager (1942 as cited in sharma, 2009, p. 1) says, "a language is a system of arbitrary vocal symbols by means of which a social group co-operates." Similarly Wardhaugh (1972, p 193) says, "Language is the system of arbitrary vocal symbols used for human communication."

The above mentioned definitions can give the clear visions about the language. The main theme of these definitions is that the language is a powerful medium of communication to communicate our thoughts, feelings, hopes, desire etc. and express emotions aspirations, sorrow etc.

### **1.1.1 Language Teaching and Learning**

Language teaching without language learning and appropriate knowledge about language and linguistics will be incomplete and nobody can get proficiency over language teaching and learning. Brown (1927, p 7) has given more comprehensive and specific view about language teaching and learning. According to him, "Teaching is guiding and facilitation learning, enabling the learner to learn, setting the conditions for learning." Kimble and Garmezy (1963 as cited in Giri, 2009, p. 3) define, "Learning is relatively permanent change in behavioral tendency and is the result of reinforced practice." From these views we can say that learning is the behavioral change while teaching is facilitation and proper guidance in the permanent change of behavior.

Language in a process of teaching and learning facilitates and encourages learners to receive permanent impression and make clear concept about the foreign or second language. Brown (1994, p. 2) in his book arises different but related questions, according to him, the task of language teaching beings with the questions: Who are the learners? What is that the learner must learn and the teacher teach?, How does learning take place?, Where?, These questions indicate language teaching involves many different considerations or variables. So, a language teacher should theoretically be sound with those variables. These variables are considered as the aspects of language teaching, these are:

- a. Who to teach? (Learner) The first thing we do on language teaching is to identify the learners and characterize their nature.
- b. Why to teach? Or for what purpose is the language being learned? i.e. identifies the purpose the language is being learned for.
- c. What to teach? It deals with the syllabus, content or subject matter that is to be taught by the teacher and to be learned by the students.
- d. When to teach? (time) / When to teach what? This question indicates the systematic order to teach the things to be taught.
- e. How to teach? This question is related to the appropriate methodology used by the teacher while teaching. It indicates the process of language teaching.

The aim of language teaching and learning is to develop communicative abilities of the learners communicative abilities heavily relate to the earners' listening and speaking skills. Likewise these abilities help to develop learners' communicative competence and performance.

### **1.1.2 English Language Teaching in Nepal: A Brief Account.**

The history of English teaching and learning started with the establishment of Durbar High School in 1889 A.D. by Rana Prime Minister, Janga Bahadur Rana to teach his family members and Rana Kith and kin. When tri- Chandra College was established in 1998 A.D. then the formal beginning of English started in higher level in Nepal. At that time English literature was focused in the process of teaching and learning and only reading and writing skills were given priority. All Round National Education Commission (ARNEC, 2018 B.S.) recommended to include English is taught from class-1 to Bachelor level as compulsory subject and as a specialization subject in master's degree.

In the past particularly before 2028 B.S. when the New Education system plan was implemented, the Grammar translation method (GTM) was widely used. This method emphasized on grammar and translation. In this method grammatical rules were taught deductively by translating English into mother tongue.

Since 2028 B.S., the Audio lingual Method (ALM) was started in English language teaching and learning in our country because of world wide influence. This method minimized the implementation of GT - method and emphasized speaking skills of language and inductive way of teaching grammar. The new syllabus of school has been designed in the present context and communicative approach is given more priority in which grammar is taught inductively.

At present the use of English language is widely spread like mass media, trade international diplomacy, medium of instruction, technology,

medicine etc. English language is started to teach very beginning in almost all private school of Nepal. Many modern techniques of teaching and learning are also followed by schools and colleges like demonstration, role-play, group work, pair work, discussion etc. moreover, many schools of remote place and other unsystematically opened private schools are following traditional and old fashioned methods and techniques such as GT. Method, lecture techniques, illustration, deductive method etc.

### **1.1.3 Second Language Teaching Approaches, Methods and Techniques: An Overview**

These three terms of language teaching were identified by American Applied Linguist Edward M. Anthony in 1963. These terms are also known as aspects, systems or procedures of language teaching. The approach deals about the set of correlative assumptions about the nature of language teaching and learning, the method indicates different ways of teaching language and technique mentions about the different kinds of classroom activities. According to him, the relationship among them is hierarchical.

In language teaching and learning approach refers to the assumption or view of how teaching should be carried out. It indicates the different kind of theories about the nature of language and language learning.

According to Anthony (1963 as cited in Saud 2008, p.55), "An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An Approach is axiomatic. It describes the nature of the subject matter to be taught. An approach points out a kind of view, assumption or belief which is untested truth or hypothesis and accepted

without any experiment. There are some specific examples of approach in language teaching, which are behavioral, nativist, functional, communicative approach etc.

A method is a principle or tested truth and it is procedural. Under one method there can be many techniques. "A method is an overall plan for the orderly presentation of language, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. Within one approach there can be many methods. "(Anthony 1963, as cited in Saud 2008 p. 57) in the same way, Richards et al (1985, p30) says, " It is a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned." There are some famous examples of methods, of language teaching such as, GT. Method, direct- method, audio lingune method, communicative method etc. Among them GT-method is oldest or it's called outdated in which grammatical rules are taught deductively by using mother tongue. It emphasized only reading and writing skills. Direct method on the other hand gives emphasis on use of foreign language in teaching and learning, it means it cannot accept translation or use of mother tongue in the process of teaching and learning. It focuses on speaking and listening skills more. Grammar is taught inductively in direct method and meaning is to be connected directly with the target language through demonstration, realization and action. Then the audio lingual method came into existence at the end of 1950s which is heavily influenced by behavioral psychology and structural linguistics. It emphasizes listening and speaking skills more than reading and writing. It gives emphasis on the use of drills and pattern practice. After that in late 1960s communicative method came into use in language teaching and learning.

It is being popular and contemporarily using in language classroom. This method emphasizes on developing communicative competence.

Technique is a classroom activity which is done in the process of language teaching and learning by the teachers and students. In other words, it is teaching learning activity which is pre-planned by the teacher in his lesson plan and conducted inside the classroom situation in order to accomplish the intended aim or objective of the lesson. According to Anthony (1963 as cited in Saud 2008, p. 58), "A technique is a implementation which actually takes place in the classroom. It is a particularly task strategy or contrivance used to accomplish an immediate objectives. Technique must be consistent with method and therefore in harmony with an approach as well." For examples lecture, explanation, illustration, demonstration etc are the examples of teacher centered techniques and role-play, pair work, group work, project work, strip-story, dramatization etc are the examples of student centered techniques.

#### **1.1.4 Language Skills**

Language skills refer to the ways or manner to gain the proficiency of language or it indicates the ability or capacity of the learners to listen, to speak, to read and to write the language well. Therefore, there are four types of skill in language teaching and learning, on the basis of direction of communication there are two types of skill, receptive skill (listening and reading) because these skills involving message, on the other hand speaking and writing involve languages production so these are called productive skills.

Sometimes productive skills are called active and receptive skills are called passive skill.

Language acquisition and learning start from listening and speaking at first, so these skills are called primary skill and reading and writing are called secondary skill.

### **1.1.5 Teaching Speaking Skill**

Speaking skill is an art to enable to speak according to appropriate situation with the correct use of language and with making correct sequence of language components such as correct pronunciation, Stress, intonation etc. Speaking skill gives importance to linguistics and phonetic correctness equally. It emphasizes fluency more than accuracy but it is not better to reduce grammatical correctness much.

Teaching of speaking skill is the main or basic part of the language teaching because speaking is done earlier than writing; every new born child or new second language learner is first of all equipped for speech. It has another reason also i.e. almost all language in the world has spoken form first than other. This skill is directly related on listening skill.

Generally, we know that learning a foreign language means to communicate with the speakers of that language. This statement proves that with out speaking no communication is possible. When we study deeply about the teaching speaking, its main purpose is to make our student learn the features of spoken English language such as pronunciation stress, grammar, vocabulary, intonation etc. When we teach English language including these all features appropriately, the students enables to use language effectively. If the teacher conducts the



group work, pair work, role- play techniques, group discussion, dialogue practice; pattern practice etc. teaching speaking skill will be successful.

### **1.1.5.1 Components of Speaking Skill**

Components are the basic parts of the speaking. These parts help to distinguish or evaluate learners' speaking ability. According to Harmer (2001, p.113), the speaking skill has following components:

- a. Connected speech
- b. Expressive devices
- c. Lexis and grammar
- d. Negotiation language
- e. Language processing
- f. Appropriateness.

According to M.Ed. Curriculum, the following points have prescribed 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 skill, and
- e. Phatic communion.

### **1.1.5.2 Techniques of Teaching Speaking Skill**

To accomplish the goal of teaching speaking skill, it should consist of appropriate teaching techniques. The teacher should have clear vision

about materials and classroom activities which will help to develop learners' intended result. Generally the following techniques are useful to teach speaking skill effectively as a classroom activity.

- a. Group work
- b. Pair work
- c. Project work
- d. Simulation
- e. Role –play
- f. Dramatization
- g. Elicitation
- h. Strip- story
- i. Information gap
- j. Communication games etc.

### **1.1.6 Group Work Technique**

Group work is a technique in which learners perform a learning task through small group interaction. Ur (1996 as cited in Saud, 2008, p 133) says in group work, "Student work in small group on tasks that entail interaction: conveying information, for example, or group decision making. The teacher walks around listening intervenes little if at all." In the same way, Rai (1998, p. 35) has given a clear concept about group work, he says, "Group work means the students work in a group. A group may have several members ranging from 3 to 6. Less tan 3 members cannot form a group and more than 6 members in a group will be unmanageable." This technique helps the students to share experiences makes student active and develops cooperation. Group work is a kind of interaction which can give many opportunities for creative, flexible interchange of ideas and lively meangful participation.

#### **1.1.1.6.1 Role of Teacher and Students in Group Work**

In this technique, the teacher becomes an organizer and guided person who operates separate groups giving proper instruction, working task, evaluation, feedback etc. In this process he manages time, working area and rotation of student's participation among different groups. He organizes different groups in such a way that he minimizes the disadvantages of group work technique such as control less environment, noise, over use of mother tongue, bore feeling etc.

In Group work, student plays an act as a responsible participant. They realize their duty to solve the problem or to make a decision about subject matter which is given by teacher. The teacher may provide a group leader in every group to conduct activity effectively. The group leader could have two functions one is group organizer, as a group organizer, he maintains discipline among group members, put forward steps of activity and collect or record member's opinions. As a mini teacher, he conducts dialogue, game, drill etc.

#### **1.1.6.2 Types of Group Work**

According to Sharma and Phyak (2007, p. 123) have divided group work into four different types on the basis of the distribution of the information needed to do the activity. These are described below:

- a. **The Combining Arrangement:** It ensures interests and participation of student so it is an ideal arrangement for group work. In this arrangement, each learner has unique, essential information. Learners sit at an equal distance from each other,

facing each other. Equality and mutual dependency are the most suitable learning goals associated with this group work are negotiation of input, mastering content and fluency. Completions, providing directions, matching, classifying etc are the examples of suitable task.

- b. **The Cooperating Arrangement:** This is the most common kind of group work. In this arrangement all learners have equal access to the same information and to each other's view of it. Learners sit beside each other facing the information. Cooperating requires some degree of equality between learners. Ranking ordering, choosing finding implication, causes, or uses, solving problems and producing materials are the most suitable activities for this type. Learning new language items and developing fluency are the main goals for group work.
- c. **The Superior- inferior Arrangement:** It is similar to the traditional classroom teaching. In this group work one or more learners have information that the others do not have. The social relationship among learners is inequality. Data gathering, completions and providing directions are suitable tasks for this type. New language items and mastering content are the main goals for this group work.
- d. **The Individual Arrangement:** In this group work, all learners have the same information but use a different part. The best seating arrangement for this group work is to sit facing to each other. The feature of social relationship in this type is equality but it gives focus on individual performance. Its main objectives are to make students learn new language items and develop fluency. Solving problems and completion exercises are suitable tasks for this group work.

### **1.1.6.3 Procedures for Group Work Techniques**

To operate group work activity, the whole class is divided into many groups including 3 to 6 students in each group. Then different procedures of group work are conducted in the language classroom. According to Harmer (2001, p. 124) these procedures can be divided into three stages which are described below:

**Before:** In this stage, the teacher gives clear instruction to work in coming task and motivates the students. He also tells them about time to finish the task.

**During:** In this stage, the teacher observes their activity and facilitates if necessary.

**After:** In the last stage, the teacher provides feedback and gives chance to make presentation.

### **1.1.6.4 Group Work as a Technique to Develop Speaking Skill**

Group work activity increases speaking power by giving enough amounts of time and opportunities to use language among students. In this activity every student gets chance to discuss with other students about subject matter so it helps his/ her speaking power, co-operative attitude, self-realization etc and he becomes fluent and independent in communication.

The following goals of group work technique, according to Sharma and Phayak (2007, p 123), help to make it clear.

- i. **Negotiation of Input:** Group work provides an ample opportunity for learners to get exposure to language that they

can understand and that contains unknown items for them to learn.

- ii. **New Language Items:** group work provides learners exposure to a range of language items and language functions. It provides more opportunities for use of the new items compared to the opportunities in teacher- centered classes.
- iii. **Fluency:** Group work allows learners to develop fluency in the use of language features that they have already learned.
- iv. **Communication Strategies:** Group work gives learners the opportunity to learn communication strategies. These strategies include negotiation strategies to control input, strategies to keep a conversation going, strategies to make up for a lack of language item and strategies for managing long turns in speaking.
- v. **Content:** Group work may be useful for the mastery of the content of the curriculum.

### **1.1.7 Action Research**

Action research is kind of act or effort to solve the practical problems. It is conducted by the practitioners. It gives emphasis practical aspect more than theoretical aspect. According to Kumar (2006, p 108), "Action research comprises two components: action and research. Research is a means to actions either to improve your practice or to take action to deal with a problem or an issue." To clarify its goal he further says, "It is carried out to identify areas of concern, develop and test alternatives, and experiment with new approaches."

Kurt Lewin was the first practitioner, who propounded the action research to bridge the gap between theoretical and applied research in 1946.

Action research, in this context, is a classroom investigation carried out to find out and solve the specific current problems in a local setting.

According to Nunan (1992, p. 229), "Action research is becoming increasingly significant in language in education as it addresses the immediate practical problems."

The main aim of action research is to improve the current state of affairs.

Johnson (1992 as cited in Shubhechchu and Yonghang 2009, p. 168) has given a precise view about action research, he says "Emphasizing it as teacher- research to develop teachers' performance, says that it is a way of teaching through inquiry with the aim of developing professional practices."

To sum up, we can say that it is a practical process of addressing and solving and emerging problems by fulfilling the gap between the theory and practice.

#### **1.1.7.1 Characteristics of Action Research**

Many researchers have mentioned the characteristics of action research differently. As a whole, according to Shubhechchu and Yonghang (2009, p. 169), the following characteristics are summarized:

- i. **It is carried out by the practitioner:** In the teaching learning process, teachers, experts and other stakeholders carry out the investigation to find out and solve the practical problem.
- ii. **It is collaborative:** Collaborative in the sense that the researcher is supposed to consult the fellow researchers, co-

workers but a single practitioner can also conduct action research alone.

- iii. **It aims at bringing change:** It is supported to have ability to change any prevailing system. It is implementation in nature.
- iv. **It is practical:** It is the investigation of action and research and it is used to solve the current issues so it is practical.
- v. **It has a Participatory in nature:** This research allows the practitioner's involvement in different activities.
- vi. **It is cyclical process:** The action research involves the three important stages these are problem identification, intervention and evaluation so it is called cyclical process. Kemmis and McTaggart (1986 as cited in Shubhechchu and Yonghang, 2009, p. 170) have called it spiral to address same view.

#### **1.1.7.2 Steps in Carrying out Action Research:**

Nunan (1992, p. 19) opines that the action research has the following steps to handle the problems.

- i. **Initiation:** It is also called observation step. In this step, the researcher observes the students problems in brief.
- ii. **Preliminary Investigation:** In this step, the concrete information is collected through observation and interaction about what the actual problems is.
- iii. **Hypothesis:** In this step, the researcher hypothesizes the idea about the possible solution of the problem.
- iv. **Intervention and Treatment:** A number of strategies are introduced after interrupting the ongoing regular classroom



activities to bring change in the ongoing change in the ongoing state of affairs.

- v. **Evaluation:** After the intervention and treatment, the researcher evaluates students' behavior. In this step, students' previous and latest behavior is compared and he evaluates their ability.
- vi. **Dissemination:** It is the state of sharing the idea about the findings of the study. The teacher disseminates the findings among colleagues. This is done especially in the form of workshop or a seminar.
- vii. **Follow –up:** Practitioners follow-up the findings of the study. They change their previous style and adopt the new one to introduce certain changes in the study.

## **1.2 The Review of Related Literature**

Regmi (2004) has carried out a research entitled "The Effectiveness of Group Work Technique in Teaching English Tense" he also followed the processes of experimental research where he divided the whole class into two groups (controlled and experimental groups) and compared the mean score of pre test and post test. He found that group work technique is a better technique to teach English tense.

Rimal (2004) carried out a study on "The Effectiveness of Group Work in Development Writing Skill in English." The objective of his study was to find out the effectiveness of group work in teaching writing skill. To complete his study, he followed an experimental research where he divided the whole class into two groups as control group and experimental group. He took 120 students as a sample population and

divided 60/60 students for two groups. He found that a group work technique was very useful in teaching writing skill.

Adihikari (2005) carried a research to find out the effectiveness of strip story in developing writing skill and to suggest some pedagogical implications of the basis of findings. He followed an experimental research to find out he effectiveness. He found that strip story has a better impact in developing writing skill.

Shah (2007) conducted a research entitled "Effectiveness of Matchstick Figures in Teaching Preposition at Primary Level". The main objective of his study was to find out the effectiveness of match stick figures in teaching prepositions. He also followed the processes of experimental research. He found that the students who were taught by using matchstick figures gave relatively better result.

Oil (2007) has carried out a research entitled "The Impact of Information Gap in Developing Speaking Skill". In his study, he carried out an experimental research where he divided the whole class into two groups. His objectives of the study was to find out the impact of information gap in developing speaking skill and he found that information gap activities have relatively better impact in teaching speaking.

Neupane (2008) has carried out a research to find out the effectiveness of total physical response in teaching imperatives where he conducted an experimental research and taught two groups of students using different way. In conclusion, he found that using total physical response in teaching imperatives gave better impact than using traditional way.

Bhandari (2010) carried out a practical study on "Developing Grammatical Competence Through Group work Technique." The

objectives of his study were to find out the effectiveness of group work technique in teaching grammar and to suggest some pedagogical implications. For these purpose he carried out an action research where he selected 35 students through non-random sampling procedures. He organized only one class and took pre-test before teaching then after one week he took progressive test. He took next progressive test on third week. At last he took post test and compared the results of all tests and found that group work was very useful to develop grammatical competence.

In the process of English language teaching and learning, many research activities have been carried out. These researches have recommended modern trends in a language classroom. Some of them are reviewed as follows:

Giri (2010) presented a research entitled "The Effectiveness of Strip Story in Developing Speaking Skill." The objective of his study was to find out the effectiveness of strip- story in developing speaking skill. For this purpose, he carried out an action research where he took pre test, four internal tests in every week and at last post test then from the mean scores of different five tests, the effectiveness of strip story in developing speaking skill will be computed. He found that the use of strip story has relatively better impact in developing speaking skill.

Apart from these studies, other several research activities have been done in other teaching techniques and other language skills but the heading ' Effectiveness of Group Work Technique in Developing Speaking Skills' is completely new one. Therefore, the researcher attempts rigorous effort to find out the effectiveness of group work technique in teaching speaking skill.

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

The objectives of the present study are given below:

- i. To find out the development of speaking skill through group work technique, and
- ii. To suggest some pedagogical implications on the basis of findings.

### **1.4 Significance of the Study**

The present study will have multifold significance in the field of language teaching and learning. It will be beneficial for the teachers, students, syllabus designers, textbook writers and researchers who are doing their act toward language teaching and learning. Likewise it is significant for those teachers and students who are involving teaching and learning informally through language institutes and tuition centre. It will be significant for social purpose as it gives fundamental knowledge to the seminar, conference, meeting and other types of social activities. Certainly, it will help in the intended development in the field of language teaching and learning by adding some basic knowledge.

## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter deals with the methodology adopted during the study.

#### **2.1 Sources of Data**

The data were collected through primary and secondary sources.

##### **2.1.1 Primary Sources of Data**

At the primary sources of data 35 students studying at grade -9 in any secondary school of Khotang district were selected using non random sampling procedure.

##### **2.1.2 Secondary Sources of Data**

As the secondary sources of data I consulted the article, books, journals, newspapers etc. which were related to present study, some of them were Ur (1996), Harmer (2001), Sharma and Phyak (2007), Rai (1998), Saud (2008) Kumar (2006) etc.

#### **2.2 Sampling Procedure**

To complete the research task, I selected 35 students of grade- 9 from any secondary school of Khotang district, by the non- random sampling procedure.

## **2.3 Tools for Data Collection**

As the main tools for data collection, I selected oral- test items, which were prepared by selected task. The test items are given in appendix- (A). The test items required only oral responses then these responses were recorded and visualized on CD as an evidence.

## **2.4 Processes of Data Collection**

I followed the following procedures while collecting data.

- i. First of all I conducted a pre- test by preparing a set of test items to determine their present state of speaking skill. The responses of every student were collected or recorded on CD.
- ii. After completing the test, I calculated the average score from the pre- test.
- iii. The selected students were taught five days in a week using group work technique. Teaching practice was conducted for four weeks.
- iv. I administered first progressive tests after seven days from pre- test and second progressive test after seven days from first progressive test. After eight days from second progressive test I conducted the post-test. All activities of every test were recorded on CD.
- v. I followed the steps of action research given by Nunan (1992, p.19).
- vi. Finally, calculating the average scores of different four tests, the effectiveness of group work technique in developing speaking skill was found.

## **2.5 Limitations of the Study**

These were the limitations of this study:

- i. This study was limited to any secondary school of Morang district.
- ii. This study was based on 35 students of grade- 9 as the population of the study.
- iii. The primary data was selected only from oral test of 50 marks.
- iv. This study was conducted only for one month teaching.
- v. This study focused only on the development of speaking skill by using group work technique.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of data which are collected from the primary sources. Systematically collected data have been analyzed and compared in the following order:

- a. Analysis of individual test scores obtained from four tests including pre-test and post-test.
- b. Analysis and interpretation of students' proficiency on the basis of pronunciation, fluency, grammar, paralinguistic features and subject matter.

#### **3.1 Analysis and Interpretation of Data Obtained Through Test Results**

In this section, the scores obtained by the students are compared among different tests. For that purpose, pre-test is compared with the post-test and the first progressive test, the first progressive test is compared with the second progressive test and the second progressive test is compared with the post test.

##### **3.1.1 The Pre-test and the Post-test**

When I selected 35 students as an experimental teaching I administered a set of oral test items (i.e. the pre-test) to determine students' present proficiency. After teaching twenty-two lessons through group work technique to develop speaking skill, I administered the post-test. The



nature or model of the questions was same but I have changed slightly in the surface level to measure the students' creation. These test items are given in the appendix ( A ). The comparison of the result of the pre-test and the post-test are presented in the following table.

**Table No. 1**  
**Individual Scores on the Pre-test and the Post-test**

S.N.	F.M.	Score on the pre-test	Scored percent of the pre-test	Score on the post-test	Scored percent of the post-test	No. of students in the pre-test	No. of students in the post-test	Percentage in the pre-test	Percentage in the post-test
1	50	15.5	31	35.5	71	1	1	2.86	2.86
2	50	14.5	29	32.5	65	1	1	2.86	2.86
3	50	9	18	27.5	55	1	1	2.86	2.86
4	50	8	16	25	50	2	1	5.70	2.86
5	50	7.5	15	24.5	49	3	1	8.58	2.86
6	50	7	14	24	48	7	4	20	11.43
7	50	6.5	13	23.5	47	7	5	20	14.28
8	50	6	12	23	46	5	1	14.29	2.86
9	50	5.5	11	22.5	45	5	2	14.29	5.70
10	50	5	10	22	44	2	3	5.70	8.57
11	50	4.5	9	21.5	43	1	2	2.86	5.70
12				21	42		2		5.70
13				20.5	41		2		5.70
14				20	40		4		11.43
15				19.5	39		1		2.86
16				19	38		1		2.86
17				18	36		1		2.86
18				17	34		2		5.70
Total						35	35	100	100
Average score of pre-test									6.97
Average score of the post-test									22.51
Difference between the pre-test and the post-test									15.54or223.28%

The above table reveals that 2.86 percent of the students scored 31 percent, which is the highest score on the pre-test and 2.86percent of the student scored 9 percent, which is the lowest mark on the pre-test. Likewise 2.86percent of the student s scored 71 percent, which is the highest score on the post- test and 5.70percent of the students scored 34 percent which is the lowest mark on the post–test.

The average score of the pre–test is 6.97. In the post test, the average score has increased by 22.51. Thus, the difference between these two tests is 15.54 or 223.28percent.

Thus, the analysis of the above result of the pre –test and post –test proves that group –work technique is more effective to develop students’ speaking skill.

### **3.1.2 The Pre –test and the First Progressive Test**

After conducting the pre –test ,I taught the students through group work technique for seven days regularly and took the first progressive test according to my plan to determine the progress of the students. The comparison of result of the pre –test and first progressive test is presented in the following table:-

**Table No. 2**  
**Individual Scores on the Pre-test and the First Progressive Test**

S.N.	F.M.	Score on the pre-test	Scored percent of the pre-test	Score on the first progressive test	Scored percent of the first progressive test	No. of students in the pre-test	No. of students in the first progressive test	Percentage in the pre-test	Percentage in the first progressive test
1	50	15.5	31	21	42	1	1	2.86	2.86
2	50	14.5	29	20.5	41	1	1	2.86	2.86
3	50	9	18	13	26	1	1	2.86	2.86
4	50	8	16	12.5	25	2	1	5.70	2.86
5	50	7.5	15	12	24	3	8	8.58	22.86
6	50	7	14	11.5	23	7	4	20	11.43
7	50	6.5	13	11	22	7	8	20	22.86
8	50	6	12	10.5	21	5	6	14.29	17.14
9	50	5.5	11	9.5	19	5	2	14.29	5.70
10	50	5	10	9	18	2	1	5.70	2.86
11	50	4.5	9	8	16	1	2	2.86	5.70
Total						35	35	100	100
Average score of pre-test									6.97
Average score of the first progressive test									11.59
Difference between pre-test and first progressive test									4.57 or 65.57%

The table no. 2 reveals that 2.86 percent of the students scored 31 percent , is the highest score on the pre-test and 2.86 percent of the student scored 9 percent is the lowest mark on the pre-test . Likewise 2.86 percent of the student scored 42 percent which is the highest score of the first progressive test and 5.70 percent of the student scored 16 percent, which is the lowest mark on the first progressive test. The average score of the pre-test is 6.97. In the post-test, the average score became 11.59 in the first progressive test. The difference between these two tests' scores is 4.57 or 65.57 percent.

Thus, the analysis of the above result of the pre-test and first progressive test shows that teaching through group work technique is really effective to develop speaking skill.

### **3.1.3 The First Progressive Test and the Second Progressive Test**

After taking the first progressive test, I taught the students for seven days using the same technique and again administered the next test to determine their further progress. Under this topic, the first progressive test and the second progressive tests are compared in table. This is given below:

**Table no. 3**  
**Individual Scores on the First Progressive Test and the Second Progressive Test**

S. N	F.M	Score on the first progressive test	Scored percent on the first progressive test	Score on the second progressive test	Scored percent on the second progressive test	No of student in the first progressive test	No of students in the second progressive test	Percentage in the first progressive test	Percentage in the second progressive test
1	50	21	42	23.5	47	1	1	2.86	2.86
2	50	20.5	41	23	46	1	1	2.86	2.86
3	50	13	26	17	34	1	1	2.86	2.86
4	50	12	25	16.5	33	1	2	2.86	5.70
5	50	12.5	24	16	32	8	2	22.86	5.70
6	50	11.5	23	15.5	31	4	4	11.43	11.43
	50	11	22	15	30	8	2	22.86	5.70
8	50	10.5	21	14.5	29	6	3	17.14	8.57
9	50	9.5	19	14	28	2	7	5.70	20
10	50	9	18	13.5	27	1	7	2.86	20
11	50	8	16	13	26	2	3	5.70	8.75
12	50			12.5	25		2		5.70
Total						35	35	100	100
First progressive test average score									11.54
Second progressive test average score									14.87
Difference between the first and second progressive test									3.33 or 28.86%

The table no. shows that 2.86 percent of the student scored 42 percent which is the highest score of the first progressive test and 5.70 percent of the student scored 16 percent which is the lowest mark on the first progressive test. On the other hand 2.86 percent of the student scored 47 percent which is the highest score of the student scored 25 percent which is the lowest score of the second progressive test.

The average score of the first progressive test is 11.54 and the average score of the second progressive test is 14.87. The difference between these two tests is 3.33 or 28.86 percent.

Thus the analysis of the above result of the first and second progressive test proves that the group work technique has better impact in developing speaking skill.

#### **3.1.4 The Second Progressive Test and the Post-test**

After the administration of the second progressive test, I taught more eight lessons for eight days then finally I took the post test to determine the students' progress in speaking skill. In this section the comparison between the second progressive test and the post-test is presented in the table. This is given below:

**Table no. 4**  
**Individual Scores on the Second Progressive Test and the Post-test**

S.N.	F.M	Score on the second progressive test	Scored percent on the second progressive test	Score on the post-test	Scored percent of the post-test	No. of student on the second progressive test	No. of student on the post-test	Percentage in the second progressive test	Percentage in the post-test
1	50	23.5	47	35.5	71	1	1	2.86	2.86
2	50	23	46	32.5	65	1	1	2.86	2.86
3	50	17	34	27.5	55	1	1	2.86	2.86
4	50	16.5	33	25	50	2	1	5.70	2.86
5	50	16	32	24.5	49	2	1	5.70	2.86
6	50	15.5	31	24	48	4	4	11.43	11.43
7	50	15	30	23.5	47	2	5	5.70	14.28
8	50	14.5	29	23	46	3	1	8.57	2.86
9	50	14	28	22.5	45	7	2	20	5.70
10	50	13.5	27	22	44	7	3	20	8.57
11	50	13	26	21.5	43	3	2	8.57	5.70
12	50	12.5	25	21	42	2	2	5.70	5.70
13	50			20.5	41		2		5.70
14	50			20	40		4		11.43
15	50			19.5	39		1		2.86
16	50			19	38		1		2.86
17	50			18	36		1		2.86
18	50			17	34		2		5.70
Total						35	35	100	100
Second progressive test average score									14.87
Post test average score									22.51
Difference between these two tests									7.67 or 51.38%



The table no. 4 reveals the students' better progress than the previous test. This table gives many proofs about the continuous progress of students in speaking skill. Here 2.86 percent of the student 47 is the highest score and 5.70 percent of the student scored 25 is the lowest score in the second progressive test. Likewise 2.86 percent of the student scored 71 percent which is the highest score on the post-test. The average score of the second progressive test is 14.87 and in the post-test the average score is 22.51. The difference between them is 7.67 or 51.38 percent.

In this way, the analysis and interpretation of the above result proves the group work technique is more effective in developing speaking skill.

### **3.2 Analysis and Interpretation on the Basis of Pronunciation, Fluency, Grammar, Paralinguistic Features and Subject Matter**

#### **3.2.1 Pronunciation**

In the mark division, it carried 8 marks. The scores obtained by students from different tests are given in appendix (C). In this section only average scores of different tests and difference between them are computed, tabulated and compared. This is given below:

**Table No.5**

#### **Average Score in Different Tests in Pronunciation**

F.M.	Average score of the pre-test	Average score of the progressive test-1	Average score of the progressive test-2	Average score of the post-test
8	0.81	1.4	1.91	2.72

Difference between the pre-test and the first progressive test: 0.59 or 72.84%

Difference between the first progressive test and the second progressive test: 0.51 or 36.42%

Difference between the second progressive test and the post-test: 0.81 or 42.40%

In this table, the increase in the average scores of different tests is clearly seen. The average score of the pre-test seems very poor but after 7 days' teaching applying group work technique it got 72.84 percent improvement and reached 1.4 in the first progressive test. In this way, students' average score in pronunciation got success regularly in other two tests by 36.42 percent and 42.40 percent respectively.

This shows that the group work technique gives better impact to improve pronunciation as a component of speaking skill.

### 3.2.2 Fluency

It carried 8 full marks. In this section, the average score obtained by students are tabulated and compared separately from different four tests. The individual scores of students are given in appendix (C). The analysis and interpretation of their achievement is tabulated below:

**Table no. 6**  
**Average Score of Different Tests in Fluency**

F.M.	Average score of the pre-test	Average score of the progressive test-1	Average score of the progressive test-2	Average score of the post-test
8	1.05	2.29	2.67	2.84

Difference between the pre-test and the first progressive test: 1.24 or 118%

Difference between the first progressive test and second progressive test: 0.38 or 17%

Difference between the second progressive test and the post-test: 0.17 or 7%

This table shows the regular improvement of fluency rate in average score of different tests. The average score of the pre-test seems very poor but in first progressive test the average score increased heavily by 1.05 to 2.29 and it maintained the regular improvement on test two tests also This shows that the fluency rate in speaking skill has increased by the use of group work technique.

### 3.2.3 Grammar

In this section, the average scores obtained by the students are tabulated and compared within different four tests. The detail description of individual scores under grammar are given in appendix (C ). It carried 8 full marks. The analysis and interpretation of students' achievement as a average score is tabulated below :

**Table no.7**

**Average Score of Different Tests in Grammar**

F.M	Average score of pre-test	Average score of first progressive test	Average score second progressive test	Average score of post-test
8	1.04	1.91	2.57	3.14

Difference between pre-test and first progressive test: 0.87or 83.65%

Difference between first progressive test and second progressive test: 0.66 or 34.55%

Difference between second progressive test and the post test: 0.57 or 22.18%

I have also measured the grammatical competence in speaking skill by dividing 8 full marks. This table shows the better improvement in grammar in different tests. In pre- test students were poor in grammar because the average score was only 1.05 but after regular experimental teaching using group work technique the average scores were increased by 1.91 in first progressive test 2.57 in second progressive test and 3.14 in post-test respectively.

In this way, the difference between different tests and regular improvement of students' average scores shows that the group work technique is more effective to develop speaking skill.

#### **3.2.4 Paralinguistic Features**

It includes the environment between speaker and listener, where participants create the real situation by doing act like gesture, physical appearance, smiling, seriousness etc. So under this topic I measured their real communicative behavior in different situations. I divided 6 full marks for this topic in total 50 marks. In this section any average scores of different test are tabulated and compared but detail individual description of students obtained scores are given in appendix(C).

The analysis and interpretation of averages scores are tabulated below:

**Table No .8**

**Average Score of Different Test in Paralinguistic Features**

F.M	Average score of the pre test	Average score of the progressive test-1	Average score of the progressive test -2	Average score of the post –test
6	0.98	1.41	2	2.74

Difference between the pre –test and the progressive-test-1: 0.43or 43.88%

Difference between the progressive test-1 and progressive test –2: 0.59or 41.84%

Difference between the progressive test-2 and the post test: 0.74 or37%

This table shows the improvement of average scores in different tests .The average score of the pre-test seems very poor but after 7 days’ teaching applying group work technique it became 43.88% progress and reached 1.41 in first progressive test. In this way, students’ average score in communicative activities got better success regularly in other two tests by 71.8 percent and 37 percent respectively.

In this way, this table proves that group work technique gave better impact to improve paralinguistic features as a component of speaking skill.

**3.2.5 Subject Matter**

This is the comprehension part of the speaking skill. It covers the students’ ability to understand the problems of situations and their correct responses. I considered this section as an important part and separated 20

marks in total 50 marks. Here only average scores of different test obtained by students in subject matter or comprehension is tabulated but detail description of students scores are given in appendix (C) .The average scores are tabulated and compared below:

**Table No.9**

**Average Scores of Different Tests in Subject Matter**

F.M.	Average score of the pre –test.	Average score of the progressive test-1	Average score of the progressive-test -2	Average score of the post test
20	3.24	4.58	6.28	10.48

Difference between the pre –test and the progressive test-1:1.34or 41.35%

Difference between the progressive-test-1 and the progressive test –2: 1.7or 37.18%

Difference between the progressive –test –2 and the post test: 4.2 or 66.87%

This part of analysis and interpretation also shows the better effect of group work technique to develop speaking skill because from the above table we can say that the improvement of students’ average scores in subject matter have improved regularly. The average score in pre-test is 3.24 which is very poor but in the progressive test-1, it became 4.58 or it kept difference in 41.35 percent. Then the average score reached 6.28 in the progressive test-2 after 14 days teaching of experiment. At last, after 22 days of experimental teaching by using group work technique the improvement of students’ average score became 10.48. In this way the group work technique played the vital role to develop students speaking skill than other techniques because it picked up the student position from average score 3.24 to 10.48 within 22 days teaching.

## **CHAPTER –FOUR**

### **FINDINGS AND RECOMMENDATIONS**

I have carried out this practical study just to identify analyse and interpret the development of speaking skill through group work technique .In this study I selected a government school of khotang district called Shree Saraswati Higher secondary school, where I taught twenty two classes and I spent 8 days for taking different tests. In this way, this experimental teaching covered 30 periods. I taught all pre- planned lessons using group work technique to the students of grade nine. Before starting teaching to the students, I administered the pre-test among 35 students. After the pre-test, other two tests (The progressive test-1 and the progressive test-2 ) were administered. Then at last the post test was administered. The collected scores of every test were analysed tabulated and compared with each other.

#### **4.1. Findings**

On the basis of analysis and interpretation of the data, the findings have been drawn and listed below:

1. After analysis, interpretation and comparison between the pre-test and the post-test, it was found that the average score and percentage of the post-test were higher than those of the pre-test. So it can be said that the use of group work technique is more effective to develop speaking skill.
2. From analysis and comparison between the pre-test and the first progressive test, it is found that students' score in the first progressive test were better than those of the pre-test. Therefore it

shows that the group work technique is better technique in developing speaking skill.

3. After analysis, interpretation and comparison of the first and second progressive tests it was found that the average score and the percentage of tests were higher than those of the first progressive test and both tests' scores were better than pre-tests scores. Such scores proves that the group work technique is really effective means for developing speaking skill.
4. From the analysis and interpretation of the second progressive test and the post test, it was found that students' scores and percentage on the post test were relatively better than the previous test so it can be said that in the development of speaking skill, the group work technique is more effective.
5. After analysis and interpretation of average scores of different four tests in pronunciation, the students' average scores improved regularly than the previous test. In the pre test the average score in pronunciation was 0.81, it became 2.72 in the post test. In this way such scores show that the group work technique is more effective.
6. When the researcher administered the fluency test, students became fluent in the first progressive test than the pre-test, and in the second progressive test and the post-test, the student got more successful average scores than the previous test. This result of the fluency proves that the group work technique has better impact to develop speaking skill.
7. From the analysis and comparison of the average scores of different tests in grammar, it is proved that the grammatical competence as an important component of speaking skill has increased by the group work technique which can be shown in the table no .7, where the average score 1.04 of the pre –test reached in



3.14 in the post-test .after 22 days' teaching. It shows that the group work technique is better than others to develop speaking skill.

8. The group work technique has been successful to develop paralinguistic features which are the aspects of speaking skill. From the table no. 8, we can get that the paralinguistic features have increased rapidly within one month experimental teaching, which are clearly seen in different tests' in paralinguistic features is 0.98 but it became 2.74 in the post-test. It makes clear that the group work technique is better in development of speaking skill.
9. After analysis and comparison about subject matter in speaking skill, it is found that the students' ability to cover the subject matter and to give correct response seems better than previous condition. As a proof we can see in the table no.9,where the students' position about subject matter seems very poor in average score 3.24 in pre – test but after regular experimental teaching .It changed in to better condition and after 22 lessons it reached in average score 10.48 in the post –test it shows that the group work technique is successful in developing speaking skill.

## **4.2. Recommendations**

The recommendations have been made on the basis of the findings. The following recommendations have been suggested for pedagogical implications.

1. This research shows hat the students got better improvement on the post test than pre –test . Therefore the group work technique is more effective to teach speaking skill to the students.

2. In the analysis and comparison between the test, students increased their performance on the first progressive test than on the pre-test .Thus the group work technique played vital role in developing speaking skill. Therefore, it is suggested to apply group work technique to develop students' speaking skill.
3. Similarly, students got relatively greater success in second progressive test than in the first progressive test. It shows that in students' rapid progress in speaking skill, the group work technique should be given more priority.
4. The group work technique plays the vital role to develop students' good pronunciation, fluency speaking, grammatical competence, paralinguistic features and about the subject matter of the problems and situations. These are taken as the components of speaking skill. Without these elements no good speaking skill is possible so group work technique is very important to develop speaking skill.
5. The text book writers and curriculum designers should give priority to the group work technique in developing speaking skill.
6. Curriculum development center should develop and provide the necessary teaching materials which are needed to conduct group work technique in the classroom.
7. Teachers should be trained, confident and skillful to apply this technique effectively in the classroom.
8. Every student should be given a chance to be a group leader so that he plays the role and develop his habit of bearing responsibility to complete given task.
9. Group work technique requires much time so it is suggested to provide much time while using this technique in the classroom.

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## APPENDX- A

### Test Items of Pre-test

**School's Name : Shree Saraswati Higher Secondary School**

**Full Mark : 50**

**Class : 9**

**Pass Mark : 20**

#### 1. Answer the following questions.

- |   |        |
|---|--------|
| a. What is your name?   | 1      |
| b. Who is your best friend?   | 1      |
| c. How tall are you?  | 1      |
| d. What is your school's name?  | 1      |
| e. How many rooms does your home have?  | 1      |
| f. What is your aim of life?  | 1      |
| g. Name two things which are in your kitchen?   | 2      |
| h. Look at the warning pictures and describe what they mean? 2<br>Ex. Smoking is strictly prohibited. |        |
| (Ex.)   | i. ii. |

2. You meet your teacher on the road at 3 p.m. How do you greet him? 2
3. You are an owner of a small hotel .Some customers came into the hotel. How do you welcome them? 2
4. Recently your friend has found a new job. Congratulate them? 2
5. Suppose you bought 2 kg. Sugar but forgot to pay. How do you express your apologizing? 2

6. Suppose your friend failed in his final examination express your sympathy. 2
7. What's your plan for summer vacation? 2
8. Suppose you got a lottery of Rs. 10000/- Make two plans using following structures respectively. 2
- i) Is /am/are going to + infinitive
- ii) Will + infinitive
9. Offer your suggestion and advice on the basis of following clues; 4
- a) Tired / not sleep /hot drink?
- b) Sick /not go to doctor /go to bed?
10. Say any one structure for making polite request. 2
11. Give short instruction to sharpen a pencil 4
12. One of your friends is coming your home, now he is at your nearest chock; direct him to come. 4
13. Your brother turns on the radio loudly criticize him. 2
14. A friend of your has just cut hair, he asks about your like and dislike. Express. 4
15. You are in a friend's house. The window beside you is open; you feel cold .Ask for permission to open yourself. 2
16. Express your ability and inability on the basis of following clues. 2
- i) Speak /English/ (ability)
- ii) Swim/ sea (inability)
17. Say one structure of expressing degree of certainty. 2

## Test items of progressive Test- (1)

### 1. Answer the following questions.

- (a) What is your name? 1
- (b) Who is your best friend? 1
- (c) How old are you? 1
- (d) What is your village's name? 1
- (e) Describe what these things are used for. 3
- (i) (ii) (iii)
- (f) Look at the warning pictures and describe what they mean. 3
- Ex. Smoking is strictly prohibited.
- (Ex.) (i) (ii) (iii)
2. You meet your sister at morning. How do you greet her? 2
3. Suppose you are the president of your village development committee. Some guests from kathmandu are coming in your village How do you welcome them. 2
4. Your friend Ram won first prize in quiz test programme at your school .How do you congratulate him? 2
5. Accidently, you bumped an unfamiliar man on the road . How do you express your apologizing? 2
6. Suppose your friend lost his purse at market. Express your sympathy. 2

7. What is your plan about coming Saturday? 2
8. Your brother got failed in examination. Give your suggestion. 2
9. Give an advice to your sister, who is thinking about major subject to study in college. 2
10. Make a request to your friend to attend your birth day party. 2
11. Make a sentence using 'is /am/are +going to' to express your holiday plan. 2
12. Give an instruction on hoe to make an omelet. 4
13. One of your friend is looking your house direct him using the following map given below:- 4
14. Your sister does not wear dresses appropriately. Criticize her. 4
15. You have bought a radio, ask your friend about his like and dislike. 4
16. You have got a headache in your classroom. Ask your teacher for permission to leave the class. 2
17. Express your inability, on the basis of following clue; swim / sea 2
18. Express your degree of certainty on the basis of following clue; woman / stand up for the right 2



## Test items of progressive test-2

### 1. Answer the following Questions

- a. Say your name and roll no.  
1
- b. What is your mother's name?  
1
- c. How are you? 1
- d. What is your favorite subject?  
1
- e. How tall are you?  
1
- f. Say two names of electronic devices which are in your home.  
1
- g. Describe what these things are used for;  
2
- (i) (ii)
- (h) Look at the warning pictures and describe what these things are used for; 2
- Ex. Smoking is strictly prohibited.
- (Ex) (i) (ii)

- (2) At morning you met your madam on your school's ground. How do you greet her? 2
- (3) You are a proprietor of your hardware shop. Some customers came in front of your shop. How do you welcome them? 2
- (4) Recently your friend has got a good job in bank. Express your congratulation. 2
- (5) Suppose your friend's father passed away a few days before. You met him today. Express your condolence. 2
- (6) Suppose you borrow a book from a library but you didn't return long time. Today you are going to return. How do you express your apologizing? 2
- (7) Make two plans for winter vacation. 2
- (8) Suggest your brother who is poor in English. 2
- (9) Suppose you are a doctor, advise a patient who takes wine daily. 2
- (10) Request your friend to close the door. 2
- (11) Express your decided plan to spend Rs. 500 using following structure; is / am / are / + going to ..... 2
- (12) Give an instruction to take a photo. 4
- (13) Now your friend is at the chock of your local village. He wants to reach a post office. Direct him . 4
- (14) Your brother doesn't wear cap appropriately. Criticize him using following structure; 'sub + should have + past participle' 2
- (15) Express your like and dislike about your boy / girl friend's dressing style. 2
- (16) Your English teacher is teaching in the classroom. You are being late to enter. Ask for permission. 2
- (17) Express your ability on the basis of following clues; 2
- i. play / football ( ability )
  - ii. cross / river (inability)

- (18) Express your degree of certainty using the following clues;  
Women / get a share of property 2

### Test items of post-test

**(1) Answer the following questions.**

- (a) Say your name and roll no. 1
- (b) Who is your best friend? 1
- (c) How old are you? 1
- (d) What is your district name? 1
- (e) What are the functions of pen and duster? 2
- (f) What do you want to be in future? 1
- (g) Name two things which are in your bed room. 1
- (h) Look at the warning picture and describe What they mean ;  
Ex. Smoking is strictly prohibited. 2
- (Ex) (i) (ii)

- (2) You met your English teacher on the school's ground at morning.  
How do you greet him? 2
- (3) You are an owner of a small hotel. Some customer came into the  
hotel . How do you welcome them? 2

- (4) Recently your friend has found a new job in Birat Laxmi Bank .  
congratulate him 2
- (5) Suppose you bought 2 kg sugar but you didn't pay and went  
back. Just two minutes later you returned. Express your  
apologizing. 2
- (6) Suppose your friend failed in his chance examination. Express  
your sympathy. 2
- (7) What is your plan for summer vacation? 2
- (8) Suppose you got a lottery of Rs.10000/-, make two plans using  
following structures respectively; 2
- (a) is / am / are + going to .....
- (b) will + infinitive + ...
- (9) Suggest your brother, who is poor in English. 2
- (10) Suppose you are a doctor, advise a patient who smokes a lot. 2
- (11) Request your friend to open the door. 2
- (12) Give a short instruction for taking photograph. 4
- (13) One of your friends is coming your home .Now he is a chock of  
your village. Direct him to come your house. 4
- (14) Your brother doesn't wear school dress properly. Criticize him  
using following structure; 'sub +should +have +v3' 2
- (15) A friend of your has just cut hair, he asks about your like and  
dislike. Express. 4
- (16) If you are in a friend's room .The window beside you is closed  
.you feel hot. Ask for permission to open . 2
- (17) Express your ability and inability on the basis of following clues ;
- (i) Speak/ English (ability) 4
- (ii) Swim/ sea (inability)

## **APPENDIX- B LESSON PLANS**

**Lesson plan no. - 1**

**School's Name: Shree Saraswati Higher Secondary School, Khotang**

**Subject: Com. English**

**Date: 2063/05/01**

**Teaching Item: Speaking (Greeting)**

**Time: 45m.**

**Class: 9**

**1. Specific Objectives:** On completion of this lesson, the students will be enabled to:

- Say the brief introduction of greeting ,
- Say and use the exponents of greeting in appropriate situation.

**2. Teaching Material:** Usual classroom materials

**3. Teaching Learning Activities**

**i. Warming up:** The teacher motivates the students by asking some questions from previous lessons.

**ii. Presentation:** First of all, the teacher writes a question on the blackboard 'what is greeting?' then searches the correct answer from students then he makes clear about introduction. After that he

calls two students in front of the class and conducts a model conversation giving proper guidance. For example;

Hari: Good morning, sita! How are you?

Sita: Good morning! I am fine.

Then he gives other exponents also, for example,

Hi, Ram! How's it going?

Good afternoon!

Good night! Etc.

Ways of response:

Ok! How about you?

Fine thanks! And how are you doing

Not bad and you!

I'm fine, thank you. etc.

**iii. Practice:** The teacher divides the class into seven groups and selects a new group leader in every group. Then he gives two situations for every group. These are,

-you unexpectedly meet a friend in the pharmacy. You haven't seen each other for at a couple of month. How do you greet him/her?

-You met your teacher on the way to the library one afternoon. How do you greet him/her/?

Then he encourages them to prepare a good conversation including greeting and its responses. The teacher gives certain time to discuss. After that the group leader presents their production and teacher listens carefully and correct if necessary.

#### **4. Evaluation:**

- a. You met your teacher on the road at 3:00 P.M. How do you greet him?
- b. What is greeting?

## Lesson plan no. 2

### Teaching Item: Speaking (welcoming)

**1. Specific Objectives:** On completion of this lesson the students will be enabled to:

- give brief introduction about welcoming,
- say and use exponents of welcoming in appropriate situation.

**2. Teaching Materials:** Usual classroom materials

**3. Teaching Learning Activities:**

(i) **Warming up:** The teacher asks two or three questions from previous lesson.

(ii) **Presentation:** First of all, the teacher asks a question about the definition of the welcoming them clarifies if necessary. After that he calls two students in front off the class and creates a situation, for example: Suppose Hari is holding a birthday party. Ram comes in to his room. The teacher instructs hari to welcome and Ram to give response.

Hari: Good morning, Ram! Welcome to birthday party.

Ram: Thank you very much.

Then he says some ways of welcoming and responding: e.g.

Welcoming

Responding

Welcome to Nepal

Thanks.

Welcome

Thank you.

Welcome back to class

Thank you very much.

Let me welcome you to your village.

**(iii) Practice:** The teacher divides the whole class in to seven groups and selects a new group leader. Then he gives two situations to every group for fix time period.

Situations

a. You are meeting a friend, who is returning from a foreign country at the airport. Welcome him.

b. You are an owner of a small hotel some customers came into the hotel. Welcome them.

Every member is said to take part in interaction to express welcoming and suitable response. The group leader collects members' responses and presents towards teacher. The teacher listens carefully and reform if necessary.

**4. Evaluation:**

Suppose you are a headmaster of a school. A parent's day is going to be held. Welcome to the parents, all students and teachers.



## Lesson plan no. 3

### Teaching Item: Speaking (Expressing likes and dislikes)

**1. Specific Objectives:** On completion of this lesson the students will be enabled to;

- ask for likes/dislikes about something.
- express likes/ dislikes according to the situations

**2. Teaching Materials:** Usual classroom materials, relia of biscuit, cigarette, cap

**3. Teaching Learning Activities:**

**i. Warming up:** The teacher motivates the students by telling short joke.

**ii. Presentation:** First of all the teacher shows the relia of biscuits and asks a question ‘do you like biscuits?’ He listen the students response likewise he show a relia of cigarette and asks ‘do you like cigarette? Then he listens the response. After that he says them to guess the possible topic. Then he clarifies the today’s topic. He says some ways of asking and expressing likes and dislikes such as ;

Asking for likes/dislikes

Expressing

likes/dislikes

What do you like to do in your  
leisure time?

I hate.....

I like.....

What do you hate about me?  
rather.....

I’d

Do you like listening to folk music?  
dislike.....

I

**iii. Practice:** The teacher divides the whole class into seven groups and selects a new group leader. Then he gives two situations to every

group, e.g., A friend of yours has just cut hair he asks about your likes and dislikes. Express you're like or dislike.

You have bought a t-shirt. Ask your friend about his like/dislike. Then he encourages them to express their likes or dislikes one by one. The group leader is said to collect their responses and to conduct group discussion to prepare final dialogue. The group leader presents. The teacher listens carefully and corrects.

**4. Evaluation:** What are the ways of likes/dislike? Give any one.

## Lesson plan no. 4

### Teaching Item: Speaking (making plan)

**1. Specific Objectives:** On completion of this lesson the students will be enabled to:

- say the exponents of making plan and
- make plans for future action.

**2. Teaching Materials:** Usual classroom materials, structure cards

**3. Teaching learning activities:**

(i) Warming up: The teacher motivates the students saying short information about pokhara.

(ii) **Presentation:** Teacher presents one language item for making plans in a dialogue form; for example,

A: What will you do during the holiday?

B: I'm going to Chitwan. I'll stay in a hotel.

A: Do you think you'll see a tiger?

B: I don't know there are not many tiger. Perhaps, I'll see a rhino.

A: Do you think you will see a crocodile?

B: yes, I'll probably see a crocodile.

Then, he asks the students to guess the possible topic. He shows the following structures on the flannel board.

V+ to infinitive

Am/is/are +going to .....

Will + infinitive

Will be +v1 + ing .....

(iii) **Practice:** The teacher divides the whole class into seven groups and select a group leader in every group, then the teacher gives a clue for every group; for example,

Relatives/Ram Janaki temple/ railway.

After that he puts forward a common question ‘what will you do during the holiday?’ for every group. Then the group leader collects his and friend’s possible responses and presents. The teacher gives other clues like ‘hotel/old cathedral/ beaches/swimming’ and asks to repeat same process.

**(4) Evaluation:**

Make one holiday plan using this structures ;

-am/is/are +going to,

-Will + infinitive

-v1 +to infinitive

## Lesson plan no. 5

### Teaching Item: Speaking (making suggestion and giving advices)

**1. Specific Objectives:** On completion of this lesson the students will be enabled to;

- say the structures which are used to make suggestion and give advice;
- after suggestion and advices.

**2. Teaching Materials:** Usual classroom materials, flannel board, structures cards

**3. Teaching Learning Activities:**

**(i) Warming up:** The teacher asks two or three questions from previous lesson.

**(ii) Presentation:** The teacher presents one language item for offering suggestion and advises using following clues;

tried/not sleep/hot drink

A: I'm tried but I can't get to sleep.

B: How about having a hot drink?

He highlights the structure 'how about .....

' Then he asks to guess the possible structures for offering suggestion and advice such as;

You'd better + infinitive .....

How about +v1+ing .....

If were you + infinitive .....

**(iii) Practice:** The teacher divides the whole class into seven groups and selects a group leader in every group. Then the teacher gives a clue like 'sick/not go to doctor/go to bed?' and asks to produce problematic statement and offering suggestion and advice using

above mentioned three structures. The group leader collects student's production and presents. The teacher corrects if necessary in students production.

**4. Evaluation:**

- (i) Say the structures which are used to offer suggestion and advice.
- (ii) Suppose Ram lost his exercise book somewhere in school how do you offer your suggestion.

## Lesson plan no. 6

### Teaching item: Speaking (making request)

(1) **Specific Objectives:** On completion of this lesson the students will be enabled to;

-say the exponent which are used for making polite request;

-make polite request using given clues.

(2) **Teaching Materials:** Usual classroom materials, flannel board, structure cards

(3) **Teaching Learning Activities:**

(i) **Warming up:** The teacher motivates the students asking some questions related to previous lesson.

(ii) **Presentation:** First of all the teacher presents a model conversation using following clues, such as; pass/ sugar

A: Excuse me; could you pass me the sugar please?

B: Yes, of course there you are.

C: Thank you very much.

Then, he shows structure cards of other possible exponents of polite request, such as;

Excuse me .....

Can I + infinitive .....

Would/do you mind+ v1+ing .....

(iii) **Practice:** The teacher divides the whole class into seven groups and select a group leader in every group, then he asks to discuss about the function 'making polite request' by giving following clue 'luggage/up there/rack'. He encourages all students to produce

polite request and asks to collect. The teacher corrects if necessary after listening.

**(4) Evaluation:**

- (i) Say any one structure for making polite request.
- (ii) Make polite request using following clue 'birthday/brother/a cap'.



## Lesson plan no. 7

### Teaching Item: Speaking (expressing condolence and sympathy)

(1) **Specific Objectives:** On completion of this lesson the students will be enabled to;

- distinguish between sympathy and condolence,
- use the exponents of condolence and sympathy in appropriate situation.

(2) **Teaching Materials:** Usual classroom materials,

(3) **Teaching Learning Activities:**

(i) Warming up: The teacher motivates the students telling a short joke.

(ii) Presentation: The teacher gives clear concept about condolence and sympathy. He presents a model situation using exponents of sympathy; for example,

A: Ram, how are you?

B: Fine, thanks and you?

A: I am sad. Fire caught my house. I lost a lot of things.

B: I'm sorry to hear such a bad news. It must be pretty hard on you.

Then he gives another situation also using condolence and makes list of some possible exponents on the blackboards, such as,

#### Sympathy

That's too bad

I'm sorry to hear that.

I sympathise with you.

#### Condolence

I am sorry.

I am sorry to hear about....

Let me offer my condolence.

**(iii) Practice:** The teacher divides the whole class into seven groups and selects a new group leader in every group. Then he gives a situation and asks to prepare a conversation after discussion, such as, ‘a friend of yours recently lost a brother in motorcycle accident. You met him/her by chance in supermarket’. After that he asks to discuss in every group to prepare a conversation. The group leaders present the conversation respectively and the teacher corrects if necessary.

**(4) Evaluation:**

- (i) What is the difference between sympathy and condolence?
- (ii) Suppose your friend failed in his final examination. Express your sympathy.

## Lesson plan no: 8

Teaching Item: Speaking (expressing congratulation)

Date: 2068/05/13

**(1) Specific Objectives :** on completion of this lesson the students will be enabled to;

- Say the exponents to express congratulation
- Express congratulation using given clues,

**(2) Teaching Materials:** Usual classroom materials

**(3) Teaching Learning Activities :**

**(i) Warming up:** The teacher motivates students asking 2/3 questions from previous lesson

**(ii) Presentation:** The teacher presents one language item for expressing congratulation in a dialogue form using a clue 'promoted/ section officer'

A: I'm promoted to section officer.

B: Congratulations!

A: Thank you.

Then he asks them to guess possible topic. He writes some other exponents;

such as, congratulations!

Congratulation on your new son

I'd like to say congratulations.

**(iii) Practice:** The teacher divides the class into seven groups and selects a new group leader in every group .Then he puts forward a situation and asks to discuss among friends. The group leader collects possible responses and presents. Such as, Dinesh meets

his friend at market. He congratulates him because he has got anew baby.

**(iv) Evaluation:**

- (i) Recently your friend has found anew job. Congratulate him.

## Lesson plan no: 9

### Teaching Item: Speaking (giving instruction)

Date: 2068/05/15

**(1) Specific Objectives:** On completion of this lesson the students will be enabled to:

- say exponents to instruct people to do some thing;
- give the instructions to do something.

**(2) Teaching Materials:** Usual classroom materials

**(3) Teaching Learning Activities:**

**(i) Warming up:** The teacher motivate the students asking two or three questions from previous lesson.

**(ii) Presentation:** First of all the teacher seeks the possible instruction to make a boiled egg then he gives clear instruction, such as;

- First of all put an egg and some water in a saucepan.
- then cover it and boil for about five minutes.

-take the egg out of the saucepan.

-take the shell off the egg.

Then he writes some exponents on the black board; such as;

-First of all you .....

-The first thing you do is .....

-The next thing you do is .....

-Then +v1.....

-After that +v1.....

**(ii) Practice:** The teacher divides students as different groups on the basis of previous division. Then he gives a problem about 'how to make bread'. He encourages them to discuss and collect

different instructions. After that he says group leader to present a complete instruction. The teacher corrects if necessary.

**4. Evaluation:**

(i) Your friend doesn't know to sharpen a pencil. Instruct him.

## Lesson Plan No. 10

### Teaching Item: Speaking (giving directions)

Date: 2068/05/16

**(1) Specific Objective:** On completion of this lesson the students will be enabled to:

- ask for direction to the people;
- give direction to the people.

**(2) Teaching Materials:** Usual classroom materials

**(3) Teaching Learning Activities:**

**(i) Warming up:** The teacher motivates the students telling the word meaning of 'junction' and 'roundabout'.

**(ii) Presentation:** First of all, the teacher shows a map and asks some questions, such as; 'direct your friend to go bus station from temple in your village', 'would you mind telling me how to get your house from 'Janaki temple'? Then he makes clear if necessary on students' responses and says some techniques to ask and give direction, such as;

Asking for direction

- Please show me the way to go to temple.
- Could you direct me to go....
- Would you mind telling me How to + infinitive.....

- Please direct me how to + infinitive

giving direction

- Turn right and go ....
- Go straight.
- Turn left. Etc.

**(iii) Practice:** The teacher divides the class into seven groups and asks some problem, such as; - Could you please direct me to go to post office?

- Please direct me to go to supermarket. Etc.

Then he says to discuss in every group. All directions are collected by group leader including him. After that the teacher says to present and corrects if necessary.

**(4) Evaluation:**

- (i) One of your friends is coming toward your home.  
Direct him.
- (ii) A foreigner meets you in front of your house and asks you where the bus station is. Direct him.



## Lesson Plan No. 11

### Teaching Item: Speaking (expressing ability/inability)

Date: 2068/05/18

**(1) Specific Objectives:** On completion of this lesson the students will be enabled to;

- ask for ability and inability to do something; and
- use the exponents of ability and inability in appropriate situation.

**(2) Teaching Materials:** Usual classroom materials, flannel board, some pictures

#### **(3) Teaching Learning Activities:**

**(i) Warming up:** The teacher warms up the class asking two or three questions from previous lesson.

**(ii) Presentation:** At first, the teacher shows a picture of a boy who is standing on his head and asks a question ‘can you stand on your head?’ Then he writes answer on the blackboard. After that the teacher says the exponents for asking for ability/inability and expressing ability/inability: such as;

Asking for ability/inability	expressing ability/inability
Can + sub.+ infinitive....?	sub.+ can + infinitive....
Can’t + sub.+ infinitive....?	Sub.+ cannot + infinitive...

- a. **Practice:** The teacher divides the whole class into seven groups. Then he gives different clues for every group and says them to prepare a dialogue including both asking for ability/inability and expressing ability/ inability; such as; ‘milk / a cow’, ‘play / a volleyball’, ‘row / a boat’ etc. The group leader is said to collect every student’s response

including him. After that the teacher says to present collected report. Then he listens carefully and corrects if necessary.

**(5) Evaluation:**

- (i) Use the following clues and ask and express your ability/inability;
- speak / English
  - swim / on the sea
  - ride / a horse
  - play / madal

## Lesson Plan No. 12

### Teaching Item: Speaking (apologies and responses)

Date: 2068/05/19

**(1) Specific Objectives:** On completion of this lesson the students will be enabled to:

- ask for an apology; and
- make a response in the apologetic situation.

**(2) Teaching Materials:** Usual classroom materials, flannel board, drawing pictures

**(3) Teaching Learning Activities:**

**(i) Warming up :** The teacher motivates the students telling a short joke.

**(ii) Presentation:** First of all, the teacher calls two students in front of the class and encourages one to ask for apology and another to give response. The teacher guides them to create situation; such as; ‘one student steps his friend’s toe’, then another friend says; ‘ouch! you stepped on my toe’. And another student gives response: -I am sorry. I lost my balance.

Likewise he shows a drawing picture and gives clue like ‘hit me with your umbrella/looking the other way’ then ask them for possible asking and giving response of apology.

**(iii) Practice:** The teacher divides the whole class into seven groups and gives seven clues for every group to ask for apology and make response. The group leader collects production of every student including him and presents. The teacher listens carefully and corrects if necessary. Possible clues are:

- took my bag / think it is mine
- sit on my cap / think it was a pillow

- get off a bus / bump into someone etc.

**(4) Evaluation:**

(i) Suppose Ram bought 2kg sugar but he forgot to pay.

Prepare a conversation.

Shopkeeper: .....(asking for...)

Ram: .....( giving response)

## Lesson Plan No. 13

### Teaching Item: Speaking (asking for permission)

Date: 2068/05/20

**(1) Specific Objectives:** On completion of this lesson the students will be enabled to:

- ask for permission to do something; and
- give response after asking for permission.

**(1) Teaching Materials:** Usual classroom materials, flannel board, drawing pictures activities

**(2) Teaching Learning A:**

- (i) **Warming up:** The teacher motivates the students asking two or three questions from previous lesson.
- (ii) **Presentation:** First of all, the teacher shows a picture with clue and presents a dialogue by asking and getting responses from whole class; for example, clue: headache / home  
A: I have got a headache. May I go home?  
B: All right! Yes, you may.

Then he asks the students to guess the possible topic and makes clear about the topic 'asking for permission'. He says other ways for asking for permission and responses; such as,

Asking for permission	giving responses
can + sub.+ infinitive....?	All right!
may + sub.+ infinitive...?	Yes, you may.
Is it ok if + sub.+ infinitive...?	Of course, you can.
Is it all right if + sub.+ infinitive..?	

- (iii) **Practice:** The teacher divides the class into seven groups and selects a new group leader. Then he gives a clue as a problem to every group and says to discuss for topic ‘asking for permission and giving responses’. The group leader collects all productions and presents. The teacher repeats the same process again giving another clue. He makes clear if necessary.

**(3) Evaluation:**

- (i) You are in a friend’s house. The window beside you is opened, you feel cold. Ask for permission and give response.

## Lesson Plan No. 14

**Teaching Item: Speaking (describing purposes and functions)**

**Date: 2068/05/21**

(1) **Specific Objectives:** On completion of this lesson the students will be enabled to:

- ask questions about purposes and functions; and
- give answers using the ways of describing purposes and functions.

(2) **Teaching Materials:** Usual classroom materials, relia of camera, pen and football. Some drawing pictures

(3) **Teaching Learning Activities:**

- (i) **Warming up:** The teacher motivates the students by asking some question from the previous lesson.
- (ii) **Presentation:** First of all, the teacher shows a camera and asks a question to four students from different corner ‘what’s a camera used for?’ Then he listens their replies and says correct answer ‘ a camera is used for taking photographs. After that he asks for possible topic of subject matter and makes clear about topic. He says other ways of describing purposes; e.g.  
A book is used for reading.  
Video-recorder is to record the students’ speech.  
A rice cooker is meant for cooking rice.
- (iii) **Practice:** The teacher divides the class into seven groups and selects a new group leader. Then he distributes seven pictures of scissors, radio, hammer, bucket, frying pan, watch and cap to every group one student is said to ask a question for purpose. Then the teacher says to discuss for possible answers. All possible

answers are collected and presented by group leader. The teacher listens carefully and corrects if necessary.

**(4) Evaluation:**

- (i) Make a question and give answer for purposes and functions on the basis of following clues;

A calculator / make calculation

A tractor / plough the field



## Lesson Plan No. 15

**Teaching Item: Speaking (describing people and places)**

**Date: 2068/05/25**

(1) **Specific Objectives:** On completion of this lesson the students will be enabled to:

- make questions to describe people and places; and
- answer the question using relative clauses on the basis of clues and pictures.

(2) **Teaching Materials:** Usual classroom materials, flannel board, some drawing pictures with clues

(3) **Teaching Learning Activities:**

- (i) **Warming up:** The teacher warms up the class by telling a short joke.
- (ii) **Presentation:** First of all, the teacher shows a picture with a clue 'man / my cousin' then he encourages students to make wh- questions about location of his sitting and relation. If they can't, he makes himself like 'who is the man sitting under the tree?' After that he asks to receive correct answer. Likewise, he asks to find out possible topic. He helps them if necessary. He says other examples to describe people and place; such as,  
What is a doctor?  
- A doctor is someone who examines patients.  
What is library?  
- It is a place where people go to read books and news papers.
- (iii) **Practice:** The teacher divides the class into seven groups and selects a new group

leader. Then he shows a picture of with clue on the flannel board and says to make possible wh-question and answer with relative clause. Then he listens answer from group leader and corrects if necessary. He repeats same process showing another picture.

**(4) Evaluation:**

- (i) Use the clues next to the pictures to describe people and places:
  - (i) man / my father / sitting under the tree
  - (ii) a cat / catches rat

## Lesson Plan No. 16

### Teaching Item: Speaking (describing places and objects)

Date: 2068/05/26

(1) **Specific Objectives:** On the completion of this lesson the students will be enabled to:

- ask questions using 'where' to find out where people and things are in certain place; such as, classroom, office, garden etc; and
- answer the questions using prepositions and prepositional phrases in the box.

(2) **Teaching Materials:** Usual classroom materials

(3) **Teaching Learning Activities:**

(i) **Warming up:** The teacher motivates the students asking 2/3 questions from the previous lesson.

(ii) **Presentation:** First of all, the teacher says to make questions using 'where' to find out where people and things are in the classroom. He helps them if necessary; such as,

Where is the teacher?

Where is the chair?

Where is the blackboard?

Where is Rita sitting?

Then he makes a table of prepositions on the blackboard like;

on	in front of	against
in the middle of	between	beside
in	behind	to the right of

After that he asks questions about the uses of these prepositions and prepositional phrases and he gives clear concept about uses.

**(iii) Practice:** The teacher divides the class into seven groups and selects a new group leader. Then he shows some people and things, such as, Hari, Ram, chalk, chair, duster etc. and says to make questions and answers using ‘where’ and the table of preposition and prepositional phrases respectively. He encourages them to discuss in groups. The group leader collects all responses including him and presents. The teacher listens carefully and corrects if necessary.

**(4) Evaluation:**

- (i)** Answer the following questions.
  - (a) Where’s the little girl?
  - (b) Where is the pen?
- (ii)** Make questions on the basis of given answers.
  - (a) The teacher is in the meeting.
  - (b) The blackboard is behind the teacher.

## Lesson Plan No. 17

### Teaching Item: Speaking (criticizing)

Date: 2068/05/27

**(1) Specific Objectives:** On completion of this lesson the students will be enabled to:

- ask for criticism to those people who are responsible for the present state of affairs; and
- make for criticism to those people.

**(2) Teaching Materials:** Usual classroom materials

**(3) Teaching Learning Activities:**

- (i) Warming up:** The teacher warms up the class by telling a short joke.
- (ii) Presentation:** The teacher presents a language item for criticizing in a dialogue form; for example,  
A: Did Depika speak politely to her boss?  
B: No, she didn't. She should have spoken politely to her boss. She shouldn't have spoken impolitely to her boss.  
Then, he ask them to guess the possible topic and says about situation of criticizing briefly.
- (iii) Practice:** The teacher divides the whole class into seven groups and selects a new group leader in every group. Then the teacher gives certain situation and clues to the students and says to discuss in groups to make question and possible response; such as,
  - (a) People use many pesticides to kill insects. Criticize their habit of using many pesticides.
  - (b) Rabi and Rama late / meeting: yes

The group leader collects their productions and presents. The teacher listens carefully and corrects if necessary.

**(4) Evaluation:**

- (i)** Your brother turns on the radio loudly. Criticize him.
- (ii)** Khadga / finish / report: no  
Ask and give criticism on the basis of above clue.

## Lesson Plan No. 18

### Teaching Item: Speaking (persuading, advising)

Date: 2068/05/28

**(1) Specific Objectives:** On completion of this lesson the students will be enabled to:

- ask for persuading and advising; and
- give persuading and advising according to the situation.

**(2) Teaching Materials:** Usual classroom materials, flannel board, pictures of radio T.V., T-shirt and relia of spectacles and shoes

**(3) Teaching Learning Activities:**

- (i) Warming up:** The teacher motivates the students by asking two or three questions from the previous lesson.
- (ii) Presentation:** First of all, the teacher asks a question ‘what is persuading / advising?’ and clarifies the definition after listening their answer. Then he presents two model dialogues; such as,  
A: Do you have any advice for me?  
B: If I were you, I’d give up smoking.  
Showing a picture of radio  
A: Is this the radio?  
B: Yes, it is got three bands and a clock. If I were you I’d buy it.
- (iii) Practice:** The teacher divides the class into seven groups and selects a new group leader in every group. Then he shows two relias of spectacles and shoe in front of the class and says to discuss to prepare a conversation by including asking and giving for persuading and advising. Every student prepares a dialogue in group then they discuss

within group and prepare a final dialogue. The teacher says to present and corrects if necessary.

**(4) Evaluation:**

- (i) You are shopping with a friend who wants to buy a new coat, you see a nice one and want to persuade him. How would you persuade?
- (ii) Ask and give persuading and advising on the basis of the following clues; (a) 10,000 words with pictures  
(c) four gears and a lamp



## Lesson Plan No. 19

**Teaching Item: Speaking (expressing degree of certainty and probability)**

**Date: 2068/05/29**

**(1) Specific Objectives:** On completion of this lesson the students will be enabled to:

- ask for certainty and probability about certain situation and issues.
- Give response about asking for certainty and probability.

**(2) Teaching Materials:** Usual classroom materials

**(3) Teaching Learning Activities:**

(i) **Warming up:** The teacher warms up the class by asking two or three questions from the previous lesson.

(ii) **Presentation:** First of all, the teacher gives a brief introduction about degree of certainty and probability. Then he writes a clue on the blackboard, 'women's movement / grow in Nepal.

After that he presents a model dialogue; for example,

A: Do you think that the women's movement will grow in Nepal?

B: I'm sure / certain that it will grow in coming years.

He gives other ways also to make response; such as,

There is no doubt that .....

It's certain that.....

(iii) **Practice:** The teacher divides the whole class into seven groups and selects a new group leader in every group. Then he gives two clues for every group; such as,

(a) women / stand up for the right

(b) position of Nepali women / improve

After that he says to prepare a conversation by asking and giving degree of certainty. He encourages them to discuss. The group leader collects every student's response and discusses again and makes final report and presents. The teacher listens carefully and corrects if necessary.

**(5) Evaluation:**

- (i) Express your degree of certainty on the basis of following clues:
  - (a) Nabin forgets / wife's birthday: yes
  - (b) Sita remember / do homework: no

## Lesson Plan No. 20

**Teaching Item: Speaking (describing past events, telling a story)**

**Date: 2068/05/30**

**(1) Specific Objectives:** On completion of this lesson the students will be enabled to:

- ask question about any accident; and
- answer the question about the past events using simple past tense.

**(2) Teaching Materials:** Usual classroom materials

**(3) Teaching Learning Activities:**

**(i) Warming up:** The teacher motivates the students by telling a short description about an unforgettable past event.

**(ii) Presentation:** The teacher asks the students to tell a unforgettable past event, then he listens two or three students' events. After that the teacher asks to guess today's topic and says the ways of asking and answering. Then he presents a model dialogue; such as, giving a clue, 'heavy rain / landslides / 10 die in Chitwan'

A: What happened in Chitwan?

B: It rained heavily. There was a landslide and 10 people were killed.

**(iii) Practice:** The teacher divides the whole class into seven groups and selects a new group leader in every group. Then he distributes seven pieces of paper where two clues are written on every paper. After that the teacher says to discuss to prepare a dialogue including asking for past events and giving a response using simple past tense. Then

he says to see pictures of page no. 136 and prepare a story.  
The teacher corrects if necessary.

**(4) Evaluation:**

- (i) Ask for past event and prepare an appropriate answer on the basis of given clues:
  - (a) Unexpected victory of Nepal over India
  - (b) Road accident / 5 die in Morang

## Lesson plan no. 21

**Teaching Item: Speaking (describing interrupted events)**

**Date: 2068/06/01**

**(1) Specific Objectives:** On completion of this lesson the students will be enabled to:

- ask for interrupted events;
- make clear about interrupted events.

**(2) Teaching Materials:** Usual classroom materials, flannel board, drawing pictures

**(3) Teaching Learning Activities:**

**(i) Warming up:** The teacher motivates the students by asking 2/3 questions from previous lesson.

**(ii) Presentation:** First of all, the teacher asks them the meaning of interrupted event then he clarifies the meaning. He shows a pair of pictures where two actions are occurred. Then he asks them about pictures, such as;

While shreya was reading the newspaper, the telephone rang /started ringing.

**(iii) Practice:** The teacher divides the whole class into seven groups and selects a new group-leader in every group. Then he shows another picture on the flannel board and asks them to make question for interrupted event and to give correct answers. They conduct discussion within groups and make correct dialogue. They exchange their production among groups like A-B, B-C, C-D.....Then

the group leader make final answer and presents. The teacher corrects if necessary.

**(4)Evaluation:**

- (i) Ask for interrupted event and prepare a suitable answer on the basis of following clues.
  - (a) Rita/ reading a book/ a mosquito bites her
  - (b) Mother/ going to market/ start raining

**Lesson plan no: 22**

**Teaching Item: Speaking (warning)**

**Date; 2068/06/02**

**(6) Specific Objectives:** on completion of this lesson the students will be enabled to:

- say the exponents of warning;
- warn people according to situation.

**(2) Teaching Materials:** usual classroom materials

**(3) Teaching Learning Activities:**

**(i) Warming up:** The teacher motivates the students by telling a short tale.

**(ii) Presentation:** First of all, the teacher calls a student in front of the class and says suppose you are Hari, you has missed a lot of classes and a lot of tests. Now I am going to warn you. In this way, e creates the situation; such as,

T: It is my last warning Hari. Do all the home work and tests by this month.

(then he encourages him to give response )

S: I'm sorry, sir I give you word that I will do by this month.

After that, he asks to guess the topic and he clarifies about topic if necessary. He gives some other ways to expose warning, such as;

Be careful.

Don't move.

Stop that!

This is my last warning.

I'll report you if you do that etc.

- (iii) Practice:** The teacher divides the whole class into seven groups and selects a new group leader. Then he provides a situation to every group and to discuss within given time. The group leader is said to collect every student's response including his, for example;
- Situation: You and a friend are shopping . You are talking and he begins to cross the street without looking.
- When they finish their task in group-leaders present one by one. The teacher corrects immediately if necessary.

#### **4. Evaluation:**

- (i) One of your friends is going to touch electric switch with his shocked hand. Warn him.



## APPENDIX-C TEST RESULTS

**The result of the pre-test**

**School: Shree Saraswati Higher Secondary School, Mattim-2,  
Khotang Class – 9**

S. N	Students' name	Pronunciation	Fluency	Grammar	Paralinguistic features	Subject matter	Total
01	Bikram Khadka	2	2	2	2	7.5	15.5
02	Sujan dhakal	1.5	1	0.5	1	4	9
03	Gopal Dhakal	1	0.5	1	0.5	3	7
04	Santosh Dahal	1	0.5	1.5	0	3	6
05	Peshal Dhakal	0.5	1	1	1	4	7.5
06	Arun Rai	1	0.5	0.5	1	3	7
07	Bandana Nepali	1	0.5	0	0.5	2.5	4.5
08	Ronisha Rai	0.5	1	1.5	1	3	7
09	Laxmi Rai	0.5	0	1.5	2	2.5	6.5
10	Debi Rai	1	1.5	0.5	0	3.5	6.5
11	Ratna Mani Khatri	0.5	1	1	1	4	7.5
12	Peshal Bhattari	1	2	1.5	2	8	14.5
13	Kaushal Khadka	1	0	1	0	3.5	5.5
14	Anil Ghimire	0.5	1	0.5	1.5	3	6.5
15	Sarala Rai	0.5	0.5	1	2	3	7
16	Shree Prasad Rai	1	1	0.5	1	4	7.5
17	Hiran Rai	1	1	1	0	3	6
18	Gayan K. Adhikari	0.5	0	1	1	3	5.5
19	Sabita Dhamal	0.5	0.5	1.5	0.5	2	5
20	Kamala Ramtel	1	1.5	1	1.5	3	7
21	Kabita Rai	0.5	1	1	1	2.5	6
22	Manju Rai	1	1	0.5	0	3	5.5
23	Melina Rai	0.5	0.5	1	1	2	5
24	Tika Katwal	1	1.5	1.5	1.5	2.5	8
25	Pabitra Rai	1	0.5	1	0.5	3.5	6.5
26	Samjana Rai	0.5	1	1.5	1	2	6
27	Menuka Phuyal	0.5	1.5	0	1.5	2.5	6
28	Manisha Khatri	1	1.5	1.5	1	3	8
29	Milu Rai	1	1	1	0.5	3.5	7
30	Lal Bhadur Magrati	0.5	1	0.5	1	2.5	5.5
31	Kumar Dhakal	1	0.5	1.5	1	3	7
32	Rupesh Chamling Rai	0.5	1	1	1.5	2.5	6.5
33	Pawan Dahal	1	1	1	0.5	3	6.5
34	Mukesh Bhattari	0.5	0.5	1	1	3.5	6.5
35	Pradip Chamling Rai	0.5	0.5	0.5	2	2	5.5
	Total marks	28.8	31	34.5	34.5	113.5	244
	Average marks	0.81	0.88	0.98	0.98	3.24	6.97

### Rank of the Students According to the Pre-test

S.N.	Students' name	Total marks
01	Bikram Khadka	15.5
02	Peshal Bhattari	14.5
03	Sujan Dhakal	9
04	Tika Katwal	8
05	Manisha Khatri	8
06	Peshal Dhakal	7.5
07	Ratni Mani Khatri	7.5
08	Shree Prasad Rai	7.5
09	Gopal Dhakal	7
10	Arun Rai	7
11	Ronisha Rai	7
12	Sarala Rai	7
13	Kamala Ramtel	7
14	Milu Rai	7
15	Kumar Dhakal	7
16	Laxmi Rai	6.5
17	Debi Rai	6.5
18	Anil Ghimire	6.5
19	Pabitra Rai	6.5
20	Rupesh Chamling Rai	6.5
21	Pawan Dahal	6.5
22	Mukesh Bhattari	6.5
23	Santosh Dahal	6
24	Hiran Rai	6
25	Kabita Rai	6
26	Samjana Rai	6
27	Menuka Phuyal	6
28	Kaushal Khadka	5.5
29	Gayan Kumar Adhikari	5.5
30	Manju Rai	5.5
31	Lal Bahadur Magrati	5.5
32	Pradip Chamling Rai	5.5
33	Sabita Dhamal	5
34	Melana Rai	5
35	Bandana Nepali	4.5
Total marks		244
Average marks		6.97

**The Scores of the Students in Pronunciation****Full Marks: 8**

S.N.	Students' name	Pre-test	Progressive test -1	Progressive test-2	Post-test
01	Bikram Khadka	2	2.5	3	4
02	Peshal Bhattari	1	2	2.5	4
03	Sujan Dhakal	1.5	2	2.5	2.5
04	Tika Katwal	1	1	2	2.5
05	Manisha Khatri	1	1.5	1.5	3
06	Peshal Dhakal	0.5	1	2	2.5
07	Ratni Mani Khatri	0.5	1.5	2	3
08	Shree Prasad Rai	1	1	1.5	2.5
09	Gopal Dhakal	1	2	2	3
10	Arun Rai	1	1	1.5	3
11	Ronisha Rai	0.5	1	2	2
12	Sarala Rai	0.5	1	1	2.5
13	Kamala Ramtel	1	1.5	2	3
14	Milu Rai	1	1	2	2.5
15	Kumar Dhakal	1	1.5	2	3
16	Laxmi Rai	0.5	1.5	1.5	2
17	Debi Rai	1	1.5	2	2.5
18	Anil Ghimire	0.5	1	1.5	3
19	Pabitra Rai	1	1	1.5	2.5
20	Rupesh Chamling Rai	0.5	1	2	2.5
21	Pawan Dahal	1	2	2	3
22	Mukesh Bhattari	0.5	0.5	2.5	3
23	Santosh Dahal	1	2	2.5	3
24	Hiran Rai	1	1.5	2	2
25	Kabita Rai	0.5	1	1.5	3
26	Samjana Rai	0.5	1.5	1.5	2.5
27	Menuka Phuyal	0.5	1	2	3
28	Kaushal Khadka	1	1.5	2	2
29	Gayan Kumar Adhikari	0.5	1.5	1.5	2.5
30	Manju Rai	1	2	2	2.5
31	Lal Bahadur Magrati	0.5	1.5	1.5	2.5
32	Pradip Chamling Rai	0.5	1	1.5	2.5
33	Sabita Dhamal	0.5	1	2	2.5
34	Melana Rai	0.5	1.5	2.5	3
35	Bandana Nepali	1	2	2	3
	Total	28.5	49	67	95.5

**The Marks of the Students in Fluency****Full Marks-8**

<b>S.N.</b>	<b>Student's Name</b>	<b>Pre-test</b>	<b>Progressive test-1</b>	<b>Progressive test-2</b>	<b>Post-test</b>
01	Bikram Khadka	2	4	4	5
02	Peshal Bhattari	2	4.5	4.5	5
03	Sujan Dhakal	1	2	2.5	3
04	Tika Katwal	1.5	2	2	2.5
05	Manisha Khatri	1.5	2	2.5	4.5
06	Peshal Dhakal	1	3	2.5	3
07	Ratni Mani Khatri	1	2.5	2.5	3.5
08	Shree Prasad Rai	1	2	3	3.5
09	Gopal Dhakal	0.5	2	2	3
10	Arun Rai	0.5	2.5	3	3.5
11	Ronisha Rai	1	1.5	3	3
12	Sarala Rai	0.5	2	3	3.5
13	Kamala Ramtel	1.5	2	3	3.5
14	Milu Rai	1	1.5	2	2.5
15	Kumar Dhakal	0.5	2.5	3	3.5
16	Laxmi Rai	0	2	2.5	4
17	Debi Rai	1.5	3	3	4
18	Anil Ghimire	1	3	3.5	3
19	Pabitra Rai	0.5	2.5	2.5	3
20	Rupesh Chamling Rai	1	3	2	3.5
21	Pawan Dahal	1	2	2	4
22	Mukesh Bhattari	0.5	1	3	2.5
23	Santosh Dahal	0.5	2	3	4
24	Hiran Rai	1	1.5	3.5	3
25	Kabita Rai	1	2.5	3.5	3
26	Samjana Rai	1	3	2	4
27	Menuka Phuyal	1.5	3	2	4
28	Kaushal Khadka	0	2	3.5	2.5
29	Gayan Kumar Adhikari	0	1	2	2.5
30	Manju Rai	1	2.5	2.5	4
31	Lal Bahadur Magrati	1	1	3.5	3
32	Pradip Chamling Rai	0.5	2	2.5	3
33	Sabita Dhamal	0.5	3	2	4
34	Melana Rai	0.5	2	3	4
35	Bandana Nepali	0.5	2	2	2
	Total	37	80	93	99.5

**The Marks of Students in Grammar****Full Marks: 8**

S.N.	Students' name	Pre-test	Progressive test-1	Progressive test-2	Post-test
01	Bikram Khadka	2	3.5	4	4.5
02	Peshal Bhattari	1.5	2.5	2.5	3
03	Sujan Dhakal	0.5	2	2.5	4
04	Tika Katwal	1.5	3	3.5	4
05	Manisha Khatri	1.5	1.5	2	2.5
06	Peshal Dhakal	1	2	2.5	3
07	Ratni Mani Khatri	1	2.5	2	2.5
08	Shree Prasad Rai	0.5	2.5	3	3
09	Gopal Dhakal	1	1.5	3	4
10	Arun Rai	0.5	2	2	3
11	Ronisha Rai	1.5	1.5	1.5	3
12	Sarala Rai	1	3	3	3.5
13	Kamala Ramtel	1	2.5	3	3
14	Milu Rai	1	2.5	3	4
15	Kumar Dhakal	1.5	1.5	2	3
16	Laxmi Rai	1.5	2	2.5	3
17	Debi Rai	0.5	2.5	3	3.5
18	Anil Ghimire	0.5	2.5	2.5	3
19	Pabitra Rai	1	2.5	3	3.5
20	Rupesh Chamling Rai	1	2.5	3	3.5
21	Pawan Dahal	1	2	2.5	3
22	Mukesh Bhattari	1	1.5	2	2.5
23	Santosh Dahal	1.5	2	2	2.5
24	Hiran Rai	1	1.5	2	2.5
25	Kabita Rai	1	1.5	2	2.5
26	Samjana Rai	1.5	3	3	3
27	Menuka Phuyal	0	2	2.5	3
28	Kaushal Khadka	1	1	1.5	2
29	Gayan Kumar Adhikari	1	2	2.5	3
30	Manju Rai	0.5	3	3.5	4
31	Lal Bahadur Magrati	0.5	3	3.5	4
32	Pradip Chamling Rai	0.5	2	2.5	3
33	Sabita Dhamal	1.5	2	3	3.5
34	Melana Rai	0	2.5	3	3
35	Bandana Nepali	1	1	1.5	2
	Total	6.5	67	90	110

## The Marls of Students in Paralinguistic Features Full Marks: 6

S.N.	Students' name	Pre-test	Progressive test-1	Progressive test-2	Post-test
01	Bikram Khadka	2	2.5	2.5	4
02	Peshal Bhattari	2	3	3	3.5
03	Sujan Dhakal	1	1	1	3
04	Tika Katwal	1.5	1.5	2	2.5
05	Manisha Khatri	1	1	2	2.5
06	Peshal Dhakal	1	1	1.5	3
07	Ratni Mani Khatri	1	0.5	1	3
08	Shree Prasad Rai	1	1	2	2.5
09	Gopal Dhakal	0.5	1	1.5	3
10	Arun Rai	1	1.5	2	2.5
11	Ronisha Rai	1	1	3	3
12	Sarala Rai	2	2.5	2.5	3
13	Kamala Ramtel	1.5	2	2	3
14	Milu Rai	0.5	0.5	2.5	3
15	Kumar Dhakal	1	2	2	2.5
16	Laxmi Rai	2	1.5	1.5	3
17	Debi Rai	0	1	2	3
18	Anil Ghimire	1.5	1	2	2.5
19	Pabitra Rai	0.5	1	1.5	2
20	Rupesh Chamling Rai	1.5	2	2.5	3
21	Pawan Dahal	0.5	1	1.5	3
22	Mukesh Bhattari	1	1.5	2	3
23	Santosh Dahal	0	0.5	1	2
24	Hiran Rai	0	1.5	3	3
25	Kabita Rai	1	1	2	3
26	Samjana Rai	1	1.5	2	2.5
27	Menuka Phuyal	1.5	2	2.5	3
28	Kaushal Khadka	0	2	3	3
29	Gayan Kumar Adhikari	1	1	2	2
30	Manju Rai	0	1	1.5	3
31	Lal Bahadur Magrati	1	1	2	2
32	Pradip Chamling Rai	2	2.5	3	2.5
33	Sabita Dhamal	0.5	1	1	1.5
34	Melana Rai	1	1.5	1.5	2
35	Bandana Nepali	0.5	2	2.5	3
	Total	34.5	49.5	70	96

**The Marks of Students in Subject Matter (Comprehension)**  
**Full Marks: 20**

S.N	Students' name	Pre-test	Progressive test-1	Progressive test-2	Post-test
01	Bikram Khadka	7.5	8.5	10	18
02	Peshal Bhattari	8	8.5	10.5	17
03	Sujan Dhakal	4	5	7	15
04	Tika Katwal	2.5	4	4.5	9
05	Manisha Khatri	3	3.5	6	10
06	Peshal Dhakal	4	5	5.5	12
07	Ratni Mani Khatri	4	4	6	12
08	Shree Prasad Rai	4	4.5	6	10
09	Gopal Dhakal	3	4	6	11
10	Arun Rai	3	4	6	9
11	Ronisha Rai	3	3	4	7
12	Sarala Rai	3	4.5	6	12
13	Kamala Ramtel	3	4	6.5	11
14	Milu Rai	3.5	4	6.5	10
15	Kumar Dhakal	3	3	5	8
16	Laxmi Rai	2.5	3.5	5.5	10
17	Debi Rai	3.5	4	6	11
18	Anil Ghimire	3	4	5.5	10
19	Pabitra Rai	3.5	4	5	6
20	Rupesh Chamling Rai	2.5	3.5	6	11
21	Pawan Dahal	3	4	5	7
22	Mukesh Bhattari	3.5	3.5	4	9
23	Santosh Dahal	3	4.5	5	11.5
24	Hiran Rai	3	5	6.5	13
25	Kabita Rai	2.5	3	5	12
26	Samjana Rai	2	3	5	10
27	Menuka Phuyal	2.5	3.5	4.5	11
28	Kaushal Khadka	3.5	4	5	11
29	Gayan Kumar Adhikari	3	5	5	9
30	Manju Rai	3	3.5	4	11.5
31	Lal Bahadur Magrati	2.5	4.5	5	11
32	Pradip Chamling Rai	2	4	4	10
33	Sabita Dhamal	2	4	6	8
34	Melana Rai	2	3	4.5	5
35	Bandana Nepali	2.5	3	5	10
	Total	113.5	160.5	220	367

## The Result of the Progressive Test-1

S.N.	Students' name	Marks
01	Bikram Khadka	21
02	Peshal Bhattari	20.5
03	Sujan Dhakal	12
04	Tika Katwal	11.5
05	Manisha Khatri	9.5
06	Peshal Dhakal	12
07	Ratni Mani Khatri	11
08	Shree Prasad Rai	11
09	Gopal Dhakal	10.5
10	Arun Rai	11
11	Ronisha Rai	8
12	Sarala Rai	13
13	Kamala Ramtel	12
14	Milu Rai	9.5
15	Kumar Dhakal	10.5
16	Laxmi Rai	10.5
17	Debi Rai	12
18	Anil Ghimire	11.5
19	Pabitra Rai	11
20	Rupesh Chamling Rai	12
21	Pawan Dahal	11
22	Mukesh Bhattari	8
23	Santosh Dahal	11
24	Hiran Rai	11
25	Kabita Rai	9
26	Samjana Rai	12
27	Menuka Phuyal	11.5
28	Kaushal Khadka	10.5
29	Gayan Kumar Adhikari	11.5
30	Manju Rai	12.5
31	Lal Bahadur Magrati	12
32	Pradip Chamling Rai	12
33	Sabita Dhamal	11
34	Melana Rai	10.5
35	Bandana Nepali	10.5
	Total marks	404
	Average marks	11.5



## The Result of the Progressive Test-2

S.N.	Students' name	Marks
01	Bikram Khadka	23.5
02	Peshal Bhattari	23
03	Sujan Dhakal	15.5
04	Tika Katwal	14
05	Manisha Khatri	14
06	Peshal Dhakal	13
07	Ratni Mani Khatri	13.5
08	Shree Prasad Rai	15.5
09	Gopal Dhakal	14.5
10	Arun Rai	14.5
11	Ronisha Rai	13.5
12	Sarala Rai	15.5
13	Kamala Ramtel	16.5
14	Milu Rai	16
15	Kumar Dhakal	14
16	Laxmi Rai	13.5
17	Debi Rai	16
18	Anil Ghimire	14
19	Pabitra Rai	14
20	Rupesh Chamling Rai	17
21	Pawan Dahal	13.5
22	Mukesh Bhattari	12.5
23	Santosh Dahal	12.5
24	Hiran Rai	16.5
25	Kabita Rai	13.5
26	Samjana Rai	15
27	Menuka Phuyal	15
28	Kaushal Khadka	13.5
29	Gayan Kumar Adhikari	13
30	Manju Rai	14.5
31	Lal Bahadur Magrati	14
32	Pradip Chamling Rai	13.5
33	Sabita Dhamal	15.5
34	Melana Rai	14
35	Bandana Nepali	13
Total marks		520.5
Average marks		14.87

## The Result of the Post-test

S.N.	Students' name	Marks
01	Bikram Khadka	35.5
02	Peshal Bhattari	32.5
03	Sujan Dhakal	27.5
04	Tika Katwal	20.5
05	Manisha Khatri	22.5
06	Peshal Dhakal	23.5
07	Ratni Mani Khatri	24
08	Shree Prasad Rai	21.5
09	Gopal Dhakal	24
10	Arun Rai	21
11	Ronisha Rai	18
12	Sarala Rai	24
13	Kamala Ramtel	23.5
14	Milu Rai	22
15	Kumar Dhakal	20
16	Laxmi Rai	22
17	Debi Rai	24
18	Anil Ghimire	21.5
19	Pabitra Rai	17
20	Rupesh Chamling Rai	23.5
21	Pawan Dahal	20
22	Mukesh Bhattari	20
23	Santosh Dahal	23
24	Hiran Rai	23.5
25	Kabita Rai	23.5
26	Samjana Rai	22
27	Menuka Phuyal	24
28	Kaushal Khadka	20.5
29	Gayan Kumar Adhikari	19
30	Manju Rai	25
31	Lal Bahadur Magrati	22.5
32	Pradip Chamling Rai	21
33	Sabita Dhamal	19.5
34	Melana Rai	17
35	Bandana Nepali	20
	Total marks	788
	Average marks	22.52