

CHAPTER - ONE

INTRODUCTION

1.1 General Background

The Grammar Translation method has been in use for hundreds of years. It became popular between 1840s and 1940s (Richards and Rodgers, 2002, p. 6). Among four skills, it gives much emphasis on reading and writing. Vocabulary is taught through bilingual word lists, dictionary study, and memorization. Grammatical rules are taught deductively. The students' native language is the medium of instruction. Accuracy is emphasized than fluency. Although the Grammar Translation method often creates frustration for students, it makes few demands on teachers. In modified form it continues to be widely used in some part of world today.

Since the Grammar Translation method was not very effective in preparing students to use the target language in communication, the Direct Method became popular. The direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (Diller 1978, as cited in Larsen- Freeman 2000, p. 23). The main theme of direct method is to teach the meaning by making direct connection with the words through demonstration and action. Grammar is taught inductively. Correct pronunciation and grammar are emphasized. Both speech and listening comprehension are taught.

Then, Oral Approach or Situational Language Teaching emerged to overcome the shortcomings of Grammar Translation method. It began with the work of British applied linguists in the 1920s to 1930s (Richards and Rodgers 2002, p.

36). It emphasizes on oral- structural drills and situational presentation. The target language is the language of the classroom. New language points are introduced and practiced situationally. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered. Items of grammar are graded following the principle that simple forms should be taught before complex ones.

On the basis of OSS approach, audio-lingual method emerged between 1950s and 1960s. This method drills students in the use of grammatical sentence patterns. Audiolingualism claimed to have transformed language teaching from an art into science which would enable learners to achieve mastery of a foreign language effectively and efficiently. Audiolingualism hold that language learning is like other forms of learning. Since language is a formal, rule-governed system, it can be formally organized to maximize teaching and learning efficiency. They also stress the mechanistic aspects of language learning and use.

Audio-lingual Method lacked fluency and appropriateness so Communicative Approach came in the field of language teaching in the late 1960s (Richards and Rodgers). Communicative Language Teaching aims to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (Larsen-Freeman, 2008). The characteristics of CLT as stated in Richards and Rodgers (2002, p. 156) are as follows:

-) It pays systematic attention to functional as well as structural aspect of language.
-) Language learning is learning to communicate.

-) Authentic and meaningful communication should be the goal of classroom activities.
-) Meaning is paramount.
-) Students' errors are tolerated.
-) Fluency and acceptability are primary.

1.1.1 Task- Based Language Teaching

Task is a goal-oriented activity with a clear purpose. It is an activity in which students use language to achieve specific outcome. It reflects real life and learner's focus on meaning; they are free to use only language they want.

Prabhu (1987) defines task as “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teacher to control and regulate that process.”

In Crookes (1986) words, task is “a piece of work or activity, usually with a specified objective, undertaken as part of an educational course, or at work.”

According to Long (1985),

Task is a piece of work undertaken from oneself or for others freely or for some rewards. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library books, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one thing people do in everyday life, at work, at play and in between. Tasks are the

things people will tell you they do if you ask them and they are not applied linguists.

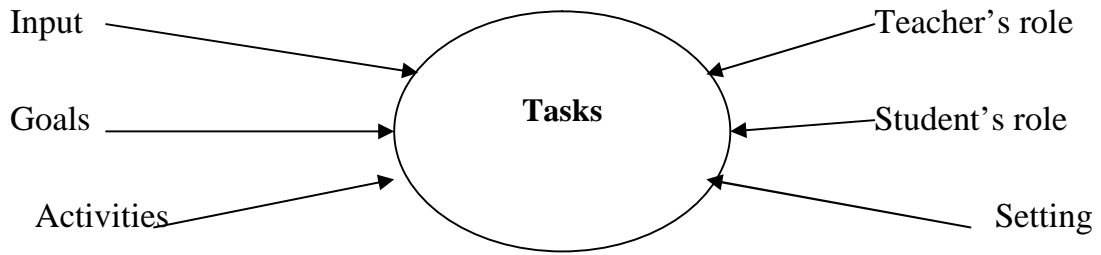
Willis (1996) states that a task is a goal-oriented activity with a clear purpose. Doing a communicative task involves achieving an outcome, creating a final product that can be appreciated by others. Tasks can be used as the central component of a three-part framework: 'pre-task', 'task-cycle', and 'language focus'. These components have been carefully designed to create four optimum conditions for language acquisitions and thus provide rich learning opportunities to suit different types of learners.

Task may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of the variety of different kinds of tasks in language teaching is said to make language teaching more communicative. Since it provides purpose for classroom activity which goes beyond the practice of language for its own sake.

According to Nunan (1989, p.10), the communicative task is “ a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”.

So, he suggests that tasks will contain some form of input data which might be verbal or non- verbal (e.g. pictures) and an activity which is in someway derived from the input and which sets out what the learners are to do in relation to the input. The tasks are sequenced coherently. They contain the following components

Figure No. 1



(Source: Nunan 1989: 11)

From the above diagram, a task can be viewed as a piece of meaning focused work, involving learners in comprehending, producing and/ or interacting in the target language.

Task- Based Language Teaching (TBLT), also known as Task- Based Learning (TBL) or Task- Based Language Learning (TBLL), was originated in 1979 in Banglore, south India by N.S. Prabhu. He implemented a long running project which used task based learning in a very different context. Prabhu suggested that if the emphasis in class was on meaning, the language would be learnt incidentally. TBLT is a method of instruction in the field of language acquisition. It focuses on the use of authentic language, and to students doing meaningful tasks using the target language; for example visiting a doctor, constructing an interview or calling customer services for help. In Nunan's (1987) words, "Task- based teaching and learning is teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objectives". A task as defined by Nunan (1987) is an activity (or technique) where students argued to accomplish something or solve some problem using their language preferably, this activity is open ended: there is no set way to accomplish their goal.

Task- based language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Willis (1996) presented it as a logical development of communication language teaching. During 1980's it has drawn several principals that formed part of the communicative language teaching. They are:

- a. Activities that involve real communication are essential for language learning.
- b. Activities in which language is used for carrying out meaningful tasks promote learning.
- c. Language that is meaningful to the learner supports the learning process.

Tasks are proposed as useful means for applying these principals. Researchers who are interested in developing pedagogical application of second language acquisition theory, promoted tasks as the research tools in 1980s and have focused on strategies and cognitive processes employed by second language learners. They argued that grammar focused teaching activities do not reflect the cognitive learning process. Engaging learners in task work provides a better contexts for the activation of learning process than form focused activities and hence ultimately provides better opportunities for language learning.

According to Little Wood (1981), two aspects of communicative language use should be clearly incorporated into the teaching learning process. In the first place, task oriented activities have to be included i.e. learners have to set tasks to be mediated through language. Actual meaning should be central to these tasks. The emphasis should be on the ability to understand and convey information and activate cognitive faculties and make the effort in the target language. As the result, language is learned naturally.

The key assumptions of task- based teaching are summarized by Feez (1998, p.17) as follows.

- a. The focus is on process rather than product.
- b. Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- c. Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- d. Activities and tasks can be either:
 - those that learners might need to achieve in real life;
 - those that have a pedagogical purpose specific to the classroom.
- e. Activities and tasks of a task based syllabus are sequenced according to difficulty.
- f. The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

The difficulty level of a task depends on a range of factors including the previous experience of the learner, the complexity of task, the language required to undertake the task and degree of support available.

Task- based language teaching suggests real communication activities that carry out meaningful tasks, and stresses the importance of targeting these tasks to the individual students as much as possible. The tasks are central to the learning activity and are based on the belief that students may learn more effectively when their mind is focused on the task, rather than on the language they are using.

TBLT aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Since interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning. By so doing, they have to check to see if they have comprehended correctly and at times, they have to seek clarification. By interacting with others, they get to listen to language which may be beyond their present ability, but which may be assimilated into their knowledge of the target language for use at the later time.

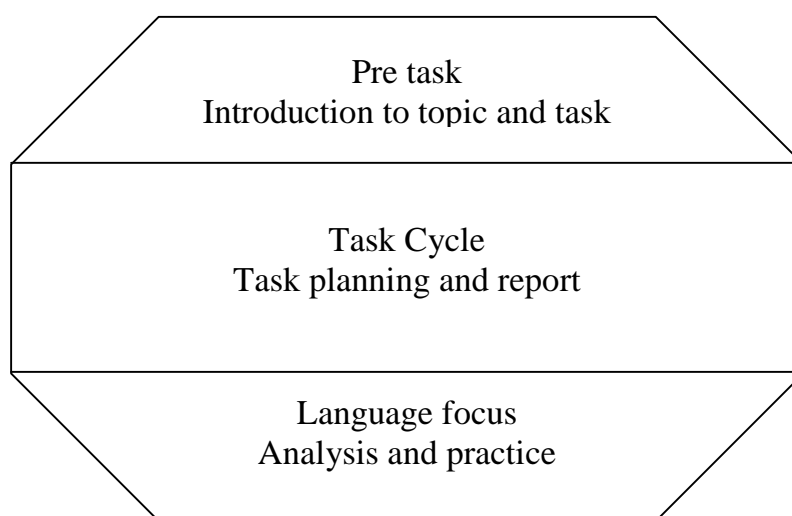
In short Task- based language teaching is an approach which seeks to allow students to work somewhat at their own pace and within their own level and area of interest to process and restructure their interlanguage. It moves away from a prescribed developmental sequence and introduces learner freedom and autonomy into a learning process. The teacher's role is also modified to that of helper.

1.1.2 Framework of Task- Based Language Teaching

Task- Based Language Teaching (sometimes referred to as a Task Based instruction) makes the performance of the meaningful task central to the learning process. It is informed by the belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms.

In the model of task-based learning described by Willis (1996), the traditional PPP (presentation, practice, production) lesson is reversed. The students start with task. When they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students' performance. In "A Framework for Task- based Learning", Willis (1996) presents a three stage process:

Figure No. 2



(Source: Willis, 1996)

In the pre-task stage, the teacher explores the topic with the class and may highlight useful words and phrases helping students to understand the task instructions. The students may hear according to other people doing the same task.

During the task cycle stage, the students perform the task in pairs or small groups while other teacher monitors from distance. The students then plan how they will tell the rest of the class what they did and how it went, and they then report on the task either orally or in writing, and/ or compare notes on what has happened.

In the language focus stage, the students examine and discuss specific features of any listening or reading text which they have looked at for the task and/ or the teacher may conduct some form for practice of specific language features which the task has provided.

1.1.3 Procedures of Task- Based Language Teaching

As Candlin and Murphy (cited in Freeman, 2000, p. 144) note, “The central purpose we are concerned with is language learning and tasks present this in the form of a problem solving negotiation between knowledge that the learner holds and new knowledge.”

The procedure of TBLT goes like this:

- a) **Pre-task:-** Teacher introduces the topic and task, presents sample task in meaningful situation, then sets the similar task for the students. Students try to understand the task by discussing in pair/ group.
- b) **Task:** Students do the task by discussing in pairs or small groups or by thinking alone. Teacher monitors from a distance, encouraging but not correcting while doing communication. They plan, draft and rehearse what they want to say or write.
- c) **Planning:** Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. The teacher stands by to give language advice.
- d) **Report and planning:** Students report their performance to the class or exchange written reports and compare results. Teacher acts as a chairperson, and then comments on the content of the reports.

In all the stages, emphasis is on spontaneous and exploratory talk and confidence building and there is no use of explanation and focus on grammatical form.

1.1.4 Types of Task- Based Language Teaching

TBLT proposes the notion of ‘task’ as a central unit of planning and teaching. A task is an activity or goal that is carried out using language, such as finding a

solution to a puzzle, reading a map and giving directions, making a telephone call. Prabhu (cited in Freeman, 2000, p. 148) presents the following tasks:

- a) **An information-gap activity:** This activity involves a transfer of given information from one person to another or from one form to another or from one place to another generally calling for the decoding encoding of information from or into language.
- b) **Reasoning-gap activity:** This activity involves deriving some new information from given information through process of inference, deduction, practical reasoning, or a perception of relationships or patterns.
- c) **An opinion-gap activity:** This activity involves identifying or articulating a personal preference, feeling or attitude in response to a given situation.

1.1.5 Components of Task- Based Language Teaching

According to Shavelson and Stern (1981), task contains the following elements.

- a) **Content** – the subject matter to be taught
- b) **Materials** – the things that learners can observe/ manipulate
- c) **Activities** – the things that learners and teacher will be doing during the lesson
- d) **Goals** – the teachers’ general aims for the task
- e) **Students** – their abilities, needs and interests are important
- f) **Social community** – the class as a whole and its sense of ‘groupness’

But Candlin was not satisfied with the components of TBLT, so the components of task according to Candlin (1987) are as follows:

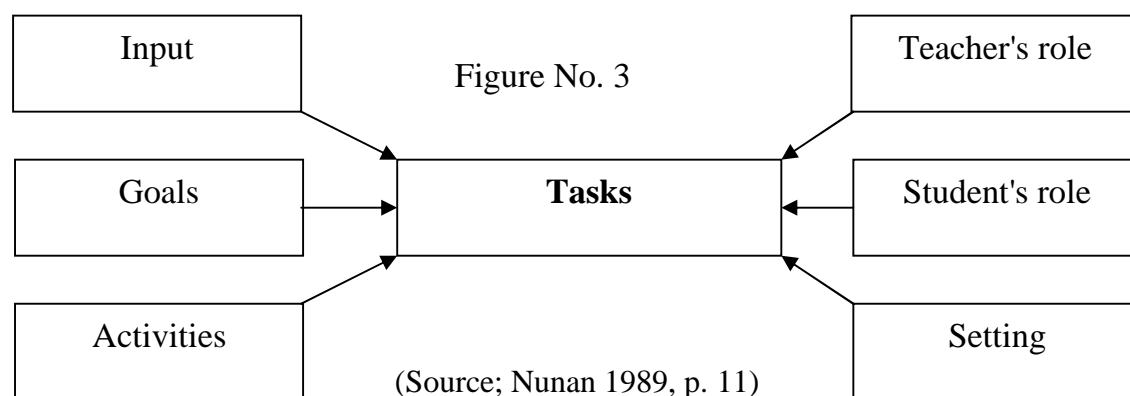
- a) **Input:** refers to the data presented for learners to work on
- b) **Roles:** specify the relationship between participants in a task

- c) **Settings:** refers to the classroom and out of class arrangements entailed in the tasks
- d) **Actions:** are the procedures and sub-tasks to be performed by the learners
- e) **Monitoring:** refers to the supervision of the task in progress
- f) **Outcomes:** are the goals of tasks
- g) **Feedback:** refers to the evaluation of the tasks

However, Wright (1987) suggests that tasks need minimally contain just two elements.

- a) **Input data:** which may be provided by materials, teachers or learners
- b) **Initiating question:** which instructs learners on what to do with the data

The components of TBLT suggested by Nunan (1987) is diagrammatically presented below.



He suggests that tasks will contain some form of input data which might be verbal (for example dialogue) or non- verbal (for example picture) and an activity which is in some way derived from the input and which sets out what the learners are to do in relation to the input. The task will also have (implicitly or explicitly) a goal and roles for teachers and learners. In synthetic terms, lessons or units of work will consists' among other things, of sequences of tasks, and the coherence of such lessons or units will depend on the extent to which the tasks have been integrated and sequenced in some principled way.

1.1.6 Advantages of Task- Based Language Teaching

Task based learning offers change from the grammatical practice through which many learners have previously failed to learn to communicate. This approach encourages learners to experiment with what ever English they can recall and try things without fear to failure and public correction.

The advantages of TBLT are as follows:

- a) It is more student-centered.
- b) It allows for meaningful communication and often provides for practical extra- linguistic skill building.
- c) Although the teacher may present language in the pre- task, the students are ultimately free to use what grammar constructs and vocabulary they want.
- d) They can use all the languages they know and the language they are learning, rather than just the ‘target language’ of the lesson.
- e) The tasks are likely to be familiar with the students.
- f) It is motivating to the students.
- g) It integrates all four skills and move from fluency to accuracy.

Every language teacher realizes the importance and relevance of the student centered, practical and flexible approach to the worldwide demand for communicative language teaching which helps learners to understand the language in context and to use it effectively in situation outside the classroom.

1.1.7 Reading Skills

The purpose of language learning is to enable students to communicate in that language. The choice of language depends upon the channel of communication. Language is a system of sounds and words used by human to communicate their thoughts and feelings. Learning a language is not a single activity but a

combination of different activities. The different activities are called language skills. To get mastery over language well, one needs to develop all the four skills- listening, speaking, reading and writing. These four skills can be classified as receptive and productive skills. Generally, listening and reading fall under receptive skills while speaking and writing are productive skills. However, we cannot make watertight distinction between the receptive and productive skills because at times receptive skills tend to be productive skills and vice versa. In language acquisition, receptive skills precede productive ones. These four are integrated not only while teaching and learning but also in real life situation while using language for various purposes.

Reading is one of the receptive skills in language learning which opens the gate of knowledge and the total understanding of a message or a message in a 'text'. This means the meaning is not merely lying in text waiting to be passively observed. On the contrary the reader will have to be actively involved and will have to work to get the meaning out.

Every reader reads to grasp information from the graphic representation of language. The term 'reading' and 'reading comprehension' are sometimes, treated to refer to same thing or process but they are different. Reading comprehension is one of the most complex forms of cognition which means complete understanding of a text. It is entirely needed for the students of the higher and advanced level, general intelligence, interest in particular subject, previous knowledge of the subject help a lot in reading comprehension

1.1.8 Reading Skill and Task- Based Language Teaching

Many approaches and method were used to teach English as second language, TBLT is one of them. Different aspects and skills are taught while teaching

English, reading skill is one of them. This approach mainly gives emphasis on task and it can make the teaching learning activities more effective.

According to Grellet (1987), understanding a written text means extracting the required information from it as efficiently as possible.

To Harmer (1991), “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.”

Reading offers language input, as listening does (Cross, 1992), so reading is a receptive language skill. Richards and Renandya (2003) opine that in many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this: First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career and reading purposes. In fact in most EFL situations, the ability to reading a language is all that students want to acquire. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process language acquisition. Good reading texts also provide good models for writing, and provide opportunities to introduce new topics, to simulate discussion, and to study language (for example vocabulary, grammar and idioms). Reading, then, is a skill which is highly valued by students and teacher a like.

1.1.9 Types of Reading

Readers do not go through a text unless they have purpose in mind. On the basis of purpose and interest of reading, the following are the different types of reading.

- a) **Reading aloud:** Reading aloud is carried out to enable the students to read with correct pronunciation, articulation, intonation and rhythm. It also enable the students to read with due expressions and to understand the meaning. The main aim of reading aloud is to develop a desire for silent reading in the students.
- b) **Silent reading:** Silent Reading is “perceiving a written text in order to understand its content” (Richards et al., 1999). The main objectives is to develop in students the way to enjoy and recreate themselves
- c) **Rapid reading:** Rapid reading is also known as faster reading which consists of the techniques to teach people to read more quickly and to achieve a greater degree of understanding of what they read. It is always silent because reading aloud always hinders speed of reading. In order to improve speed of reading, the readers should have quick unhindered eyes, un- repeated jump block by block or sentence by sentence.
- d) **Intensive reading:** Students are expected to understand everything they read and be able to answer detailed vocabulary and comprehension questions. Intensive reading is generally at a slower speed and requires higher degree of understanding. The students are expected to learn all the words, their spelling, pronunciation, semantic and syntactic relations and sequence of thought in the passage.
- e) **Extensive reading:** Extensive reading is also known as independent reading which is carried out to train the students to read directly and fluently in the foreign language for their own enjoyment, without the aid of teacher (Rivers, 1968, 229). Extensive reading means to read silently and quickly in order to understand the subject matter and derive the meaning without understanding each word and structure, and without the help of teacher. It is mainly carried out for pleasure.
- f) **Skimming:** Skimming is the specific reading techniques necessary for quick and efficient reading. When skimming, readers go through the

reading materials quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intonation.

- g) Scanning:** In scanning, readers mainly try to locate specific information like name, date. They wander over the text until they find specific piece of information without understanding the rest of the text or passage.

1.1.10. Action Research

In Cohen and Manion's (1985) view, action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in a specific context.

Similarly Kemmis (1988) thinks that action research is a form of self-reflective enquiry undertaken by participants in order to improve their own professional practices.

Likewise, in Elliott's (1991) words, 'Action research is the study of a social situation with a view to improving the quality of action within it.'

For Wallace (1998), action research is a strategy for professional development which is accomplished by reflecting on the practitioners' regular activities.

According to Burns (1999, p 13), 'the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member.'

Johnson (1992) also views it as a way of teaching through inquiry with the aim of developing professional practice.

The main aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out,

collaboratively. It is also emphasized that classroom teacher and the researcher has to be the same person in action research. In that case the practitioner becomes able to select the most pressing problem and conduct the research to solve the problem instantly. By this immediate action the practitioners become able to improve both his/ her regular practice and students' performance.

Thus action research is a process in which the participants critically examine their own activities, find facts in relation to successfulness and unsuccessfulness, reflect on the identified problems, plan to resolve them, take action again evaluate the action, and deduce the conclusion on the whole process.

1.1.10.1 Characteristics of Action Research

The characteristics of action research are as follows:

- a) Action research is carried out by practitioners.
- b) It is led by inductive approach.
- c) It focuses on small group professional practices but not on producing general statements, in which reflection cycle is facilitated.
- d) It is practical in nature.
- e) It is critical collaborative.
- f) It aims at bringing change.
- g) It has a participatory nature.

1.1.10.2 Process of Action Research

Process of action research refers to the different steps used in this research. It has been recommended in number of ways.

Wallace (1998) exhibits the process of Action Research in the following five steps:

Step 1. Consider problems/issues

Step 2. Ask questions

Step 3. Action research

Step 4. Data collection and analysis

Step 5. Application to professional practice.

As suggested by Nunan (1992), the following are the steps to carry out the action research:

Step 1 Initiation: The classroom practitioner notices students' weakness in teaching and learning certain items then decides to improve that weakness.

Step 2 Preliminary Investigation: The researcher decides systematically to find out which problem is the most serious and faced by the majority of the students. For this the teacher prepares base- line data i.e. collects concern data.

Step 3 Hypothesis: The researcher plans his/ her activity to solve the problem identified in previous step and postulates a hypothesis.

Step 4 Intervention: In this stage the teacher- researcher's regular practice is intervened by introducing some new element in it. The teacher researcher cannot afford to spend the whole period for a newly introduced element so s/he has to manage the classroom time in such a way that regular practice and new element go side by side.

Step 5 Evaluation: The researchers evaluate the change brought by the new action introduced in this.

Step 6 Dissemination: This step highlights the value of sharing in action research. The researcher sits with the professional researcher, then presents problem, action tried out and the findings are achieved.

Step 7 Follow- up: The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and the new one is adopted to introduce certain changes in the study.

1.1.11 Tools for Data Collection in Action Research

The tools that will be used are pre- test, time-on-task test, progressive test and post test. The pre- test and post- test will consist of the same items whereas progressive test will consist of the test items related to evaluate progress. Similarly task- on- time test will be designed in relation to the respective lessons.

To conduct the action research, the teacher- researcher can use any of the following tools:

- a) **Time- on- task:** After conduction of an action, the teacher researcher can provide the students with test items related to the action, and the scores on the test are then analyzed.
- b) **Check list:** It is prepared by the teacher to record and observed the events.
- c) **Individual files:** The individual files for student's progress can be kept on with reflection and analysis occurs.

Along with the above, the researcher can make use questionnaire, journal, and video tapes, still photograph, case study etc.

1.2 Review of Related Literature

Many researches have been carried out in the field of English language in the foreign countries and Nepal. Likewise many researches have been conducted in the field of reading comprehension. But quite a few research studies related to Task based Language Teaching can be found in effectiveness on teaching the English language. In Nepal, among many research studies, some of them have been conducted to find out the effectiveness of TBLT in teaching English using experimental research. No one has done the research on effectiveness of TBLT on reading skill using Action research. The related studies are reviewed as follows:

In 1979, NS Prabhu conducted a long running project using task based learning in Bangalore in Southern India. The project syllabus comprised a list of tasks which consisted of activities like finding your way on maps, interpreting timetables or answering questions in which students have to solve the problems. The main interaction in the classroom took place between teacher and students. The class performed pre tasks which involved questions and vocabulary checking and they answered the questions with which they solved the problem that were set. He theorized that emphasis in class is given in meaning rather than form, language can be learned incidentally.

Ur (1996) made a procedural syllabus consisting of learning tasks like map reading, to be done rather than language itself and even its meaning. She has prepared a piece of paper with a task or tasks. She called work cards or work sheets.

Oli (2005) carried out a research on 'The Effectiveness of Task- Based Technique for Teaching Simple Present Tense'. The main purpose of this research is to find the effectiveness of Task- based techniques for teaching simple present tense. This report concludes that task based teaching is very effective in teaching simple present tense.

Khadka (2007) carried out a research on 'Task- Based and Form Focused Techniques of Teaching Grammar'. The main purpose of this research was to determine the effectiveness of task based technique of teaching grammar. This report concludes that task- based techniques is very effective in teaching simple past tense.

But no research activity has been carried out on the effectiveness of Task-based approach on teaching reading. So the researcher will carry out this research to find out the effectiveness of Task- based approach on teaching reading using action research.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a) to find out the effectiveness of Task- Based Language Teaching in teaching reading,
- b) to suggest some pedagogical implications

1.4 Significance of the Study

This study will be significant to those who are interested in language teaching and learning (particularly to English language teachers) and will be equally significant for syllabus designers, textbook writers, publishers, students as well as methodologist.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology adopted during the study. The study was carried out as follows:

2.1 Sources of Data

2.1.1 Primary Sources of Data

The primary sources for this study were collected from students of class 9. The researcher herself was involved in teaching. Twenty- two students studying in Learning Realm International School, Kathmandu were selected for the purpose of carrying out the research.

2.1.2 Secondary Sources of Data

The books related to tasks based teaching and reading were mainly consulted for teaching students task based technique such as Prabhu (1987), Harmer (1991) and Ur (1991).

2.2 Population of the Study

The populations of the study were the grade nine students of LRI School.

2.3 Sampling Procedure

The researcher selected Learning Realm International School, Kathmandu for data collection. Students were selected using purposive sampling and all the students were selected from Grade 9 of the same school.

2.4 Tools for Data Collection

The tools I used to collect the data include pre- test, time- on- task test, progressive test and post- test. The pre- test and post- test consisted of the same test items whereas progressive tests consisted of the test items related to how lessons were in progress. Similarly, time- on- tasks were designed in relation to the two respective lessons. Regarding marking scheme, pre- and post- tests were designed with fourteen items consisted 90 marks; each of the progressive tests and time- on- tasks was assigned 10 marks

2.4.1 Test Items

The test items used in questionnaire are as follows.

Table No. 1

Test Items

S.N.	Types of items	Number of items	Marks
1.	Choose the best answer	5	$1 \times 5=5$
2.	'True', 'False' and 'Not stated' items	5	$1 \times 5=5$
3.	Fill in the blanks	5	$1 \times 5=5$
4.	Find opposite meaning in the text	5	$1 \times 5=5$
5.	Find similar meaning in the text	5	$1 \times 5=5$
6.	Match the words	5	$1 \times 5=5$
7.	Give answer in one word	5	$5 \times 2=10$
8.	Rewrite the sentences in correct	5	$1 \times 5=5$

	order		
9.	Answer the questions	4	$2.5 \times 4=10$
10.	Cloze test item	10	$1 \times 10=10$
11.	Make sentences using given words	5	$1 \times 5=5$
12.	Write experiences in ten sentences	10	$1 \times 10=10$
13.	Changing past tense into present tense	5	$1 \times 5=5$
14.	What job you want to do in future	-	5

2.5 Process of Data Collection

I collected the data using primary sources by conducting the following processes:

- a. At first, a set of test items were made to measure the proficiency of students in reading skill and use before and after teaching.
- b. I visited the school's head teacher and established rapport with him explaining the purpose of my study.
- c. Then I asked the subject teacher for his permission to carry out experiment on grade nine for 25 days.
- d. In collaboration with subject teacher and principal I got the fixed period for carrying out the experimental teaching.
- e. I consulted the record keeping desk to receive the name list of the students.

- f. After fixing the time for period, I met the nine graders of the school to inform them as to how and for what purpose I would teach them English.
- g. To determine the initial proficiency level of the students, a pre- test was administered. The set of test items carried 90 marks.
- h. After analyzing the scores of the students on the pre- test, I started teaching Reading. I administered time- on- task tests. After time- on- task analysis, the reflection I got guided me to plan the further lessons.
- i. Along with time- on- task analysis, I administered the progressive tests in the interval of four days.
- j. After taking five progressive tests, I administered the post test.
- k. Finally I analyzed the individual scores on the time- on- task, progressive tests, post test and also the scores on the individual test items.
- l. Then the results were compared to determine the effectiveness of task- based language teaching using action research for teaching reading.

Individual scores of each student in each item are tabulated and on the basis of individual scores, average score in each item were calculated and then difference between the average scores of pre- test and post- test were computed and changed into percentage.

2.6 Limitations of the Study

The study was limited in the following way:

- a) The sample population of the study was limited to the students of class 9 of Learning Realm International School, Kathmandu..

- b) It was limited to 25 days teaching only.
- c) The study was limited to reading only.
- d) The primary data was collected from written tests.

CHAPTER- THREE

ANALYSIS AND INTRPRETATION OF THE DATA

This chapter consists of analysis and interpretation of the data from primary sources. Here, I will present how I taught the classes for 25 days in grade 9 using action research. The main objectives of the study was to find out the effectiveness of task- based approach on teaching reading using action research mentioned in grade 9 text book. While analyzing the data, the researcher calculated the average scores in each item. For the purpose of my study, I tabulated and analyzed the data in the following order:

3.1 Holistic comparison

3.1.1 Objective test- based comparison

3.1.2 Subjective test- based comparison

3.2 Time- on- task analysis

3.3 Analysis of the tests scores

3.1 Holistic Comparison

Holistic comparison consists of a table where the results of pre- test and post- test for 14 items are presented. Objective test- item based comparison consists of multiple choice, true, false or not stated, gap filling, similar meaning, opposite meaning, matching, ordering jumbled sentences and close test. Subjective test- item based comparison consists of open- ended short answer question. For analyzing the data, the individual scores of both tests (pre- test and post- test) on subjective and objective test items have been taken and tabulated. The difference between the average scores of the two tests is

determined. The result is also converted into percentage. The marks of each student in the pre- test were subtracted from the marks of post- test to find out the difference between them.

The group which has got higher average marks and the percentage is thought to be better than the one which got a lower average marks and percentage. To claim whether the difference is significant t- test will be calculated.

Differences in Pre- test and Post- test

Table No. 2

S.N.	Type of test item	P1	P2	D	I %
1.	Choose the best answer	105	109	4	3.64
2.	'True', 'False' and 'Not stated' items	90	104	14	12.73
3.	Fill in the Blanks	100	109	9	8.18
4.	Find opposite meaning in the text	87	86	-1	-0.91
5.	Find similar meaning in the text	72	95	13	11.82
6.	Match the words	107	104	-3	-2.73
7.	Give answer in one word	105	167	62	28.18
8.	Rewrite the sentences in correct order	91	110	19	17.27
9.	Answer the questions	98	158	60	27.27
10.	Cloze test item	205	215	10	4.55
11.	Make sentences using given words	78	85	7	6.36
12.	Write experiences in ten sentences	96	151	55	25
13.	Changing past tense into present tense	53	69	16	14.55
14.	What job you want to do in future in 10 sentences	64	86	22	20

The above table shows that in gap filling and matching the items in pre- test is higher than in post- test but in other items the score in post- test is higher than pre- test.

3.1.1 Objective Test- based Comparison

Objective test item consists of multiple choice, true, false or not stated, gap filling, opposite meaning, similar meaning, matching, rewrite the jumbled sentences and cloze test which carry 40 marks.

3.1.1.1 Multiple Choice

This test item consists of 5 items carrying 5 full marks.

Table No. 3

Multiple Choice

Av. Sc. In Pre- test	Av. Sc. In Post- test	D	D%
4.77	4.95	0.18	3.60

Out of 5, students have scored 4.77 in pre- test and 4.95 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 0.18.

3.1.1.2 True, False or Not stated

This test item consists of 5 items carrying 5 full marks.

Table No. 4

True, False or Not stated

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
4.09	4.73	0.64	12.80

Out of 5, students have scored 4.09 in pre- test and 4.73 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 0.64.

3.1.1.3 Gap Filling

This test item consists of 5 items carrying 5 full marks.

Table No. 5

Gap Filling

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
4.55	4.95	0.40	8.00

Out of 5, students have 4.55 in pre- test and 4.95 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 0.40.

3.1.1.4 Opposite Meaning

This test item consists of 5 items carrying 5 full marks.

Table No. 6

Opposite Meaning

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
3.95	3.91	-0.04	0.80

Out of 5, students have scored 3.95 in pre- test and 3.91 in post- test in average which shows that the students have obtained more in pre- test. The difference between pre- test and post- test is -0.04.

3.1.1.5 Similar Meaning

This test item consists of 5 items carrying 5 full marks.

Table No.7

Similar Meaning

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
3.27	4.32	1.05	21.00

Out of 5, students have scored 3.27 in pre- test and 4.32 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 1.05.

3.1.1.6 Matching Items

This test item consists of 5 items carrying 5 full marks.

Table No.8

Matching Items

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
4.86	4.73	-0.13	2.60

Out of 5, students have scored 4.86 in pre- test and 4.73 in post- test in average which shows that the students have obtained more in pre- test. The difference between pre- test and post- test is -0.13.

3.1.1.7 Jumbled Sentences

This test item consists of 5 items carrying 5 full marks.

Table No.9

Jumbled Sentences

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
4.14	5.00	0.86	17.20

Out of 5, students have scored 4.14 in pre- test and 5.00 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 0.86.

3.1.1.8 Cloze Test

This test item consists of 10 items carrying 5 full marks.

Table No.10

Cloze Test

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
9.32	9.77	0.45	9.00

Out of 10, students have scored 9.33 in pre- test and 9.77 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 0.45.

3.1.1.9 Changing Past Tense into the Present Tense

This test item consists of 5 items carrying 5 full marks.

Table No.11

Changing Past Tense into Present Tense

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
2.41	3.14	0.73	14.60

Out of 5, students have 2.41 in pre- test and 3.14 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 0.73.

3.1.2 Subjective Test- based comparison

3.1.2.1 Answer in One Word

This test item consists of 5 items carrying 10 full marks.

Table No. 12

Answer in One Word

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
4.77	7.59	2.82	56.40

Out of 10, students have scored 4.77 in pre- test and 7.59 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 2.82.

3.1.2.2 Giving Answers

This test item consists of 5 items carrying 5 full marks.

Table No. 13

Giving Answers

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
4.45	7.18	2.73	54.60

Out of 5, students have scored 4.45 in pre- test and 7.18 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 2.73.

3.1.2.3 Making Sentences

This test item consists of 5 items carrying 5 full marks.

Table No. 14

Making Sentences

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
3.55	3.86	0.31	6.20

Out of 5, students have scored 3.55 in pre- test and 3.86 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 0.31.

3.1.2.4 Writing about Experiences

This test item consists of 10 items carrying 10 full marks.

Table No.15

Writing about Experiences

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
4.36	6.86	2.50	50.00

Out of 10, students have scored 4.36 in pre- test and 6.86 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 2.50.

3.1.2.5 Writing about Future Plan

This test item consists of 5 items carrying 5 full marks.

Table No. 16

Writing about Future Plan

Av. Sc. In Pre-test	Av. Sc. In Post-test	D	D%
2.41	3.14	0.73	14.60s

Out of 5, students have scored 2.41 in pre- test and 3.14 in post- test in average which shows that the students have obtained more in post- test. The difference between pre- test and post- test is 0.73.

3.2 Time- in- Task Analysis

After conducting pre- test, I have started real teaching giving students to read the passages. After the completion of one lesson plan, a test was taken. In each test, 5 items were given to the students, each weighting 2 marks. In this way, the whole set of test weighted 10 marks. During this period, my role was just to see whether someone has any problem, after 5 minutes I collected the task sheets. Then, I provided homework to the students. After checking each worksheet, I found the following scores obtained by the students.

Table No. 17

Individual Scores on First Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
3	17.65%	9	90
3	17.65%	8	80% %
1	5.88%	7	70%

1	5.88%	6	60%
1	5.88%	5	50%
2	11.76%	4	40%
4	23.53%	3	30%
1	5.88%	2	20%
1	5.88%	1	10%
Total= 17	Total=100%	Total= 10 marks	Total= 100%

Out of twenty- two students, seventeen were present. Out of 17 students, 3 (17.65%) scored 9 marks out of 10, 3 (17.65%) scored 8 marks, 1 (5.88%) scored 7 marks, 1(5.88%) scored 6 marks, 1 (5.88%) scored 5 marks, 2 (11.76%) scored 4 marks, 4 (23.53%) scored 3 marks, 1 (5.88%) scored 2 marks and 1 (5.88%) scored 1 mark.

Table No.18

Individual Scores on Second Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
7	38.89%	9	90%
7	38.89%	8	80%
1	5.56%	7	70%
1	5.56%	6	60%
1	5.56%	5	50%
1	5.56%	2	20%
Total= 18	Total= 100%	Total= 10	Total= 100%

Out of 22 students 18 were present. Out of 18 students 7 (38.89%) scored 9marks, 7 (38.89%) scored 8 marks, 1(5.56%) student scored 7 marks,

1(5.56%) scored 6 marks, 1(5.56%)\scored 5 marks and 1(5.56%) scored 2 marks.

Table No.19

Individual Scores on Third Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
13	68.42%	10	100%
1	5.26%	9	90%
5	26.32%	6	60%
Total= 19	Total= 100%	Total= 10	Total= 100%

Out of 22 students 19 were present. Out of 19 students 13(68.42%) scored 10 marks, 1 (5.26%) scored 9 marks and 5(26.32%) scored 6 marks,

Table No.20

Individual Scores on Fourth Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
6	39.50%	8	80%
3	18.75%	7	70%
3	18.75%	6	60%
4	25.00%	4	40%
Total= 16	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 16 were presented. 6 (39.50%) scored 8 marks,3 (18.75%) scored 7 marks, , 3 (18.75%) scored 6 marks and 4 (25%) scored 4 marks.

Table No.21

Individual Scores on Fifth Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
13	76.47%	10	100%
2	11.76%	8	80%
1	5.88%	7	70%
1	5.88%	6	60%
Total= 17	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 13 (76.47%) scored 10 marks, 2 (11.76%) scored 8 marks, 1(5.88%) scored 7 marks and 1(5.88) scored 6 marks.

Table No.22

Individual Scores on Sixth Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
4	19.05%	9	90%
2	9.52%	8	80%
4	19.05%	7	70%
3	14.29%	6	60%
4	19.05%	5	50%
4	19.05%	4	40%
Total= 21	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 21 were present. Out of 21 students, 4(19.05%) scored 9 marks, 2 (9.52%) scored 8 marks, 4(19.05%) scored 7 marks, 3 (14.29%) scored 6 marks, 4(19.05%) scored 5 marks and 4(19.05%) scored 4 marks.

Table No.23

Individual Scores on Seventh Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
12	54.55%	10	100%
1	4.55%	9	90%
3	13.64%	8	80%
2	9.09%	6	70%
3	13.64%	5	50%
1	4.55%	4	40%
Total= 22	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 22 were present. Out of 22 students, 12(54.55%) scored 10 marks, 1 (4.55%) scored 9 marks, 3(13.64%) scored 8 marks, 2 (9.09%) scored 6 marks, 3 (13.64%) scored 5 marks and 1 (4.55%) scored 4 marks.

Table No.24

Individual Scores on Eighth Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
5	27.78%	10	100%
5	27.78%	8	80%
5	27.78%	6	60%
2	11.11%	4	40%
1	5.56%	2	20%
Total= 18	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 18 were present. Out of 18 students, 5 (27.78%) scored 10 marks, 5 (7.78%) scored 8 marks, 5 (27.78%) scored 6 marks, 2 (11.11%) scored 4 marks and 1 (5.56%) scored 2 marks.

Table No.25

Individual Scores on Ninth Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
2	10%	9	90%
4	20%	8	80%
5	25%	7	70%
5	25%	6	60%
3	15%	5	50%
1	5%	4	40%
Total= 20	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 22 were present. Out of 20 students, 2(10%) scored 9 marks, 4 (20%) scored 8 marks, 5 (25%) scored 7 marks, 5 (25%) scored 6 marks, 3 (15%) scored 5 marks and 1 (5%) scored 4 marks.

Table No.26

Individual Scores on Tenth Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
5	31.25%	9	90%
1	6.25%	8	80%
3	18.75%	7	70%
4	25.00%	6	60%

3	18.75%	5	50%
Total= 16	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 16 were present. Out of 16 students, 5 (31.25%) scored 9 marks, 1 (6.25%) scored 8 marks, 3 (18.75%) scored 7 marks, 4 (25%) scored 6 marks and 3 (18.75%) scored 5 marks.

Table No.27

Individual Scores on Eleventh Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
3	13.64%	9	90%
6	27.27%	8	80%
4	18.18%	7	70%
5	22.73%	6	60%
3	13.64%	5	50%
1	4.55%	4	40%
Total= 22	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 22 were present. Out of 22 students, 3 (13.64%) scored 10 marks, 1 (4.55%) scored 9 marks, 3(13.64%) scored 8 marks, 2 (9.09%) scored 6 marks, 3 (13.64%) scored 5 marks and 1 (4.55%) scored 4 marks.

Table No.28

Individual Scores on Twelfth Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
6	27.27%	9	90%

4	18.18%	8	80%
6	27.27%	7	70%
3	13.64%	6	60%
3	13.64%	5	50%
Total= 22	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 22 were present. Out of 22, 6 (27.27%) scored 9 marks, 4 (18.18%) scored 8 marks, 6 (27.27%) scored 7 marks, 3 (13.64%) scored 6 marks and 3 (13.64%) scored 5 marks.

Table No.29

Individual Scores on Thirteenth Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
3	13.64%	10	100%
7	31.82%	9	90%
3	13.64%	8	80%
4	18.18%	7	70%
4	18.18%	6	60%
1	4.55%	5	50%
Total= 22	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 22 were present. Out of 22, 3 (13.64%) scored 10 marks, 7 (31.82%) scored 9 marks, 3 (13.64%) scored 8 marks, 4 (18.18%) scored 7 marks and 4 (18.18%) scored 6 marks and 1 (4.55%) scored 5 marks.

Table No.30

Individual Scores on Fourteenth Time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
4	18.18	10	100%
8	36.36	9	90%
3	13.64	8	80%
4	18.18	7	70%
1	4.55	6	60%
2	9.09	5	50%
Total= 22	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 22 were present. Out of 22, 4 (18.18%) scored 10 marks, 8 (36.36%) scored 9 marks, 3 (13.64%) scored 8 marks, 4 (18.18%) scored 7 marks, 1 (4.55%) scored 6 marks and 2 (9.09%) scored 5 marks.

Table No.31

Individual Scores on Fifteenth time- in- task

No. of Students	No. of Students in %	Marks Obtained	Marks Obtained in %
5	22.73%	10	100%
10	45.45%	9	90%
4	18.18%	8	80%
3	13.64%	7	70%
Total= 22	Total= 100%	Total= 10	Total= 100%

Out of 22 students, 22 were present. Out of 22, 5 (22.73%) scored 10 marks out of 10, 10 (45.45%) scored 9 marks, 4 (18.18%) scored 8 marks and 3 (13.64%) scored 7 marks.

3.3 Analysis of the Tests Scores

3.3.1 Analysis of the Scores of Pre- test

Before I administered the action research using Task- based language teaching method, I administered a set of test items (i.e. pre- test) to determine the students' initial proficiency level on reading. The pre- test consisted of multiple choice, true, false or not stated, fill in the blanks, opposite meaning, similar meaning, match the words, answer in one word, rewrite the sentences, answer the questions, cloze test, make sentences, write experieces, change past into present and about the future plan. The scores of the students on the pre- test are as follows:

Table No. 32

Individual Scores on the Pre-test

S.N.	F.M.	Scores	No. of Students	Percentage
01	90	45	2	50%
02	90	47	1	52%
03	90	48	1	53%
04	90	51	1	56%
05	90	52	1	57%
06	90	57	2	63%
07	90	58	1	64%

08	90	59	1	65%
09	90	63	1	70%
10	90	65	2	72%
11	90	66	2	73%
12	90	67	2	74%
13	90	70	1	77%
14	90	72	1	80%
15	90	74	1	82%
16	90	76	1	84%
17	90	81	1	90%
Average Score: 61.41				

As the table shows, the highest score in pre- test is 81 and the lowest score is 45. The average score of the marks is 67.91. The result clearly shows that the students have varied proficiency in reading. As a result, I seek the alternative ways to normal teaching for reading.

3.3.2 Analysis of the Scores of Progressive Tests

Progressive tests are administered to find out the students' progress. In my research I have carried out five progressive tests in the interval of five days. It helps me to find out the students problems and strengths and makes my work easier.

a. First Progressive Test

After observing the pre- test scores of the students, I found that their scores were distributed around the average score of 62.05 (out of 100 as full marks). In the interval of five days, I administered the first progressive test and three time- in- task. The scores of first progressive test are as follows:

Table No. 33

Individual Scores on First Progressive Test

S.N.	F.M.	Score	No. of Students	Percentage
01	10	9	3	15%
02	10	8	4	20%
03	10	7	5	25%
04	10	6	4	20%
05	10	5	3	15%
06	10	4	1	5%
Total			20	100%
Average Score: 6.85				

As the table shows 15% of the students have scored 9 marks out of 10 which is the highest score and 5% students have scored 4 marks which is the lowest. In comparison to the pre- test, the students have shown satisfactory progress in reading.

In pre- test, one student has scored 90 marks which is the highest score and two students have scored 50 marks which is the lowest score. The average score of pre- test is 67.91 and the average score of first progressive test is 6.85 which shows that there is a little progress in reading.

b. Second Progressive Test

After taking first progressive test, two texts were provided to the students for reading purpose. After teaching for four days, a second progressive test was taken. The scores of second progressive test are as follows:

Table No. 34

Individual Scores on Second Progressive Test

S.N.	F.M.	Scores	No. of Students	Percentage
01	10	10	2	11.76%
02	10	8	7	41.18%
03	10	7	6	35.29%
04	10	6	1	5.88%
05	10	5	1	5.88%
Total			17	100%
Average Score: 7.59				

As the table shows 11.76% students have scored 10 marks out of 10 which is the highest score and 5.88% students have scored 5 marks which is the lowest score in this test. In first progressive test, the highest score was 9 but in this test the highest score is 10. In first progressive test the lowest score was 4 but in this test the lowest score is 5, which shows the progress. The students have again shown the remarkable progress in reading. It has added more expectations strengthened my hope to continue the use of task- based language teaching.

3.3.2.3 Third Progressive Test

After analyzing the scores of second progressive test, I taught for four days again and three time- on- task were taken. On the fifth day, third progressive test was taken and the scores of this test are as follows

Table No.35

Individual Scores on Third Progressive Test

S.N.	F.M.	Scores	No. of Students	Percentage
01	10	10	8	38.09%
02	10	9	3	14.29%
03	10	8	6	28.57%
04	10	7	4	19.05%
Total			21	100%
Average Score: 8.71				

As the table shows, 10 out of 10 marks was obtained by 38.09% students, which is the highest score and 7 out of 10 is obtained by 19.05% of the students, which is the lowest score. In comparison to the second test this time, the students seem to be progressing. The progress which is shown by the students is again significant evidence in support of advocating the use of Task-based language approach.

3.3.2.4 Fourth progressive test

The scores of the students on the fourth progressive test were as follows:

Table No.36

Individual Scores on Fourth Progressive Test

S.N.	F.M.	Scores	No. of Students	Percentage
01	10	10	6	33.33%
02	10	9	6	33.33%
03	10	8	3	16.67%

04	10	7	3	16.67%
Total			18	100%
Average Score: 8.83				

As the table shows 10 out of 10 is obtained by 33.33% of the students, which is the highest score and 7 out 10 is obtained by 16.67% of the students, which is the lowest score. In the third progressive test, 8 students have scored 10 marks but in this test only 6 students have scored 10 marks which show that the result of this test is poorer than third progressive test. But while analyzing deeply, this test is better than third one. The average score of a third progressive test is 8.71% whereas the average score of fourth progressive test is 8.83%. This distribution has a little bit difference from the scores of third.

The claim I want to make is that the use of Task-Based Language Teaching plays significant role in teaching reading.

3.3.2.5 Fifth Progressive Test

After taking the fourth progressive test I taught for four days. In the interval of five days, I took the fifth progressive test which is the last progressive test of my research. The scores of the students on this test are as follows:\

Table No.37

Individual Scores on Fifth Progressive Test

S.N.	F.M.	Scores	No. of Students	Percentage
01	10	10	8	40%
02	10	9	9	45%
03	10	8	3	15%
Total			20	100%

Average Score: 9.25%

Observation of the above table shows that 10 out of 10 is the highest score obtained by 40% of the students and 8 out of 10 is the lowest score obtained by 15% of the students. The average score of the students is 9.25%. The distribution of the scores on this test continued to be similar to the previous one. The progresses of the students have shown the changed situation in the classroom.

3.3.3 Analysis of the Scores of Post- test

After I completed the research over 25 days, I administered the post- test. The scores of the students are as follows:

Table No.38

Individual Scores on the Post- test

S.N.	F.M.	Scores	No. of Students	Percentage
01	90	55	1	61%
02	90	63	1	70%
03	90	65	1	72%
04	90	67	1	74%
05	90	70	1	78%
06	90	71	3	79%
07	90	72	2	80%
08	90	74	1	82%
09	90	76	1	84%
10	90	78	1	87%
11	90	79	1	88%

12	90	80	4	89%
13	90	82	1	91%
14	90	85	1	94%
15	90	87	1	97%
16	90	88	1	98%
Average Score: 74.82				

Observation of the above table shows that 88 out of 90 is the highest score obtained by one student in a post- test whereas 81 out of 90 is the highest score obtained in a pre- test which shows that there is progress in reading. It also shows that 55 out of 90 is the lowest score obtained by one student in a post- test whereas 45 out of 90 is the lowest score obtained by two students. The average score of score of pre- test is 61.41 and the average score of post- test is 74.82 which show that task- based language teaching using action research is very effective in teaching reading.

3.4 Average Level of Performance of Pre- test and Post- test

The questionnaire that is used as pre- test and post- test contains subjective and objective test items.

3.5.1 Average Level of Performance in Subjective Test

There are five types of questions related to subjective test. The questions are: give answer in one word, answer the questions, make sentences, write experiences and write what you want to do in future. The full marks of the subjective tests are 40. The average level of performance of students in pre- test and post- test are as follows:

Table No.39

Average Level of Performance in Subjective Test

Av. Sc. of Pre- test	Av. Sc. of Post- test
19.55	28.68

This shows that the average score of pre- test is higher than post- test. It means that the use of task- based language teaching through action research is effective than the usual way of teaching in subjective tests.

3.4.2 Average Level of Performance in Objective Test

There are nine types of questions related to objective tests. The questions are: choose the best answer, true or false, fill in the gaps. Opposite meaning, similar meaning, matching items, jumbled sentences, cloze test and changing present tense into past tense. The full marks of objective tests are 50. The average level of performance of students is as follows:

Table No.40

Average Level of Performance in Subjective Test

Av. Sc. of Pre- test	Av. Sc. of Post- test
41.86	46.27

This shows that the average score of pre- test is higher than post- test. It means that the use of task- based language teaching through action research is effective.

CHAPTER –FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

First language is learnt spontaneously in the natural environment because the language learner gets sufficient exposure and appropriate reinforcement in acquiring it. But it is not so in the case of second language acquisition.

Teaching methods play a very important role in learning a foreign language and it is learnt mostly in the artificial environment. Learners hardly get exposure to learn the second language, so it is very difficult to teach a foreign language effectively.

English is taught and learnt as a foreign language in Nepal. So, it is very necessary to use an appropriate method to teach this language.

There are many methods developed in language teaching. Among them Task-Based Language Teaching (TBLT) is one. This is an approach which is based on the use of tasks as the core unit of planning and instruction in language teaching.

In order to find out the effectiveness of TBLT, a research was conducted. The present research is an effort to find out the effectiveness of teaching Reading through Action Research. Twenty five classes were taken to conduct the Action Research in Learning Realm International, Kalanki Kathmandu. Twenty two students in Grade 9 were sampled for the study.

For the sake of completion of my current study, I carried out analysis and interpretation and received reflections on three major points namely 'score analysis of time- on- task', 'score analysis of five progressive tests' and 'score

analysis of pre- test and post- test'. At each and every point I found the students having better performances on the given tasks. On the basis on analysis and interpretation of the primary data, the findings are derived as follows:

1. Teaching reading through TBLT was found to be better since the progress is seen in every progressive test. So, it can be said that it is effective to teach reading through TBLT.
2. While teaching reading through TBLT, students were found to be highly motivated so that there was active participation of all students.
3. According to my research, TBLT was found to be more effective in subjective test items than in objective test items. In subjective tests the average score of pre- test is 19.55 and the average score of post- test is 28.64 which shows that there is a vast difference between the two but in objective tests the average score of pre- test is 41.86 and the average score of post- test is 46.27 which shows that there is very less difference between the two.
4. Among fourteen questions, Task- based language teaching was found to be effective in all twelve questions but found to be ineffective in two question which are 'finding the opposite meaning' and 'matching the items'. In 'finding the opposite meaning' the average score of pre- test is 3.95 and the average score of post- test is 3.91. It shows that there is very less difference between the two that is 0.04.
5. Students were very weak in reading the questions and answering according to the instructions. But Task- based language teaching became effective in reading the instructions as well. Students were able to read the instruction properly and reply the answers.
6. Task- based language teaching is very useful and helpful to the teachers as well. It makes teachers very active and devoted towards their

profession. I found teaching becomes interesting using TBLT because all the students were very active towards teaching and learning process.

The findings of this study have been identified on the basis of results of the pre- test, progressive tests and post- test. It is based on the results of group rather than the responses of individual students.

So this study reveals that teaching reading through TBLT is effective since the result of post- test depicts that the group was benefited.

4.2 Recommendations

The researcher having carried out the action research in teaching reading came to conclude that teaching using TBLT can be really more effective and significant than using usual ways of teaching from several perspective which have already been discussed in preceding chapters.

The following recommendations are presented on the basis of findings:

1. Post- test yielded better result compared to pre- test. From this we can say that teaching reading through TBLT is better than usual way of teaching. So it should be applied in teaching reading for better results.
2. The researcher would like to recommend all the language teachers involved in teaching English at Secondary level throughout the country to apply TBLT in their teaching, so that English language teaching in general and teaching of reading will be improved.
3. Students should be involved in tasks which should be interesting and motivating. So that they can be highly motivated and interested in their study. They can be creative so as to solve their problems by themselves.
4. TBLT can be used in almost all levels, ages and ability of the students.

5. The teacher should be trained to apply this method as per our need, requirement and context.
6. Task- based language teaching should be applied in order to make the students more active and motivating in the classroom.
7. To deal with TBLT, special preparation for teacher is required. So, sufficient time should be managed and the teacher should be very active.
8. If the students are involved in reading by themselves, their reading speed, comprehension level and pronunciation can be improved.

APPENDICES

APPENDIX I

Test Items for Pre- test and Post-test

Full marks: 90

Name of the Students

Read the following passage and do the activities given below.

I knocked the door and entered the room. The room was rectangular with open windows on two sides. There were three people sitting on a sofa and two chairs, who looked at me as I entered. I noticed the photocopies of my certificates were on the table in front of them.

The man in the middle asked me to sit down and make myself comfortable. I sank into the chair opposite them. A thin man with glasses asked where I was from and if I had taught in any institute before. I hadn't and I told them so. A serious- looking lady asked if I was trained for the job. I wasn't and I told her so. Two questions in a row and my answer to both was no. I was beginning to feel uneasy and nervous. One of them asked how old I was and I told him that I was 20.

"Aren't you very young for this job?" he asked. "I don't know sir. I have never done a job like this before", I said and immediately realized my mistake. I should have said that my age was perfectly suitable for the job. I was not going to get the job- I was pretty sure. "Do you like children, Ms Pradhan?" the man in the middle asked "Yes I do" I replied. "I had four younger brothers and sisters at home. I took care of them because my parents went to work early in the morning and didn't come back until 7.00 in the evening. I used to cook for them, help them for their homework and play with them."

Q.N.1 Choose the best answer:

5

1. The room was _____.

- a) square b) rectangular c) triangle d) narrow

2. There were _____ people in the room.

- a) 1 b) 2 c) 3 d) 4

3. The man in the middle asked me to _____.

- a) stand up b) sit down c) keep quite d) don't move

4. Ms Pradhan was _____

- a) 20 b) 15 c) 25 d) 30

5. Ms Pradhan has _____ younger brothers and sisters.

- a) 2 b) 3 c) 4 d) 5

Q.N.2 Write 'T' for true, 'F' for false and 'not stated' if it is not mentioned in the passage.

5

1. Ms Pradhan does not like children.
2. Ms Pradhan has come for an interview.
3. Ms. Pradhan has completed Master's degree.
4. The room was rectangular with open windows on two sides.
5. There was a sofa and four chairs.

Q.N.3 Fill in the blanks with appropriate word.

1. Ms Pradhan _____ at the door and _____ the room.
2. I _____ into the chair opposite them.
3. In the beginning Ms Pradhan was feeling _____ and _____.

Q.N.4 Fill the words in text which are opposite in meaning to the following.

5

- a) real copies b) conscious c) to teach d) ending e) elder

Q.N.5 Fill the words in text which are similar in meaning to the following.

5

- a) completely b) without delay c) to teach d) organization e) confident

Q.N.6 Match the word of column A with the meaning of column B.

5

A

- a) pretty
b) serious

- c) sank
- d) nervous
- e) certificate

Q.N.7. Give answers in one word. 10

1. Was Ms Pradhan trained for the job

2. Does Ms Pradhan like children?

3. Has Ms Pradhan taught in any institute or school?

4. When do Ms Pradhan's parents come home?

5. Give a suitable title to this story.

Q.N.8 Rewrite the following sentences in the correct order. 5

1. One of them asked how old Ms Pradhan was.
2. The room was rectangular with open windows in two sides.
3. Ms Pradhan was to feel uneasy and nervous.
4. Ms Pradhan used to take care of her younger brothers and sisters.
5. Ms Pradhan was pretty sure that she will not be selected.

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Q.N.9 Answer the following questions. 10

- 1) Why does Ms Pradhan feel nervous?

2) What does the lady ask Ms Pradhan?

3) What are the people doing?

4) Who do you think are these people?

Q.N.10 Choose the correct words.

10

afternoon, three, mark sheet, glasses, evening, pretty, two, in front of, certificate, morning, rang, table, sofa, bench, bed, young, exit, sank, chairs, opposite

Ms Pradhan entered the room which has _____ windows. She noticed the photocopies of her _____ were on the _____. She _____ into the chair _____ to them. A man with thin _____ asked where she was from. They asked she is very _____ for the job. She was _____ sure that she is not going to get job. She took care of her younger brothers and sisters because her parents went to work early in the _____ and didn't come back home until 7:00 in the _____.

Q.N.11. Make sentences using the following words.

5

- a) institute
- b) serious- looking
- c) realized
- d) notice
- e) mistake

Q.N.12 Write about your experiences when you first come to this school in 10 sentences.

10

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Q.N.13 What job do you want to do in future and why?

Q.N.14 The passage is written in the Past tense. Rewrite the passage in Present tense starting like this.....

I knock the door and enter

.....

Progressive Test I

F.M. 10

Q. N. 1. Rewrite the following sentences into proper order:

5

- a) The next day he would take another tiny nibble.
- b) The whole family saved money to buy chocolate.
- c) He peels back a tiny but of the paper arranging at one corner.
- d) He would place it carefully in a wooden box.
- e) Charlie was always presented with one small box of chocolate bar.

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Q. N. 2. Find the words in text which are familiar in meaning to the following:

5

- a) criticizing

- b) unhappy

- c) prohibited

- d) pots

- e) bread

Progressive Test II

Name of the Student.....

F.M. 10

Q.N.1 Choose the best answer.

6

She _____ (is, am, are) but very stubborn. She ____ (can, will, shall) go crying for hours if you don't give what she asks for. She _____ (disturbs, fascinates, dazzles) us with her silly acts- her clumsy walk, babbling talk and so on. She is also very _____(dirty, clever, silly). She _____(has, is, have) been able to make friends with Tommy, the dog , and Tooty, the cat Like _____(we, I, us) they are also very fond of her.

Q.N.2 Write a conversation between two friends. Use the situation given below:

4

You are having a meat at a restaurant with your friend.

You eat her cake by mistake.

Progressive Test III

Name of the Student.....

F.M. 10

Q.N.1 Read the drama again and decide whether the following statements are true or false.

3

- a. The man and woman are husband and wife.
- b. The man makes omelets for everyone.
- c. He supports equality for men and women.
- d. The children do not respect the man.
- e. Dhiraj knows how to make omelettes.
- f. Jyoti loves to watch T.V.

Q.N.2 Fill in the blanks with appropriate words.

3

- a. The man will be waiting at the _____ to receive his guest.
- b. Bimala wears her best _____.
- c. Jeetendra, whom Bimala likes, is _____.
- d. The man's wife is _____.
- e. Mr. Baburam has _____ children.
- f. Chillies are _____ for stomach.
- g. Mr. Baburam believes on equality for _____ and _____.

Q.N.3. What is dowry? Will you allow your parents to give or take dowry when you marry? Give two reasons?

4

Progressive Test IV

Name of the Student.....

F.M. 10

Q.N.1. Answer the following question.

- a) Where did Tej sit?

- b) Who was searching Tej and Bire?

- c) Who is the photographer?

- d) What is the name of the writer?

Q.N.2. Make sentences using following words?

3

- a) uphill

- b) policeman

- c) Photograph

- d) Birthday

Q.N.3. The second story is written in past tense. Rewrite the first passage in Present tense.

3

Progressive Test V

Name of the Student.....

F.M. 10

Q.N.1 Choose the best answer.

3

1. The room was

- a. square b. rectangular c. triangle d. narrow

2. There werepeople in the room.

- a. 1 b. 2 c. 3 d. 4

3. The train was moving

- a. slow b. gently c. fast d. very fast

s

Q.N.2 Write T for True and F for False.

3

a. Ms. Pradhan does not like children.

b. The father was happy to be alive.

c. The writer did not like the kiss.

Q.N.3 Match the word of column A with the meaning of column B

4

a. pretty

bewildered

b. bent

to some extent

c. sank

leaned

d. puzzled

sitting down

Appendix III

Lesson Plan No. 1

Subject: English

Unit: 1

Class: 9

Teaching Item: The Taste of Chocolate

No. of the students: 17

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-08-19

Objective: to enable the students tell the meaning of difficult words: margarine, cabbage, lunch, supper, occasion, marvelous, owned, peel, wrapping, nibble, six penny bar.

Teaching Materials: Usual classroom materials, flashcards and photocopies of the passage.

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will distribute the photocopies of a passage ‘The Taste of Chocolate’.

Task 2: The teacher will divide the class into two groups.

Task 3: The teacher will ask students to see the picture and describe. The students will work in group and the teacher will guide if needed only.

Task 4: The teacher will ask the students to read out the whole passage and find out difficult words.

Task 5: The teacher will write difficult words on the board.

Task6: The teacher will ask them to work in group to find out the meaning.

Task7: The teacher will ask one of the volunteer from each group to tell the meaning.

Task 8: The teacher will help if both the groups are unable to give meaning.

Task 9: The teacher will give the following tasks

Make the sentences of the following words:

Cabbage, nibble, marvelous, supper, peel

Lesson Plan No. 2

Subject: English

Unit: 1

Class: 9

Teaching Item: The Taste of Chocolate

No. of the students: 18

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-08-21

Objective: to enable the students to summarize the passage

Teaching Materials: Usual classroom materials, flashcards and photocopies of the passage.

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will divide the class into two groups and ask them to read the passage.

Task2: Students will read the passage and discuss in their own group.
The teacher will ask volunteer from each group to tell what they have understood.

Task 3: The teacher will summarize the passage.

Task4: The teacher will ask the students to do the following tasks.

Write the answer of the following questions:

- a. Who is the main character of this passage?
- b. What gift does he get from his family members on his birthday?
- c. Does he eat the whole chocolate in one day?

d. Was he rich enough to buy a chocolate in one everyday?

e. Who has written this passage?

Lesson Plan No. 3

Subject: English

Unit: 2

Class: 9

Teaching Item: Giving a Party

No. of the students: 19

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-08-22

Objective: to enable the students to tell the meaning of satirical, contemporary, loaves, rush, corkscrew, pine drawer, solemn, cushions, ashtrays, forbidden

Teaching Materials: Usual classroom materials, flashcards and photocopies of the passage.

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will distribute the photocopies of a passage ‘Giving a Party’.

Task 2: The teacher will divide the class into two groups.

Task 3: The teacher will ask students to see the picture and describe. The students will work in group and the teacher will guide if needed only.

Task 3: The teacher will ask the students to read out the whole passage and find out difficult words.

Task4: The teacher will write the difficult words on the board.

Task 5: The teacher will ask them to work in group to find out the meaning.

Task 6: The teacher will ask one of the volunteer from each group to tell the meaning.

Task 7: The teacher will help if both the groups are unable to give meaning.

Task 8: The teacher will give the following tasks

Match the following:

A	B
1. Loaves	not allowed
2. contemporary	not happy
3. cushions	an amount of bread
4. solemn	belonging to the same time
5. forbidden	a bag full of cloths to make seat comfortable

Lesson Plan No. 4 Subject: English

Unit: 2

Class: 9

Teaching Item: Giving a Party

No. of the students: 15

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-08-23

Objective: to enable the students to summarize the passage

Teaching Materials: Usual classroom materials, flashcards and photocopies of the passage.

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will divide the class into two groups and ask them to read the passage.

Task2: The teacher will ask students to read the passage and discuss in their own group.

Task 3: The teacher will ask volunteer from each group to tell what they have understood.

Task 4: The teacher will summarize the passage.

Task 5: The teacher will ask the students to do the following tasks.

Write the answer of the following questions:

- a. Who gives the party?
- b. What did children do with the pulled corks?
- c. From which kind of novel is this passage taken?
- d. Who is the writer of this passage?
- e. Who prepares bread?

Lesson Plan No. 5

Subject: English

Unit: 3

Class: 9

Teaching Item: Read and answer

No. of the students: 16

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-08-25

Objective: to enable the students to tell how many members are there in the story.

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will ask the students to turn the page 66.

Task2: The teacher will divide the class into four groups.

Task 3: The teacher will ask students to see the picture and describe. The students will work in group and the teacher will guide if needed only.

Task 4: The teacher will ask the students to read out the whole passage

Task5: The teacher will ask them to tell how many members are there in the family and what they do .

Task 7: The teacher will help if both the groups are unable to give answer.

Task 8: The teacher will ask the following task:

“How many family members are there in your family? Who are they? List what they do.”

Lesson Plan No. 6

Subject: English

Unit: 3

Class: 9

Teaching Item: Read and answer

No. of the students: 13

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-08-26

Objective: to enable the students to summarize the passage

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will divide the class into two groups and ask them to read the passage.

Task2: The teacher will ask the students to read the passage and find out the difficult words.

Task 3: The teacher will ask the students to work in group and find the meaning of those words.

Task 4: The teacher will ask a volunteer from each group to tell the meaning.

Task 5: The teacher will write the meaning if the students are unable to tell.

Task 6: The teacher will ask students to summarize the passage. If they are unable the teacher will summarize it.

Task7: The teacher will ask the students to

Choose the best answer of the following:

1. The name of the writer is _____.

a. Tooty b. Amrita c. Tommy

2. In the writer's family, there are _____ members.
a. three b. four c. five
3. The writer doesn't like _____.
a. her little sister b. her sister's silly acts c. books and exams
4. Papa and Mama pay most attention to _____.
a. the baby b. the writer c. the pets
5. The passage is an example of _____.
a diary a story a notice

Lesson Plan No. 7

Subject: English

Unit: 4

Class: 9

Teaching Item: Read and answer

No. of the students: 21

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-08-28

Objective: to enable the students to answer the following questions:

- a. Where are A and B talking?
- b. Where was the sign?
- c. Who is taking cigarette?
- d. What was D doing?
- e. Why does D say sorry?

Teaching Materials: Usual classroom materials, book and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will ask the students to turn the page 72.

Task2: The teacher will divide the class into four groups.

Task 3: The teacher will ask each student to stand from each group.

Task 4: The teacher will ask two students to say the dialogue that is in the book. Both dialogues will be acted by the students in the similar manner.

Task5: The teacher will help to act in case of difficulty.

Task 6: The teacher will ask the following tasks:

- a. Where are A and B talking?
- b. Where was the sign?
- c. Who is taking cigarette?
- d. What was D doing?
- e. Why does D say sorry?

Lesson Plan No. 8

Subject: English

Unit: 4

Class: 9

Teaching Item: Read and answer

No. of the students: 19

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-08-29

Objective: to enable the students to write a conversation

Teaching Materials: Usual classroom materials, flashcards and dialogues of the conversation

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will ask the students to read the conversation again.

Task2: The teacher will distribute dialogues to different students randomly.

Task 3: The teacher will ask the students to read out the dialogue as naturally as possible.

Task 4: The teacher will read out the dialogue if needed.

Task 5: The teacher will ask the students to do the following task.

Write an apology dialogue when you knock over your cup of and spill it on your friend's trousers.

Lesson Plan No. 9

Subject: English

Unit: 5

Class: 9

Teaching Item: A Suitable Boy

No. of the students: 22

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-08-01

Objective: to enable the students to tell the meaning of arrangements, acres, grace, puzzled, timidly, misunderstanding, blessing, greedy, dowry, landowner, bow

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will ask the student to guess from the title.

Task 2: The teacher will ask each student to read the drama.

Task 3: The teacher will ask the students to find out difficult words.

Task 4: The teacher will write the difficult words on the board.

Task 5: The teacher will ask them to work in pair to find out the meaning.

Task 6: The teacher will ask one from each pair to tell the meaning.

Task 7: The teacher will write the meaning on the board if the students are unable to tell the meaning.

Task 8: The teacher will give the following tasks

Match the following:

A

1. grace
2. timidly
3. blessing
4. dowry

B

- money given when a daughter marries
- bend down one's head
- mercy
- shyly

5. bow

good wishes, favour of god

Lesson Plan No. 10

Subject: English

Unit: 5

Class: 9

Teaching Item: A Suitable Boy

No. of the students: 18

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-08-02

Objective: to enable the students to summarize the passage

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will divide the class into four groups.

Task2: The teacher will ask each student to stand from each group and act out the drama.

Task 3: The teacher will ask the students to work in group and try to summarize the drama

Task 4: The teacher will ask a volunteer from each group to tell the summary.

Task 5: The teacher will tell the summary if the students are unable to tell.

Task 6: The teacher will ask students to summarize the passage. If they are unable the teacher will summarize it.

Task7: The teacher will ask the students to the following tasks.

Write answers the following questions:

- a. Who is the boy?
- b. Who are the man and woman?
- c. Why does the couple leave their daughter with the boy?
- d. Who are coming to the man's house?

e. What is the relation between the boy and Bimala at the end?

Lesson Plan No. 11

Subject: English

Unit: 6

Class: 9

Teaching Item: Read and answer

No. of the students: 22

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-09-03

Objective: to enable the students to tell the meaning of benefit, advocating, equality, chillies, horrible, mischievously, omelettes, ashamed, rubbish

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will ask the student to guess from the title and the picture.

Task 2: The teacher will ask each student to read the drama.

Task 3: The teacher will ask the students to find out difficult words.

Task 4: The teacher will write the difficult words on the board.

Task 5: The teacher will ask the student to find out the meaning.

Task 6: The teacher will ask the students to tell the meaning randomly.

Task 7: The teacher will write the meaning on the board if the students are unable to tell the meaning.

Task 8: The teacher will give the following tasks

Give the meaning of the following words:

- a. equality b. horrible c. advocative d. mischievously
e. rubbish

Lesson Plan No. 12

Subject: English

Unit: 6

Class: 9

Teaching Item: Read and answer

No. of the students: 17

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-09-05

Objective: to enable the students to summarize the drama

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will divide the class into six groups.

Task2: The teacher will ask each student to stand from each group and act out the drama.

Task 3: The teacher will ask the students to work in group and try to summarize the drama

Task 4: The teacher will ask a volunteer from each group to tell the summary.

Task 5: The teacher will tell the summary if the students are unable to tell.

Task 6: The teacher will ask the students to do the following tasks.

Write 'T' for true and 'F' for false:

- a. The man and the woman are husband and wife.
- b. The man makes omelettes for everyone.
- c. He supports equality for man and woman.
- d. The children do not respect the man.
- e. Dhiraj knows how to make omelettes.

Lesson Plan No. 13

Unit: 7

Teaching Item: Read and answer

No. of the students: 16

Subject: English

Class: 9

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-09-07

Objective: to enable the students to tell the meaning of absolutely, exhausted, vanished, shouted, damp, path, flames, grumbled, doorway

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will ask the students to see and guess from the picture.

Task 2: The teacher will divide the class into two groups.

Task 2: The teacher will ask each student to read the story.

Task 3: The teacher will ask the students to find out difficult words.

Task 4: The teacher will write the difficult words on the board.

Task 5: The teacher will ask the student to find out the meaning in their own group.

Task 6: The teacher will ask one of volunteer from each group to tell the meaning.

Task 7: The teacher will write the meaning on the board if the students are unable to tell the meaning.

Task 8: The teacher will give the following tasks

Give the meaning of the following words:

a. exhausted b. vanished c. path d. grumbled

e. damp

Lesson Plan No. 14

Subject: English

Unit: 7

Class: 9

Teaching Item: Read and answer

No. of the students: 22

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-09-08

Objective: to enable the students to summarize the story

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will divide the class into two groups.

Task2: The teacher will ask students to stand and read the passage randomly.

Task 3: The teacher will ask the students to work in group and try to summarize the story.

Task 4: The teacher will ask a volunteer from each group to tell the summary.

Task 5: The teacher will tell the summary if the students are unable to tell.

Task 6: The teacher will give the following task.

Choose the best answer:

a. Tej wanted to stop, but Bire wanted to _____

- i. go back ii. go on iii. talk

b. The path in front of them was _____.

- i. long ii. easy iii. Difficult

c. The boys lit a fire because _____.

- i. they couldn't see ii. the hut was damp
iii. they wanted to cook

d. After supper, the boys _____.

- i. fell asleep ii. sat and talked iii. cleaned out the hut

e. Tej woke up because _____.

- i. he heard a noise ii. he was afraid iii. he was cold

Lesson Plan No. 15

Subject: English

Unit: 8

Class: 9

Teaching Item: Read and answer

No. of the students: 22

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-09-09

Objective: to enable the students to summarize the story

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will ask the students see the picture and guess.

Task 2: The teacher will ask each student to read the passage.

Task 3: The teacher will ask the students to if there are any difficulties.

Task4: The teacher will explain and make it clear to the students.

Task 5: The teacher will ask the students to summarize the story.

Task 6: The teacher will tell the summary if the students are unable to summarize.

Task 7: The teacher will give the following tasks.

Answer the following questions:

- a. What's the name of the writer?
- b. Who is the photographer?
- c. How many members are there in the family?
- d. What they decided to do to remember the occasion?
- e. Where did they take the photograph?

Lesson Plan No. 16

Subject: English

Unit: 8

Class: 9

Teaching Item: Read and answer

No. of the students: 18

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-09-12

Objective: to enable the students to use prepositions

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will divide the class into four groups.

Task 2: The teacher will ask the students to read the story again.

Task 3: The teacher will ask the students to find out the preposition that is in the story and write it in the copy.

Task 3: The teacher will ask the students to use the prepositions and make sentences. If the students are unable to use, the teacher will make it clear how and where to use.

Task4: The teacher will ask the students to do the following tasks:

Make the sentences using the following prepositions:

in, to, into, on, in front of

Lesson Plan No. 17

Subject: English

Unit: 9

Class: 9

Teaching Item: A Joy of Being Alive

No. of the students: 22

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-09-14

Objective: to enable the students to tell the meaning of freezing, compartment, discourteous, wobble, tunnel, slid, leaned, stretched, bowed, calmly, leaned, casually, shocked, bewildered, grinned, clue, rumbled, triggered, privilege

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will divide the class into four groups.

Task 1: The teacher will ask the students see the picture, read the title and guess what the passage is about.

- Task 2:** The teacher will ask each student to read the passage.
- Task 3:** The teacher will ask the students to find out the difficult word in the passage.
- Task 4:** The teacher will write the difficult words on the board.
- Task 5:** The teacher will ask the students to work in group to find out the meaning.
- Task 6:** The teacher will tell the meaning and it on the board if the students are unable to tell.
- Task 7:** The teacher will give the following tasks.

The meanings of some of the words from the story are given below. Find the words and write them next to there meaning:

- | | |
|-----------------------------------|---------------------------|
| a. Impolite, without courtesy (3) | b. move unsteadily (5) |
| c. bent (the head) (9) | d. puzzled, confused (14) |
| e. absolute happiness (21) | |

Lesson Plan No. 18

Subject: English

Unit: 9

Class: 9

Teaching Item: A Joy of Being Alive

No. of the students: 22

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-09-16

Objective: to enable the students to summarize the story

Teaching Materials: Usual classroom materials and flashcards

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

- Task 1:** The teacher will divide the class into four groups.
- Task 2:** The teacher will ask each student to read the passage silently and discuss to their own group to summarize the story.
- Task 3:** The teacher will ask a volunteer from each group to tell the summary.

Task 5: If the students are unable to summarize, the teacher will do so.

Task 6: The teacher will ask the students to do the following tasks.

Decide whether the following statements are true or false.

- a. It was the winter season.
- b. “Cactus- like creatures” refers to adults.
- c. The father was happy to be alive.
- d. The writer did not like the kiss.
- e. The writer is very sarcastic about adults.

Lesson Plan No. 19

Subject: English

Unit: 10

Class: 9

Teaching Item: Read and answer

No. of the students: 22

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-09-17

Objective: to enable the students to summarize the story

Teaching Materials: Usual classroom materials and photocopies of the
passage

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will divide the class into four groups.

Task 2: The teacher will ask each student to read the passage silently and discuss in their own group to summarize the story.

Task 3: The teacher will ask a volunteer from each group to tell the summary.

Task 5: If the students are unable to summarize, the teacher will do so.

Task 6: The teacher will ask the students to do the following tasks.

Answer the following questions:

- a. Was Ms Pradhan trained for the job?
- b. Does Ms Pradhan like children?

- c. Has Ms Pradhan taught in any institute?
- d. When do Ms Pradhan's parents come home?
- e. Who do you think are these people?

Lesson Plan No. 20

Subject: English

Unit: 10

Class: 9

Teaching Item: Read and answer

No. of the students: 16

School: Learning Realm International, Kalanki Kathmandu

Date: 2066-09-19

Objective: to enable the students to change past tense into present tense

Teaching Materials: Usual classroom materials and photocopies of the passage

Technique: Task- Based Technique

Activities: The following Task- Based activities will be done.

Task 1: The teacher will ask each student to read the passage silently and ask if they have known about tenses.

Task 2: The teacher will teach about tenses if students do not know. Mainly she will teach about present and past tenses.

Task 3: The teacher will divide the class into four groups and ask them to read the first paragraph again and find out verbs.

Task 4: The teacher will write those verbs on the board and ask which tenses they belong to. The teacher will ask them change them into present form if they are in past tense.

Task 5: If the students are unable to change, the teacher will do so.

Task 6: The teacher will ask the students to do the following tasks.

The second paragraph in the passage is given in past tense. Change the paragraph into present tense.

Appendix IV

Individual Scores of Pre- test and Post- test

Individual Scores on Item No. 1

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	5	5	0	0
2.	Asmita Betwal	5	5	0	0
3.	Kusum Nath	5	5	0	0
4.	Prakash Dumre	5	4	1	20
5.	Sandeep Dumre	5	5	0	0
6.	Kusum Adhakari	5	5	0	0
7.	Kanchan Lamichhane	5	5	0	0
8.	Krish Mahat	5	5	0	0
9.	Sulochana Dahal	5	5	0	0
10.	Nidhi Bhatta	5	5	0	0
11.	Deepak Sharma	5	5	0	0
12.	Kanchan Lama	5	5	0	0
13.	Sudip Khadka	5	5	0	0
14.	Santosh Rauniyar	5	5	0	0
15.	Sujit chand	5	4	1	20
16.	Ishan Piya	5	5	0	0
17.	Biplop Karki	5	5	0	0
18.	Tejaswi Pokheral	5	5	0	0
19.	Abhisekh Shretha	5	4	1	20
20.	Baibhab Subedi	5	5	0	0
21.	Pratick Thapa	5	5	0	0
22.	Kulraj Neupana	4	3	1	20
Total	110	109	105	4	3.64
Average	5	4.95	4.77	0.18	

Individual Scores on Item No. 2

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	4	4	0	0
2.	Asmita Betwal	5	5	0	0
3.	Kusum Nath	5	4	1	20
4.	Prakash Dumre	4	5	-1	-20
5.	Sandeep Dumre	5	3	2	40
6.	Kusum Adhakari	5	4	1	20
7.	Kanchan Lamichhane	5	5	0	0
8.	Krish Mahat	5	3	2	40
9.	Sulochana Dahal	5	5	0	0
10.	Nidhi Bhatta	5	5	0	0
11.	Deepak Sharma	5	3	2	40
12.	Kanchan Lama	5	4	1	20
13.	Sudip Khadka	5	4	1	20
14.	Santosh Rauniyar	4	4	0	0
15.	Sujit chand	4	4	0	0
16.	Ishan Piya	5	5	0	0
17.	Biplop Karki	4	4	0	0
18.	Tejaswi Pokheral	5	4	1	20
19.	Abhisekh Shretha	4	4	0	0
20.	Baibhab Subedi	5	5	0	0
21.	Pratick Thapa	5	4	1	20
22.	Kulraj Neupana	5	2	3	60
Total	110	104	90	14	12.73
Average	5	4.73	4.09	0.64	

Individual Scores on Item No. 3

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	5	5	0	0
2.	Asmita Betwal	5	5	0	0
3.	Kusum Nath	4	5	-1	-20
4.	Prakash Dumre	5	3	2	40
5.	Sandeep Dumre	5	3	2	40
6.	Kusum Adhakari	5	5	0	0
7.	Kanchan Lamichhane	5	5	0	0
8.	Krish Mahat	5	4	1	20
9.	Sulochana Dahal	5	5	0	0
10.	Nidhi Bhatta	5	5	0	0
11.	Deepak Sharma	5	5	0	0
12.	Kanchan Lama	5	5	0	0
13.	Sudip Khadka	5	3	2	40
14.	Santosh Rauniyar	5	5	0	0
15.	Sujit chand	5	5	0	0
16.	Ishan Piya	5	5	0	0
17.	Biplop Karki	5	5	0	0
18.	Tejaswi Pokheral	5	5	0	0
19.	Abhisekh Shretha	5	5	0	0
20.	Baibhab Subedi	5	5	0	0
21.	Pratick Thapa	5	5	0	0
22.	Kulraj Neupana	5	2	3	60
Total	110	109	100	9	8.18
Average	5	4.95	4.55	0.40	

Individual Scores on Item No. 4

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	4	5	-1	-20
2.	Asmita Betwal	2	4	-2	-40
3.	Kusum Nath	5	4	1	20
4.	Prakash Dumre	3	3	0	0
5.	Sandeep Dumre	4	3	1	20
6.	Kusum Adhakari	5	5	0	0
7.	Kanchan Lamichhane	5	5	0	0
8.	Krish Mahat	5	5	0	0
9.	Sulochana Dahal	5	4	1	20
10.	Nidhi Bhatta	2	4	-2	-40
11.	Deepak Sharma	4	4	0	0
12.	Kanchan Lama	4	5	-1	-20
13.	Sudip Khadka	1	3	-2	-40
14.	Santosh Rauniyar	5	4	1	20
15.	Sujit chand	3	2	1	20
16.	Ishan Piya	4	5	-1	-20
17.	Biplop Karki	4	4	0	0
18.	Tejaswi Pokheral	5	4	1	20
19.	Abhisekh Shretha	3	2	1	20
20.	Baibhab Subedi	5	5	0	0
21.	Pratick Thapa	5	5	0	0
22.	Kulraj Neupana	3	2	1	20
Total	110	86	87	-1	-0.91
Average	5	3.91	3.95	-0.04	

Individual Scores on Item No. 5

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	5	5	0	0
2.	Asmita Betwal	4	4	0	0
3.	Kusum Nath	5	4	1	20
4.	Prakash Dumre	4	2	2	40
5.	Sandeep Dumre	5	2	3	60
6.	Kusum Adhakari	5	4	1	20
7.	Kanchan Lamichhane	4	3	1	20
8.	Krish Mahat	5	3	2	40
9.	Sulochana Dahal	4	4	0	0
10.	Nidhi Bhatta	5	3	2	40
11.	Deepak Sharma	5	3	2	40
12.	Kanchan Lama	4	4	0	0
13.	Sudip Khadka	2	2	0	0
14.	Santosh Rauniyar	5	2	3	60
15.	Sujit chand	3	5	-2	-40
16.	Ishan Piya	4	4	0	0
17.	Biplop Karki	4	5	-1	-20
18.	Tejaswi Pokheral	5	2	3	60
19.	Abhisekh Shretha	5	3	2	40
20.	Baibhab Subedi	3	5	-2	-40
21.	Pratick Thapa	4	0	4	80
22.	Kulraj Neupana	5	3	2	40
Total	110	95	72	23	20.91
Average	5	4.32	3.27	1.05	

Individual Scores on Item No. 6

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	5	5	0	0
2.	Asmita Betwal	4	5	-1	-20
3.	Kusum Nath	5	5	0	0
4.	Prakash Dumre	5	5	0	0
5.	Sandeep Dumre	5	5	0	0
6.	Kusum Adhakari	5	5	0	0
7.	Kanchan Lamichhane	4	5	-1	-20
8.	Krish Mahat	5	5	0	0
9.	Sulochana Dahal	5	5	0	0
10.	Nidhi Bhatta	5	5	0	0
11.	Deepak Sharma	5	5	0	0
12.	Kanchan Lama	5	5	0	0
13.	Sudip Khadka	3	5	-2	-40
14.	Santosh Rauniyar	5	5	0	0
15.	Sujit chand	5	5	0	0
16.	Ishan Piya	5	5	0	0
17.	Biplop Karki	5	5	0	0
18.	Tejaswi Pokheral	5	5	0	0
19.	Abhisekh Shretha	5	5	0	0
20.	Baibhab Subedi	4	5	-1	-20
21.	Pratick Thapa	4	5	-1	-20
22.	Kulraj Neupana	5	2	3	60
Total	110	104	107	-3	-2.73
Average	5	4.73	4.86	-0.13	

Individual Scores on Item No. 7

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	10	7	3	30
2.	Asmita Betwal	10	4	6	60
3.	Kusum Nath	9	4	5	50
4.	Prakash Dumre	1	4	-3	-30
5.	Sandeep Dumre	10	0	10	100
6.	Kusum Adhakari	10	7	3	30
7.	Kanchan Lamichhane	7	2	5	50
8.	Krish Mahat	10	8	2	20
9.	Sulochana Dahal	8	6	2	20
10.	Nidhi Bhatta	9	7	2	20
11.	Deepak Sharma	9	7	2	20
12.	Kanchan Lama	0	0	0	0
13.	Sudip Khadka	5	6	-1	-10
14.	Santosh Rauniyar	10	6	4	40
15.	Sujit chand	4	2	2	20
16.	Ishan Piya	10	7	3	30
17.	Biplop Karki	6	1	5	50
18.	Tejaswi Pokheral	7	6	1	10
19.	Abhisekh Shretha	8	0	8	80
20.	Baibhab Subedi	8	9	-1	-10
21.	Pratick Thapa	8	6	2	20
22.	Kulraj Neupana	8	6	2	20
Total	220	167	105	62	28.18
Average	10	7.59	4.77	2.82	

Individual Scores on Item No. 8

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	5	0	5	100
2.	Asmita Betwal	5	5	0	0
3.	Kusum Nath	5	1	4	80
4.	Prakash Dumre	5	5	0	0
5.	Sandeep Dumre	5	5	0	0
6.	Kusum Adhakari	5	5	0	0
7.	Kanchan Lamichhane	5	5	0	0
8.	Krish Mahat	5	5	0	0
9.	Sulochana Dahal	5	5	0	0
10.	Nidhi Bhatta	5	3	2	40
11.	Deepak Sharma	5	5	0	0
12.	Kanchan Lama	5	3	2	40
13.	Sudip Khadka	5	5	0	0
14.	Santosh Rauniyar	5	4	1	20
15.	Sujit chand	5	3	2	40
16.	Ishan Piya	5	5	0	0
17.	Biplop Karki	5	5	0	0
18.	Tejaswi Pokheral	5	5	0	0
19.	Abhisekh Shretha	5	3	2	40
20.	Baibhab Subedi	5	5	0	0
21.	Pratick Thapa	5	5	0	0
22.	Kulraj Neupana	5	4	1	20
Total	110	110	91	19	17.27
Average	5	5.00	4.14	0.86	

Individual Scores on Item No. 9

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	8	4	4	40
2.	Asmita Betwal	5	3	2	20
3.	Kusum Nath	8	9	-1	-10
4.	Prakash Dumre	6	0	6	60
5.	Sandeep Dumre	6	3	3	30
6.	Kusum Adhakari	9	10	-1	-10
7.	Kanchan Lamichhane	9	8	1	10
8.	Krish Mahat	10	3	7	70
9.	Sulochana Dahal	7	4	3	30
10.	Nidhi Bhatta	10	9	1	10
11.	Deepak Sharma	9	5	4	40
12.	Kanchan Lama	10	9	1	10
13.	Sudip Khadka	5	8	-3	-30
14.	Santosh Rauniyar	5	4	1	10
15.	Sujit chand	8	1	7	70
16.	Ishan Piya	7	4	3	30
17.	Biplop Karki	7	3	4	40
18.	Tejaswi Pokheral	7	0	7	70
19.	Abhisekh Shretha	3	0	3	30
20.	Baibhab Subedi	5	3	2	20
21.	Pratick Thapa	9	6	3	30
22.	Kulraj Neupana	5	2	3	30
Total	220	158	98	60	27.27
Average	10	7.18	4.45	2.73	

Individual Scores on Item No. 10

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	10	9	1	10
2.	Asmita Betwal	10	10	0	0
3.	Kusum Nath	10	10	0	0
4.	Prakash Dumre	9	8	1	10
5.	Sandeep Dumre	8	9	-1	-10
6.	Kusum Adhakari	10	9	1	10
7.	Kanchan Lamichhane	10	9	1	10
8.	Krish Mahat	10	10	0	0
9.	Sulochana Dahal	10	9	1	10
10.	Nidhi Bhatta	10	9	1	10
11.	Deepak Sharma	10	10	0	0
12.	Kanchan Lama	10	10	0	0
13.	Sudip Khadka	8	9	-1	-10
14.	Santosh Rauniyar	10	9	1	10
15.	Sujit chand	10	10	0	0
16.	Ishan Piya	10	10	0	0
17.	Biplop Karki	10	10	0	0
18.	Tejaswi Pokheral	10	9	1	10
19.	Abhisekh Shretha	10	10	0	0
20.	Baibhab Subedi	10	10	0	0
21.	Pratick Thapa	10	10	0	0
22.	Kulraj Neupana	10	6	4	40
Total	220	215	205	10	4.55
Average	10	9.77	9.32	0.45	

Individual Scores on Item No. 11

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	5	2	3	60
2.	Asmita Betwal	3	3	0	0
3.	Kusum Nath	4	4	0	0
4.	Prakash Dumre	3	3	0	0
5.	Sandeep Dumre	1	2	-1	-20
6.	Kusum Adhakari	5	5	0	0
7.	Kanchan Lamichhane	3	4	-1	-20
8.	Krish Mahat	5	3	2	-40
9.	Sulochana Dahal	4	5	-1	-20
10.	Nidhi Bhatta	5	5	0	0
11.	Deepak Sharma	4	4	0	0
12.	Kanchan Lama	5	4	1	20
13.	Sudip Khadka	4	2	2	40
14.	Santosh Rauniyar	3	3	0	0
15.	Sujit chand	4	3	1	20
16.	Ishan Piya	5	4	1	20
17.	Biplop Karki	4	3	1	20
18.	Tejaswi Pokheral	3	2	1	20
19.	Abhisekh Shretha	3	4	-1	-20
20.	Baibhab Subedi	4	4	0	0
21.	Pratick Thapa	4	4	0	0
22.	Kulraj Neupana	4	5	-1	-20
Total	110	85	78	7	6.36
Average	5	3.86	3.55	0.31	

Individual Scores on Item No. 12

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	8	8	0	0
2.	Asmita Betwal	4	3	1	10
3.	Kusum Nath	5	2	3	30
4.	Prakash Dumre	6	2	4	40
5.	Sandeep Dumre	4	1	3	30
6.	Kusum Adhakari	9	9	3	30
7.	Kanchan Lamichhane	6	2	0	0
8.	Krish Mahat	8	3	5	50
9.	Sulochana Dahal	8	1	7	70
10.	Nidhi Bhatta	6	8	-2	-20
11.	Deepak Sharma	9	8	1	20
12.	Kanchan Lama	8	4	4	0
13.	Sudip Khadka	5	2	3	30
14.	Santosh Rauniyar	9	0	9	90
15.	Sujit chand	7	3	4	40
16.	Ishan Piya	9	8	1	10
17.	Biplop Karki	7	5	2	20
18.	Tejaswi Pokheral	7	2	5	50
19.	Abhisekh Shretha	5	8	-3	-30
20.	Baibhab Subedi	5	8	-3	-30
21.	Pratick Thapa	9	6	3	30
22.	Kulraj Neupana	7	3	4	40
Total	220	151	96	55	25
Average	10	6.86	4.36	2.50	

Individual Scores on Item No. 13

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	1	3	-2	-40
2.	Asmita Betwal	4	2	2	40
3.	Kusum Nath	3	3	0	0
4.	Prakash Dumre	2	2	0	0
5.	Sandeep Dumre	2	0	2	40
6.	Kusum Adhakari	5	4	1	20
7.	Kanchan Lamichhane	3	0	3	60
8.	Krish Mahat	4	5	-1	-20
9.	Sulochana Dahal	3	4	-1	-20
10.	Nidhi Bhatta	3	2	1	20
11.	Deepak Sharma	5	3	2	40
12.	Kanchan Lama	3	5	-2	-40
13.	Sudip Khadka	0	1	-1	-20
14.	Santosh Rauniyar	4	2	2	40
15.	Sujit chand	3	0	3	60
16.	Ishan Piya	4	4	0	0
17.	Biplop Karki	4	0	4	80
18.	Tejaswi Pokheral	2	2	0	0
19.	Abhisekh Shretha	3	3	0	0
20.	Baibhab Subedi	4	3	1	20
21.	Pratick Thapa	4	2	2	40
22.	Kulraj Neupana	3	3	0	0
Total	110	69	53	16	14.56
Average	5	3.14	2.41	0.73	

Individual Scores on Item No. 14

Roll No.	Name of the Students	Score in Post- test	Score in Pre- test	D	D%
1.	Alisha Simkhada	5	5	0	0
2.	Asmita Betwal	5	0	5	100
3.	Kusum Nath	5	5	0	0
4.	Prakash Dumre	5	2	3	60
5.	Sandeep Dumre	5	4	1	20
6.	Kusum Adhakari	5	4	1	20
7.	Kanchan Lamichhane	5	5	0	0
8.	Krish Mahat	5	4	1	20
9.	Sulochana Dahal	5	4	1	20
10.	Nidhi Bhatta	5	0	5	100
11.	Deepak Sharma	5	5	0	0
12.	Kanchan Lama	5	4	1	20
13.	Sudip Khadka	2	2	0	0
14.	Santosh Rauniyar	5	4	1	20
15.	Sujit chand	5	0	5	100
16.	Ishan Piya	4	5	-1	-20
17.	Biplop Karki	2	4	-2	-40
18.	Tejaswi Pokheral	0	0	0	0
19.	Abhisekh Shretha	1	1	0	0
20.	Baibhab Subedi	4	2	4	80
21.	Pratick Thapa	3	2	1	20
22.	Kulraj Neupana	0	2	-2	-40
Total	110	86	64	22	20
Average	5	3.91	2.91	1.00	

Individual Scores on Five Progressive Tests

Roll No.	Name of the Students	First P.T	Second P.T	Third P.T	Fourth P.T	Fifth P.T
1.	Alisha Simkhada	5	Ab	8	9	10
2.	Asmita Betwal	8	8	10	Ab	10
3.	Kusum Nath	6	Ab	10	Ab	10
4.	Prakash Dumre	7	7	8	9	9
5.	Sandeep Dumre	9	8	7	9	Ab
6.	Kusum Adhakari	8	Ab	10	10	9
7.	Kanchan Lamichhane	9	6	7	10	9
8.	Krish Mahat	9	7	10	Ab	10
9.	Sulochana Dahal	7	8	8	10	10
10.	Nidhi Bhatta	6	10	9	9	9
11.	Deepak Sharma	5	5	Ab	7	8
12.	Kanchan Lama	6	8	10	10	9
13.	Sudip Khadka	7	7	7	8	9
14.	Santosh Rauniyar	4	7	8	8	9
15.	Sujit chand	6	10	10	10	10
16.	Ishan Piya	8	8	10	10	10
17.	Biplop Karki	Ab	Ab	10	9	Ab
18.	Tejaswi Pokheral	7	8	7	7	9
19.	Abhisekh Shretha	5	7	9	7	8
20.	Baibhab Subedi	7	8	9	8	9
21.	Pratck Thapa	Ab	Ab	8	Ab	8
22.	Kulraj Neupana	8	7	8	9	10
	Average Score	6.85	7.59	8.71	8.83	9.25

Individual Scores on Pre- test and Post- test

Roll No.	Name of the Students	Post- test	Pre- test	D	D%
1.	Alisha Simkhada	80	67	13	15
2.	Asmita Betwal	71	58	13	15
3.	Kusum Nath	78	65	13	15
4.	Prakash Dumre	63	48	15	17
5.	Sandeep Dumre	70	45	25	28
6.	Kusum Adhakari	88	81	07	08
7.	Kanchan Lamichhane	76	63	13	15
8.	Krish Mahat	87	66	21	24
9.	Sulochana Dahal	79	66	13	15
10.	Nidhi Bhatta	80	70	10	12
11.	Deepak Sharma	85	72	13	15
12.	Kanchan Lama	74	67	07	08
13.	Sudip Khadka	55	57	-02	-02
14.	Santosh Rauniyar	80	57	23	26
15.	Sujit chand	71	47	24	27
16.	Ishan Piya	82	76	06	07
17.	Biplop Karki	72	59	13	15
18.	Tejaswi Pokheral	71	51	20	23
19.	Abhisekh Shretha	65	52	13	15
20.	Baibhab Subedi	72	74	-02	-02
21.	Pratick Thapa	80	65	15	17
22.	Kulraj Neupana	67	45	22	24
	Average Score	74.82	61.41	13.41	14.91

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