

# CHAPTER- ONE

## 1. Introduction

This study is about ' Effectiveness of Teaching Materials. This chapter consists of general background which includes the discussion English language, Language teaching , teaching materials a historical background, important of teaching materials in language teaching, classification of teaching materials , experimental research, review of related literature, objectives of the study and significance of the study.

### 1.1. General Background

Language is the means of communication which helps people to share their happiness and sorrow to each other. Being a means of communication, it functions in different fields of activity. Everyone, in every walk of life needs language and it is used for various purposes like conveying facts including complex thoughts, emotions and feelings of everyday life.

Hornby (1996, p.153) has defined "Language is the system of sounds and words used by humans to express their thoughts and feelings." Language is actually a system as indicated by the above mentioned definitions .A system refers to a group of things or parts working together in an organized way. Language is system of vocal sounds i.e. a system of organizing sounds. There is also system of making words which is technically known as a morphological system .Again, there are syntactic system and semantic system. Thus, language is systems of systems. Every language has its own grammatical system which directs to correct form of language in speech as well as in written form.

The English language is one of the most important languages popularly used as lingua franca for international communication. It plays the vital roles in the development of various aspects of our society i.e. trade, communication,

transport, science and technology and so on. It has been spread all over the world and occupies in the place of the official language of the UN. The number of speakers of this language has been increasing day by day. So, we can say that It is the most popular and versatile language of the world. Most of the newly invented things are named in the English language which also proves that it is the most prominent language among

The English Language has also been one of the fundamental tool to form a 'global village ' .English speaking communities are main sources of attraction of and dreamland for anyone in any corner of the world. Language is prominent to grab the golden opportunities of the world. In the context of Nepal, English language had been popularized in the ministriship of Bhimsen Thapa and Jangabahadur Rana. 'British Gorkha Bharti Kendra 'and establishment of first English medium school, the Durbar High School became the pioneer effort for the development of English language in Nepal.

### **1.1.1. Teaching Materials: A Historical Background**

A language teacher should use the appropriate teaching materials to make his / her teaching activities effective. Teaching materials help the students to engage .In language teaching, teaching materials are the most essential and prominent tools to make the teaching environment attractive. They are the basic tools of teaching language. Teaching materials and instructional materials can be taken as synonymously. History of teaching materials traced back to the 15th century. A Dutch writer Desiderius Erasmus discouraged memorization of as technique of learning and emphasized on learning through the teaching materials like pictures or other visuals. Similarly, Heaton includes teachers, students, blackboard , textbooks and classroom as five basic teaching materials .Likewise, John Amos Commenious prepared a book known as Sensulium Pictus ( the word of sense objects ) which contained about 150 pictures on aspects of everyday life . The book is considered to be the first illustrated textbook for the childhood education which gained wide publicity and was used in childhood education centers all over the world.

The history of teaching materials in Nepal started with publication of 'Thulo Barnamala', a textbook prepared at the time of Dev Samser . The primary teaching materials were a few text-books and blackboard. In Nepal, National Educational System Plan for the first time, highly emphasized on use of teaching materials in teaching learning process so as to make clear perception of the concerned things in the learners and with view that all the sensory organs should involve in the learning process. So, anything in the classroom which is used for language teaching and learning is a teaching material. Films, filmstrips, TV programme, as well as machines used to show them, can be used as teaching materials. Pictures, the recorded voice and models are also considered teaching materials. In fact any material, programme or machine used to help the teachers explain his/her lesson better is included under teaching/learning materials.

### **1.1.2. Importance of Teaching Materials in Language Teaching**

We know that a picture is better than a thousand words which may be a gross exaggeration but it bears a grain of truth. So, no effective teaching is possible without appropriate teaching materials. Teaching materials, however, are designed to help the teacher save time and effort. Many educators would agree that language teaching is very difficult and boring without teaching materials. Psychologists have given various explanation of the way people learn. In spite of differences among these exports. They would agree that the best conditions are when; the learner is actively engaged with the subject then he is learning. He should participate in the process as often as possible. All teaching materials are designed to encourage participant what is being learned in the class can be applied to real life situations. Most teaching materials bring in the classroom nearer to real life of bring the outside world into the classroom etc

Aggrawal (1997) believes that use of teaching materials first hand experience and leads to better understanding of the subject matter. The following are the advantages of the use of teaching materials ( Aggrawal , 1997 ,P.3)

- ) They develop a sense of objectivity.
- ) They develop a sense of reality and visual ness.
- ) They provide a kind of convenient and motivating environment.
- ) They arouse curiosity among the students.
- ) They provide the opportunities for useful mental experience ( right things and imagining , comparing , analyzing and drawing inferences )
- ) They provide interest in the study of subject.
- ) They promote functional knowledge.
- ) They supplement classroom lessons.

Thus, teaching materials in teaching English give special encouragement to build the confidence of the participants in making various teaching materials and implementing them in the real classroom activities. The importance of teaching materials can be briefly listed in the following way:

- i. They can brighten up the classroom and bring more variety and interest into the language lessons.
- ii. Visual aids in particular can help to provide the situations which light up the meaning of the utterance used.
- iii. Aural aids in particular can help the teacher to improve his own English and to prepare more effective lessons.
- iv. Both aural and visual aids can stimulate children to speak English as well as to read and write it.
- v. They can help in giving information of one kind or another about the background of literature, culture and about life in English speaking countries.

- vi. They reduce the teacher talking time and increase the student talking time .This fosters more student participation.
- vii. Abstract matters can be presented through the teaching aids.

However, teaching materials are the most prominent and essential tools for effective teaching and learning process. Teaching materials play vital roles to fulfill the goal of teaching activities. It is, therefore essential that learners should be involved, not only exposed, in the language activity simultaneously with the teaching materials.

### **1.1.3. Classification of Different kinds of Teaching Materials**

Teachers use different kinds of teaching materials according to the subject matter. Any materials programme or machine used to help the teacher present his lesson better is included under teaching materials. There are many ways in which teaching materials can be grouped .There is no uniformity in the number and types of teaching aids. Stevick (1957, p.57) defines teaching material as "..... anything audible or visible which helps your student learns the language more quickly or more accurately ....." is teaching aids . The definition clearly says that teaching aids could of two types – audio which appeals to the sense of hearing and visual which appeals to the sense of seeing. Thus, pictures, blackboard, OHP etc. fall under visual aids whereas the tape recorder, language lab, radio etc. Will come under audio aids.

According to the sense used, aids can be named audio (heard) or visual (seen). According to their nature, they can be considered as flat, three dimensional, moving or still. According to how they are shown, aids may be divided into projected (shown to a group) or non- projected (used by individual students) in terms of language skills they are used for, aids may be grouped under listening, speaking, reading and writing. The basis of grouping will determine the class of aid named. Salah A.EL. Araby (1974, P.1)

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

Also a distinction has been made on the basis of the way the teaching materials are used. They can be divided into display devices, visual materials and supplementary materials.

The following diagram makes this more clearer ( Rai , 1999) :

Above mentioned classification of teaching materials makes us clear about the types of teaching materials but teaching materials should appropriate on the basis of different situations. Wright (1974, P.266) says, "Many teachers may have no access to film; many learners might not be of the right age to enjoy games. Every teacher has such factors to consider and every teacher is in a

unique teaching situation." This shows that a teacher needs to consider some factors in the selection of teaching materials. Teaching learning situation, teaching learning aims and objectives and teaching learning strategy are the factors influencing the choice of the audio visual materials.

#### **1.1.4. Experimental Research**

The word experimental research has a range of definitions. In the strict sense, experimental research is what we call a **true experiment**.

This is an experiment where the researchers **manipulates** one variable, and **control/randomizes** the rest of the variables. It has a **control group**, the **subjects** have been randomly assigned between the groups, and the researcher only tests one effect at a time. It is also important to know what variable(s) you want to test and measure. A very wide definition of experimental research, or a **quasi experiment**, is research where the scientist actively influences something to observe the consequences. Most experiments tend to fall in between the strict and the wide definition. Experiments are conducted to be able to predict phenomenon's. Typically, an experiment is constructed to be able to explain some kind of **causation**. Experimental research is important to **society** - it helps us to improve our everyday lives.

#### **1.2. Review of Related Literature**

A few research studies are related to the teaching materials can be found. Especially in term of their effectiveness on teaching English. Whereas some of them are concerned only with the problems of using teaching materials. The researches which are related to this study are reviewed as follows:

Pant (1975) conducted a research study on "A study on the types and uses of instructional materials in a few selected secondary schools of village panchayat

of Bhaktapur district in teaching social studies and the problems faced by the teachers in using them." She had aimed at finding out the types of instructional material the schools possess and how far they were used in teaching, what the problems of the schools in using them were and recommending possible solution. Though the research study seems imperfect to represent the conditions of rural areas, it found that more than fifty percent materials required for teaching social studies were found in most schools there . In few schools, the teaching materials were not sufficient . Some materials had not been used due to lack of training in the teachers and also unscientific classrooms were causing hindrances in using them.

Chapagain (1999) in his research entitled "Use of teaching materials and its impact in the language learning: A case study " found that teaching aids are effective and reliable supplement in teaching English. They have positive impact in learning the English language. He recommended that the schools should provide necessary teaching materials for the teachers. There should be the provision of appointing trained teachers and the untrained teachers should be given training and there should be the refreshment training for the old teachers.

In the same way, Acharya (2004) carried out a study on ' Availability and Use of IMs in teaching Social Studies at Community Secondary Schools in Banke District ' and deserts his conclusion that there is not sufficient availability of Ims in the selected schools and the use of available Ims is very poor there due to lack of training for teachers and improper classroom environment.

El-Araby ( 1974 ) in the book ' An introduction to materials and methods ' attempts to reach as deep as the pearl finding depth of the sea of visual aids and starting his creative writing about them from 'Aims to Aural Comprehension', 'Aids to speech production', 'Reading Aids', 'Writing Aids' and 'Multi Unit Aids' including several subjects .



Similarly , in the book ' The Practice of English Language Teaching ' Harmer ( 1990 ) , pleads for the teaching material in unit 7.24 ( 'Oral , composition ' ) suggesting to handle it with ' visual stimuli' , saying the teacher can show the students a series of picture , mime , a story or play them a tape with a series of sounds .

Sharma (2006) carried out a research entitled " A Study on Language Teaching Aids . A Case of Lower Secondary Level of Lalitpur District" found that almost all the head teachers and teachers are aware of about the usefulness of importance of language teaching aids while teaching but implementation aspect was found very poor. Though the chalkboards are available in all most all schools , the concerned authorities are not aware about the proper size, maintenance, use and putting them in the right place .She recommended that the schools should also introduced and supply different other supplementary teaching aids in English as well as should take the attention towards the classroom management and provide necessary teaching aids for the teachers.

So, a number of researches mentioned above carried out by different researchers and book written different scholars have directly or indirectly highlighted the importance of the teaching materials .This study is certainly different from the other studies. This study will show the effectiveness of picture and flash card over blackboard on Teaching English Language .This study will find out the clear and concrete ratio of impact in learning the English language by the use of 'Pictures and flask cards' and using blackboard . So far as my knowledge is concerned, nobody has carried out a research on effectiveness of pictures and flask cards over blackboard on teaching English Language.

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

The research has the following objectives:

- a) To find out the effectiveness of teaching materials for teaching English language.

- b) To suggest some pedagogical implications.

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

First of all, the research will be fruitful to all the language teachers to teach English language using teaching materials. It will be useful to the curriculum designers, text-book writers, subject experts, language teachers, students and other people who are interested in the development of the teaching English language. Finally, it may give some important guidelines to the researchers whose subject of analysis is related to this area because it is to know about the effectiveness of teaching for the teaching fields.

## **CHAPTER TWO**

### **METHODOLOGY**

Every research work has a stepwise procedure to follow, what is known as methodology. This chapter deals with the methodology adopted during the study.

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

Both Primary and Secondary Sources were used for the collection of data. The Sources are as follows:

##### **2.1.1 Primary Sources**

Thirty students of grade 8 who participated in the tests, were the primary source of data, since this study is exclusively based on the primary data i.e. the responses made by the testees. These all students belonged to Shree Jyoti Secondary school, Topgachhi-3, Jhapa.

##### **2.1.2 Secondary Sources**

The researcher also took help of some secondary sources. In terms of such sources, Lower Secondary Education Curriculum for Compulsory English, textbook of grade 8, teacher's guide book of grade 8, the guide for secondary school's test construction published by Janak Education Material Centre, Cassettes of Grade 8 compulsory English, B. Tomlinson's materials development in language teaching (1998) and different theses were consulted and utilized for designing test-items and classroom teaching materials.

#### **2.2. Sample Population**

The population of study was all the 8<sup>th</sup> graders. The thirty students of Shree Jyoti Secondary School of Jhapa district were the sample population of the study.

### **2.2.1. Sampling Procedure**

For this research work, the researcher first of all , selected the students using systematic random sampling method. The students having even roll no. in the register of section A were selected as population. For dividing groups the result from pre-test was taken as the basis. For so doing the following steps were followed:

The average of the score of all the students was computed.

On the basis of the average obtained by the students, five strata's, B, C, D and E were made.

Students from all the stratus were divided into two groups:' A' and 'B' with the help of lottery system. They were termed as 'control' and 'experimental' respectively. The researcher taught the group 'A' without using TMs, except text book, chalkboard and live voice of teacher, whereas the next group 'B' was taught using other materials, including textbook and flannel board.

The survey took place at Jyoti Secondary School which is situated at Topgachhi-3 of Jhapa. Thus, this School was selected for the convenience of researcher.

### **2.3. Tools Used For Data Collecting**

The main tools for the collection of data were the test items. These were prepared before the actual teaching. The test items were prepared with the help of the curriculum of Grade 8 English and a guide for test construction of lower secondary level published by DLE Education Materials Centre .The test was constructed to cover all the language skills, including grammar. Hence, the test consisted of different items under the language skills. The test items and their weightage are shown in the following table.

**Table No. 1**

**Number of Items and their Weightage of marks**

<b>Skills</b>	<b>Types of items</b>	<b>Weightage of marks</b>
Reading	Matching	4
	Read and answer	6
	Total	10
Writing	Developing story (guided)	6
	Essay Writing	12
	Total	18
Speaking	Introducing Oneself.	4
	Describing Picture	6
	Total	10
Listening	True / False	5
	Total	5
Grammar (multiple choice)	Transformation of sentence	4
	Fill in the blanks	3
	Total	7
	Total	50

The same items were used in both pre-test, except slight changes in the questions of reading, though the texts were the same (appendix-C.ii). The researcher provided appropriate instructions before commencing the tests.

#### **2.4. Process of Data Collection**

The process of data collection was as follows:

The researcher set what to use as Teaching materials while teaching the experimental group.

- ) The primary data for this study were collected by administered pre-test and a post-test among the thirty students of Jyoti secondary school. For this, the test items were developed to measure the proficiency of the students before and after teaching. Teaching materials and classroom techniques were developed for teaching the selected teaching items.
- ) To determine the proficiency of the students at the entry point a pre-test was taken. The full mark of test was fifty
- ) The students were ranked on the basis of their average score and they were divided into groups with the help of lottery. This means the students from each rank were divided into two halves to make two different groups: 'A' and 'B' and were termed as 'control' and 'experimental' respectively. The ranking and group division process is as shown in the following table;(for detail appendix-E)

**Table No. 2**  
**Group Division Process**

<b>Group 'A'</b> <b>(Control )</b>	<b>Group 'B'</b> <b>( experiment)</b>
Odd Roll Number	Even Roll Number

- ) The control group (A) was taught without using Teaching materials, except the textbook, chalkboard and teacher's live voice. The chalkboard was used for a few times, only for writing things. In absence of the teaching materials the researcher could not carry out any other activities such as dramatization, drilling, simulation .However ,he tried to bring uniformity in methodology for teaching both groups, excerpt those techniques which require use of the other teaching materials. The next group 'experimental' on the other hand,

was experimented and taught using different TMs such as real object, pictures, chart, flash cards, cassettes etc, including textbook and chalkboard. the researcher could also use the activities such as dramatization, simulation, drilling with the help of TMs.

) Each group was taught six days a week, one period a day and each period lasted for forty five minutes. it took 25 lessons to finish the selected items.

) At the end of the classroom teaching, a post test was taken .Then, the achievement of the two groups in pre-test and post-test were compared to determine the relative effectiveness of the instructional materials on teaching English.

## **2.5 Limitation of the study**

The delimitation of the study are as follows:

The study was limited in grade 8 only.

- i. The study was confined to effectiveness of TMs only.
- ii. The study was carried out at a school of Jhapa district.
- iii. The population of the study belonged to Grade 8. Thus, their previous knowledge might have influenced the result of the tests.
- iv. The use of TMs or zero use of TMs, more or less, brought variation in methodology ,too.
- v. Irregularity of some students and long strike during the classroom teaching affected the study.

## CHAPTER- THREE

### ANSLYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the obtained data. To analyze and interpret the data, three sub-units: general observation of the use of the instructional materials teaching, skill-based comparison and holistic comparisons are presented below:

#### 3.1 General Observation of the Use of the Teaching Materials in Teaching English

Before the actual classroom teaching ,the researcher tried to find out whether the English teacher of Jyoti Secondary School, Topgachhi-3, Jhapa. For this purpose, he consulted the language teachers of this school. An Observation Form that consisted of the TMs required for teaching English are listed in the following table.

**Table No. 3**

#### **The TMs required for teaching English**

S.N.	Skills	Varieties
1	Reading	Newspaper Advertisement Story/poems Times tables Flash cards Sentence chart Picture Maps Computer Television Other:



2	Writing	Pictures Maps Paragraphs Word lists Newspaper Sentence chart Computer Television, etc Others
3	Speaking	Role cards Word cards/charts Sentence charts Pictures/objects Maps Computer Television, etc Others
4	Listening	Cassette player Cassette Computer Television Radio Pictures and captions Word cards Sentence cards/charts Quotations Others

This list was prepared with the help of lower secondary education curriculum of English, teacher's guide of grade 8 and the textbook of grade 8. The

secondary education curriculum of English has incorporated grammar in writing skill. Following it, thus ,only under four categories, the TMs have been listed.

With the help the Observation Form the classes were observed. The researcher himself attended the classes and saw whether the required TMs were used or not under the respective skills the teachers presented. But in all the classes, the teachers did not use any of above listed TMs. They only used textbook, blackboard and chalks. The use of blackboard was also limited in writing topic and other things. According to all the teachers, the unreliability of TMs and large size of the classes were major reasons for not using TMs. They further informed that the students should not involve in listening practice and test as well unit the class-8 District level Exam. Similarly, in terms of speaking, the individual interview is only means of emulation and the students hardly practice speaking while teaching, too. Likewise, in absence of TMs and appropriate classroom environment, the teachers expressed that dramatization, simulation, role playing like technique were not possible.

On the basis of the aforementioned finding, the researcher set the further course of his study. He selected the items under the four language skills including grammar for the pre-test, and to be presented in actual classroom teaching. The test was constructed and the pre-test was administered among the thirty students of Shree Jyoti Secondary school, Topgachhi, Jhapa. The students were divided into two halves on the basis of the achievement in the pre-test so as to make equal level of proficiency of the two group and were termed as 'control' and 'experimental'. The control group(A) was taught with out using any other materials, except the testbook,chalkboard,and teacher's live voice in terms of teaching listening .The chalkboard was used for a few items ,only for writing things .In absence of the TMs, the researcher was not practically able to use any other activities such as dramatization, drilling, simulation, etc.

The experimental group (B) on the other hand, was experimented and taught using different TMs, including the textbook and chalkboard. The chalkboard

was used frequently applying the effective interactive techniques. Different concerning TMs such as real objects, pictures ,chart ,flash cards ,cassettes ,etc. were timely used. The researcher also used the activities such as dramatization, simulation, drilling, etc. with the help of TMs.

At the end of the teaching, the post-test was held. The items were the same in the post-test, except slight change in the questions of reading comprehension thought the texts were the same (See appendix-C). The researcher provided appropriate instructions before commencing the tests.

### **3.2 Skill Based Comparison**

The individual scores taken from the pre-test and post-test were tabulated under each heading group-wise. The average scores are computed out of the individual scores of the pre-test and post-test are computed. If it is higher than zero, it shows the progress of the group. The difference is converted into percentage as well in the post-test.

In this way, the statistical approaches of percentage (%), average or mean and standard deviation (to qualify the averages) are used to analyze the data. The effectiveness is counted on the basis of increase in average score and the percentage of the groups as a whole. Meanwhile, standard deviation (SD ) shows the scattered ness or dispersion of the scores of each group in post-test. By analyzing the SD value it can be inferred that the higher distribution of SD of the test performance results the more heterogeneous nature of the group of the students .Like wise, the lower distribution of the SD shows the learning group is more homogenous.

#### **3.2.1 Reading Comprehension, read and answer, finding words**

Synonyms, ticking the best answer, true or false and filling the blanks activities were included in the tests. Reading skill in totality carried thirty marks (for detail, see appendix F).

**Table No. 4**

**Average Score in the Reading Comprehension**

<b>Group</b>	<b><math>\bar{x}</math> In Pre-Test</b>	<b><math>\bar{x}</math> In Post-Test</b>	<b>D</b>	<b>D%</b>	<b><math>\sigma</math> (Post-Test)</b>
A	6.21	6.4	0.-04	3.12	1.61
B	6.36	6.61	0.4	0.31	1.65

According to the table, the average score of group A in pre-test was 6.21 and it decreased to 6.4 in post-test. It decreased by 3.12 percent or 0.04 average score. Similarly the average score of group 'B' was 3.36 in pre-test and it became 6.61 in post-test. The score increased by 0.4 average score or 0.31 percent .It shows that group 'B' performed better than group 'A' in reading skill ,since the score of group 'A' decreased ,but the score of group 'B' increased by 0.31 percent . This proved that TMs are very effective on teaching reading skill.

In terms of dispersion of the score ,group 'B' got more scattered scores than group 'A', since the standard deviation of group 'A' and 'B' was 1.61 and 1.65 respectively. Thus, the students of group 'A' had more equality in performance than that of group 'B'.

### **3.2.2 Writing Skill**

The writing skill was divided into two groups :'Guided' and 'Free'

#### **3.2.2.1 Guided Writing**

Two different activities: completing dialogue and developing a story were in comported under guided writing in the tests. The scores in the guided writing in the tests. The scores in the guided writing is presented below :

**Table No. 5**  
**Average Score in Guided Composition**

<b>Groups</b>	<b><math>\bar{x}</math> In Pre-Test</b>	<b><math>\bar{x}</math> In Post-Test</b>	<b>D</b>	<b>D%</b>	<b><math>\sigma</math> (Post-Test)</b>
A	1.03	1.1	0.07	3.28	0.28
B	1.1	1.3	0.2	8.33	0.33

This reveals that the average score of group 'A' in guided composition was 1.03 in pre-test and it increased to 1.1 in the post-test by 3.28 percent. Meanwhile, the average of group 'B' increased to 1.3 in post-test from 1.1 in post test. The score increased by 8.33 percent. The group 'B' can be claimed to be better than the group 'A' in terms of performance in guided composition.

Likewise, group B students had more uniformity in performance in guided composition since its SD value was 0.33 which was less than 0.28 of group 'B'.

### 3.2.2.2 Free Writing

Two activities in the name of describing a table (daily routine related) and describing a person were included in the tests. The scores of both the groups are shown in the following table in the form of average:

**Table No. 6**  
**Average Score in Free Composition**

<b>Groups</b>	<b><math>\bar{x}</math> in Pre-Test</b>	<b><math>\bar{x}</math> In Post-Test</b>	<b>D</b>	<b>D%</b>	<b><math>\sigma</math> (Post-Test)</b>
A	3.7	4.7	1	4.91	1.21
B	3.96	4.13	0.44	5.44	1.4

In this way, the average score of group 'A' in free composition was 3.7 in pre-test and it became 4.7 in the post-test . It seems to have increased by 4.91 percent and 1 scores in average. Whereas, the average score of group 'B' was 3.96 in pre-test and it increased to 4.13 in the post-test. The scrod increased by 0.44 and 5.44 respectively in terms of percentage and average score. on the basis of the above fact, the group 'B' can be concluded to be relatively better than the group 'A'.

The table also inform that the students of group B had more uniformity in performance vis-a vis group 'A' since the SD value of group B is lower than that of group A.

### 3.2.3 Speaking Skill

Introducing one self, express future plan and describing a picture view the activities under speaking skill. In totality, the following was the result of pre-test and post in speaking:

**Table No.7**

#### **Average Score in Speaking**

<b>Group</b>	<b><math>\bar{x}</math> in pre-test</b>	<b><math>\bar{x}</math> in post-test</b>	<b>D</b>	<b>D%</b>	<b><math>\sigma</math> ( Post-Test )</b>
A	5.66	7.2	1.54	11.97	1.85
B	5.2	6.93	1.73	14.6	1.78

This result says that the group 'A' scored 5.66 in average in pre-test and this increase to 7.2 in post –test . The rate of increase average score was 1.54 that was 11.97 percent. Whereas, group B scored 5.2 in average in pre-test and this

increased to 6.93. The rate of increase in average score was only 1.73 i.e. 14.6 percent. It seems that the students exposed to live the voice of the researcher had performed better vis-à-vis recorded materials because the percentage of increase in the score of the group 'A' was 11.97 against 14.6 percent of group 'B', although the average of group 'B' is still high.

### 3.2.4 Listening Skill

To test the listening competence of the population of this study listen and answer, listen and match, listen and write activities were administered under the test. The total achievement of both the group in listening skill is shown table.

Group	$\bar{x}$ in pre-test	$\bar{x}$ in post-test	D	D%	$\sigma$ ( Post-Test )
A	2.4	2.86	0.46	8.74	0.74
B	2.4	2.6	0.2	4	0.67

This result says that the group 'A' scored 2.5 in average in pre-test and this increased to 2.86 in the post-test. The increase in average score was 0.46 that was 8.74 percent. Whereas, group B 2.4 in average in pretest and this increased to 2.6. The rate of increase in average score was only 0.2 i.e. 4 percent. It seems that the students exposed to live voice of the researcher had performed better vis-a-vis recorded materials because the percentage of increase in the score of group 'A' was 8.74 against 4 percent of group 'B', although the average of group 'B' is still high.

Likewise SD value of group 'A' was also less than that of group 'B'. In number, SD value A and B was 0.74 and 0.67 respectively. This means that the group 'A' students had relatively equal level of performance in listening.

The result in listening skill seemed to be an unexpected . This can be caused lack of facing authentic, native like speech in students, as already mentioned in 3.1 unit.

### 3.2.5 Grammar

As the representatives of Transformation of sentences, grammar were incorporated in the tests. The achievements of the two groups in the tests are presented in the following table:

**Table No. 8**

**Average Score in Grammar**

<b>Groups</b>	<b><math>\bar{x}</math> In Pre-Test</b>	<b><math>\bar{x}</math> In Post-Test</b>	<b>D</b>	<b>D%</b>	<b><math>\sigma</math> (Post-Test)</b>
A	3.83	3.67	-0.19	-2.53	0.95
B	3.96	4.66	0.7	1.12	1.2

As shown in the above table the group 'A' secured 3.83 average score in pre-test and that reached 3.67 in post-test . The score increased by -0.19 in average or by -2.53 percent . At the same time ,the average score of group 'B' was 3.96 in pre-test and that increased to 4.66 in post-test . This means the score of students in group 'B' increased by 0.7 in terms of average score and 8.12 in terms of percentage . So ,the rate of increase in the score of group 'B' was border than that of group 'A'. Hence ,group 'B' performed better and TMs are very effective in teaching grammar.

Likewise, the group 'B' students had more homogeneity in performance .They had relatively equal score in comparison to the students of group 'a' since the SD value of 'A' and 'B' was respectively 0.9 and 1.2.



### 3.3. The Holistic Comparison Based on the Total Average Score

The tests consisted of four language skill and grammar. Different 17 activities were to be carried out under the four language skills and grammar, in total. The language skills and their weight age of marks is presented in the following table (for detail, appendix F)

**Table No.9**

#### **Skills and their Weight age**

<b>S.N</b>	<b>Skills</b>	<b>Full Marks</b>	<b>Periods Taught</b>
1	Reading	10	4
2	Writing Guided Free	18	6
3	Speaking	10	3
4	Listening	5	2
5	Grammar	7	5
	Total	50	20

In this way different activities were presented to measure the proficiency of the students in the language skills, including grammar. In this sub-unit, the achievement of students is observed from bird-eye-view. In other words, a macro level comparison between the achievement of group 'A' and 'B' is

presented here. For this, the total score of the students in each group is converted into average.

**Table No.: 10**

**Average Score is Grand-Total**

<b>Groups</b>	<b><math>\bar{x}</math> In Pre-Test</b>	<b><math>\bar{x}</math> In Post-Test</b>	<b>D</b>	<b>D%</b>	<b><math>\sigma</math> (Post-Test)</b>
A	22.86	26.06	3.2	6.47	6.73
B	23.2	26.82	3.62	7.24	6.92

This table shows that the group 'A' students scored 22.86 in average, out of 50 marks in pre-test. That score reached 26.06 in post-test and it increased by 3.2 average score i.e. 6.47percent. Meanwhile, the group 'B' secured 23.2 average score out of 50 marks in pre-test and it increased to 25.82 in post-test. The increased rate was 3.62 average score that made 7.24 percent. The growth rate of score of group 'A' was only 6.47 percent which is very less in front of 7.29 percent of group 'B'. Hence group 'B' performed better and TMs remained quite effective on teaching English, since the group 'B' was experimental and the students of that group were taught using TMs.

However, there can be seen more heterogeneity in the performance of the students of group 'B' because the SD value of the score of that group was 5.98 against 4.8 of group 'A'. Obviously, all the students in group 'B' did not get the mark increased. This result reminds that equal attention towards all the individuals in the class is one important factor to be taken into account while teaching the English language using TMs, in order to reduce the heterogeneity in the performance of the students.

## CHAPTER -FOUR

### SUMMARY OF FINDINGS AND RECOMMENDATION

This chapter presents the summary of finding, the pedagogical implications of the study and some recommendations based on the study, which are given below under their respective sub-headings.

#### 4.1 Findings

After the analysis and interpretation of collected data, the following findings have been summed up:

) The experimental group which was taught using TMs, got its average scores increased in Reading, guided writing, Free writing speaking, listening and grammar by 0.31, 5.44, 3.44, 4.7, 11.97 and 4 percent respectively in the post-test. Whereas, the control group which was taught without using TMs got its average scores increased in the same areas by -3.12, 3.28, 4.91, 11.97, 3.87 and 1.2 percent experimental group was very high in all areas ,except listening ,thought its average score in listening was very high (irrespective to the progress rate)

) To make a macro level comparison, the students of control Group' scored 22.86 in average out of 50 marks in pr-test that increased to 26.06 in the post-test by 3.2 average score 7.24% meanwhile, the 'experimental group' secured 23.2 average score in pre-test and it increased to 26.82 in the post-test by 3.62 average score i.e. 7.24 percent .In this way, 6.92 percent increment in score of 'excremental group' against the 6.47 percent of 'control group' was the result of use of TMs.

) Holistic comparison in terms of standard deviation in the post –test shows that here was more heterogeneity in the progress among the individuals of 'experimental group' because the Standard Deviation of

the scores of that group was 5.98 against 4.8 of control group '. Thus, the teachers need to pay attention to all the students while carrying out any activity in the classroom.

In fact the findings of a areas related to the experimental group were positively very high. From the different analysis and statistical calculation, it is concluded that the teaching materials are an integral part of the teaching the English language and they have very highly positively impact in learning English.

#### **4.2 Recommendation**

Teaching materials (TMs) have very important to pay teaching and learning the English language. Changes are the part of everything .the same is to with teaching learning of English, too. As a result, some new trended have entered this process and several changes and reforms have been observed in the English language teaching techniques, too.

In such changes, the genuine and effective researches play vital role. The finding of the present research,' A study on Effectiveness of tins on teaching English of Grade eight ' will also have some implications on teaching and learning of the English language as a foreign language in Nepal . Some of the important implications are as follows:

- I. In teaching and learning the English language, the practice of prescribed method and technique only can not have a positive result in learning. The teacher needs to be innovative and able to use different classroom as well as brought materials in to the classroom to supplement his/her teaching.
- II. Learning is not sufficient with only one sensory organ. The positively high degree of learning of the equip mental group is the evidence of the fact . The teacher to this regards, should be able to engage all the senses of the learners e.g. seeing, feeling, hearing, etc. by using different activities and material.

- III. Similarly the management of the classroom situation is another mentionable factor to influence teaching and learning. If the classroom is bright, with moveable furniture and wide space to carry out different drills and activities in the classroom, the teacher feels comfortable to have bright, wide and well-equipped classroom.
- IV. Likewise, the concept of the teacher is worth discussion here. The teachers especially at the public/community schools are not found teaching actively using TMs. The concerned authorities should find out the factors causing it and this concept should soon be avoided.

By analyzing the standard deviation it can be inferred that the higher distribution of standard deviation of the test performance results in the more heterogeneous nature of the students, the teacher needs:

- a. The teacher are suggested to check and prepared everything such as cassettes, cassette player, batteries ,etc. before presenting them in the classroom.
- b. Picture, flash cards, charts etc used as teaching materials should be relatively large and visible to all the students.
- c. They should be displayed at such a place that the students from every corner can see it.
- d. The teacher teaching should try to take feedback of use of TMs.
- e. He is advised to observe all the students, whether they are concentrated or not.
- f. He needs to pay attention to using locally available materials and save them for reuse.
- g. All the teachers teaching the English are advised to hold discussions on use of TMs and prepare the materials jointly.
- h. This study shows that in reading, writing, speaking and grammar, the TMs are very important in English language teaching. Thus, the concerned authorities need to be very serious for creating the situation to facilitate the use of TMs in the aforementioned areas.

- i. According to this study, control group has higher progress rate in listening proficiency. This means the live voice of the students. Thus, if the recorded materials are to be used, they should be used from the lower grades. Otherwise, they should continue teaching listening with the live voice.
- j. d. In public secondary schools of Nepal, the class size is found to be very large. As a result, administration of any interactive technique in the classroom is constrained. So, there should be adequate facilities and division of sections to cause proper use of TMs required.
- k. The high teaching load on the teacher is another problem. Thus, appropriate number of the classes should be assigned to the subject teachers. Similarly other incentives as salary, leave, loans should also be reviewed and reformed that encourages the teacher to use TMs as per required.
- l. Schools need to allocate budget for purchasing materials for listening. If electricity is not available, by the use of batteries, too, they should provide their students the opportunity to face authentic speech from the lower grades.
- m. During the experiment the researcher himself felt quite easy to use the students classroom including the board as TMs .So, the English teachers are suggested to made frequent use of the students' classroom and the chalk board in teaching English.
- n. At present, there is a rumor of changing the secondary level curriculum. In this context, the curriculum designers should be very clear about the use of TMs. They should provide a teacher's guided with the list of TMs to be used lesson-wise.
- o. Different district level seminar and workshop programmes on the use of the teaching materials in the English teaching should be held under the stewardship of the District Education Office (DEO).
- p. The class supervision and school supervision need to be focused on availability and use of TMs in teaching English. The government should

then have a provision of appointing of at one English specialized supervisor in each district.

- q. If anything is associated to the local culture and taught that results in a very activated perception by the students. Hence, the textbook designed to teach English language should reflect the culture features of English on one land and it should be connected to the Nepalese culture, on the other.
- r. There should be provision of library in each schools and adequate poems, stories essays, novels, newspapers, journals etc. in English language should be manages to facilitate the timely and effectively use of TMs.
- s. The schools need to manage necessary teaching materials for teaching the English language .TMs should have proper space in the school budget. The government should also allocate budget to finance for the teaching materials in all the schools thought out the nation.
- t. In the schools of urban area, where the computers are available for other purposes rather than teaching the English language, it is advised to make the use of computer in ELT, too.
- u. It will be very easy to hold regular discussion on ELT and to arrange the needed materials jointly if there is an organization to cover all the English teacher of a particular area or district. Hence, it is suggested to establish a teacher's club in a district or an area.
- v. There needs to be provision of appointing only trained teachers. The government should provide training to the untrained teachers and the old teachers so that they could realize that TMs are integral part of the English language teaching.

The researcher, in this way, is of the opinion that if these aforementioned recommendations are taken into account by all the concerned authorities the decrement of the standard of the English language learning in Nepal will be reduced. And at the same time, if the teaching is practiced accordingly using teaching materials (TMs), it will certainly aid a positive dimension

not only in maintaining the result percent of different tests, but also to the improving of entire language proficiency in English.



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## APPENDIX-B

### Sample

#### LESSON PLAN NO. 1

School: Shree Jyoti Secondary School

Date:

Class: 8

Period: 1st

Subject: English

Item: Negation

#### 1. Objectives:

On completion of the lesson, the students will be able to  
-use the negative structure appropriately in their speech.

#### 2. Teaching Materials:

-Realia, picture and Blackboard.

#### 3. Teaching Activities:

i. Ask some questions that elicit negative sentences.

ii. Speak out some negative sentences about yourself, as:

There is a pen in my right hand , but there is not a pen in my left .

This not my bag, it is his.

I'm not wearing a hat.

I don't go to cinema very often.

iii. Ask a student to come to the front and put some realias on the desk. Tell the student that things do not belong to her .Present the item using 'not'

T: What is this?

C: A pen.

T: Does this belong to her?

C: No.

T: No, this doesn't belong to her .

C: No, this doesn't belong to her.

T: Does she have a money purse?

C: No.

T: No, she doesn't have a money purse.

C: No, she doesn't have a money purse.

iv. Present a picture and clue- chart related to the picture, and let them make sentences.

Not/sing

not /dance

Not /run

not /eat

E.g.: He does not eat.

E.g.: He is not eating.

v. Tell your own dislikes using 'not'. Conduct group work to express their dislikes. Ask the group leaders to express some of their common dislikes in the class.

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

-Ask some questions that elicit negative answers.

-Ask the students to tell about their dislikes.

#### **5. Homework:**

-Make ten negative sentences.

## APPENDIX –A

### TEST ITEMS

Subject: English

Time: 1.15hrs

Full Marks: 35

Class: 8

Name.....

School.....

1. Read the following passage and answer the following questions: 10

Daedalus , who came from Greece , built the great maze for Minos , king of Crete .He was very clever and very proud .He thought he was like a god .He had a son Icarus .

One day soldier came and took Daedalus and Icarus to the king .He was very angry."You boasted about the maze, Daedalus .But now the Minotour is died .The man who built the maze will die in it".

A. Answer the following questions: 3x2=6

i. Who came from Greece?

ii. Who was Minos ?

iii. What did he think?

B. Match the following with their apposite meanings:

4

'A'

'B'

Came

gave

Built

went

Took

happy

Angry

destroyed

2. Write a readable story with the help of given outlines and give a suitable title

6

Once a hardworking ant and grasshopper worked all summer and collected food for winter \_\_\_\_grasshopper spent by singing \_\_\_\_went to the ant \_\_\_\_beg for eating in winter \_\_the ant told him to go and dance \_\_\_\_grasshopper sad and ashamed \_\_a moral

3. Write an essay about your school. 12

4. Change the following sentences according to given instructions: 4

i. He is eating rice now. [Into negative]

ii. She never goes to school. [Into affirmative]

iii. My name is Ronish Timsina .[ What ]

iv. He has written a poem. [Into yes/no]

5. Fill in the blanks choosing correct answer from the brackets: 3

i. I am .....Student. [ a, an , the ]

ii. The book is .....the table. [in, at , on ]

iii. He is a teacher,.....? [is he , isn't he , does he ]

**The End**

## APPENDIX –C

### LESSON PLAN NO. 1

School: Shree Jyoti Secondary School

Date:

Class: 8

Period: 1st

Subject: English

Item: Negation

#### 1. Objectives:

On completion of the lesson, the students will be able to

-read the text in correct pronunciation.

-answer the questions of this text.

-give the opposite meaning of

#### 2. Teaching Materials:

-flask card, picture and Blackboard.

#### 3. Teaching Activities:

i. Teacher tells the funny tales to motivate the students.

ii. He reads the text in correct pronunciation.

iii. He displays the picture and describes .

iii. He flask cards and gives the opposite meaning of give , happy ,

iv. He reads this text once again.

#### 4. Evaluation:

-Ask some questions with reference to this text.

-Ask the opposite meaning of gave , happy .

#### 5. Homework:

-Read this text at your .

## APPENDIX –D

### LESSON PLAN NO. 7

School: Shree Jyoti Secondary School

Date:

Unit:

Class: 8

Period: 1st

Subject: English

Item: Comprehension text

#### 1. Objectives:

On completion of the lesson, the students will be able to

-read the text in correct pronunciation.

-answer the questions of this text.

-give the opposite meaning of

#### 2. Teaching Materials:

-flask card, picture and Blackboard.

#### 3. Teaching Activities:

i. Teacher tells the funny tales to motivate the students.

ii. He reads the text in correct pronunciation.

iii. He displays the picture and describes .

iii. He displays flask cards and gives the opposite meaning of give , happy,

iv. He reads this text once again .

#### 4. Evaluation:

-Ask some questions with reference to this text.

-Ask the opposite meaning of gave , happy .

#### 5. Homework:

-Read this text at your .



## APPENDIX –E

### LESSON PLAN NO. 17

School: Shree Jyoti Secondary School

Date:

Unit:

Class: 8

Period: 1st

Subject: English

Item: Story writing

#### **1. Objectives:**

On completion of the lesson, the students will be able to

-write readable story.

#### **2. Teaching Materials:**

-flask card, flannel board and Blackboard.

#### **3. Teaching Activities:**

i. Teacher tells the short story to motivate the students.

ii. He asks the students to tell short story.

iii. He tells the short rules of story writing.

iii. He displays flask card and describe.

iv. He writes a sample story.

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

-Ask the students to write a story with the help of outlines.

#### **5. Homework:**

-Write a readable using following outlines.

## APPENDIX –F

### LESSON PLAN NO. 23

School: Shree Jyoti Secondary School

Date:

Unit:

Class: 8

Period: 1st

Subject: English

Item: Story writing

#### 1. Objectives:

On completion of the lesson, the students will be able to

-write readable story.

#### 2. Teaching Materials:

-flask card , flannel board and Blackboard.

#### 3. Teaching Activities:

i. Teacher tells the short story to motivate the students.

ii. He asks the students to tell short story.

iii. He tells the short rules of story writing.

iii. He displays flask card and describe.

iv. He writes a sample story.

#### 4. Evaluation:

-Ask the students to write a story with the help of outlines.

#### 5. Homework:

-Write a readable using following outlines.

**APPENDIX –I**

**Post-test result sheet**

**Group A (Control)**

Skill	Reading			Guided Writing	Free Writing		Speaking			Listening		Grammar			
	Math the following	Read and answer	Total				Developing story	Essay Writing	18	Introduce yourself	Describing the	Total	True/False	Total	
FM  Name	4	6	10	6	12	18	4	6	10	5	5	3	4	7	50
1. Yog B. Khadka	4	4.5	8.5	4	8	12	3	5	8	4	4	3	3	6	38.5
3. Nista Basnet	4	4	8	3	8	11	4	5	9	3	8	3	4	7	37
5. Jamuna Rasaili	1	2	3	0	3.5	3.5	4	4	8	3	3	2	0	2	19.5
7. Kausila Dulal	1	4	5	0	6	6	4	5	9	3	3	3	0	3	29
9. Astha Bhujel	2	5	7	0	5	5	4	4	8	2	2	2	0	2	22
11. Ichchha Dattel	1	5	6	2	5	7	3	4	7	2	2	2	0	2	24

13.Gita Acharya	2	3	5	0	4	4	3	3	6	2	2	3	1	4	21
15. Saigat Adhikari	2	3	5	2	1	3	3	3	6	2	2	3	1		20
17. Rohit Bhandari	2	5	5.5	0	1	1	4	4	8	3	3	2	1	3	22
19. Buddhi Subba	1	4.5	8	0	0	0	4	4	8	2	2	2	0	0	18.5
21. Kamal Thapa	4	4	5	1	2	3	4	4	8	3	3	3	2	5	27
23. Durga Silwal	1	4	9	2	4	6	3	3	6	2	2	3	0	3	18
25. Prem Limbu	4	5	7	2	4	6	3	3	6	2	2	3	4	7	30
27. Santosh Dhimal	4	3	9	0	3	3	3	3	6	2	2	3	3	6	24
29. Taranidhi Khanal	4	5	9	0	2	2	3	3	6	3	3	3	2	5	25
Total			100	1.6		70.5			109		43			55	393.5
Average			6.6	1.1		4.7			7.2		2.86			3.6	26.06

**APPENDIX –J**

**Post-test result sheet**

**Group B (Experimental)**

Skill	Reading			Guided Writing	Free Writing		Speaking			Listening		Grammar			
	Math the following	Read and answer	Total				Developing story	Essay Writing	Total	Introduce yourself	Describing the	Total	True/False	Total	
FM Name	4	6	10	6	12	18	4	6	10	5	5	3	4	7	50
2. Gita Bhattarai	1	4	5	3.5	7.5	12	4	5	9	3	3	3	1	4	33.5
4. Dipak Dhimal	4	5	9	3	8	11	4	5	9	3	3	2	4	6	39
6. Shusila Khatri	1	4	5	2.5	6.5	9	3	4	7	3	3	2	1	3	27.5
8. Saroj Kisku	4	5	9	3	7	10	3	4	7	3	3	2	2	4	33
10. Samjhana Kathet	1	4	5	2	0	2	4	4	8	2	2	3	3	6	20

12. Bimal Murmu	4	5	9	0	2	2	3	4	7	3	3	2	2	4	21
14. Sanam Majhi	1	5	6	0	3	3	3	4	7	3	3	3	3	6	25
16.Saroj Dhimal	5	4	9	1	3	4	4	4	8	3	3	3	2	5	5.5
18. Subash Rai	4	4	8	0	3	3	3	4	7	3	3	3	3	6	27.5
20. Lalit Thakur	2	2	4	1	2	3	3	3	6	3	3	1	1	2	18
22. Shanti Hemrang	0	3	3	0	0	0	2	5	5	2	2	2	1	3	13
24. Gita Acharya	4	3	7	0	3	3	3	3	6	2	2	3	3	6	21
26. Santosh Dhimal	0	5	5	0	3	3	3	3	6	2	2	2	2	4	20
28. Ananta Shrestha	4	1	5	0	0	0	3	3	6	2	2	3	2	5	22
30. Bishal Rai	4	3	7	0	3	3	3	3	6	2	2	3	3	6	21
Total			96	16		62			104		39			70	387
Average			6.4	1.1		4.13			6.93		2.6			4.66	25.82

**APPENDIX –G**

**Pre-test result sheet**

**Group A (Control)**

Skill	Reading			Guided Writing	Free Writing		Speaking			Listening		Grammar			
	Math the following	Read and answer	Total				Developing story	Essay Writing	Total	Int4roduce yourself	Describing the	Total	True/False	Total	
FM  Name	4	6	10	6	12	18	4	6	10	5	5	3	4	7	50
1.Yog B. Khadka	4	4	8	2.5	7.5	10	3	4	7	3	3	3	4	7	35
3. Nista Basnet	4	4	8	2	5	7	3	5	8	3	3	2	3.5	5.5	31.5
5. Jamuna Rasaili	1	2	3	0	2.5	2.5	3	4	7	2	2	2	0	2	16.5
7. Kausila Dulal	4	4	8	0	4	4	3	3	6	2	2	3	3	6	26
9. Astha Bhujel	1	4	5	0	4	4	3	4	7	2	2	3	3.5	6.5	24.5

11. Ichchha Dattel	0	5	5	5	0	5	3	3	6	2	2	3	1	4	23
13.Gita Acharya	2	3	5	0	4	4	3	3	6	2	2	3	1	4	21
15. Saigat Adhikari	1	5	6	0	3	3	3	2	5	2	2	2	3	3	19
17. Rohit Bhandari	0	5	5	5	0	0	2	2	2	4	6	2	2	1	17
19. Buddhi Subba	2	4.5	6.5	0	2	2	3	3	6	2	2	3	2	5	21.5
21. Kamal Thapa	4	5	9	1	1	2	2	3	5	2	2	2	1	3	21
23. Durga Silwal	2	5	7	0	3	3	2	5	5	2	2	0	2	2	19
25. Prem Limbu	2	5	7	0	3	3	2	3	5	2	2	2	0	2	18
27. Santosh Dhimal	1	4.5	5.5	0	4	4	2	3	5	2	2	2	0	2	18.5
29. Taranidhi Khanal	2	3.5	5.5	0	2	2	2	3	5	2	2	2	2.5	4.5	18
Total			9.5	15.5		55.5			85		36			57.5	343
Average			6.2	1.03		3.7			5.66		2.4			3.83	22.82



**APPENDIX –H**

**Pre-test result sheet**

**Group B (Experimental)**

Skill	Reading			Guided Writing	Free Writing	Total	Speaking			Listening		Grammar			Total
	Math the following	Read and answer	Total				Developing story	Essay Writing	Total	Introduce yourself	Describing the	Total	True/False	Total	
FM  Name	4	6	10	6	12	18	4	6	10	5	5	3	4	7	50
2. Gita Bhattarai	0	4	4	2	5	7	4	5	9	3	3	2	2	4	27
4. Dipak Dhimal	4	5	9	3.5	7.5	12.5	3	4	7	3	3	2	3	5	33
6. Shusila Khatri	0	4	4	5	6	2	4	6	2	2	1	0	1	1	19.5
8. Saroj Kisku	0	4.5	4.5	0	2.5	2.5	2	4	6	2	2	2	1	3	18
10. Samjhana Kathet	0	5	5	1	3	4	2	3	5	2	2	3	2	5	18

12. Bimal Murmu	4	5	9	0	2	2	3	4	7	3	3	2	2	4	21
14. Sanam Majhi	3	5.5	8.5	0	2.5	2.5	2	2	4	3	3	2	2	4	21
16.Saroj Dhimal	1	4.5	5.5	0	2	2	2	3	5	3	3	2	2.5	4.5	19
18. Subash Rai	4	4.5	8.5	0	3	3	3	4	7	3	3	3	3	6	27.5
20. Lalit Thakur	3	3	6	2	1	3	2	1	6	3	2	2	3	3	20
22. Shanti Hemrang	2	3	5	3	2	5	2	0	2	2	2	3	2	5	19
24. Gita Acharya	3	4	7	3	4	7	3	3	6	3	3	3	3	6	29
26. Santosh Dhimal	1	4.5	5.5	0	4	4	3	1	4	2	2	2	0	2	17
28. Ananta Shrestha	0	5	5	0	3	3	3	6	2	2	2	2	4	2	20
30. Bishal Rai	4	5	9	0	0	0	3	3	6	2	2	3	2	5	22
Total			95.5	19.5		59.5			78		36			59.5	348
Average			6.36	1.3		3.96			5.2		2.4			3.96	23.20

## Appendix K

### Group A

#### Holistic Comparison Value

Individual Score X	x (x-x)	x <sup>2</sup>
38.5	3.5	12.25
37	6.5	42.25
19.5	3	9
29	3	9
22	-2.5	6.25
24	1	1
21	0	0
20	1	1
22	2	4
18.5	1.5	2.25
27	6.5	42.25
18	-3	9
30	11	121
24	6.5	42.25
25	7	49
$\phi x = 375.5$		$\phi x^2 = 350.5$

We have,  $x(\text{mean}) = \frac{\phi x}{n} = \frac{370}{15} = 24.67$

...  $\bar{x} = 25.1$

We know  $\exists (\text{S.D.}) = \sqrt{\frac{x^2}{n}}$

$\sqrt{\frac{351.5}{15}} \times \sqrt{23.43} \times \text{S.D.} \times 4.80$

..  $\exists = 4.80$

## Appendix L

### Group B

#### Holistic Comparison Value

Individual Score X	$x(x-x)$	$x^2$
33.5	6.5	42.25
39	6	36
27.5	8	64
33	16	156
20	2	4
21	0	0
25	4	6
29.5	10.5	110.25
27.5	0.5	0.25
18	1	1
13	-7	49
20	-2	4
21	2	4
20	1	1
22	-7	49
$\phi x = 370$		$\phi x^2 = 536.75$

We have,  $\bar{x}(\text{mean}) = \frac{\sum x}{n} = \frac{370}{15} = 24.67$

..  $\bar{x} = 24.67$

We know  $\exists (\text{S.D.}) = \sqrt{\frac{\sum x^2}{n} - \frac{(\sum x)^2}{n^2}} = \sqrt{\frac{536.75}{15} - \frac{370^2}{15^2}} = \sqrt{35.78} = 5.98$

The SD value of Group A is 4.8

Group B is 5.98

..  $\exists = 4.8$