CHAPTER ONE
INTRODUCTION

Research is a scientific study made on a topic or a problem under some specified conditions. This study is about "The Effectiveness of Language Experience Approach in Teaching Reading Comprehension." This chapter deals with the basic introduction of language, reading skill and 'Language Experience Approach'. 'Language Experience Approach' has currently been adopted as an approach to teaching reading skill in an effective way. It has its own assumption to facilitate teaching and learning tasks in the classroom. It lays emphasis on the experiences of the learner to grasp subject matter efficiently and effectively. This approach promotes reading through the use of oral language and personal experiences of the students.

1.1 General Background

From ancient time to post-modern period, language has been defined differently. For some linguists it is 'an organized systematic sounds', whereas for others it is 'a very complex human phenomenon'. However, they have no objection that language is a means of communication through which we express our thoughts, feelings, emotions, wants, experiences and so on.

Language is a unique gift that all normal human beings are endowed with. It is the most powerful, convenient and permanent means or form of communication. It is only the human beings who can acquire language. Hence, it is language which distinguishes human beings from rest of the creatures on the earth including animals. Language is the way of transmitting human civilization, history, thoughts, literature and the whole of human achievement. Language is a means of socialization. It is with the help of language that the human beings establish and maintain social relations. Thus, it is language that helps us to think, interpret, perceive and express about the world.

In the words of Widdowson (1988, p. 3) "Language is a system of arbitrary vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interest". Crystal (2004, p. 255) says, "Language is the concrete act of speaking, writing or signing in a given situation".

1.1.1 The English Language: Teaching and Learning

English is the international language. So, it has been taught, both as a national or international language through out the world. English is the appropriate international language for Nepal, and a vital tool for anyone to become successful in local, national and international communication. All normal human beings can learn languages but no one can exactly say how they learn languages. There are different theories of language learning. Modern theories of learning emerged in the field of psychology have influenced the theories of language learning. There are mainly two opposite trends of thought theoretically lying at the two extreme opposite poles. The two schools are called empiricism and rationalism at philosophical level, behaviourism and cognitivism/mentalism at psychological level and structuralism/descriptivism and generativism/transformationalism at linguistic level.

Teaching language is a challenging job. This is because language is a complex phenomenon. English language teaching is a system under which several sub-systems are included like planning, preparation, production and evaluation. Language teaching involves both first and second/foreign languages. The best way of language teaching is based on the best use of approaches, methods, and techniques. Language teaching came into its own as a profession in the twentieth century. Formal English language teaching came into Nepal with the establishment of Durbar High School in 1910 B.S. Rana's children were only allowed to study in that school and it was out of reach from general people's hand.

English was formally started for public only after the opening of Trichandra College in 1918 A.D. In those days only literature was focused and grammar translation (GT) method was the dominant method in teaching the English language. In Nepal, systematic teaching of English was started only after the implementation of National Education System Plan (NESP) in 2028 B.S. In recent years, due to the development in information and technology and opportunities to work and study abroad, the trend of teaching and learning English has been significantly increased and the government of Nepal has given a great priority to English language teaching in its education system. Therefore, the horizon of English in Nepal is widening every year.

1.1.2   Importance of the English Language

Cook (2003, p. 3) says "Language is the heart of human life". Human being, an amazing creature, is endowned with a unique gift i.e. language; which makes it different from other creatures in the universe. There are many languages spoken in the world. Multiracial, multireligious, multicultural and multilingual societies do exist in this world where different languages are spoken. The English language is one of the most important language which is properly used as a lingua franca for international communication. It is the most widely used means of communication, and people of the world are deeply indebted to it for playing vital roles in the development of trade, transport and communication in the world. English is no longer the language of English people because it has gained the status of international language as a result, people in different parts of the world use it as their mother tongue.

"The English language falls under Indo-European family and is spoken by about 350 million people in the world" Yule (1996, p. 214). It is one of the six official languages of the United Nations (UN) which is taught and learnt in over 100 countries such as Germany, China, Russia, Spain, India, Nepal, to name only a

few. Nearly half of the world's books of science and technology are written in the English language. It has gone deeply into the international domains of political life, business, safety, communication, entertainment, media and education. So Nepal can not be exception of it. In Nepal, English is taught as a compulsory subject right from grade one up to bachelor's level whereas the English medium schools and a few government Schools also teach it right from the nursery level. English is the gate way to the world body of knowledge which has covered all affairs in human life. The importance of English in the Nepalese education is also indicated by the fact that additional English is one of the major optional subject in Nepal.

1.1.3   Language Skills

Teaching language means teaching different skills and aspects of language. The use of language in its various modes and manners are called language skills. The four basic skills of language are:
i.   Listening,
ii.   Speaking,
iii.   Reading, and
iv.   Writing

The above mentioned skills are in natural order of the development of language skill. Listening and reading are receptive skills because we perceive something through them. Productive skills are involved in the production of language skills. However, we can not draw a watertight distinction between the receptive and productive skill because sometimes receptive skills can also be productive skills and vice versa.

Traditionally, micro language skills are classified into active and passive skills. Under this classification, speaking and writing come under active skills and listening and reading are put under passive skills. But, now it is challenged i.e. not

always true. Similarly, on the basis of importance, there are primary and secondary skills. They are also called speech and writing. Speech includes listening and speaking while writing includes reading and writing (the secondary skills). Also, listening and speaking are referred to as obligatory language skills. On the other hand, reading and writing are called optional language skills because we human beings are not compelled to acquire or learn them to conduct our life.

1.1.4 The Reading Skill

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. Reading generally means understanding or making sense of a given text. Reading is a process used for extracting information from a printed or written text. Reading also refers to interpretation of a message. Reading can also be defined as the process of getting specific questions answered.

Reading is the mental process of securing and reacting to an author's message represented by written or printed symbols. To read one must recognize words, know the meaning of words, and understand the ideas expressed by the author, Goodman (1998), points out "Reading is a psycholinguistic process since it starts with linguistic surface representation and ends with meaning which the reader reconstructs" (as cited in Joshi, 2006, p. 5). According to Grellet (1992, p. 8), "Reading is an active skill, it constantly involves guessing, predicting, checking and asking oneself questions". To Harmer (1991, p. 283) "Reading is an exercise dominated by the eyes and brain. The eyes receive message and the brain then has to work out the significance of these message". According to Walter (1985, p.1) "Reading can be seen as a process of re-creating the text in the reader's mind".

Reading involves different information processing mechanism. Both top-down and bottom -up techniques can be used in reading. Reading is said to be both the receptive and productive skill. While reading, we not only receive the message but we predict what we are going to read next. So, it is the predictive skill too. Recent

researches have shown that reading is more than only getting information. Reading is both active and productive skill. The following examples proves why reading can be called a productive skill.

- One reads an e-mail or a letter and writes a reply to it.
- One reads a map and follows directions to locate a place.
- One reads a passage and produces a summary out of it.
- One reads an instructional manual and fixes a DTH antenna.

1.1.5 Reading Comprehension

The term 'reading' and 'reading comprehension' are sometimes, treated to refer to the same thing or process but they are not same. Reading comprehension is the process of extracting information from the text. Reading may or many not include understanding of the information imparted by the text. Reading comprehension means complete understanding of a text. Understanding the text results a mental representation of decoding the message.

Reading comprehension involves the process of decoding i.e. converting language into message. Reading helps the reader to deduce the meanings of unfamiliar words from the context. Understanding the text facilitates reading for pleasure. In fact, reading comprehension is the process of extracting three levels of meaning from the printed patterns. They are lexical meaning, grammatical meaning and socio-cultural meaning. Understanding is the basic purpose of reading. Reading comprehension involves making meaning of words, phrases, clauses, sentences and the text. Munby (1978) notes the following variety of skills in reading:

- Recognizing the script of language.
- Deducing the meaning and use of unfamiliar lexical items.
- Understanding explicitly stated information.
- Understanding information when it is not explicitly stated.
- Understanding conceptual meaning.

- Understanding relations within the sentences.
- Understanding the communicative value (function) of sentences and utterances.
- Understanding relation between parts of a text through lexical cohesion devices.
- Understanding cohesion between parts of a text through grammatical cohesion devices.
- Interpretating text by going outside it.
- Recognizing indicators in discourse.
- Indentifying the main point or important information in a piece of discourse.
- Distinguishing the main idea from supporting details.
- Extracting salient points to summarize (the text, and idea, etc.).
- Selecting extraction of relevant points from a text.
- Basic reference skills.
- Skimming.
- Scanning to locate specifically required information.
- Transcoding information to diagrammatic display.

(as cited in Sharma, and Phyak 2009, p. 233).

Together with all the above mentioned sub skills, a detailed comprehension is possible since understanding the gist of a text is not quite enough for a successful reading comprehension.

1.1.6 Types of Reading

Readers go through a text if they have some purpose in mind. Reading can be categorized on the basis of various factors. Diagrammatically, the classification can be shown as:

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                          ┌──────────────┐
                          │   READING    │
                          └──────┬───────┘
                                 │
     ┌───────────────┬───────────┴───────────┬────────────────┐
     ▼               ▼                        ▼                ▼
┌───────────┐  ┌───────────┐          ┌───────────┐    ┌───────────────┐
│Speed-based│  │Noise-based│          │Focus-based│    │ Purpose-based │
└─────┬─────┘  └─────┬─────┘          └─────┬─────┘    └───────┬───────┘
      │              │                      │                  │
   ┌──┴──┐        ┌──┴──┐                ┌──┴──┐            ┌───┴────┐
   │Slow │        │Silent│               │Skimming│         │Intensive│
   └─────┘        └─────┘                └────────┘         └────────┘
   ┌─────┐        ┌─────┐                ┌────────┐         ┌─────────┐
   │Rapid│        │Loud │                │Scanning│         │Extensive│
   └─────┘        └─────┘                └────────┘         └─────────┘
   ┌──────┐
   │Normal│
   └──────┘
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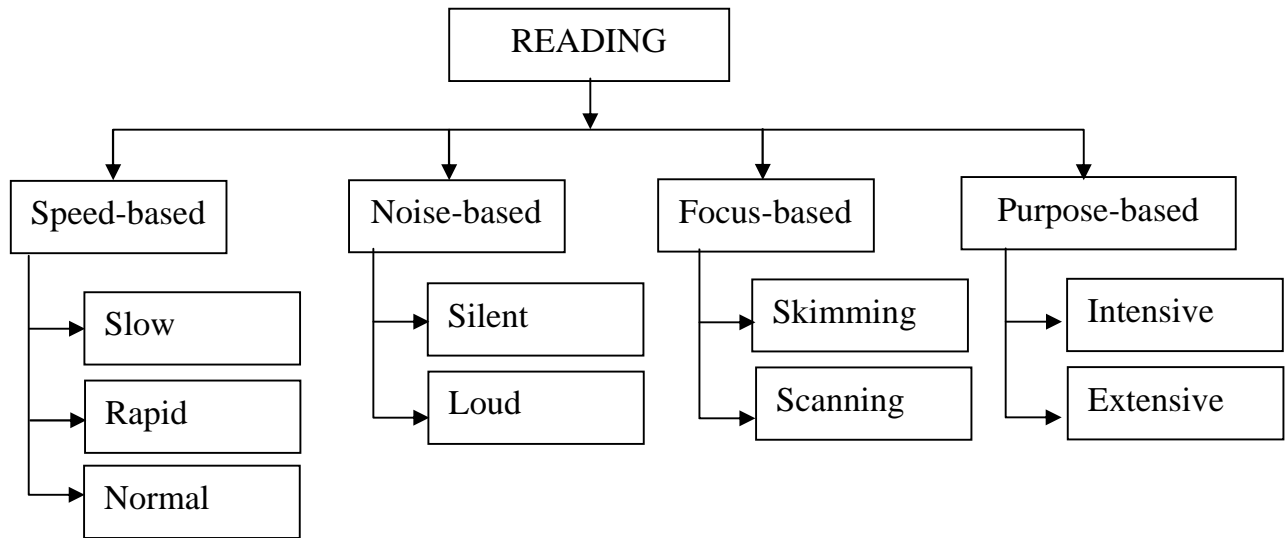
On the basis of the purpose of reading and the level of the readers involved, we have the following types of reading:

a. Rapid Reading

Rapid reading is also known as faster or speed reading. It consists of techniques to teach students to read more quickly and achieve a greater degree of understanding of what they read.

b. Reading Aloud

This kind of reading is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. This involves both physical and mental processes.

c. Silent Reading

It involves mental process without making use of organs of speech. The aims of silent reading are pleasure and profit to be able to read for interest and to get information.

d. Extensive Reading

Extensive reading means to read silently and quckly in order to understand the subject matter and derive the meaning as a whole without necessarily

understanding each word and structure and without the help of teachers. It is mainly carried out for pleasure.

e. Intensive Reading

 Intensive reading is done generally at a slower speed, and requires a higher degree of understanding. In intensive reading, the students are expected to learn all the words, their spelling, pronunciation, semantic and syntactic relations and sequence of thought in the passage while they are in this stage of practicing reading.

f. Skimming

Skimming is a type of speed reading in which the readers make a rapid survey of texts to grasp the general theme or central ideas of the text being read.

g. Scanning

Scanning is mainly carried out when the reader wants to locate a particular piece of information.

1.1.7   Teaching Reading Skill

Teaching of reading is an important aspect of teaching/learning a foreign language. Reading is a process of communication from the writers to the readers. The types of reading depends upon the level of readers. For instance, the beginner language learners can not read silently instead they need to verbalize the words. So, a teacher should know the linguistic background of the learners. To get the students engaged into reading activities, a teacher should select the appropriate classroom techniques.

Ur, P. (1991, p. 144) points out that teaching reading comprehension activities may be characterized as:

    a.   **Questions given before the text (Passage)**

        Questions given before the text (passage) is useful for two reasons.

    i.   It may provide the learners with a purpose in reading and make the whole activity more interesting and effective.

ii.   We need to know how well our learners are reading and we can get this information conveniently through looking at the results of comprehension task.

b.   Passage following questions

Students read the passage silently only then they answer the questions given below the passage.

1.1.8   Stages of Teaching Reading Comprehension

Teaching of the reading requires a carefully designed programme that corresponds to the stages of reading comprehension of the learners. Teaching of reading comprehension can be classified into three stages: pre-reading, while-reading and post-reading stage. These stages are corelated with each other.

1.1.8.1 Pre-Reading Stage

Pre-reading stage takes place before the students go through the actual reading materials. The main purpose of this stage is to motivate the students or to make the students ready to have reading practice in the class. Those tasks which students do before reading the texts are called pre-reading activities. In this stage, the students can be asked to guess the topic, present some new words, give a brief introduction to the text and so on.

Pre-reading activities develop the prediction skills of the students. Regarding this stage, Nuttall (1996, p. 154) suggests the following activities:

a.   Providing a reason for reading

b.   Introducing the text

c.   Setting a top-down task

d.   Breaking up the text

e.   Dealing with new knowledge

f.   Asking signpost questions

1.1.8.2 While -Reading Stage

While-reading is the stage where the actual reading takes place. Here, the students read the text to find answer to some specific questions or get the true information from the text. The purpose of while-reading activities are to help learners to develop the skill of eliciting a message from the text. This is the stage where the readers understand the texts completely. The students read the texts silently and scan the specific information. They also read to skim for the general ideas of the text. At this stage, the teacher evaluates the students and provides feedback. It is the stage of detailed work and global understanding.

1.1.8.3 Post-Reading Stage

Post-reading stage comes after the reading is completed. Here, the purpose is to check to what extent the students have understood what they were supposed to understand. This is the evaluation stage, and the teacher asks the students to check their responses. In other words, the teacher can ask students to do some other language activities related to the topic. Post -reading activities may take one or more of the following forms:
-        discussing the new and interesting event in the text
-        discussing and debating about the controversial topic in the text
-        doing the language exercises based on the text
-        summarizing the text, orally or in written form
-        role-playing or improvising the scenes of the text
-        students carrying out a project work based on the text

1.1.9   10 Tips to Improve the Reading Skill

Reading without understanding many be a joke. In the modern age of information, reading truely is a fundamental survival skill. Allen (2000) suggests the following ten tips that anyone can adopt to improve their reading skills:

a.   You do not have to be a great reader to get the point.

Some people read fast and remember everything. Others read slowly and take a couple of times to get all the information. It does not matter, really, so long as when you read, you get the information you are seeking.

b.   Know WHY you are reading.

Are you reading for entertainment or to learn something ? Decide why you are reading before you start and you will greatly improve your comprehension and your enjoyment.

c.   You do not need to read everything.

Not every magazine, letter, and email you receive contains information you need. In fact, most of it is simply junk. Throw it away, hit the delete key ! Just doing this will double the amount of time you have available to read.

d.   You do not need to read all of what you DO read.

Do you read every article of every magazine, every chapter of every book ? If so, you are probably spending a lot of time reading stuff you do not need.

e.   Scan before you read.

Look at the table of contents, index topic headers, photo captions, etc. These will help you determine if, (i) you have a real interest in this reading, and (ii) what information you are likely to get from it.

f.   Prioritize your reading.

You cannot read everything all at once (and would not want to). If it is important, read it now. If it is not, let it wait.

g.   Optimize your reading environment.

You will read faster and comprehend more if you read in an environment that is comfortable for you.

h.   Once you start, do not stop !

Read each item straight through. If you finish and have questions, go back and re-read the pertinent sections. If you do not have question, you got what you needed and are ready to move on.

i.   Focus!

Remember, you are reading with a purpose, so focus on that purpose and the material. If you lose interest or keep losing your place, take a break or read something else. You can keep track of where you are by following along with your hand. This simple technique helps you focus and increase you concentration.

j.   Practice !

The more you read, the better reader you will become (and smarter, too)! So, feed your mind: read !.

(Retrieved on 21th Nov. 2010 from http:www.selfgrowth.com/articles/Allen9.html)

1.1.10 A Tip for Speeding up Active Reading

Active reading means reading the text or the course with active involvement of the reader. It is just waste of the time to just read passively. We should train our mind to learn from reading. The SQ3R technique can be useful for speeding up our active reading. It stands for Survey, Question, Read, Recall and Review. The following tips of SQ3R technique can be useful for speeding up active reading:

a. Survey

Make a survey of the text and try to find out the key points.

b. Question

Help your mind to engage and concentrate. The mind is engaged in learning when it is actively looking for answers to questions.

c. Read

Read the first section with your questions in mind. Look for the answers, and make up new questions if necessary.

d. Recall

After each section, stop and think back to your questions. See if you can answer them from memory. If not, take a look back at the text. Do this as often as you need to.

e. Review

Once you have finished the whole chapter, go back over all the questions from all the headings. Overview the learnt material and reproduce information.

1.1.11 Reading Skills for Academic Study

Academic reading is directly related to teaching and learning process. Students do not have enough time to read everything line by line. The way we read something depends on the purpose. Most of the students read their course for academic purpose. For most people involved in the academic world, reading is strongly connected to the writing. For academic reading, we should understand the meaning. For academic reading, one needs to practice:

- Understanding meaning: deducing the meaning of unfamiliar words and word groups: relations within the sentence/complex sentences; implications- information not explicitly stated, conceptual meaning, e.g. comparison, purpose, cause, effect.

- Understanding relationships in the text: -text structure; the communicative value of sentences; relations between the parts of a text through lexical and grammatical cohesion devices and indicators in discourse.

- Understanding important points; distinguishing the main ideas from supporting detail; recognizing unsupported claims and claims

supported by evidence-fact from opinion; extracting salient points to summaries; following and argument; reading critically/evaluating the text.

- Reading efficiently: surveying the text, chapter/article, paragraphs, skimming for gist/general impression; scanning to locate specifically required information; reading quickly.

- Note taking

(Retrieved on 14th Nov. 2010 from http:www.sefap.com/reading/..../crity.htm)

1.1.12 Picture Reading

Picture reading with students is a great way to teach vocabulary. It helps the students to tell more complete descriptions about what they see. Pointing to the item in the book, the teacher can ask "what" questions.

e.g.   "What is this ?" or

"What is this called ?"

The teacher can avoid questions that the students can answer with 'yes' or 'no' or by pointing using this technique. When the student names an object, the teacher can again ask questions about it. For example, 'what colour is the bag ?', 'What is this part of truck called ?' and so on. The teacher can repeat the name of the objects so that the students can easily get them. The teacher can show a picture in the class and can ask about it. It can be helpful for both the tense and vocabulary teaching. The teacher should bring the pictures of the child's interest. The teacher can encourage the students by saying 'that's right', 'good', 'thank you' etc. while teaching about picture reading. The teacher can also ask open-ended and close ended questions while reading pictures. The teacher can provide the students with two similar pictures or sets of pictures and then he can ask them to describe the difference between them. Also, the teacher can provide some strip pictures to the

students and then he can ask them to present the picture in order and develop a story bused on it.

1.1.13 Reading Visual Aids Strategy

Visual aids strategy increases reading comprehension. The teacher can bring visual aids into the classroom and can ask them to describe. Realia, pictures, photographs, maps, magazine cutouts, puppets etc. are the examples of visual aids. Barry (1986) has given the following structure of reading visual aids strategy:

a. Reading
Read the written material until you are referred to a visual aid or until the material is not making sense.

b. Visual
View the visual aid using CLUE

- **C**larify the stated facts in the written material
- **L**ocate the main ideas (global) and details (specific parts)
- **U**ncover the signal words (look for captions or words in the visual aid)
- **E**xamine the logic (does what you "read" for the picture make sense with what you read in the material ?)

c. Aids
Ask yourself what the relationship is between the visual aid and the written material using FUR

- Ask how the visual aid and the written material "**F**it" together.
- Ask how the visual aid can help you "**U**nderstand" the written material
- Ask how the visual aid can help you "**R**emember" the written material

d. Strategy
Summarize the most important information
(Retrieved on 15th Nov. 2010 from http.www.unl.edu/csi/pdfs/readingv.pdf)

1.1.14 Approaches of Teaching Reading Comprehension

There are different approaches to teaching reading which are mainly based on selection of reading materials, organization of content and presentation of content in a text. Three different approaches have been pointed out for teaching reading comprehension.

i.   Thematic Approach

The first concentration remains on the theme in thematic approach. The whole text is analyzed thematically. The specific aim of thematic approach to teaching reading is to train the students to recognize how the arrangement of the information in the text can determine the order of words in the sentences.

ii.   Signpost Approach

In signpost approach to reading, the readers are guided by some questions before reading the text. This approach is particularly useful when the reading lesson is based on silent reading. This type of questions give a specific reason for reading.

iii.   Language Experience Approach (LEA)

The 'Language Experience Approach' (LEA) is a student centered approach that promotes reading through the use of personal experiences and oral language. The 'Language Experience Approach' is an approach to reading instruction based on activities and stories developed from personal experiences of the learner. The stories about personal experiences are written down by a teacher and read together until the learner associates the written form of word with the spoken form. It can be used in tutorial or classroom settings with homogeneous or heterogeneous group of learners. Beginning literacy learners relate their experiences to a teacher or aide, who transcribes them.

The 'Language Experience Approach' has been used traditionally with new readers, adults as well as children. The 'Language Experience Approach' uses the

student's own oral language to develop sight vocabulary and basic concepts about print. A teacher begins a typical 'Language Experience Approach' lesson by asking the students to discuss a recent event such as a class field trip, TV programme and so on.. One of the major benefits of the 'Language Experience Approach' is the development of shared experiences that extend children's knowledge of the world around them while building a sense of classroom community. Students are involved in planning, experiencing, responding to, and recording the experience and later, in participating in "remember when we ... ?" conversations.

This approach is originally based on the ideas by Mackay (1979), Rigg (1990), and Walker (1992). The basic assumption behind this approach is that reading becomes more effective and successful if the materials and activities are prepared based on the experience of the learners. The teacher discusses with the students and elicit the topic of their interest and experience. In case of a large number of students, the teacher can prepare a set of questionnaire and elicit information from the students. The students may come with topics like 'sports', 'scientific inventions', 'bollywood gossip', political issues' etc. Although the 'Language Experience Approach' was first developed for native-English speaking children, it has been used successfully with English as a second language (ESL) students of all ages. Adult learners entering ESL programmes may or may not have previous educational or literacy experiences: nontheless, all come to class with a wealth of life experiences. This valuable resource for language and literacy development can be tapped by using the 'Language Experience Approach'. The unique factor in the 'Language Experience Approach' is that students use their own words and language. This allows them to interact with text on several levels at ones. They learn that they gain knowledge and understanding through their experiences which makes life worth living. Teaching reading using the 'Language Experience Approach', the teacher considers the experiences and background knowledge of the students. Next, the teacher decides whether to work with the entire class, a

small group or individuals. The students talk about a particular topic using their own words. This approach encourages the students for creativity and critical thinking. Walker (1992) notes "This approach is recommended for the reader with whom all the previous methods have failed".

a. Objectives of Language Experience Approach

These are the objectives of 'Language Experience Approach':
Students will demonstrate emerging:

- awareness that print conveys meaning
- awareness that everyone's thoughts and ideas can be expressed in spoken and written language
- ability to gather meaning from reading or listening to others read resources that relate to personal experiences
- ability to make meaning known by speaking in informal situations
- ability to use listening to understand the meaning and intent of others
- ability to report factual information using various formats including pictures, charts, and written reports
- ability to tell and retell personal experiences
- ability to dictate stories, sentences, and phrases for others to transcribe.

(Retrieved on 16th, Nov. 2010 from http:www.sasked.gov.sk.ca/.../lg.html)

b. Benefits of Language Experience Approach

Here are some benefits of the 'Language Experience Approach':

- It brings together writing, reading, art and language.
- It extends the learners' creativity in story telling through writing.
- It is learner -centered and demonstrates that the learners' thoughts and language are valued.

- It provides reading material that is predictable and readable because it uses the learners' natural language.

c. Procedures of Language Experience Approach

The general procedure for the 'Language Experience Approach' involves the whole class or a small group in:

- experiencing
- discussing the experience
- recording the experience
- using the record of the experience for reading and writing activities.

d. Materials Used in Language Experience Approach

Materials depends on the nature of the choosen experience in 'Language Experience Approach'. Those materials common across most experiences include:

- books, poems, songs and chants related to the focus
- chart paper and felt markers
- materials for writing and book marking
- cameras and films for taking pictures of the experience for use in developing memory books and memory walls.

e. Steps to Follow in Language Experience Approach

The teacher has to follow the following steps while practicing 'Language Experience Approach':

- Focus on an experience that is either common to all students from outside their school experiences or an experience that is the result of a class trip, class lesson, or activity.
- Generate vocabulary that authors most likely would use if they were writing about the topic or idea.

- Record students' dictation. This may be done on chart paper or using an overhead projector.
- Read the text aloud, modeling fluency and making connections between speech and print by pointing to each word.
- Invites students to read and reread the text orally and silently. This promotes fluency.
- Once the complete text is known by the student or group, being to focus on the smaller components of the text such as sentences, words and letters. This fosters word recognition skills. Use sentence strips and word cards so students can manipulate the text.

1.2   Review of Related Literature

Research is a scientific study made on a topic or a problem under some specified conditions. Though a great number of studies have been carried out on effectiveness of different approaches and techniques, there is no research carried out on the effectiveness of 'Language Experience Approach' (LEA). So, this is the first research on the effectiveness of 'Language Experience Approach' in the Department. The present research is different from other researches in the sense that this research has tried to focus on the experiences and background knowledge of the learner while teaching reading comprehension in the classroom whereas the other researches have not focused on the experiences and background knowledge of the learners. So, this is a unique research in the Department.

Pant (2004), carried out a research on 'The Effectiveness of Discovery Technique in Teaching Subject Verb Agreement'. The objective of the study was to find out the effectiveness of the Discovery Technique in teaching Subject Verb Agreement in English in the context of Nepal. The primary sources of data for this study were the students of grade nine studying in Shree Shivapur Secondary School,

Rupandehi. Thirty students were selected randomly as population of the study. The main tool for collection of data was a test paper consisting sixty items of sixty marks. The study showed that the Discovery Technique was relatively more effective and successful than Explanation and Group work Technique for teaching Subject Verb Agreement.

Regmi (2004), carried out a practical study to find out 'Effectiveness of Group work Technique in Teaching English Tenses'. The population of the study were sixty students studying in grade eight of Khairahani Secondary School, Chitwan. The students were selected randomly and were taught for 24 days. Test-items were used as a tool for data collection. The study showed that the Group work Technique was relatively more effective and successful than Explanation Technique for Teaching English Tenses.

Poudel (2005), carried out a new research on 'TOEFL Based Reading Comprehension Ability of Bachelor Level Students'. The objective of the study was to find out the reading comprehension ability of Bachelor level students of T.U. on the basis of TOEFL. Four different institutes and three different faculties were selected after a survey of availability of the informants. The random sampling procedure was used for the selection of population. The total population of the study were 180 students. The researcher included these students and worked out with averages and percentage calculation. The main tool for data collection was TOEFL preparation course model tests which contained four passages. He found out that the students of T.U. were very poor in reading comprehension ability in terms of TOEFL standard. He also found out that the students of Institute of Medicine were in the highest rank and the students of Faculty of Management were in the lowest rank in reading comprehension of English Texts.

Humagain (2006), conducted a research on 'The Effectiveness of Language Games in Teaching Reading Comprehension'. The primary sources for this study were the students of grade nine studying in Siddhartha Secondary School, Hetauda, Makawanpur. Forty students were purposively selected. They were divided into two groups using simple random sampling procedure. The main tool for collection of data was a set of test-items. The study showed that teaching students using games was relatively more effective than without it for teaching reading comprehension in general.

Sapkota (2009), carried out a research on 'Effectiveness of Jigsaw Reading in Developing Reading comprehension'. The students studying in grade eight of Shree Ganesh Himal Secondary School of Kathmandu district were the primary sources of this study. The total population of the study were thirty two students. The school as well as the class was selected by using non-random, judgmental sampling procedure. The researcher divided the students into two groups using systematic random sampling procedure. A test paper was used as a tool for data collection. The study showed that the effectiveness of Jigsaw technique was relatively better and more effective than non-Jigsaw (conventional) teaching technique.

Joshi (2010), also carried out a research on 'The Effectiveness of Task Based Approach in Teaching Reading'. The objective of the study was to find out the effectiveness of Task Based Language Teaching in teaching reading. The primary sources of data for this study were the students of grade nine studying in Learning Realm International school, Kathmandu. Twenty two students were selected as population of the study using purposive sampling procedure. The main tool for collection of data were pre-test, time-on-task test, progressive test and post-test. The study showed that teaching reading through Task Based Approach was found

to be better since the progress was seen in every progressive test. So, this research suggested that it is effective to teach through Task Based language teaching.

1.3   Objectives of the Study

This study had the following objectives:

a.   To find out the effectiveness of 'Language Experience Approach' (LEA) in teaching reading comprehension.

b.   To suggest some pedagogical implication of the findings of the study.

1.4   Significance of the Study

The effectiveness of 'Language Experience Approach' in teaching reading comprehension will be significant in the sense that this study will provide wider information about organizing and conducting 'Language Experience Approach' in teaching reading comprehension in a classroom situation. It will be useful for those who are involved in the field of language teaching, especially in ELT. It will be duly helpful for the students, teachers, textbook writers, syllabus designers and methodologists. It will be duly helpful for students in the sense that they can gain knowledge through their own experiences which will be long-lasting. They get a chance to utilize their experiences to explore new ideas. Similarly, this research also proves helpful for teachers to apply methods and techniques in accordance with learners' experiences and background knowledge. Likewise, syllabus designers and textbook writers get insight to design books and syllabus that meet the requirements of students to provide them with an ample opportunity to utilize their experiences. Other interested persons like guardians and supervisors will also be benefited from this study. This study will have remarkable contribution in the area of teaching reading skill.

CHAPTER TWO
METHODOLOGY

This chapter deals with the methodology that was applied during the study. The researcher adopted the following methodology to fulfill the objectives of the study.

2.1 Sources of Data

The researcher used both the primary and secondary sources for data collection. The sources were as follows:

2.1.1 Primary Sources

This study was based mostly on the primary sources of data. The primary sources of data for this study were the students of grade nine of Shree Janata Secondary School, Aurahi of Sarlahi district and the data were collected by administering a pre-test and a post-test.

2.1.2 Secondary Sources

The secondary sources of data consisted of different books, journals, articles and thesis as well as some related websites. Some of such research related secondary sources were Nuttall (1996), Ur (1996), Grellet (1992), Kumar (1999), Joshi (2006), www.selfgrowth.com/articles/allen 9.html and so on.

2.2 Population of the Study

The total population of this study were fifty students of grade nine of Shree Janata Secondary School Aurahi (Sarlahi).

2.3 Sample Population and Sampling Procedure

First of all, the researcher selected Shree Janata Secondary School of Aurahi VDC of Sarlahi district by using non-random, judgmental sampling procedure. The

same procedure was used to select grade nine also. Fifty students of grade nine were taken for the study. These students were divided into two groups; experimental and control group using systematic random sampling procedure. The researcher tried to maintain equal reading proficiency level of both the groups.

2.4   Tools for Data Collection

The main tool for the collection of test paper use for pre-test was also used for post-test. The test items were designed to assess the reading comprehension of the students. Lesson plans and teaching materials were the other supporting tools (Appendix I).

Four different unseen passages (texts) for reading comprehension were selected for each test paper. Each test item included both objective and subjective type of questions carrying 100 marks. Objective type of questions included multiple choice, true-false, completion and matching items and subjective type of questions included jumble sentences ordering, open-ended short answer-questions and essay-type (long) answer questions.

2.5   Process of Data Collection

At first, the researcher prepared research tools. A set of test items was prepared to measure the proficiency of the students in reading comprehension and the same set of test items was used before and after teaching. Then, the researcher went to the field (i.e. Shree Janata Secondary School Aurahi, Sarlahi). The researcher talked to the authority and established rapport with him. The researcher explained the purpose and process of the study. He asked the subject teacher for his permission to carry out an experiment on grade nine for 21 days. In collaboration with the subject teacher and the principal, he got the certain period for carrying out the experimental teaching. He consulted the record keeping desk to receive the name list of the students. After fixing the time period, he met the nine graders of the

School to inform them as to how and for what purpose he would teach them English. A pre-test was administered to identify the level of proficiency in reading comprehension prior to the experiment. Then, the responses were marked. The students were divided into two groups in such a way that both the groups had equal reading comprehension ability. The students were ranked from the first to the last position on the basis of the result of the pre-test. The total students were divided into two groups 'A' and 'B' on the basis of odd and even number. The ranking procedure and group divisions was as follows:

Pre-test Rank	Group 'A'	Group 'B'
1-10	Odd	Even
11-20	Even	Odd
21-30	Odd	Even
31-40	Even	Odd
41-50	Odd	Even

Here, group 'A' referred to the experimental group and group 'B' referred to the control group.

The students divided into two groups were taught the same text using different teaching approaches and materials. The students of group 'A' were taught using 'Language Experience Approach' and group 'B', the control group, were taught using conventional teaching approaches (i.e. teacher centered approaches) where the teacher taught without giving attention to the previous experiences of the learner. The medium of teaching was English. Each group was taught six days in a week, one period in a day and each period lasted 45 minutes. Each group was taught for about three weeks i.e. 21 classes. Lesson plans were designed separately to teach for 21 days for both the groups. At the end of the classroom teaching a written post-test was taken. The same set of questions used for the pre-test was used for the post-test also. Then, the results of the two tests were compared to

determine the relative effectiveness of two approaches for teaching reading comprehension.

2.6   Limitations of the Study

This study had the following limitations:

i.   This research was limited to 50 students of grade nine studying in only one school (i.e. Shree Janata Secondary School Aurahi, Sarlahi).

ii.   It was concerned only with the government aided school.

iii.   Only the students of grade nine were taken and were taught for about three weeks duration.

iv.   The primary data for this study was collected from the written test.

v.   The research work was experimental in nature.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of the data. It deals with the analysis and interpretation of the data obtained from pre-test and post-test from experimental and control groups. This research work requires a lot of information from the practical field. The main objective of this research was to explore the effectiveness of 'Language Experience Approach' in teaching reading comprehension. The data obtained from the students have been grouped under three main categories and are analyzed separately.

i.   Holistic comparison

ii.   Objective test-items based comparison

iii.   Subjective test-items based comparison

The second and third headings are divided into other sub-headings. Objective test-items based comparison consists of matching, multiple choice, true or false and completion test item. Subjective test items comparison consists of jumbled sentence ordering, open-ended short answer questions and essay-type (long) answer questions (Appendix IV). The scores obtained by the students in both pre-test and post-test were tabulated under the above heading (Appendix II). For the purpose of comparison and finding the comparative effectiveness of both the groups, the average scores of the two tests were computed out of individual scores tabulated and the differences were converted into percentage (Appendix III). The difference between the average scores of the two tests were determined. If it is higher than zero, it shows that the progress of the group is significant. If it is less than zero, the progress is thought to be insignificant. The group which got a higher average mark and the percentage is considered to be better than the one, which got a lower average mark and percentage.

The analysis and interpretation of the study is given over leaf:

3.1 Holistic Comparison

In this comparison the result of group 'A' and group 'B' are shown in the following table:

<div align="right">(See appendix II)</div>

Table No. 1

The Result of Pre-test and Post-test of Group 'A' and 'B' as a whole

Group	Total Marks		Average marks		Difference	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
'A'	851	1493	34.04	59.72	642	25.68
'B'	842.5	1212.5	33.7	48.5	370	14.8

The above mentioned table no. 1 shows the score obtained by the students of group 'A' and 'B' in the pre-test and the post-test. Group 'A' has the total score of 851 and 1493 in pre-test and the post-test respectively. Group 'A' has got 34.04 average score in the pre-test and 59.72 in the post-test. This group has increased its average score by 25.68 average percentage in the post-test. Similarly, the above table also shows the score obtained by the students of group 'B' in pre-test and post-test. Group 'B' has got the total score of 842.5 and 1212.5 in the pre and the post-tests respectively. Group 'B' has got 33.7 and 48.5 average score in the pre-test and post-test respectively. This group has increased its average score by 14.8 average percentage in the post-test.

It reveals the fact that group 'A' has learnt more effectively than that of group 'B'. The difference of average score of group 'A' is 25.68 and 'B' is 14.8 between the two tests. So, as a whole, group 'A' has progressed by 10.88 difference average score than group 'B'.

For holistic comparison, the results of group 'A' and group 'B' for seven types of test-items as discussed above under separate headings are shown in a single table. This comparative table shows the average percentage of group 'A' and group 'B' in both objective and subjective test items as a whole.

Table No. 2

Comparison of Differences in Average Percentage Between the

Students of Group 'A' and 'B'

S.N.	Test-Items	Average score of group 'A' in %	Average score of group 'B' in %	Difference between group 'A' and 'B'
1.	Matching Item	41.8	24.72	17.08
2.	Multiple Choice	37.3	18.2	19.1
3.	True or False	29.1	13.6	15.5
4.	Completion	30.2	12.4	17.8
5.	Jumbled sentence ordering	9.5	18.5	-9
6.	Open-ended short answer questions	18.3	15.9	2.4
7.	Essay-type (long) answer question	15.5	3.6	11.9
Total score		181.7	106.92	74.78
Average score		25.95	15.3	10.7

The above table shows that the average score percentage of group 'A' is 25.95 in all seven test-items where as group 'B' has 15.3 average score percentage. Group 'B' has less average increment score in comparison to group 'A' as a whole. It indicates that group 'A' has relatively increased greater average percentage than group 'B'. The average difference percentage between group 'A' and 'B' is 10.7. So, it indicates that group 'A' has got better achievement than group 'B' as a whole. However, it is shown that in one of the categories i.e. jumbled sentence ordering, there is increment in average score percentage of group 'B' than group 'A' but as a whole language experience approach in teaching reading comprehension is significant and effectively better than that of conventional teaching approach.

3.2   Comparison Based on Objective Test-Items

Objective test-item consisted of matching, multiple choice, true or false and completion carrying 52 full marks. The item-wise analysis of objective test-items is given below:

3.2.1   Comparison Based on Matching Test-Item

This test-item consisted of 11 items of 11 full marks. Matching test-item contained matching words or phrases with their meaning. This test-item was designed only in three texts out of four texts.

Table No. 3

Scores Obtained in Matching Test-Item

Group	T. Sc. in Per-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. in Post-Test	D in Av. Sc.	D. in Av. P%
A	121	4.84	43.81	236	9.44	85.81	4.6	41.8
B	118	4.72	42.9	186	7.44	67.63	2.72	24.72

Table no. 4 vividly shows that group 'A' has obtained 4.84 and 9.44 average scores in pre-test and post-test respectively. Thus, while comparing between the two tests, it has increased by 4.6 average score and by 41.8 average percentage. On the other hand, average scores of group 'B' is 4.72 and 7.44 in pre-test and post-test respectively. It has got 2.72 more average score and 24.72 more average percentage in post-test than in pre-test.

From the data, we can draw the conclusion that group 'A' has excelled group 'B' in post-test because the former has got 41.8 average percentage but the latter has got only 24.72 average percentage in post-test. So, group 'A' has progressed by 17.1

more average percentage than group 'B'. This means teaching through 'Language Experience Approach' is better than usual approach.

3.2.2   Comparison Based on Multiple Choice Test-Item

This test item consisted of 16 items of 16 full marks. This test item was designed in every four texts.

Table No. 4

Scores Obtained in Multiple Choice Test-Item

Group	T. Sc. in Per-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. in Post-Test	D in Av. Sc.	D. in Av. P%
A	161	6.44	40.25	310	12.4	77.5	5.96	37.25
B	162	6.48	40.5	235	9.4	58.75	2.92	18.25

 The above table depicts that group 'A' has got 6.44 and 12.4 average scores in pre-test and post-test respectively. Group 'A' has increased its average scores by 5.96 or 37.25 percent. On the contrary, group 'B' has obtained 6.48 and 9.4 average score in pre-test and post-test respectively. It has increased its average scores by 2.92 or 18.25 percent.

This data displays that group 'A' has got better achievement than group 'B' in this test item. This shows that learning through 'Language Experience Approach' is more effective and significant than traditional ways.

3.2.3   Comparison Based on True/False Test-Item

This test items consisted of 15 items of 15 full marks. This test item was designed in every four texts.

Sources Obtained in True/False Test Item

Group	T. Sc. in Per-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. in Post-Test	D in Av. Sc.	D. in Av. P%
A	187	76.48	49.86	296	11.84	78.93	4.36	29.1
B	192	7.68	51.2	243	9.72	64.8	2.04	13.6

The above table shows that group 'A' has got 7.48 and 11.84 average scores in pre-test and post-test respectively. This group has increased its average marks by 4.36 or 29.1 percent. On the other hand, group 'B' has got 7.68 and 9.72 average scores in pre-test and post-test respectively. This group has increased its average marks by 2.047 or 13.6 percent.

It shows that the increase in the marks of the former group is greater than that of the latter one. From this interpretation, we can conclude that group 'A' made better improvement than group 'B' in this category.

3.2.4   Comparison Based on Completion Test-Item

This test item consisted of 10 items of 10 full marks. This test item was designed only in three texts out of four texts.

Table No. 6

Sources Obtained in Completion Test-item

Group	T. Sc. in Per-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. in Post-Test	D in Av. Sc.	D. in Av. P%
A	62.5	2.5	25	138	5.52	55.2	3.02	30.2
B	73	2.92	29.2	104	4.16	41.6	1.24	12.4

The above table indicates that in this test category, experimental group i.e. 'A' has obtained 2.5 and 5.52 average scores in pre-test and post-test respectively. So, group 'A' has progressed by 30.2 more average percentage. But group 'B' does not seem to have progressed much because the difference of average percentage between pre and post-test is only 12.4. Thus, in this test item, group 'A' has excelled group 'B' in difference of average percentage by 17.8.

This shows that teaching and learning through 'Language Experience Approach' is more effective than traditional ways.

3.3   Comparison Based on Subjective Test-Items

Subjective test-item consisted of jumbled sentence ordering, open ended short questions and essay-type (long) answer questions carrying 48 full marks. Subjective test-item is further presented on the basis of the individual test types.

3.3.1   Comparison Based on Jumbled   Sentence Ordering Test-Item

This test-item consisted of 8 items of 8 full marks. It was included only in two texts out of four.

Table No. 7

Sources Obtained in Jumbled Sentence Ordering Test-Item

Group	T. Sc. in Per-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. in Post-Test	D in Av. Sc.	D. in Av. P%
A	119	4.76	59.5	136	5.44	68	0.68	8.5
B	99	3.96	49.5	136	5.44	68	1.48	18.5

The above table shows that group 'A' has the average score of 4.76 in the pre-test and 5.44 in the post-test. This group has increased its average marks by 0.68 or

8.5 percent. In the same way, group 'B' has the average score of 3.96 in the pre-test and 5.44 in the post-test. So, group 'B' has increased its average marks by 1.48 or, 18.5 percent.

From the above t-test analysis it seems that the 'Language Experience Approach' is ineffective and insignificant in jumbled sentence ordering test-item since group 'B' made better improvement than group 'A' in this category.

3.3.2 Comparison Based on Open-ended Short Answer- Question Test-Item

This test item consisted of 16 items of 24 full marks. It was designed in every four texts.

Table No. 8

Sources Obtained in Open-ended Short Answer- Question Test-Item

Group	T. Sc. in Per-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. in Post-Test	D in Av. Sc.	D. in Av. P%
A	135.5	5.42	22.6	249	9.96	41.5	4.54	18.9
B	128	5.12	21.3	223.5	8.94	37.25	3.82	15.9

The above table displays the achievement of the students in pre-test and post-test. It shows that group 'A' has obtained 5.42 and 9.96 average score in pre-test and post-test respectively. This group has increased its average score by 4.54 or 18.9 percent. On the contrary, group 'B' has obtained 5.12 and 8.94 average scores in pre-test and post-test respectively. This group has increased its average score by 3.82 or 15.9 percent.

This data shows that teaching and learning through 'Language Experience Approach' is more effective because group 'A' has showed better performance than group 'B'.

3.3.3 Comparison Based On Essay - type (Long) Answer Question Test Item

This test item consisted of 4 items of 16 full marks. Each text contained only one question of 4 marks.

Table No. 9

Sources Obtained in Essay-type (Long) Answer Question Test-Item

Group	T. Sc. in Per-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. in Post-Test	D in Av. Sc.	D. in Av. P%
A	65	2.6	16.25	127	5.08	31.7	2.48	15.5
B	70.05	2.82	17.6	85	3.4	21.25	0.58	3.6

The above table shows that group 'A' has the average score of 2.6 in pre-test and 5.08 in post-test. This group has increased its total average marks by 2.48 or 15.5 percent. Similarly, group 'B' has the average score of 2.82 in pre-test and 3.4 in post-test. This group has increased its total average marks by 0.58 or 3.6 percent.

So, group 'A' has got 11.9 more average percentage than group 'B'. Thus, teaching and learning through 'Language Experience Approach' is significant. It is more effective in essay-type (long) answer question since the experimental group i.e. 'A' made better improvement than the control group i.e. 'B' in this category.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATIONS

This is the crucial chapter of the research which deals with the findings and recommendations of the study. The researcher carried out this practical study to identify the effectiveness of 'Language Experience Approach' in teaching reading comprehension. In this study, two groups were taught the same subject matter with the same objectives. The only difference was the teaching approaches. Group 'A' i.e. experimental group, was taught using 'Language Experience Approach' whereas group 'B' i.e. control group was taught in a conventional way (i.e. teacher centered approach). The pre-test and post-test were administered before and after the real teaching respectively. The result of the post-test depicts that both groups were benefited. The findings of this study have been determined on the basis of the results of the groups rather than the responses of the individual students. After completion of the analysis and interpretation of the data obtained from pre-test and post-test, the major findings are as follows:

4.1   Findings

The findings derived from the analysis and interpretation of the data are as follows:

4.1.1 Holistic

As a whole, the 'Language Experience Approach' is found effective since group 'A' has greater average increment percentage than group 'B'. It was effective in the sense that the average score percentages of experimental group and control group were 25.95 and 15.3 respectively. In average, 'Language Experience Approach' was better by 10.7 more average percentage compared to the conventional approach.

4.1.2 Objective Test-Items

a.   In objective test-item based comparison as a whole, the experimental group has got better result than that of the control group. Group 'A' has made slightly better progress in average as it has excelled group 'B' by 69.5 average increment percentage.

b.   Teaching matching test-item through 'Language Experience Approach' is effective since group 'A' has progressed significantly as it has excelled group 'B' by 17.08 average increment percentage.

c.   The 'Language Experience Approach' is effective in multiple choice test-item since the experimental group has the average increment percentage of 37.3. On the other hand, the control group has the average increment percentage of 18.2. It is far more effective compared to the conventional teaching approach since the difference between them was 19.1 average percentage.

d.   The 'Language Experience Approach' is more effective to teach true/false test-item also. In this test item, group 'A' has got 29.1 average percentage whereas group 'B' has   got 13.6 average percentage . So, group 'A' has progressed by 15.5 average percentage than group 'B'

e.   The 'Language Experience Approach' is significant in completion test-item also. It is more effective in comparison to conventional approaches since group 'A' has got 30.2 percent in average whereas group 'B' has got 12.4 percent in average. So, group 'A' excelled group 'B' by 17.8 percent in average.

4.1.3 Subjective Test-Items

a.   The effectiveness of 'Language Experience Approach' in subjective type test-items as a whole for teaching reading comprehension is found to be significant since group 'A' has the difference of 43.3 average percentage in pre and post-test whereas group 'B' has only difference of 38 average

percentage in pre and post-test. As a whole, group 'A' has progressed by 5.3 average percentage than group 'B' in subjective type test-items.

b. It is found that teaching jumbled sentence ordering through 'Language Experience Approach' is insignificant and ineffective since the control group has got better result than the experimental group in this test-item. Group 'B' has excelled group 'A' by 9 more average percentage in the post-test.

c. The 'Language Experience Approach' is more significant in open ended short answer questions since the difference between per-test and post-test of experimental and control group was 18.3 and 15.9 average percentage respectively. So, group 'A' excelled group 'B' by 2.4 average percentage.

d. The 'Language Experience Approach' is effective in essay type (long) answer question test-item. It is quite effective in comparison to the conventional approaches (i.e. teacher centered approaches) since group 'A' has the difference of 15.5 average percentage in pre and post-test and group 'B' has the difference of 3.6 average percentage in pre and post-test. So, group 'A' has progressed by 11.9 more average percentage than group 'B'.

4.2   Recommendations

On the basis of the findings of the study, the following recommendations have been made.

a. The research shows that the experimental group has got better results compared to the control group. Thus, it can be said that 'Language Experience Approach' is better than conventional approaches (i.e. teacher centered approaches). So, this study strongly recommends and suggests the English teachers to apply it in teaching reading comprehension for better results.

b. 'Language Experience Approach' is relatively better, effective and significant. So, it can regularly be used in teaching reading comprehension by using subjective and objective type of test-items.

c. 'Language Experience Approach' emphasizes on co-operative learning by providing students an opportunity to share knowledge with each other to build comprehension. It is useful not only because students enjoy working in group but also because it builds confidence in the learners. So, it should be implemented in the language.

d. To implement this approach in school level classes effectively, the teacher should be trained and provided with sufficient teaching materials.

e. The syllabus designers and text book writers should encourage the use of 'Language Experience Approach' in teaching reading comprehension because reading becomes more effective and successful if the materials and activities are prepared based on the experiences of the learners.

f. It is useful for the teacher to discuss with the students and elicit the topic of their interest and experience. Students will read more interestingly and teaching will be more effective if the teacher teaches the students keeping in mind the previous and background knowledge of the students about the topic. The teachers should present the lesson by involving the students in experiencing, sharing, using the record of the experience for reading and so on.

g. 'Language Experience Approach' is a time consuming task. So, it is suggested that much time should be allocated while using this approach.

h. 'Language Experience Approach' should be applied in teaching reading comprehension in order to make the students more active and interactive in the classroom.

i. This research was only limited to fifty students of a government aided school in Sarlahi district. It cannot be, however, claimed that the findings of this study are applicable for all schools of Nepal or they are complete in themselves. So, to test the validity of the research findings, it is suggested to carry out further research in this area by involving more and more number of schools and students.

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APPENDIX-I

Lesson Plan No. 1

Group 'A' (Experimental Group)

School:

Class: Time:

Subject: Date:

Teaching item: Planning (Conversation, p.20)   No. of students:

1.   Specific Objectives

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

       a. read the story with correct pronunciation,

       b. identify the sentences that denotes future plans in the paragraph during reading the text, and

       c. answer the comprehensive questions from the text. .

2.   Teaching Materials

Flash card, pictures, sentence card etc.

3.   Teaching Learning Activities

a.   Pre-reading stage

The teacher will start the lesson by asking the class questions about what they are going to do in the winter vacation. After that, the teacher will ask them about what they will do after having taken the SLC exam.

b.   While-reading stage

The teacher will read the text using correct pronunciation with normal speed. The teacher will explain the story and link the ideas of the reading text with the students' experiences that they have presented in the pre-reading stage. Then, he will invite some students to read the story orally using correct pronunciation. At the mean time, the teacher will correct the mistakes if any. He will read the text

again highlighting the 'future plans' used in the text. Then, the students will be asked to identify and underline the sentences that denotes future plans in the text..

c.   Post-reading stage

The teacher will make the students do the language exercises based on the text.

4.   Evaluation

The teacher will ask the following questions to evaluate the students.

a. Where are Arti and Neelam planning to go?

b. Why do they like travelling?

c. What does Arti want do in Mumbai?

d. What are you going to do on next Saturday ?

Group B (Control Group)

1.   Specific Objectives

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

a. read the story with correct pronunciation,

b. identify the sentences that denotes future plans in the paragraph during reading the text, and

c. answer the comprehensive questions from the text. .

2.   Teaching Material

Flash card, sentence card etc.

3.   Teaching Learning Activities

a.   Pre-reading stage

The teacher will ask some questions from the previous lesson to motivate the students. Then, the teacher will show the flash card and will make the students copy the difficult words with their meaning from the flash card.

b.   While-reading stage

The teacher will read the conversation with correct pronunciation and will make the students to follow him. Then, the teacher will describe about how to make a sentence regarding future plans. The teacher will call two students and ask to read the conversation between Arti and Neelam. At the mean time, he will describe the text orally. After that, the students will do the textual analysis of a section of the text. Also, he will make them underline two or three sentences that denotes future plan in the text.

c.   Post-reading stage

The students will be provided with some general questions to debate. The teacher will ask some students to find out all the sentences in the text which states the future plans.

4.   Evaluation

The teacher will ask the following questions to evaluate the students.

     a. Where are Arti and Neelam planning to go?

     b. Why do they like travelling?

     c. What does Arti want do in Mumbai?

     d. What are you going to do on next Saturday ?

Lesson Plan No. 2

Group 'A' (Experimental Group)

Unit: Four   Date:

Teaching Items: (Sympathy, p.44)

1.   Specific Objectives

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

   a. scan the required information from the text,

   b. answer the questions based on the reading text.

2.   Teaching Materials

Flash cards, cut-outs, sentence card etc.

3.   Teaching Learning Activities

a.   Pre-reading stage

First of all, the teacher will ask the students about what they say when their friends fail an exam or lose some money. At the mean time, the teacher will write the responses said by the students on the blackboard.

b.   While reading stage

He will show the cut-outs and underline the structures expressing sympathy. The students will be asked to compare their sentences, which will be written on the board, with the sentences of the cut-outs. The teacher will read the text highlighting the sentences indicating sympathy. He will ask them to read the text and find the sentences that express sympathy. Dividing the class into pairs, he will ask them to discuss the gist of the text.

c.   Post-reading stage

The teacher will ask them some typical questions so that the students can scan the required information from the text. The teacher will ask them to do the exercises given in the book.

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4. **Evaluation**

\- When do we express sympathy?

\- What will you say to one of your friends who has just lost his father?

\- Who might receive the letter of condolence?

Group 'B' (Control Group)

1. **Specific Objectives**

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

    a. scan the required information from the text,

    b. answer the questions based on the reading text.

2. **Teaching Materials**

Flash cards, pocket card etc.

3. **Teaching Learning Activities**

a. Pre-reading stage

The teacher will ask some questions from the previous lesson to motivate them.

He will show the flash card having written on the words like demise, heartfelt, departed etc. He will also use them in form of sentences. He will also tell them that these words are used to express sympathy.

b. While -reading stage

The teachers will write some clues on the board. Then, he himself will write a condolence using those clues. The teacher will read the text with correct pronunciation and tell the summary of the text orally. He will ask them to read the text and tell the summary of the text orally.

c. Post-reading stage

The teacher will ask them to do the exercises of the lesson given in the book. Providing some incomplete sentences, he will also ask them to supply the words from the text that fit in the blank spaces.

4.   Evaluation
-        When do we express sympathy?

-        What will you say to one of your friends who has just lost his father?

-        Who might receive the letter of condolence?

Lesson Plan No. 3

Group 'A' (Experimental Group)

Unit: Seven   Date:

Teaching Items: (A mother's warning p.68)

1.   Specific Objective

     a. read the text with correct pronunciation,

     b. answer the question based on the passage, and

     c. tell the main ideas of the text orally.

2.   Teaching Materials

Picture and usual materials

3.   Teaching Learning Activities

a.   Pre-reading activities

The students will be asked about what they lost in past when they didn't pay attention towards their mother's warning. The teacher will write all the responses said by the students on the board. At the meantime, he will make commotion between speech and print by pointing to each word.

b.   While-reading activities

The teacher will read the text with correct pronunciation and make students to follow him. The teacher will generalize the students' responses with the story while explaining this lesson. The teacher will focus on the theme of the text by linking the experiences of the students. He will also ask the students whether their experience is matching with the text.

c.   Post- reading activities

The teacher will invite them to tell the main ideas of the story orally. He will also guide them to answer the questions given in the exercise.

4.   Evaluation

-         Who is telling the story?

-         Who said good-bye to whom?

-         What would you do if you were Ryan?

Group 'B' (Control Group)

1.   Specific Objective

      a. read the text with correct pronunciation,

      b. answer the question based on the passage, and

      c. tell the main ideas of the text orally.

2.   Teaching Materials

Usual materials, Flash card

3.   Teaching Learning Activities

a.   Pre-reading activities

The teacher will tell a joke to motivate them. Then, he will show the flash card and make them copy the difficult words from the flash card. The students will be asked to predict the theme of the story based on the title.

b.   While-reading activities

The teacher will read the story with correct pronunciation and ask the pupils to follow him. Then, the teacher will explain the theme of the story using lecture method in details. After that, the students will be given a series of jumbled sentences to order, which will summarize the plot of the story.

c.   Post-reading activities

The students will be asked to write a review of the story.

4. Evaluation

- Who is telling the story?
- Who said good-bye to whom?
- What would you do if you were Ryan?

Lesson Plan No. 4

Group 'A' (Experimental Group)

Unit: three   Date:

Teaching Items: (Dance p.42)

1.   Specific Objective

    a. read the story with correct pronunciation,

    b. underline all the requests in the story, and

    c. do the activities that follow the text.

2.   Teaching Materials

Flash card, picture and usual materials

3.   Teaching Learning Activities

a.   Pre-reading activities

The teacher will ask the students to remember about the dance that they performed in their cultural programme last year. Then, he will ask them about how they can make the requests to their those partners who are not dancing in the cultural programme. At the mean time, he will write the responses said by them on the blackboard.

b.   While-reading activities

The teacher will read the text using correct pronunciation with normal speed. He will explain the story by making connection with the students' experiences regarding making requests which would be previously written on the board. Then, the will invite some students to read the story orally by making connection between speech and print by pointing to each word. The teacher will check the fluency of the student. He will reread the text highlighting the request form used in the story and ask students to underline all the request appeared in the text.

c.   Post- reading activities

The students will be asked to discuss and debate about the controversial topic in the text. Then, they will be asked to summarize of the text, orally or in written form.

4.   Evaluation

-       How will you ask your friend for dance ?

-       What are the structures for request ?

Group 'B' (Control Group)

1.   Specific Objective

       a. read the story with correct pronunciation,

       b. underline all the requests in the story, and

       c. do the activities that follow the text.

2.   Teaching Materials

Usual materials, Flash card

3.   Teaching Learning Activities

a.   Pre-reading activities

The teacher will present some new words which will appear in the text. Then, the teacher will ask them to guess the topic and the content through headlines, illustrations, pictures etc.

b.   While-reading activities

The teacher will allow them to read the text silently. Then, he will describe the content of the passage in details. The teacher will focus on the sentences stating requests in the text. After that, the students will be told to read the passage and find the request appeared in the text.

c.   Post-reading activities

The students will be asked to write a review of the story.

4.   Evaluation

-      How will you ask your friend for dance ?

-      What are the structures for request ?

APPENDIX -II

Group Based tables for Pre-test and Post-test Results

1.   Rank of the students according to the pre-test

S.N.	Name of the students	Obtained Marks
1	Arun Kumar Ram	57
2	Ranjita Kumari Sah	57
3	Govinda Kumar Sah	56
4	Guddi Kumari Yadav	56
5	Niraj Kumar Yadav	55.5
6	Sunil Kumar Ram	55
7	Chandreshwar Mahato	47
8	Ashok Kumar Yadav	47
9	Mukesh Kumar Thakur	43.5
10	Rakesh Kumar Mahato	41
11	Priyanka Kumari Sah	41
12	Manoj Kumar Thakur	40.5
13	Pramila Kumari Sah	37.5
14	Babita Kumari Thakur	37
15	Shobha Kumari Yadav	36
16	Kiran Kumari Raut	36
17	Navin Kumar Yadav	35.5
18	Shyam Kumar Yadav	35
19	Rina Kumari Yadav	34.5
20	Ram Bishwash Thakur	34.5
21	Rahul Kumar Raut	34
22	Pankaj Chaurasiya	33
23	Bandana Kumari	33

24	Vijay Kumar Ram	33
25	Sulekha Kumari Sah	32.5
26	Archana Kumari Raut	32
27	Abhishek Chaurasiya	32
28	Aditya Kumar	31
29	Rakesh Kumar Sahani	30
30	Munni Kumari Yadav	30
31	Abdhesh Raut	29
32	Rajeev Kumar Sah	29
33	Mithlesh Thakur	29
34	Sesh Kumar Mahato	29
35	Mira Kumari Yadav	28.5
36	Ajay Kumar Yadav	28
37	Ram Daresh Thakur	27
38	Rita Kumari Raut	27
39	Anita Kumari Thakur	25.5
40	Rakesh Kumar Baitha	25
41	Rinku Kumari Sah	25
42	Raj Narayan Raut	23
43	Rubi Kumari Sah	23
44	Rakesh Kumar Baitha	22
45	Jay Narayan Sah	21
46	Phekan Ray	21
47	Rohit Kumar Raut	20
48	Amarekha Kumari Sah	20
49	Suresh Kumar Thakur	20
50	Dip Ranjan Chaurasiya	18

2.   Pre-test Result of Group 'A' (Experimental Group)

S.N.	Name of the students	Obtained Marks
1	Arun Kumar Ram	57
3	Govinda Kumar Sah	56
5	Niraj Kumar Yadav	55.5
7	Chandreshwar Mahato	47
9	Mukesh Kumar Thakur	43.5
12	Manoj Kumar Thakur	40.5
14	Babita Kumari Thakur	37
16	Kiran Kumari Raut	36
18	Shyam Kumar Yadav	35
20	Ram Bishwash Thakur	34.5
21	Rahul Kumar Raut	34
23	Bandana Kumari	33
25	Sulekha Kumari Sah	32.5
27	Abhishek Chaurasiya	32
29	Rakesh Kumar Sahani	30
32	Rajeev Kumar Sah	29
34	Sesh Kumar Mahato	29
36	Ajay Kumar Yadav	28.5
38	Rita Kumari Raut	27
40	Rakesh Kumar Baitha	25
41	Rinku Kumari Sah	25
43	Rubi Kumari Sah	23
45	Jay Narayan Sah	21
47	Rohit Kumar Raut	20
49	Suresh Kumar Thakur	20
Total		851

3. Pre-test Result of Group 'B' (Control Group)

S.N.	Name of the students	Obtained Marks
2	Ranjita Kumari Sah	57
4	Guddi Kumari Yadav	56
6	Sunil Kumar Ram	55
8	Ashok Kumar Yadav	47
10	Rakesh Kumar Mahato	41
11	Priyanka Kumari Sah	41
13	Pramila Kumari Sah	37.5
15	Shobha Kumari Yadav	36
17	Navin Kumar Yadav	35.5
19	Rina Kumari Yadav	34.5
22	Pankaj Chaurasiya	33
24	Vijay Kumar Ram	33
26	Archana Kumari Raut	32
28	Aditya Kumar	31
30	Munni Kumari Yadav	30
31	Abdhesh Raut	29
33	Mithlesh Thakur	29
35	Mira Kumari Yadav	28.5
37	Ram Daresh Thakur	27
39	Anita Kumari Thakur	25.5
42	Raj Narayan Raut	23
44	Rakesh Kumar Baitha	22
46	Phekan Ray	21
48	Amarekha Kumari Sah	20
50	Dip Ranjan Chaurasiya	18
Total		842.5

4.   Post-test Result of Group 'A' and Group 'B'

Group 'A' (Experimental Group)		Group 'B' (Control Group)	
R.N.	Marks	R.N.	Marks
1	78	2	71.5
3	72	4	70
5	71.5	6	61
7	73	8	62
9	68	10	64
12	70	11	56
14	65	13	64.5
16	69.5	15	50
18	69	17	51.5
20	62	19	54.5
21	64	22	51
23	56	24	51
25	58	26	48
27	60	28	46
29	59	30	48
32	59	31	43
34	54	33	41
36	61	35	45
38	53.5	37	42.5
40	57.5	39	40
41	57	42	29
43	48	44	40
45	45	46	31
47	34	48	27
49	29	50	25
Total	1493	Total	1212.5

5. **Pre-test and Post-test Result of Group 'A' and Group 'B' as a whole**

Group 'A' (Experimental Group)			Group 'B' (Control Group)		
R.N.	Pre-test	Post-test	R.N.	Pre-test	Post-test
1	57	78	2	57	71.5
3	56	72	4	56	70
5	55.5	71.5	6	55	61
7	47	73	8	47	62
9	43.5	68	10	41	64
12	40.5	70	11	41	56
14	37	65	13	37.5	64.5
16	36	69.5	15	36	50
18	35	69	17	35.5	51.5
20	34.5	62	19	34.5	54.5
21	34	64	22	33	51
23	33	56	24	33	51
25	32.5	58	26	32	48
27	32	60	28	31	46
29	30	59	30	30	48
32	29	59	31	29	43
34	29	54	33	29	41
36	28	61	35	28.5	45
38	27	53.5	37	27	42.5
40	25	57.5	39	25.5	40
41	25	57	42	23	29
43	23	48	44	22	40
45	21	45	46	21	31
47	20	34	48	20	27
49	20	29	50	18	25
Total	851	1493	Total	842.5	1212.5

6.   The Result of Pre-test and Post-test with difference of Group 'A'

R.N.	Pre-test	Post-test	D
1	57	78	21
3	56	72	13
5	55.5	71.5	16
7	47	73	26
9	43.5	63	24.5
12	40.5	70	29.5
14	37	65	28
16	36	69.5	33.5
18	35	69	34
20	34.5	62	27.5
21	34	64	30
23	33	56	23
25	32.5	58	25.5
27	32	60	28
29	30	59	29
32	29	59	30
34	29	54	25
36	28.5	61	32.5
38	27	53.5	26.5
40	25	57.5	32.5
41	25	57	32
43	23	48	25
45	21	45	24
47	20	34	14
49	20	29	9
TM	851	1493	642
AM	34.04	59.72	25.68

7.   The Result of Pre-test and Post- test with difference of Group 'B'

R.N.	Pre-test	Post-test	D
2	57	71.5	14.5
4	56	70	14
6	55	61	6
8	47	62	15
10	41	64	23
11	41	56	15
13	37.5	64.5	27
15	36	50	14
17	35.5	51.5	16
19	34.5	54.5	20
22	33	51	18
24	33	51	18
26	32	48	16
28	31	46	15
30	30	48	18
31	29	43	14
33	29	41	12
35	28.5	45	16.5
37	27	42.5	15.5
39	25.5	40	14.5
42	23	29	6
44	22	40	18
46	21	31	10
48	20	27	7
50	18	25	7
TM	842.5	1212.5	370
AM	33.7	48.5	14.8

Appendix- III

Test-Item Based Tables of Pre-Test and Post-Test Results

A. **The Result in Objective Types Test-Item**

1. **The Result in Matching Test-Item**

Total Items: 11   Total Marks: 11

Group 'A' (Experimental Group)					Group 'B' (Control Group)				
R.N.	Pre-t	Post-t	D	D%	R.N.	Pre-t	Post-t	D	D%
1	8	11	3	27.27	2	10	10	0	0
3	9	10	1	9.09	4	8	11	3	27.27
5	8	11	3	27.27	6	11	10	-1	-9.09
7	7	11	4	36.36	8	6	10	4	36.36
9	8	9	1	9.09	10	6	9	3	27.27
12	8	11	3	27.27	11	7	8	1	9.09
14	6	10	4	36.36	13	4	10	6	54.54
16	6	11	4	36.36	15	5	8	3	27.27
18	4	11	7	63.63	17	4	8	4	36.36
20	6	10	4	36.36	19	3	10	7	63.63
21	4	11	7	63.63	22	4	8	4	63.36
23	4	10	6	54.54	24	4	6	2	18.18
25	4	9	5	54.45	26	5	6	1	9.09
27	7	10	3	27.27	28	6	8	2	18.18
29	5	11	6	54.54	30	4	8	4	36.36
32	2	11	9	81.81	31	2	8	6	54.54
34	5	4	-1	-9.09	33	5	6	1	9.09
36	3	11	8	72.72	35	4	6	2	18.18
38	0	10	10	90.9	37	3	9	6	54.54
40	4	10	6	54.54	39	4	7	3	27.27
41	0	10	10	90.9	42	3	5	2	18.18
43	2	8	6	54.54	44	1	4	3	27.27
45	3	8	5	54.45	46	4	4	0	0
47	5	4	-1	-9.09	48	2	4	2	18.18
49	3	4	1	9.09	50	3	3	0	0
TM	121	236	115	1045.17	TM	118	186	68	618.12
AM	4.84	9.44	4.6	41.8	AM	4.72	7.44	2.72	24.72

2.   The Result in Multiple choice Test-Items

Total Items: 16   Full Marks: 16

Group 'A' (Experimental Group)					Group 'B' (Control Group)				
R.N.	Pre-t	Post-t	D	D%	R.N.	Pre-t	Post-t	D	D%
1	13	14	1	6.25	2	11	13	2	12.5
3	14	13	-1	-6.25	4	13	14	1	6.25
5	13	15	2	12.5	6	12	13	1	6.25
7	7	15	8	50	8	9	14	5	31.3
9	8	15	7	43.8	10	8	14	6	37.5
12	10	15	5	31.3	11	6	11	5	31.3
14	7	12	5	31.3	13	8	13	5	31.3
16	5	15	10	62.5	15	6	13	7	43.8
18	11	15	4	25	17	9	11	2	12.5
20	6	14	8	50	19	6	14	8	50
21	6	14	8	50	22	8	6	-2	-12.5
23	5	13	8	50	24	7	10	3	18.7
25	6	14	8	50	26	6	9	3	18.7
27	6	8	2	12.5	28	6	10	4	25
29	3	10	7	43.8	30	4	8	4	25
32	5	14	9	56.3	31	6	11	5	31.3
34	6	13	7	43.8	33	8	6	-2	-12.5
36	4	12	8	50	35	4	8	4	25
38	6	13	7	43.8	37	4	10	6	37.5
40	2	14	12	75	39	5	6	1	6.25
41	5	13	8	50	42	2	2	0	0
43	3	12	9	56.3	44	3	9	6	37.5
45	4	5	1	6.25	46	3	5	2	12.5
47	4	5	1	6.25	48	4	3	-1	-6.25
49	2	7	5	31.3	50	4	2	-2	-12.25
TM	161	310	149	913.7	TM	162	235	73	456.4
AM	6.44	12.4	5.96	37.3	AM	6.48	9.4	2.92	18.2

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3.   The Result in True/ False Test-Item

Total Items: 15   Full Marks: 15

Group 'A' (Experimental Group)					Group 'B' (Control Group)				
R.N.	Pre-t	Post-t	D	D%	R.N.	Pre-t	Post-t	D	D%
1	12	15	3	20	2	11	13	2	13.3
3	11	12	1	6.7	4	15	11	-4	-26.7
5	12	13	1	6.7	6	11	10	-1	-6.7
7	11	12	1	6.7	8	11	12	1	6.7
9	9	14	5	33.33	10	7	8	1	6.7
12	4	12	8	53.3	11	9	11	2	13.3
14	7	12	5	33.3	13	9	12	3	20
16	5	14	9	60	15	10	12	2	13.3
18	4	12	8	53.3	17	5	12	7	46.7
20	10	11	1	6.7	19	10	14	4	26.7
21	9	13	4	26.7	22	7	9	2	13.3
23	10	13	3	20	24	7	12	5	33.3
25	10	12	2	13.3	26	9	12	3	20
27	7	8	1	6.7	28	7	14	7	46.7
29	8	15	7	46.7	30	7	11	4	26.7
32	11	13	2	13.3	31	7	10	3	20
34	7	11	4	26.7	33	6	8	2	13.3
36	4	13	9	60	35	6	8	2	13.3
38	8	11	3	20	37	7	9	2	13.3
40	6	14	8	53.3	39	9	7	-2	-13.3
41	9	11	2	13.3	42	5	5	0	0
43	1	11	10	66.7	44	1	7	6	40
45	5	9	4	26.7	46	4	5	1	6.7
47	3	10	7	46.7	48	6	6	0	0
49	4	5	1	6.7	50	6	5	-1	-6.7
TM	187	296	109	726.8	TM	192	243	51	339.9
AM	7.48	11.84	4.36	29.1	AM	7.68	9.72	2.04	13.6

4. The Result in Completion Test-Item

Total Items: 10 Full Marks: 10

Group 'A' (Experimental Group)						Group 'B' (Control Group)				
R.N.	Pre-t	Post-t	D	D%		R.N.	Pre-t	Post-t	D	D%
1	2	9	7	70		2	6	5	-1	-10
3	3	7	4	40		4	4	4	0	0
5	4.5	3	-1.5	-15		6	5	4	-1	-10
7	4	7	3	30		8	4	7	3	30
9	4	4	0	0		10	4	7	3	30
12	2	7	5	50		11	4	4	0	0
14	2	8	6	60		13	4	4	0	0
16	3	7	4	40		15	2	1	-1	-10
18	3	7	4	40		17	4	3	-1	-10
20	3	4	1	10		19	2	5	3	30
21	5	5	0	0		22	5	3	-2	-20
23	2	9	7	70		24	3	5	2	20
25	1	4	3	30		26	2	5	3	30
27	1	7	6	60		28	0	3	3	30
29	0	7	7	70		30	3	4	1	10
32	2	3	1	10		31	3	3	0	0
34	2	6	4	40		33	2	4	2	20
36	4	7	3	30		35	4	5	1	10
38	3	3	0	0		37	3	5	2	20
40	2	5	3	30		39	1	5	4	40
41	2	3	1	10		42	2	3	1	10
43	3	5	2	20		44	2	5	3	30
45	1	4	3	30		46	2	4	2	20
47	1	4	3	30		48	2	2	0	0
49	3	3	0	0		50	0	4	4	40
TM	62.5	138	75.5	755		TM	73	104	31	310
AM	2.5	5.52	3.02	30.2		AM	2.92	4.16	1.24	12.4

B. The Result in Subjective Type Test-Items

1.   The Result in Jumbled Sentence Ordering Test-Item

Total Items:8   Total Marks: 8

Group 'A' (Experimental Group)					Group 'B' (Control Group)				
R.N	Pre-t	Post-t	D	D%	R.N	Pre-t	Post-t	D	D%
1	8	8	0	0	2	8	8	0	0
3	7	8	1	12.5	4	0	8	8	100
5	8	8	0	0	6	0	8	8	100
7	5	8	3	37.5	8	8	4	-4	-50
9	8	8	0	0	10	8	8	0	0
12	6	8	2	25	11	5	8	3	37.5
14	6	8	2	25	13	4	8	4	50
16	4	4	0	0	15	4	8	4	50
18	4	8	4	50	17	5	4	-1	-12.5
20	0	8	8	100	19	4	4	0	0
21	5	4	-1	-12.5	22	6	8	2	25
23	4	2	-2	-25	24	6	5	-1	12.5
25	3	6	3	37.5	26	3	5	2	25
27	4	6	2	25	28	4	2	-2	-25
29	6	0	-6	-75	30	5	8	3	37.5
32	2	8	6	75	31	3	1	-2	-25
34	7	8	1	12.5	33	2	4	2	25
36	5	4	-1	-12.5	35	4	8	4	50
38	6	2	-4	-50	37	4	0	-4	-50
40	4	4	0	0	39	2	4	2	25
41	2	4	2	25	42	3	5	2	25
43	4	2	-2	25	44	5	4	-1	-12.5
45	4	8	4	50	46	3	5	2	25
47	3	0	-3	-37.5	48	1	6	5	62.5
49	4	4	0	0	50	2	3	1	12.5
TM	119	136	17	237.5	TM	99	136	37	462.5
AM	4.76	5.44	0.68	9.5	AM	3.96	5.44	1.48	18.5

2. The Result in Open -ended Short Answer Question Test-Items

Total Items: 16   Full Marks: 24

Group 'A' (Experimental Group)					Group 'B' (Control Group)				
R.N.	Pre-t	Post-t	D	D%	R.N.	Pre-t	Post-t	D	D%
1	9	15	6	25	2	11	12.5	1.5	6.25
3	12	13.25	1.5	6.25	4	9	17	8	33.3
5	10	12.5	2.5	10.4	6	9	12	3	12.5
7	9	14	5	20.8	8	5	10	5	20.8
9	4	10.5	6.5	27.1	10	4	13	9	37.5
12	6.5	12	5.5	22.9	11	8	11	3	12.5
14	6	9	3	12.5	13	4	11	7	29.2
16	5	11.5	6.5	27.1	15	6	8	2	8.3
18	7.5	11	3.5	14.6	17	4.5	7	2.5	10.4
20	5.5	8	2.5	10.4	19	5.5	7.5	2	8.3
21	5	9.5	4.5	18.7	22	3	14	11	45.8
23	4	4	0	0	24	3.5	9	5.5	22.9
25	2.5	8.5	6	25	26	3	8	5	20.8
27	4	15	11	45.8	28	5	7	2	8.3
29	7	9	2	8.3	30	5	7	2	8.3
32	4	8	4	16.6	31	6	7	11	4.2
34	0	11	11	45.8	33	4	8	4	16.6
36	6	10	4	16.6	35	4.5	8	3.5	14.6
38	3	8	5	20.8	37	5	8.5	3.5	14.6
40	5	10.5	5.5	22.9	39	1	7	6	25
41	5.5	9	3.5	14.6	42	6	5	-1	-4.2
43	6	7.5	1.5	6.25	44	6	8	2	8.3
45	4	8	4	16.6	46	3	7	4	16.3
47	1	9	8	33.3	48	4	5	1	4.2
49	4	4	0	0	50	3	6	3	12.5
TM	135.5	249	113.5	458.3	TM	128	223.5	95.5	397.5
AM	5.42	9.96	4.54	18.3	AM	5.12	8.94	3.82	15.9

3. The Result in Essay-type (Long) Answer Question Test-item

Total Items: 4   Full Marks: 16

Group 'A' (Experimental Group)					Group 'B' (Control Group)				
R.N.	Pre-t	Post-t	D	D%	R.N.	Pre-t	Post-t	D	D%
1	5	6	1	6.25	2	0	10	10	62.5
3	0	8.5	8.5	53.1	4	7	5	-2	-12.5
5	0	9	9	56.2	6	7	4	-3	-18.7
7	4	6	2	12.5	8	4	5	1	6.25
9	2.5	7.5	5	31.2	10	4	5	1	6.25
12	4	5	1	6.25	11	2	3	1	6.25
14	3	6	3	18.7	13	4.5	7.5	3	18.7
16	8	7	-1	-6.25	15	3	0	-3	-18.7
18	1.5	5	3.5	21.9	17	4	6.5	2.5	15.6
20	4	7	3	18.7	19	4	0	-4	-25
21	0	7.5	7.5	46.9	22	0	3	3	18.7
23	4	5	1	6.25	24	2.5	3	0.5	3.1
25	6	4.5	-1.5	-9.4	26	4	3	-1	-6.25
27	3	6	3	18.7	28	3	2	-1	-6.25
29	1	7	6	37.5	30	2	2	0	0
32	3	2	-1	-6.25	31	2	3	1	6.25
34	2	1	-1	-6.25	33	2	5	3	18.7
36	2.5	4	1.5	9.4	35	2	2	0	0
38	1	6.5	5.5	34.4	37	1	1	0	0
40	2	0	-2	-12.5	39	3.5	4	0.5	3.1
41	1.5	7	5.5	34.4	42	2	4	2	12.5
43	4	2.5	-1.5	-9.4	44	4	3	-1	-6.25
45	0	3	3	18.7	46	2	1	-1	-6.25
47	3	2	-1	-6.25	48	1	1	0	0
49	0	2	2	12.5	50	0	2	2	12.5
TM	65	127	62	387.25	TM	70.5	85	14.5	90.5
AM	2.6	5.08	2.48	15.5	AM	2.82	3.4	0.58	3.6