

CHAPTER - ONE

INTRODUCTION

1.1 General Background

1.1.1 Language and its Importance

Language is a set of symbols or codes we use in order to communicate with one another and the rules that govern how we use them. We are wired to learn language from our earliest moments and we learn with lightening speed. We convey and express our feelings, happiness, sorrows etc. through language. So it has become a vital tool for human communication and without this human existence is questioned. Language has its own unique features which is quite different from the animal communication. According to Wardhaugh (1986) "a language is what the members of a particular society speak"(p.1). Language is social phenomena and spoken in the society. Oxford Advanced Learners' Dictionary (2007) defines language as "the system of communication in speech and writing that is used by people of a particular country" (p.662). Language is used to communicate ideas. Thus communication is the major function of language.

English is no more a language of a particular society or country but a global one. It is the most extensively used language in the universe. It is the international language and English is taught as a foreign or second language in many universities and schools of the world. English is also influential and major language of the UNO. It is said that English is the key to success. Everyone wants success in life. So, English fetches success for them. English is regarded as gateway to wealth for national and international economic, organizations and individuals.

Use of English internationalizes us. Our horizon of knowledge gets widened. It has narrowed down the world into a small global village. It is

English which links the people of the world. English is the treasure of knowledge available in the world. Without this, we will only put ourselves at semi-darkness. More than half of the books are written in English. About a third of world newspapers are published in English. Thus, it is widespread in transmitting cultural, religious, social and technological aspects of human civilization and development.

English language teaching was started in 1854 AD in Nepal by the establishment of Durbar High School by Jung Bahadur Rana shortly after his Europe visit feeling the importance of English and it was open only for Rana family. Since then English has been a major and compulsory subject taught at school and university level. English is learnt to know and understand the international communities and modern achievements happened around the globe. There are many opportunities if we have the knowledge of English. So, it has been a growing need of the people of Nepal. If one has good knowledge of English, he/she will have no difficulties in getting job. Therefore students and their guardians expect to be good at English because of its global popularity and opportunity.

1.1.2 ELT Situation in Nepal

The origin of education system in Nepal can be traced back from the sixth century till to the eighteenth century. Initially education in Nepal was associated with the monasteries and temples. Following the unifying conquest of Prithvi Narayan Shah, education became the concern of none. With the advent of the Rana period of 1846-1950, education was then the concern of the few i.e. only for those closely concerned with the regime. Families in power employed some European and Indian tutors, but there were no public provisions of education. English appeared in whatever education there was, since it was necessary to deal with the British colonial power in India. After the collapse of the Rana regime in, much progress has been made in building educational institutions. National Educational System Plan (NESP) was

introduced in 1974 in which English took a second place before Nepali to the development of Nepal.

Regarding the history of language teaching, Richards & Rodgers (2001) put:

The history of language teaching has been characterized by a search for more effective ways of teaching second or foreign languages. For more than hundred years, debate and discussion within the teaching profession have often centred on issues such as the role of grammar in the language curriculum, the development of accuracy and fluency in course design, the role of vocabulary in language learning, teaching productive and receptive skills, learning theories and their application in teaching, memorization and learning, motivating learners, effective learning strategies, techniques for teaching the four skills and the role of material and technology (p.viii).

English has been a global language and teaching of English is taking place all around the world. Nepal is no exception of it. English has been an important language in speaking and writing since Rana rule. It was used by the educated and higher class people then. But now it has become a vital tool for all to get success and opportunities in one's own life. So everybody is trying to learn the English language. Teaching of English is taking place with various terminologies like TESL, TEFL, TESOL, ESP, ELT and so on in Nepal and other countries of the world.

Teaching of the English language remains in vicious circle with nebulous ideas and practices. Nepali teachers of English are adopting in this situation that they lack relevancy to our context. They are experimented in America, Britain and other English speaking countries on a native language context and we try to

adopt these which may not be suitable in our context. We are still using grammar translation method which is outdated and has been criticized badly for its failure to develop communicative ability in students. We have no longer used communicative method and task-based methods. It is not clear that which method is suitable for us. This standard of ELT in Nepal is no more than parasite. Although, English has been in use in teaching/learning, politics, mass media and so on. It does not seem to go satisfactorily due to the lack of professional development. Two factors come into play which affects effective teaching of English. They are multilingual situation and lack of expertise in ELT in Nepal. There are more than one hundred languages spoken in Nepal. Nepali is the only one official language of the country. This poses problems for the children from speech communities other than Nepali. Another thing is that there is lack of trained and qualified manpower in the country. Private boarding schools use English as a medium of instruction whereas in public or community school, the medium of instruction is Nepali. This is the reason the students in government-aided school hardly pass in their SLC exams.

Though several methods and approaches came to make their place but got lost because of the presence of the grammar translation method which was the dominant teaching methods in Nepalese curriculum for a long time. School level curriculum has adopted the communicative approach but in vain. In remote villages, teachers use grammar translation methods to teach their students. There is lack of trained and qualified manpower, teaching materials, trainings, strong linguistic background of the students and lack of English speaking environment.

1.1.3 Task - Based Language Teaching (TBLT)

With the advent of the communicative language teaching approach in the early 1980s and much emphasis on learners' communicative abilities over the last two decades, the term task-based language teaching (TBLT) came into prevalent use in the field of second language acquisition in terms of developing

process-oriented syllabi and designing communicative tasks to promote learners' actual language use.

Task-Based Language Teaching was first advocated in 1980s with Prabhu's Bangalore project. Since then, SLA researchers focused their studies in TBLT. It is an important teaching method developing from the communicative language teaching (CLT).

TBLT aims at training students to become active thinkers, doers, learners and proficient communicators. It makes the students engage in interaction in the target language in order to complete a task, reach a goal, or solve a problem. In this way, the students focus on the process of performing the task using the target language so that the learning is focused on meaning rather than on form. If we can make language in the classroom meaningful and therefore memorable, students can process language than is being learnt more naturally. So they become active thinkers as well as proficient and confident users of the language.

SLA researchers have focused their studies in TBLT because of the following reasons:

- a) In comparison to other kinds of research like ethnographic, case study, and longitudinal quantitative study, the 'task' is easy to introduce in the second language setting.
- b) Task is easy to design for the study. We can pick up any piece of the task like filling the form, telephone conversation etc. from real life situation.
- c) Researchers can easily elicit the data they require when students are focused to negotiate meaning through task.
- d) Task is the best way to engage learners in communication.

1.1.4 The Theoretical Foundation of TBLT

The first person who applied TBLT to teaching programs and practice is N. S. Prabhu. It was in Bangalore of Southern India in 1979 that he began his bold experiment to put his theory into practice which was new at that time.

According to him student learn more effectively when their minds are focused on the task rather than the language they are using.

The theoretical basis of TBLT dates back to cognitive psychology ("the learning theory") that has deeply affected the elementary education. It is usually thought that the other theoretical foundations of TBLT are Krashen's "Input and Interactionist Theory" and "Communicative Language Teaching"

1.1.4.1 The Learning Theory

In task-based language teaching, syllabus content and instructional processes are selected with reference to the communicating tasks which learners will need to engage in outside the classroom and also with reference to theoretical and empirical insights into those social and psycholinguistic (cognitive) processes which facilitate language acquisition. This approach to language commonly includes the ideas of learner's theories of Piaget's cognitive theory and Vygotsky's social constructivist theory.

Piaget described overall development as the result of children's interaction with their environment, with a complementary interaction between their developing perceptual cognitive capacities and their linguistic experience. Piaget emphasized the constructive nature of the learning process. In other words, individuals are actively involved right from birth in constructing personal meaning which is their personal understanding from experiences.

Vygotsky claims that cognitive development and learning originate in a social context. Vygotsky believed that higher psychological functions such as learning develop in interactions between individuals. His theory has much

more room for an active, involved teacher. For him, the culture gives the child the cognitive tools needed for his development. Vygotsky shared many of Piaget's assumptions about how children learn, but he placed more emphasis on the social context of learning. In Piaget theory, the teacher plays a limited role. In Vygotsky's theories both teachers and older or experienced children play very important role in learning.

1.1.4.2. Input and Interactionist Theory

Ellis (1999) thought that the theoretical base of TBA is input and interactionist theory. The explanation of input and interactionist theory which Krashen emphasizes refers to using languages to learn and then learning to use language. We acquire a language mostly as the result of using language in the process of communication activities, the result of conscious language drilling. According to Krashen (1985), we acquire a language through our subconscious acquisition process, not our conscious learning process. Language acquisition is a sub-conscious process unlike the way a child learns the language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a 'feel' for correctness.

Krashen (1985) also points out the students to acquire a language must receive comprehensible input. The input hypothesis states that a language acquirer who is at level 'i' must receive comprehensible input that is at level 'i+1'. We acquire only when we understand language that contains structures that is 'a little beyond where we are now'.

Task based language teaching makes language learning in classrooms closer to the natural route and may reach a higher rate of language acquisition because it provides learners with a communicative goal, interaction is needed to reach the goal and comprehensible input can occur, and then language acquisition is facilitated.

There are different theories and approaches that deal with TBLT. There are also

variations in ways the approaches are described. Ellis (2000) divides them into two theoretical perspectives. They are:

- a) Psycholinguistic and
- b) Socio-cultural theory

According to the first perspective, tasks can be carefully defined in order to help students to engage in certain types of language use and mental processing that are beneficial to acquisition. The main three models related to this perspective are.

- a) Long's (1983) interaction hypothesis, i.e. tasks (input) can be used to give learners opportunities to negotiate meaning (output).
- b) Skehan's (1998) cognitive approach, i.e. task can be used to achieve the three main goals of language learning: fluency, accuracy and complexity.
- c) Yule's (1997) framework of communicative effectiveness i.e. the impact of task design and implementation on the learners' performance.

However, the psycholinguistic perspective has one drawback. It does not take into consideration other factors like learners' and teacher's role, setting, affective factors and how these interact.

The second socio-cultural theory emphasizes in interaction and demonstrates how scaffolding helps learners complete a task successfully. This perspective differs from the psycholinguistic perspective in that it also considers the way in which the learners, the teacher and the general classroom context and setting interact and how these factors contribute to the language learning process.

1.1.4.3. Communicative Language Teaching (CLT)

TBLT can be regarded as one particular development within the broader "communicative approach". CLT has become the accepted orthodoxy theory of TEFL over the past ten years on more and many, but not all, general courses include communicative goals, communicative practice or communicative

methodology. Its theoretical base, according to Richards and Rodgers (2001, p.61), includes these characteristics.

- a) Language is a system for the expression of meaning.
- b) The primary function of language is for interaction and communication.
- c) The structure of language reflects its functional and communicative use.
- d) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

The task-based language teaching involves various principles. For example, these principles bring up the emphasis of learning language as well as the use of authentic texts in the learning situation. Another principle of task-based language teaching is the opportunity for the students not only focus on the language itself but also on the actual learning process itself. Furthermore, task-based language teaching entails the students' own experience as a part of language learning. Nunan refers to this idea as experimental learning. In addition TBLT brings up the relationship between learning inside the classroom with language learning outside the classroom.

The key assumptions of task-based instruction (TBI) as summarized by Feez (1998) (as cited in Richards & Rodgers, 2001, p.224) are:

- 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 while engaged communicatively and purposefully 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 classroom.
- e) Activities and task of a task based syllabus are sequenced according

to the difficulty.

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

1.1.5. Advantages of Task Based Language Teaching (TBLT)

TBLT is a new approach to language teaching emerged since 1980s which is based on the use of tasks as the core unit of planning and instruction in language teaching. The tasks which are introduced promote communication between the students since they need to use English in order to complete the tasks. There are several advantages of using task-based approach to language teaching (as mentioned by Rooney, 2008) that it:

- a) Allows for a need analysis, thus allowing course content to be matched to identified students' needs.
- b) Is supported by a large body of empirical evidence thus allowing decisions regarding materials design and methodology to be based on the research findings of classroom centred language learning.
- c) Allows evaluation to be based primarily on task based criterion-referenced testing. Students can now be evaluated on the ability to perform a task according to a certain criterion rather than on their ability to successfully complete a discrete-point test.
- d) Allows for form-focused instruction. There is now considerable evidence (Long, 1988); particularly from research studies which have compared naturalistic L₂ learners to instructed L₂ learners that form-focused instruction within a communicative context can be beneficial.

Besides these, we can add some more to the list.

- a) It is suitable for learners of all ages and background.

- b) It is closer to real life communicative situation a way of bringing the real world into classroom.
- c) Students learn from their own experiences.
- d) Students express what they want to say.
- e) They will have a much more varied exposure to language.
- f) There is a natural opportunity for revision and recycling.
- g) It provides clear objectives in terms of what participants will gain.

1.1.6 Teachers' Roles

Additional roles are also assumed for teacher in TBI (Richards & Rodgers, 2001) .They are:

a) Selector and Sequencer of Tasks

A central role of teacher is in selecting, adapting, and or creating the task themselves and then forming these into an instructional sequence in keeping with learners' needs, interests, and language skill level.

b) Preparing Learners for Tasks

Topic introduction, classifying task instructions, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedure come under this.

c) Conscious-raising

Attention focusing pre-task activities, text exploration, guided exposure to parallel tasks and use of highlighted materials etc. come under this.

1.1.7 Learners' Roles

The primary roles that are implied by task work are:

a) Group Participants

In TBLT, learners carry out most of the activities as group participants. They

are the leaders and followers in teaching learning process. Many tasks will be done in pairs or group. For students more accustomed to whole class and / or individual work, this may require some adaptation.

b) Monitor

Tasks have to be designed so that students have the opportunity to notice how language is used in communication. Learners themselves need to 'attend' not only to the message in task work, but also to the form in which such messages typically come packed.

c) Risk – taker and Innovator

Many tasks will require to create and interpret message for which they lack full linguistic resources and prior experience. Practice in restating, paraphrasing, using paralinguistic signals and so on will often be needed.

d) Strategy user, goal setter, self evaluator, task analyzer (Nunan, 1989) are other roles of learners.

1.1.8 Defining Task

In order to construct useful tasks for communicative classrooms, it is first of all necessary to draw a proper definition of 'task' with reference to capturing its major features and elements. Nunan (1989, p.11) defines task as "...a piece of meaning –focused work involving learner in comprehending, producing and /or interacting in the target language and that tasks are analysed or categorized according to their goals, input data, activities and roles." Willis (1996, p.26) defines a task as "an activity in which the target language is used for a communicative purpose in order to achieve an outcome". Prabhu (1987, p.24) defines task as "an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'". The nature of task is depicted in quite general traits. Two important features are,

however, mentioned, tightly connected to what was going on in the project: task completion and 'process for thought' while doing the activity. This activity itself, curiously enough, allowed teachers to control and regulate the process.

In other word, a task is an activity in which

- meaning is primary
- there is a problem to solve
- the performance is outcome evaluated
- there is a real world relationship.

Harmer (2007) says:

TBL, like a communicative methodology, has allowed teachers and students to concentrate on how we achieve things with language, and how we can use language for certain tasks. It is significant departure from the original PPP sequence, since it takes the third elements (production) as the starting point, not the end point of the procedures (p.51).

A task in language learning consists of activities ranging from simple and brief exercises to more complex and lengthy activities such as group problem-solving, simulations and decision making (Breen, 1987, Willis, 1976, Ellis, 2000). In TBLT, tasks are always activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome in which the emphasis is on exchanging meanings not producing specific language forms.

In 1976, the British applied linguist David Wilkins suggested a basic distinction between what he called 'synthetic approaches' to syllabus design and 'analytical approaches.'

In synthetic approaches, different parts of the language are taught separately

and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up (Wilkins, 1976, p.2). Such approaches represent the 'traditional' way of organizing the syllabus, and reflect the common-sense belief that the central role of instruction is to simply the learning challenge is to break the content down into its constituent parts, and introduce each part separately and step by step.

In his book **Notional Syllabus**, he offered an alternative approach to synthetic approaches. These are known as 'analytical approaches' because the learner is presented with holistic 'chunks' of language and is required to analyze them, or break them down into their constituent parts.

All syllabus proposals that do not depend on a prior analysis of the language belong to this second category. In addition to task-based syllabuses we have project-based, content based, thematic, and text based syllabuses. Despite their differences, they all have one thing in common they do not rely on prior analysis of the language into its discrete-points. Task based language teaching, then, grew out of this alternative approach to language pedagogy.

Pedagogically, TBLT has strengthened the following principles and practices.

- a) A need –based approach to content selection.
- b) an emphasis on learning to communicate through interaction in the target language.
- c) the introduction of authentic texts into the learning situation.
- d) the provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- e) an enhancement of the learners' own personal experiences as important contributing elements to classroom learning.
- f) the linking of classroom language learning with language use outside the classroom.

Skehan (1998) (as cited in Nunan, 2006) drawing on a number of other writers, puts forwards five key characteristics of a task.

- a) meaning is primary
- b) learners are not given other people's meaning to regurgitate
- c) there is some sort of relationship to comparable real-world activities
- d) task completion has some priority
- e) the assessment of the task is in terms of outcome.

TBLT is therefore, predicted on the principle that having learners perform tasks which help them to develop knowledge and skill in the second language in accordance with the way their own language learning mechanisms work. Tasks function as devices for creating the conditions required for language acquisition. According to one body of theory, learners need opportunities to engage in meaning negotiation in order to obtain the kind of input that works for acquisition and to experience occasions when they are pushed to use the second language more precisely and appropriately.

Task is the central notion in TBLT. Nunan (1989, p.40) writes that classroom tasks are generally justified or rationalized in either 'real world' or 'pedagogic' terms. For him tasks with a real world rationale require learners to approximate, in class, the sorts of behaviours required of them in world beyond the classroom. Tasks with a pedagogic rationale, on the other hand require learners to do things which it is extremely unlikely they would be called upon to do outside the classroom. But Prabhu (1987) used both types of tasks in his long running Bangalore Project.

1.1.9 Procedure

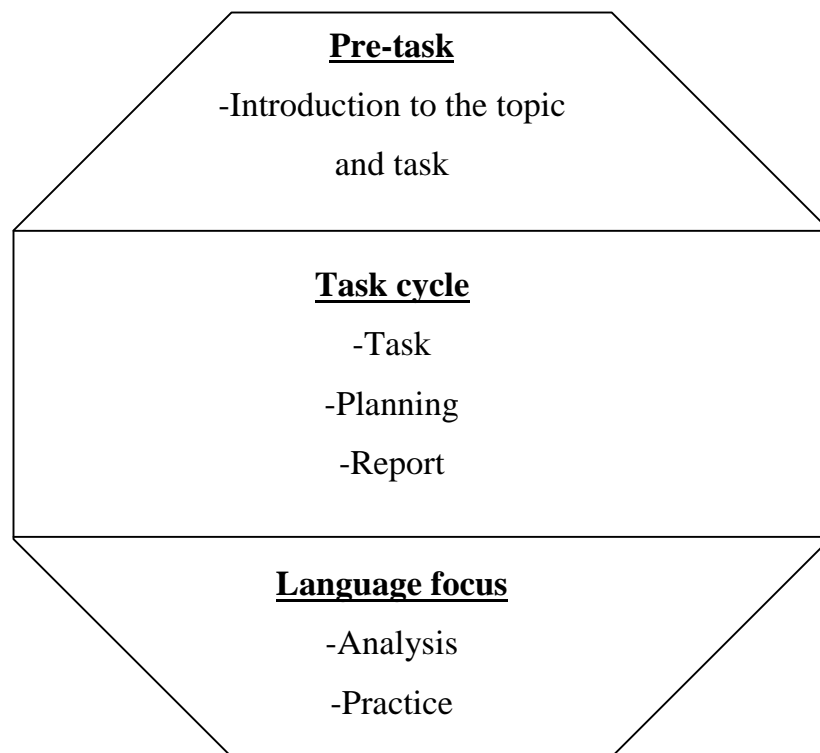
In task-based language teaching, learners perform and complete the task.

Teacher observes and facilitates them. In this respect, Harmer (2008) writes:

In task based language learning, students are given a task to perform and

only when the task has been completed does the teacher discuss the language that was used, making corrections and adjustments which the students' performance of the task has shown to be desirable (p.71).

Willis (1996) (as cited in Harmer, 2008, p.71) suggests three basic stages: the pre-task, the task cycle and the language focus.



(Source: The Willis TBL Framework, Willis, 1996, p.52)

1. Pre-task

Topics and tasks are introduced in pre-task stage. Teachers introduce tasks to learners. They present necessary knowledge, explain the requirements and procedures of the task in details and help familiarize them with the topic, vocabulary and expressions. In this stage, teachers should take the individual differences among learners into account.

2. Task cycle

Task cycle can be divided into three parts: task, planning and report.

i) **Task-** In this part, learners are given plenty of chances to express their ideas in target language. The fluency of language is emphasized. Learners implement tasks in pairs or groups. Teachers supervise the process without interrupting their speech and correcting their errors so that the learners feel safe to express themselves freely. Teachers should help learners gain confidence in language learning. Emphasis lays on communication not accuracy of language.

ii) **Planning-** This part is the preparation for report. Each group is getting ready to show classmates their process and achievements of the task. Since learners have to report publicly, emphasis of language naturally transfers from fluency to accuracy. In this part, teachers should give suggestions and correct grammar.

iii) **Report-** Several learners report to the class while other learners should listen carefully and compare those reports. In this way, all the learners are involved. At last, teachers should be commentators to assess the implementation condition of tasks.

3. Language focus

Learning by doing motivates learners to fulfil their potential. Learners master the language by using it communicatively in the classroom, and they still have to learn grammar and memorize vocabulary. Teachers lead learners' attention to language forms. Some exercises are necessary to consolidate the learnt knowledge and improve their sensitivity to language form. It is divided into two parts:

i) **Analysis-** The purpose in this part is to help learners explore the usage of language, become aware of syntax, phrase arrangements and vocabulary etc. and help them to systemize the language features they observed in learning process, so as to discover new language knowledge.

ii) Practice- It is necessary for learners to do some exercises under the guide of teachers. This part makes the whole teaching procedure be accepted by learners more easily. It also functions as a conclusion of the whole teaching procedure.

1.1.10 Organization of Language Lessons

A traditional model for the organization of language lessons, both in the classroom and in course books, has long been the PPP approach. With this model individual language items are presented by the teacher, then practiced in the form of spoken and written exercise (often pattern drills) of spoken and then used by the learners in less controlled speaking or writing activities.

Although the grammar point presented at the beginning of this procedure may well fit neatly into a grammatical syllabus, a frequent criticism of this approach is the apparent arbitrariness of the selected grammar point which may or may not meet the linguistic needs of the learners, and the fact that the production stage is often based on a rather inauthentic emphasis on the chosen structure

An alternative to the PPP model is the test-teach-test approach (TTT) in which the production stage comes first and the learners are thrown in at the deep end and required to perform a particular task. This is followed by the teacher dealing with some of the grammatical or lexical problems that arose in the first stage and the learners then being required to perform the initial task again or to perform a similar task. The language presented in the teach stage can be predicted if the initial production task is carefully chosen but there is a danger of randomness in this model.

The aim of PPP model is to lead from accuracy to fluency, the aim to TBL is to integrate all four skills and to move from fluency to accuracy plus fluency. The range of tasks available (reading texts, listening texts, problem solving, role play, questionnaire etc) offers a great deal of flexibility in this model and should lead to more motivating activities for the learners.

Communicative language teaching also referred as the PPP approach, has its foundation in traditional teaching method such as audio-lingual and the structural situational Approach and is commonly used in communicative language classroom.

1.1.11 Reading Comprehension

Reading is, one of the receptive skills of language, a way of grasping information from the graphic symbols. Reading involves the recognition of graphic symbols, establishing association between symbols and sounds and vocalizing them. Reading and reading comprehension are sometimes taken as the same process but there is some difference. Reading means vocalization of the printed symbols or reading aloud. It may not include understanding of the information imparted by the text. Reading comprehension on the other hand is the process extracting information from the text. Comprehension is the process of deriving meaning from connected text (Pang, Muaka, Bernhardt, Kamil, 2003, p.14). It does not mean that reading means reading aloud. People generally who want a particular information make silent reading and go through the text seriously if they want more about the text.

There are several reasons of reading that students want to read. They may read the text in order to find certain information, for their career, for their study purposes or simply for pleasure. Good reading texts can introduce interesting topic, simulate discussion, excite imaginative responses etc. According to Nunan (1989, p.35) successful reading involves:

- a) using word attack skills, such as identifying sound/symbol correspondences;
- b) using grammatical knowledge to recover meaning, for example interpreting non-finite clauses;
- c) using different techniques for different purposes, for example skimming and scanning for key word or information
- d) relating text content to one's own background knowledge of the subject

at hand:

- e) Identifying the rhetorical or functional intention of individual sentences or text segments, etc.

According to Munby (as cited in Khaniya, 2005, p.143), the skill of reading involves some sub-skills. They are:

- a) Recognizing the script of language.
- b) Deducing the meaning and use of unfamiliar lexical items.
- c) Understanding information even not explicitly stated.
- d) Understanding conceptual meaning.
- e) Understanding relations within the sentences.
- f) Interpreting text by going outside it.
- g) Identifying important point /piece of information in a piece of discourse.
- h) Distinguishing the main ideas from supporting details.
- i) Basic reference skills
- j) Skimming
- k) Scanning
- l) Trans-coding information to diagrammatic display etc.

1.1.12 Types of Reading

The types of reading have been listed and described in short below.

- a) **Skimming**- Skimming is making a rapid survey of texts, passages, articles and books to find out what it mainly consists of. It helps the learners to find out specific information in a book. So skimming helps the readers to grasp the general theme or central idea of the text being read. Cross (1992) mentions different skimming tasks like compare values, find and compare events, select a title, draw inferences, decides the questions, create a title etc.
- b) **Scanning**- It is a type of reading in which the learners try to find out specific piece of information. It is not a complete survey of the text. The

reader may or may not understand the other pieces of information contained in the text. Cross (1992) writes various scanning tasks like find new words for old, locate grammar features, find a specified advertisement, compare details, check notes, shopping lists, make word sets, newspaper headlines etc.

- c) **Reading Aloud**- It involves the vocalization or graphic representation of language. The reader reads the text block by block to recognise stress and intonation and there will be practice in pronunciation. Here the teacher serves as a model. Reading aloud is used for recognizing meaning and punctuation.
- d) **Silent Reading**- Silent reading is helpful for improving reading speed of the students with comprehension. It facilitates to acquire complete mastery of a language. It develops the quick understanding of theme and interest in the students in reading a variety of texts.
- e) **Extensive Reading**- Extensive reading encourages the students to read for pleasure and information. The teacher's guidance is not required to practice extensive reading. The main focus of this reading is on theme or subject matter. Students read silently and independently.
- f) **Intensive Reading** – Intensive reading is related to further progress in language learning under the teacher's guidance. The students read not only for detailed comprehension of meaning but also for mastering the structures and vocabulary. So it is a minute and detailed study of the text.

1.1.13 Reading Principles

Harmer (2007, pp.101-102) emphasizes six principles of reading. They are:

Principle 1: Encourage students to read as often and as much as possible.

The more students read, the better they understand. Everything we do should encourage them to read extensively as well as – if not more than-intensively.

Principle 2: Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading – that is, we should try to help them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

Principle 3: Encourage students to respond to the content of the text (and explore their feelings about it,) not just concentrate on its construction.

Of course, it is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result we must give students a chance to respond to that message in some way.

Principle 4: Prediction is a major factor in reading.

When reading texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. In class, teacher should give

students 'hints' so that they also have a chance to predict what is coming.

Principle 5: Match the task to the topic when using intensive reading texts.

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks-the right kind of questions, appropriate activities before, during and after reading and useful reading exploitation etc.

Principle 6: Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions etc. It doesn't make sense in class, just to get students to read it and drop it and move onto something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using a range of activities bring the text to life.

1.1.14 Methodological Stages of Teaching Reading Comprehension

Teaching reading comprehension should follow three stages. They are pre-reading, while-reading and post reading stages.

a) Pre-reading stage

In this stage of reading the teacher makes the students prepare for the lesson and the task to perform. Simple questions, a set of pictures etc. can be used to draw the attention of the students towards reading. This stage is very important because it motivates students, helps students to guess what they are going to read, and facilitates reading and reading comprehension.

b) While- Reading stage

In this stage, the teacher presents the tasks to be performed. The students grasp the main idea and supporting details of the text. They can extract specific information from the text and can understand the gist of the text. The students read the text silently with the group and do the specified task.

c) Post –Reading Stage

The teacher checks the answers and can provide cues to the students to check their answer themselves. Students revise the text in case they don't understand. This stage strengthens complete comprehension and provides the students an opportunity to express their personal experience and knowledge in relation to the text they have read.

1.1.15 Approaches to Reading

Teaching of reading is an important aspect of teaching/learning a foreign language. It opens the gateway of knowledge. There are different approaches to reading based on the reading materials, organization of content and presentation of content .The main three approaches have been described below.

a) Thematic Approach

Grillet(1981) (as cited in Sharma & Phyak, 2007) writes:

Learners should be encouraged not only to concentrate on what is conveyed but also how the message in the reading text is organized. It means the organization of a passage is not always determined by its contents and by the nature of the information to be conveyed. The thematic pattern used is often a choice on the part of the writer and this choice, in its turn, alters the message (p.237).

The main aim of the thematic approach to reading is to help the students to

recognize how the arrangement of information in the passage can determine the order of the words in those sentences. The main skill involved in this task is the understanding of relations between parts of the text.

b) Signpost Approach

The signpost approach is based on the assumption that reading comprehension takes place best if we provide students with pre-reading tasks. Questions may be of different types. The students have to think and consider the questions to be answered while reading text. But one possible danger of giving such pre-reading questions is that students may only read the text to find the sign post questions. To avoid this, the teacher has to prepare such SPQs whose answer can be found only after reading the text. The SPQs should be easy to answer and concerned with the general meaning or with the most important points of a text and not focus on minor details.

According to Nuttall (1996) (as cited in Sharma & Phyak, 2007, p.240) some of the classroom procedures for teacher reading comprehension using SPQs can be.

- a) Dealing with essential language points for the selection (if SPQ)
- b) Assignment of SPQ for the section
- c) Silent reading of the section by whole class.
- d) Checking answers or SPQ and assigning other questions for the section

c) Language Experience Approach

LEA supports students' concept development and vocabulary growth while offering many opportunities for meaningful reading and writing activities. Carrell and Eisterhold (1983) argue (as cited in Alyousef, 2005, p.149) that LEA, which was proposed by Rigg, is an excellent way to control vocabulary, structure and content. It uses the students' ideas and their own words in preparation of beginning reading materials. The basic assumption of LEA is that reading material and activities become more effective and successful if the

materials and activities are prepared based on the experience of the learners. The use of whole language is emphasized. LEA is a whole language approach that promotes reading and writing through the use of personnel experiences and oral language. The teacher can prepare a set of questions and elicit information from the students if the class is large. They can come up with the topic as sports, wild animals, or scientific inventions etc. This provides a sound basis for effective reading because reading becomes the content. LEA is recommended for the reader when all previous methods have failed.

1.2 Review of Related Literature

Task Based Language Teaching (TBLT) proposes the notion of ‘task’ as a central unit of planning and teaching. It has its link with communicative language teaching and shares some principles with it. It is a new approach to language teaching in which all the tasks are contextualized and the students have to involve in talking, writing, drawing, solving problem. Though the task based language teaching hasn’t occupied the place yet in Nepalese curriculum and syllabus, it has become an important method for foreign or second language teaching in different parts of the world. Prabhu (1987) was the first person to put this theory into practice in his popular project. Some researches have been carried out on ‘Task Based Language Teaching’ in the department of English education, but even a single research has not been yet carried out on the role of task based technique in teaching reading comprehension.

Some of the researches that are related to this research topic are reviewed here.

Prabhu (1987) in his ‘Bangalore Project’ used task based language teaching for second language learning which was initiated in 1979 and completed in 1984. The project aimed at improving SOS (situational Oral Approach) and the emphasis was laid on competence and communication. Prabhu stated explicitly that competence is to be understood as ‘grammatical competence’ (the ability to conform automatically to grammatical norms) and communication as a

matter of understanding or conveying meaning. Communicative competence was to develop 'in the course of meaning – focused activity'. Grammatical competence was to be built through 'internal self-regulating processes' and for that it would help to convey meaning in 'favourable conditions'. The role of teachers was to create the conditions for the learners to engage in meaningful situations. He proved that if the emphasis is given on meaning rather than form, it becomes effective and better output can be achieved.

Nunan (1989) defines communicative tasks as 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. He further discusses the two types of tasks: real world tasks and pedagogical tasks. He writes that the definition of language learning task requires specification of four components: the goals, input, the activities derived from this input, and finally the roles implied for teachers and learners. Nunan mentions four macro-skills and the tasks. Teachers' role is to create tasks and facilitate students' learning. The students are the active participants.

Pant (2004) conducted a research on "A Study on the Effectiveness of Discovery Technique in Teaching Subject Verb Agreement in Grade Nine" and the findings of the study showed that the students taught through discovery technique had done relatively better in comparison to those taught through explanation technique. The study suggested that students should be encouraged to discover the rules themselves than directly exposing the rules by the teacher.

Regmi(2004) carried out a research on "A Study on the Effectiveness of Group Work Technique in Teaching English Tenses" to determine the effectiveness of group work technique in teaching English tenses. It was found that the students who were taught using group work progressed relatively better than the students who were taught using explanation.

Reinders (2005) conducted his research on "The Effects of Different Task Types on L2 Learners' Intake and Acquisition of Two Grammatical Structures" in which the study investigated the effects of i) implicit and explicit inductive instructions, ii) various task types on both intake and acquisition of two English grammatical structures. Fifty adult ESL learners were pre-tested with the help of a timed and an untimed grammaticality judgment test for prior knowledge of negative adverbs and adverb placement and were randomly assigned to a dictation, an individual reconstruction or a collaborative reconstruction treatment. Treatments were accompanied by either implicit instructions or explicit instructions. The result shows that the explicit instructions of the inductive type used in this study were unable to affect participants' intake and acquisition in comparison with the implicit instructions. The three types of treatments did not have an effect on acquisition in many cases.

Oli (2005) carried out his research on "The Effectiveness of Task-Based Technique for Teaching Simple Present Tense" in which he found that task-based teaching was very effective in teaching simple present on the whole. In transformational items, task oriented teaching was found less effective than other items but it was found more effective than the explanation technique. It was also found most effective in guided communicative items and grammar. This study proved that if the focus is on meaning, we can get better results at the end. It was an experimental type of research and is the first research carried out using task-based technique in second language teaching and learning in Nepal.

Baral (2006) carried out a research on "Effectiveness of Co-operative Learning on the Lower Secondary Students' Achievements in English" to find out the effectiveness of cooperative learning with respect to achievement of students in English and their performance in all macro-skills. It was found that cooperative learning was more effective than the current methods. Students showed better performance in listening/speaking skills but reading/writing was not as impressive as listening/speaking area.

K.C.(2007) carried out his research on “Testing Reading Comprehension : A Place of Subjective and Objective Tests” which was a kind of cross-sectional study. He selected four public schools and four private schools of Surkhet district for data collection. He found that objective tests were more effective than the subjective tests in testing reading comprehension. The performance of the students of public schools was poorer than their counterparts of private schools in both text materials and non-text materials.

Khadka (2007) carried out his research on ‘Task-Based and Form-Focused Techniques of Teaching Grammar’ in which experimental and control groups were taught the simple past tense by using different techniques and the results were analyzed from the pre-test and post-test scores of the students . He found that task based technique was more effective than form focused technique of teaching grammar. The study showed that grammar can be taught covertly in task oriented activities. The result of communicative use of the simple past tense showed that task-based technique is more effective to teach communicative use of grammar.

Farhani & Nejad (2008) conducted their research on ' A Study of Task-Based Approach: The Effects of Task Based Techniques, Gender and Different Levels of Language Proficiency on Speaking Development ' with the objective of finding a) any effect on speaking proficiency male and female earners of English b) any difference in terms of speaking proficiency development between male and female learners of English who experienced task-based techniques c) any difference in terms of the degree of progression between intermediate and advanced English learners of the same gender under TBA , on 162 subjects. It was found that the students of experimental group, who experienced task-based principles of teaching speaking, performed better than those of control group on the final speaking post test.

Jaishi (2008) conducted his research on “ A study on the Techniques of

Teaching Reading in English at Primary Level” to find out the different techniques applied in teaching reading and to identify most commonly used techniques in teaching at primary level in different public schools. The findings of the study showed that group work, pair work, demonstration and explanation techniques were generally used whereas drill was the most commonly used techniques in teaching reading at primary level.

M.A. (2009) conducted her Ph. D. research on "TBL in English Language Learning in Macau: Effects on Chinese Tertiary Learners' Beliefs and Motivations". The study aimed to investigate Chinese tertiary learners' beliefs about and motivations for English learning through research carried out before, during and after the implementation of a specially designed program of task-based English teaching. Twenty four undergraduate learners from different regions of China were investigated by qualitative and quantitative instruments before, during and after the 15-week task-based EFL program. Both qualitative and quantitative findings reflected that the learners' self-concept beliefs and intrinsic motivation for English learning were increasingly enhanced by the task-based EFL program

The present study is going to be different from the above studies in that it attempts to find out the role of task-based technique in teaching reading comprehension at grade ten.

1.3 Objectives of the Study

The following were the specific objectives of the present study.

- i) To find out the effectiveness of the task based technique in teaching reading comprehension.
- ii) To list some pedagogical implications

1.4 Significance of the Study

The study will have great significance in the field of English language teaching/learning. Over the decades, many approaches and methods of teaching foreign language appeared, became dominant and disappeared at the end as they could not compete the new approaches and methods. Task-based learning is a new method which emerged out of communicative language teaching in 1980s. So, the present study will be useful to the syllabus designers, experts, curriculum developers, textbook writers, classroom teachers, practioners, students, methodologists, teacher trainers, and for those who are directly or indirectly involved in English language teaching. It will be beneficial to those who want to make their teaching more effective, interesting, goal oriented and fruitful using task-based instruction.

1.5 Definition of Specific Terms

Task- Task is an activity where the target language is used by the learner for a communicative purpose.

Interaction- It is a type of communication which occurs among the students and with the teacher in class.

Target language- A language which is used for classroom teaching and learning.

Input- Input is an amount of information to be exposed to.

Acquisition- It is the gradual development of ability in a language by using it naturally in communicative situation.

Learning- Learning refers to a conscious process of accumulating knowledge of a language.

- Natural route-** It refers to a path through which language learning takes place in a natural way.
- Pair-** It is a combination of two learners learning a language.
- Group-** It refers to a number of students acting or learning together.
- Authentic texts-** Those texts which are not designed for pedagogic purpose but are used in teaching.
- Real world task-** Tasks which require learners to approximate in the class the sorts of behaviours required of them in the world beyond the classroom.
- Pedagogical task-** Tasks which require learners to do things which is extremely unlikely they would be called upon to do outside the classroom.
- Reading comprehension-** It is a type of reading in which the learners try to understand the gist of the text.
- Skimming-** It is a type of reading in which the readers go through the reading material quickly in order to get the gist of it.
- Scanning-** It is a type of reading in which readers try to locate specific information.
- Pre-reading questions-** Those questions which are presented before reading the texts.
- Pre-test-** Test which is taken before actual teaching to find out the competence level of the students.
- Post-test-** Test which is taken after the experimentation is over to find out the achievement of the learners.

Score- It is marks obtained by the students in pre-test and post-test.

Control group- The group which is treated without any new technique in teaching.

Experimental group- The group which is treated with special way applying new technique.

CHAPTER -TWO

METHODOLOGY

I adopted the following methodology.

2.1. Sources of Data

I made use of both primary and secondary sources of data.

2.1.1. Primary Source

The primary sources of data for this research were the sixty students of grade ten of Shree Rastriya Navajgrit Higher Secondary school, Chuha of Kailali district. Primary data was received on the basis of the scores on pre-test and post-test.

2.1.2. Secondary Sources

Different books, Journals, articles, textbooks, websites etc. were used as secondary sources of data. Some of them are Wilkins (1976), Prabhu (1987), Nunan(1989), Cross (1992), Richards & Rodgers (2001), Subedi (2003), Khaniya (2005), Harmer (2007) etc.

2.2. Population and Sampling Procedure

The population of the study was the students of grade ten of Shree Rastriya Navajgrit Higher Secondary School, Chuha of Kailali district. Sixty students studying at grade ten were selected as a sample population. I adopted non-random judgmental sampling procedure to select the school of Kailali district and the students were selected using random sampling method to assign them to control and experimental group. On the basis of the pre-test, the score sheet was prepared and the obtained marks were arranged from high to low. Then the students were numbered and on the basis of their marks obtained in the pre-test,

two groups were formed. Students having odd number were put under experimental group and students having even number were put under control group. This can be shown as below.

Experimental group: 1, 3, 5, 7, 9, 11, 13, 15.....	59
Control group: 2, 4,6,8,10,12 , 14, 16,.....	60

2.3. Tools for Data collection

The main and only one tool for data collection was the test items. The test items were developed to test the students’ reading comprehension. Different sorts of questions were prepared to measure the learners’ reading comprehension. So, test items were developed for the students in order to draw the information to the research study.

The following types of text and test items were prepared for data collection.

Type of text asked in the pre-test and post-test for reading comprehension

1	A story
2	Hailstorm
3	Martin Luther king
4	Gravitational force

Type of text items asked in the pre-test and post-test

S.N.	Types of test items	Number of test items	total mark
1	Close test item	20	10
2	Multiple choice item	5	5
3	Vocabulary item	5	5
4	Sentence ordering	5	5
5	Question answer	5	10
6	True / false	5	5
7	Fill in the blanks	5	5
8	Multiple item with short text	5	5
	Total	55	50

2.4. Process of Data Collection

I adopted the following process of data collection.

- a) At first, I prepared the test items for the pre-test and consulted the different books and internet website in course of preparing those test items and also selected ten textual and fourteen non-textual reading texts to be taught considering their difficulty level during the research period.
- b) I, then, visited the concerned or selected school of Kailali district to collect the data for the present research.
- c) I established the rapport with the head teacher of the school and informed about the purpose of the study and asked for the permission to conduct the research in his school.
- d) Then, I consulted the class teacher and subject teacher of English of grade ten and asked for their help and support during research period of one month. I took necessary suggestions from them to make the teaching lively and fruitful during that period.

- e) I administered the pre-test to the tenth graders with the help of grade ten English teacher in order to find out the proficiency and performance level of the students and examined the answer sheets of the students.
- f) I made the score sheet and arranged them vertically from high to low and provided ranking number to each student.
- g) Then, I divided the students into two groups, namely experimental and control group on the basis of their ranking. They were grouped on the basis of their odd and even ranking in the pre-test. Odd numbers were assigned to experimental group and even numbers were assigned to control group.
- h) I taught experimental group using task-based technique whereas the control group was taught using traditional method or teacher-centred method. This was done to see the effectiveness of task-based technique in teaching reading comprehension.
- i) I prepared lesson plans and teaching materials and taught twenty four reading texts for a month, six periods in a week for a period of 45 minutes. There were ten textual reading texts and fourteen non-textual reading texts.
- j) After the experimentation was over, I took post-test of the students. The test items used in the pre-test were used in the post-test as well.
- k) At last, I analyzed and interpreted the collected data and the findings were derived and recommendations were made.

2.5 Limitation of the Study

The limitations of the study are as follows:

- a) This study was limited to only one high school of Kailali district.
- b) Only sixty students of grade ten were included as the total sample population of the study.

- c) Only one tool (test-items) was used for data collection.
- d) The study was carried out in an ESL / EFL classroom in Nepal over the time period of one month where students study English for a period of 45 minutes.
- e) The results or findings were based on the score of pre-test administered in the beginning and the post test administered at the end of the research.
- f) The study was confined to task based techniques in teaching reading comprehension.
- g) The research determined the effectiveness of task based technique only.
- h) Primary data were collected only from the written test.

CHAPTER -THREE

ANALYSIS AND INTERPRETATION

In this section of the thesis, I have made analysis and interpretation of the data received from the test items. The data collection tool was test items. The raw score which was obtained by the students in test items has been calculated and tabulated to find out the effectiveness of the task-based technique in teaching reading comprehension. The pre-test and post-test score was taken into consideration while analyzing the raw data. The data have been interpreted under three main headings. They are:

- a) Holistic Comparison
- b) Item Wise Comparison
- c) Intra Comparison

In the first heading, the holistic comparison was made. The average marks in all items in pre-test and post-test was calculated to find the role of task-based technique. Under the second heading, all eight items were tabulated and calculated to find out the effectiveness of the task-based technique in each item asked in the test paper. The pre-test and post-test average score of the students was calculated. Their difference and increment percentage was also calculated to get the significance difference between the pre-test and post-test score. Under the third heading, the comparison of experimental and control group was made within the same test. Comparison of pre-test and post-test was made separately.

3.1 Holistic Comparison

For holistic comparison, average marks of control and experimental group obtained in pre-test and post test have been tabulated and computed as in the table below.

Table No. 1
Average Marks of Control and Experimental Group in Both Tests

Group	Av. marks in t_1	Av. marks in t_2	D	D %
Control	20.05	22.35	2.30	11.47
Experimental	20.45	33.16	12.71	62.15

From the above table, we can say that the average marks of control group was 20.05 and the average marks of experimental group was 20.45. In post-test, both the groups obtained the higher marks than in the pre-test. Control group got 22.35 average total marks and experimental group got 33.16 as average total marks in post-test. The difference between the pre-test and post-test of control group is 2.30 and of experimental group is 12.71. In the same way, their difference in terms of percentage is 11.47% and 62.15 % respectively. The difference of pre-test and post-test of control group is less in comparison to the experimental group which has 12.71 or 62.15% difference percentage marks between the two tests. From this table, it can be said that the experimental group showed better performance than the control group. It shows the role of task based technique was more effective than the traditional way of teaching reading comprehension. Though the control group made a little bit improvement in their performance but it was far more behind the performance of experimental group. From this, it is concluded that experimental group made significant achievement in reading comprehension.

3.2 Itemwise Comparison

The score of each item obtained by the students in pre-test and post-test has been compared, analyzed and tabulated. The average score, difference and increment percentage have also been calculated to derive the findings.

3.2.1 Close test (Item No. 1)

For this kind of test especially to find out their reading comprehension, a simple story was given in which some of the words were deleted. The students had to write the correct answer on the basis of their reading. They were given a set of correct words from which they had to put in the correct place in the blanks. There were 20 words to be filled in. Each correct word carried 0.5 marks. The total mark for this kind of test was 10. The following table shows the average marks obtained by them.

Table No.2
Average Marks of Both Groups in Cloze Test Items

group	Av. marks in t_1	Av. marks in t_2	D	D%
control	2.13	2.75	0.62	29.10
experimental	1.98	6.5	4.52	235.41

From the given table, it is depicted that control group got 2.13 as the average marks in cloze test whereas the average marks of experimental group in pre-test was 1.98 . In the same way, the average mark of control group in post-test was 2.75 and experimental group got 6.50 as average total marks. The difference between pre-test and post-test of control group is 0.62 whereas the difference between t_1 and t_2 of experimental group is 4.52. The increment percentage of control group is 29.10% whereas it is 235.41% of experimental group. The control group has increased its marks by 0.62 or 29.10%. On the other hand, experimental group has increased its marks significantly by 4.52 or 235.41%. This shows that experimental group made better progress than the control group.

3.2.2 Multiple Choice (Item No. 2)

The multiple choice items were given which were based on the textual reading

material. There were five questions followed by three alternatives from which one correct answer was to be chosen. The students had to read the text to find out the correct alternatives. Each question contained one mark. The students had to circle the correct answer. Such items are useful to concentrate on developing intensive reading skills on the part of students. The following table gives a short account of average marks obtained by the students in pre-test and post-test.

Table No.3
Average Marks of Both the Groups in Multiple Choice Item

Group	Av. marks in t_1	Av. marks in t_2	D	D%
control	2.53	2.83	0.3	11.85
experimental	2.8	4.06	1.26	45

The given table shows the average marks obtained in pre-test and post-test, their difference and increment percentage of both the groups. The control group has 2.53 as average marks in pre-test and 2.8 is the total average marks obtained by experimental group. In the post-test, both the groups have made some kind of improvements in their score. The control has got 2.83 as the average total marks and 4.06 is the average total marks of experimental group. The control group has made 0.3 marks difference between t_1 and t_2 whereas experimental group has made 1.26 difference between t_1 and t_2 . Their difference percentage is 11.85% and 45% respectively. The control group has increased its marks by 0.3 or 11.85% whereas the experimental group has increased its marks by 1.26 or 45%. The experimental has better progress than the control group in multiple choice. From this, it is proved that task-based technique is more effective than the traditional way of teaching reading comprehension.

3.2.3 Vocabulary (Item No. 3)

These types of reading test items are focused in testing the understanding of the words on the basis of the text they read. If there is problem in word meaning, it certainly hinders the reading comprehension. For this purpose, five words were given. The students had to find the opposite meaning of the words reading the text . To check their understanding of the text such items were given. The following table shows the performance of control and experimental group in pre-test and post-test.

Table No. 4
Average Marks of Both the Groups in Vocabulary Items

Group	Av. marks in t ₁	Av. marks in t ₂	D	D%
Control	1.3	1.48	0.18	13.84
experimental	1.68	2.76	1.08	64.28

This table shows the average marks obtained by control and experimental group in vocabulary comprehension. The control group has scored 1.3 as average total marks in pre-test and experimental group has obtained 1.68 as average total marks in the same test. The average total marks of control and the experimental group is 1.48 and 2.76 respectively. The difference between the pre-test and post-test of both groups is 0.8 and 1.08 respectively. The increment percentage of control group is 13.84% whereas it is 64.18% of experimental group. The experimental group has scored higher marks than the control group in post-test. Form this, we can say that the experimental group has done better than the control group in vocabulary understanding.

3.2.4 Sentence Ordering (Item No. 4)

The sentence ordering item was given to the students in order to check their text understanding. There were five sentences altogether. The students had to put them into their correct order according to the circumstances happened in the text. The students were asked to read the text to find out the logical

sequence of the event. On the basis of their understanding, they had to order the sentences. The following table shows the average marks obtained by both the groups in sentence ordering.

Table No. 5
Average Marks of Both the Groups in Sentence Ordering

Group	Av. marks in t ₁	Av. marks in t ₂	D	D%
Control	2.2	2.53	0.33	15
experimental	1.9	3.06	1.16	61.05

The above table shows the average marks obtained in pre-test, post-test and their difference and increment percentage. The control group scored 2.2 as average total marks in pre-test and 1.9 is the average total marks of experimental group. The control group obtained 2.53 as the average total marks and experimental group scored 3.06 as the average total marks in post-test. The difference between the pre-test and post-test of control and experimental group is 0.33 and 1.16 respectively. The increment percentage of control group is 15% and 61.05% is the increment percentage of experimental group. This indicates that experimental group has done better than the control group in sentence ordering in post-test. The experimental group has shown better performance in this item. The control group increased its marks by only 0.3 or 15% whereas experimental group increased its marks by greater difference i.e.1.6 or 61.05%.

3.2.5 Question Answer (Item No. 5)

In this item, five questions were asked. Each question carried two marks. The students had to read the passage to find out the answers to the questions asked. The reading passage was about Martin Luther king's life which is non-textual reading material. The average marks obtained by both groups have been presented and tabulated in the following table:

Table No. 6

Average marks of Both the Groups in Question Answer

Group	Av. marks in t_1	Av. marks in t_2	D	D%
Control	4.58	4.91	0.33	7.20
experimental	4.51	5.76	1.25	27.71

In the above table, the control group scored 4.58 as the average total marks and 4.51 was the average total marks obtained by the experimental group in pre-test. In the same way, control group scored 4.91 as the average total marks and experimental group has 5.76 as the average total marks obtained in post-test. The difference between pre-test and post-test of control and experimental group is 0.31 and 1.25 respectively. The increment percentage of control group is 7.20% and 27.71% is the increment percentage of experimental group. The control group has increased its marks by 0.33 or 7.20%. The experimental group has increased its score significantly by 1.25 or 27.71%. This shows that experimental group has done better than the control group in question answers. The task-based technique has been effective in this item as well.

3.2.6 True/False (Item No. 6)

One of the ways of testing students' reading comprehension is true/false items. In these items, five statements were given. Each statement carried one mark. The students had to write true if the sentence is correct and false for wrong ones. There were four true sentences and one was false. The following table gives a short account of average total marks obtained in true/false item by control and experimental group.

Table No. 7

Average Marks of Both the Groups in True/False Item

Group	Av. marks in t_1	Av. marks in t_2	D	D%
Control	3.9	4	0.1	2.56
Experimental	3.73	4.3	0.57	15.28

In this item, the control group scored 3.9 average total marks and experimental group got 3.73 as the average total marks in pre-test. In the same way, control group obtained 4 as average marks and experimental group got 4.3 as average total marks in post-test. The difference between the pre-test and post-test of control group is 0.1 or 2.56% and the experimental group has the difference of 0.57 or 15.28%. From this, we can say that experimental group has done better in comparison to the control group in this item. This shows task-based technique has been effective in this item as well.

3.2.7 Fill in the blanks. (Item No. 7)

There were five questions asked from this item. Each blank carried one mark. The students had to read the given text to fill the correct words in the blanks. The following table shows the marks obtained by both the groups in both tests.

Table No. 8

Average Marks of Both the Groups in Fill in the Blank Items

Group	Av. marks in t_1	Av. marks in t_2	D	D%
Control	1.73	1.93	0.2	11.56
Experimental	2.13	3.1	0.97	45.53

In this item, control group obtained 1.73 as the average total marks and experimental group scored 2.13 as the average total marks in their pre-test. In the same way, control group got 1.93 as average total marks and experimental

group got 3.1 as the average total marks. The difference between pre-test and post-test of control group is 0.2 and the difference between t_1 and t_2 of experimental group is 0.97. The increased percentage of control group is 11.56% whereas it is 45.53% of experimental group. From this data, we can come to the point that experimental group showed better performance than control group in this item in post-test.

3.2.8 Multiple Choice Item with Short Text (Item No. 8)

There was a short non-textual reading text followed by multiple choice items. There were five questions with four alternatives for each question. The students had to read the short text to find the correct answer. The students had to tick (✓) the best answer from the given options. Each question carried one mark. The following table shows the pre-test and post-test marks obtained by both groups.

Table No. 9

Average Marks of Both the Groups in Multiple Choice with Short Text

Group	Av. marks in t_1	Av. marks in t_2	D	D%
Control	1.66	1.9	0.24	14.45
Experimental	1.7	3.6	1.9	111.76

In this item, control group scored 1.66 as the average total marks and experimental group scored 1.7 as the average total marks in pre-test. Both groups made some improvements in their score in post-test. Control group got 1.9 average marks and experimental group scored 3.6 as average total marks in post-test. The difference between the pre-test and post-test score of control group is 0.24 whereas it is 1.9 of experimental group. The increment percentage of control group is 14.45% but it is 111.76% of experimental group. The experimental group has increased its marks by 1.9 or 111.76% whereas control group has increased its marks by only 0.24 or 14.45%. The

experimental group improved in its score tremendously which is the result of task-based technique applied during the classroom teaching

3.3 Intra-comparison

In this part of analysis and interpretation, the test score of control and experimental groups is interpreted. The performance of both groups is described on the basis of a single test either pre-test or post-test. Here the marks obtained in pre-test by them have been presented in the following table. There were eight types of test items. The average marks scored by both the groups, difference and increment percentage have been tabulated below.

3.3.1 Pre-test

The following table shows the average marks of both the groups in all eight test items in pre-test.

Table No. 10
Average Marks of Both the Groups in Pre-test in All the Test Items

S.N.	Test types	control		Experimental	D	D%
1	Cloze Test	2.13	>	1.98	0.15	7.57
2	Multiple choice	2.53	<	2.8	0.27	10.67
3	vocabulary	1.3	<	1.68	0.38	29.23
4	sentence ordering	2.2	>	1.9	0.3	15.78
5	question answer	4.6	>	4.51	0.09	1.99
6	true/false	3.9	>	3.73	0.17	4.55
7	fill in the blanks	1.73	<	2.13	0.4	23.12
8	multiple choice item with short text	1.66	<	1.7	0.04	2.40

In the above table, the comparison of experimental and control in each item in pre-test has been made. There were eight test items asked in the pre-test. The full mark was 50. In cloze test, control group scored 2.13 as the average total

marks and in the same item experimental group obtained 1.98. The difference between them is of 0.15 or 7.57%. The control group got slightly higher marks than the experimental group. In the second test item or multiple choice items, control group obtained 2.53 as the average total marks whereas it is of 2.80 of experimental group. The experimental group got 0.27 more marks than the control group which is a bit higher than the control group. In vocabulary, control group got 1.3 as the total average marks and experimental group got 1.68 average marks. The difference between the two groups is of 0.38. The experimental group has got 0.38 or 29.23% more marks than the control group. In sentence ordering, control group obtained 2.2 whereas experimental group obtained 1.9 as the average total marks. The control group has got 0.3 or 15.78% more marks than the treatment group. In question answer, control group got 4.6 average marks and treatment group scored 4.51. The difference between two groups is of 0.09 or 1.99%. In this item, control group obtained slightly more marks than the treatment group. In true/false item, control group scored 3.9 as the average marks and experimental group got 3.73 which is 0.17 or 4.55 marks less than the control group. In fill-in-the blanks, control group got 1.73 as average total marks and experimental group got 2.13 marks which is 0.4 or 23.12% more than the control group. In multiple choice item with short text, experimental group obtained 0.04 or 2.40% more average marks than the control group. On the whole, there is no significant difference between the score of experimental and control group in pre-test.

3.3.2 Post-test

In this part, both the groups' performance in all the test items in post-test has been analyzed. The same test items asked in the pre-test were used and given in post-test to find out the effectiveness of task-based technique in teaching reading comprehension. In the following table, we will have the average total marks obtained by control and treatment group in all eight test items.

Table No.11**Average Marks of Both the Groups in Post-test in All Test Items**

S.N.	Test types	control		experimental	D	D%
1	Cloze Test	2.75	<	6.5	3.75	136.36
2	Multiple choice	2.83	<	4.06	1.23	43.46
3	vocabulary	1.48	<	2.76	1.28	86.46
4	sentence ordering	2.53	<	3.06	0.53	20.94
5	question answer	4.91	<	5.76	0.85	17.31
6	true/false	4	<	4.3	0.3	7.5
7	fill in the blanks	1.93	<	3.1	1.17	60.62
8	multiple choice item with short text	1.9	<	3.6	1.7	89.47

In the above table, the average total score of control group and experimental group in all test items in post-test has been tabulated. In cloze test, control group scored 2.75 as the average marks and experimental group obtained 6.5 as the average marks which is 3.75 or 136.36% higher than the score of control group. In multiple choice items, control group got 2.83 as the average total marks and experimental group got 4.06 which is 1.23 marks or 43.46 higher than the control group. In vocabulary, the average mark of control group is 1.48 and it is 2.76 of experimental group. The difference between these two groups in terms of their post-test score is 1.28 or 86.46%. Experimental group scored higher marks than the control group in this item. In sentence ordering, treatment group obtained 0.53 or 20.94% more marks than the control group. In question answer, control group scored 4.91 as the average total marks and treatment group got 5.76 and the difference between them is of 0.85 or 17.31%. Treatment group got higher marks in this item as well. In true/false item, control group obtained 4 as the average marks whereas it is 4.3 of experimental group. The experimental group has got 0.3 or 7.5% more marks than the control group in this item. In fill-in-the blank items, control group scored 1.93 as the average marks and experimental group got 3.1 which is 1.17 marks or

60.62% higher than the control group. In the last test items, control group scored 1.9 as the average total marks and experimental group got 1.7 or 89.47% more marks than control group improving its score up to 3.6. From this data analysis, we can come to this conclusion that experimental group did better than the control group due to the treatment used in experimental group. The task-based technique was more effective in cloze test than in other test items in post-test.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

In this part of the thesis, findings are deduced and recommendations are made on the basis of the analyzed and interpreted data in the previous section. To find out the role of task-based technique in teaching reading comprehension, three reading passages and a close test was given. There were eight items altogether in the pre-test and post test. These pre-test and post-test items were analyzed and interpreted. In this research study, two groups were formed, namely control and experimental group. They were taught using the same material and objectives. But the difference was on the use of technique used in the classroom teaching. The control group was taught using the traditional way of teaching or teacher centred technique whereas the experimental group was taught using task based technique. Before teaching, a pre-test was administered to the students and when the research period was over, a post - test was taken. The results of both the test were interpreted and tabulated for data analysis. The result of those test showed that experimental group was far ahead than the control group. It means experimental group showed better performance than control group in reading comprehension. On the basis of these analyzed and interpreted data, the following findings have been drawn and some recommendations have been listed at the end.

4.1. Findings

4.1.1 Holistic Findings

The first table shows the holistic comparison in which control group increased its average marks by 2.30 or 11.47% whereas experimental group increased in its marks by 12.71 or 62.15%. This shows that experimental group did better progress in post-test than control group on the whole.

4.1.2 Itemwise findings

a) The table no. 2,3,4,5,6,7,8 and 9 show the itemwise comparison of both groups. In all the individual items, experimental group showed better performance in post-test. The control group was not found to be good at any test items. The findings of each item can be stated below.

b) In cloze test, control group scored 2.75 average marks and increased its marks by 0.62 or 29.10% in post-test. In comparison to this, experimental group improved its marks scoring 6.5 in post-test and added 4.52 or 235.41% more marks. This showed that experimental group was better in this item than the control group.

c) In multiple choice item, control group obtained 2.83 marks in post-test adding only 0.3 or 11.85% more marks whereas experimental group obtained 4.06 as average marks in post-test and increased its marks by 1.26 or 45%. From this, we can say that experimental group showed better performance than the control group in this item.

d) The table no. 4 shows the performance of both the group in vocabulary comprehension. Control group added 0.18 or 13.84% more marks in its pre-test score of 1.3. In the same way, experimental group increased 1.08 or 64.28% more marks in the post-test. From this, we can say that experimental group was found to be better in this item as well.

e) In sentence ordering, control group obtained 2.53 average total marks and increased the marks by 0.33 or 15% in post-test. On the other hand, experimental group increased their marks and scored 3.06 average marks in post-test. That group made signification difference by adding 1.16 or 61.05% more marks. This showed that experimental group showed better achievement than the control group.

f) In question answer, control group added 0.33 or 7.20% more marks in the post-test. Experimental group added 1.25 or 27.71% more marks in the post-test. Though both the groups improved their marks but the improvement of experimental group was observable because this group obtained more than five times more marks than the control.

g) In true / false item, the score difference between t_1 and t_2 of control group is 0.1 or 2.56% whereas it is 0.57 or 15.28% of experimental group. This also showed that experimental group did better progress in true/ false item as well.

h) In fill in the blank items, control group increased their average total marks by 0.2 or 11.56%. The experimental group increased their average marks by 0.97 or 45.53%. These figures show that experimental group got more achievements in fill in the blanks than the control group.

i) In multiple choice with short text, control group scored 1.9 as average marks in post-test and there was an increment of 0.24 or 14.45% . The experimental group scored 3.6 as average marks in post-test and increased its marks by 1.9 or 111.76%. This showed that experimental group showed better performance in this item.

4.1.3 Intra Findings

Intra comparison takes place within the same test. In other words, either pre-test or post-test are taken into consideration. The results of pre-test and post-test score of both groups have been drawn out here.

a) In pre-test, experimental group scored 1.98 as average marks which is 0.15 or 7.57 % less than the control group which scored 2.13 in the pre-test. This showed that control group was better in this item but in the second item experimental group was found to be better with the difference of 0.27 or 10.67%. In the same way, experimental group showed better performance in item no. 3, 7, and 8 in which the group was ahead by taking the score

difference of 0.38 or 29.23%, 0.04 or 23.12% and 0.4 or 2.40% respectively. Control group was better at test item no.4, 5 and 6 in which the group made the score difference of 0.3 or 15.78%, 0.09 or 1.99% and 0.17 or 4.55% than the experimental group respectively.

b) In the post-test, experimental group showed better performance in all test items in which the group made the score difference of 3.75 or 136.36%, 1.23 or 43.46%, 1.28 or 86.48%, 0.53 or 20.94%, 0.85 or 17.31%, 0.3 or 7.5%, 1.17 or 60.62% and 1.7 or 89.47% in no. 1,2,3,4,5,6,7 and 8 test items respectively than the control group. From this, it is concluded that task based technique was found to be effective than the traditional way of teaching or teacher centred technique in teaching reading comprehension.

4.2. Recommendations

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

- 1) Experimental group showed better performance in all test items in comparison to the control group. So task-based technique proved to be effective in teaching reading comprehension. This technique should be applied in class room teaching.
- 2) Task based language teaching provided freedom to the students while completing the task. So, it is fruitful for the students.
- 3) The teacher should be constructive and careful while designing and introducing the tasks in the class room.
- 4) Students become active in the class. They work in pairs or group. This enhances their communicative ability and fluency can be achieved. So this technique is effective in this matter.

- 5) Even the shy students can take the benefit of this type of teaching. They can improve their communication skills.
- 6) Curriculum development center should develop and design syllabus, textbooks and materials to support the task based language teaching inside the class room.
- 7) The concerned authority should conduct trainings, seminar on task based language teaching so that the teacher can understand TBLT and apply this in the class room teaching.
- 8) TBLT creates a feeling of co-operation among the students since they involve in pairs or group work to solve a particular task in the class.
- 9) The language teacher should bear in mind that whether the tasks and the materials are functioning with respect to their goals and objectives of programs as a whole or not.
- 10) The teacher should develop his/her language lesson using TTT approach (Test- teach –test) not PPP approach (Presentation , Practice, Production)
- 11) The teacher should analyze the level of students' linguistic competence and then only he/she should design communicative tasks with the spirit of task based language teaching.
- 12) The traditional materials are to be designed to fit the task based language teaching because they may not fit in the framework and methodology of TBLT.
- 13) TBLT leads from fluency to accuracy plus fluency. Therefore it is to be adapted to develop the communicative ability of the students.
- 14) While using TBLT, the tasks become more engaging for the students

and the usage of the language becomes more meaningful when the task is the center of attention.

- 15) Task-based approach creates more favourable conditions for the development of second language acquisition.
- 16) It is necessary for the teacher, as a practical control and facilitator of learners' activities in the classroom, to have a positive attitude towards TBLT in order for it to be successfully implemented.

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Appendix I

Questionnaire

Time- 1:30 hr.
Grade- 10

PM: 50
PM: 20

Reading Comprehension Test

Name of the student.....

1. Choose the correct words to fill in the blanks below. [10]

Once upon a time, a farmer had three sons. The farmer was rich and had many fields, but his sons were lazy. When the farmer was dying, he called his three sons to him. 'I have left you which will make you ' he told them. "Butmust dig in all the fields to find the where the treasure is"

After the old mandied, the three sons out into the fields..... began to dig. " I will the first to find place where the treasure buried, " cried the eldestThat's the field where father put the treasure. "..... another son. The three dug all the fields several years , but they no treasure . However , many grew in the fields the sons had dug. The vegetables made them very

(Treasure , rich , you , place , buried, had ,started , and ,be, the ,is, son , our , said ,sons , for , found , vegetable , after , rich)

2. Read the following passage and do the activities that follow.

The hailstorm last week wasn't a large one, but it caused many accidents. The hailstones started to come down in the late afternoon and were followed by rain. I saw it through the window of the restaurant. It had been raining for an hour and a half when we started for home.

The vehicles were being driven slowly because of the downpour. The visibility was poor and the wind was howling. There had been landslides in many places and driving was dangerous. Earlier the wind had been blowing forcefully but by the time we started off, it had calmed down. The downpour had turned into a drizzle and brought thunder and lightening.

I had been driving for an hour when the accident happened. My wipers hadn't been working, and the rain was spattering my windscreen. So I couldn't see well. I had been stopping to clean my windscreen every few minutes. I had just started the engine again when my tyres started to slip. The truck slipped onto the side of the road, hit the hill, turned over and stopped.

I felt and looked to see if I was hurt, but I wasn't. I had been driving quite slowly and

luckily the bend was quite wide. It was very quiet, with just the sound of music and falling rain; I had been playing the cassette. I looked for my khalasi but couldn't find him. Soon there was a long queue of vehicles and people were all round me asking questions about the accident. I heard them talking about two major accidents in which three people had died and ten others had been injured. Suddenly someone shouted that there was a man lying beside the road. It was my khalasi. He had been lying unconscious for half an hour.

A) Circle the correct answer from the alternatives given below. [5]

- a) The driving was dangerous because
 - i) there had been landslides in many places.
 - ii) it was thundering and lightening.
 - iii) the wind was blowing dangerously.
- b) The vehicles had been driving slowly because
 - i) it was blowing very hard.
 - ii) it was raining heavily.
 - iii) the hailstorm had caused many accidents.
- c) He couldn't see well because
 - i) there was a fog.
 - ii) it was raining heavily.
 - iii) the windscreen wasn't clean
- d) How many people had died in other two major accidents?
 - i) two people
 - ii) three people
 - iii) four people
- e) The man was lucky because
 - i) he wasn't hurt.
 - ii) he found his khalasi.
 - iii) he had been driving quite slowly.

B) Write the opposite words to the following words from the text. [5]

- a) late=
- b) quickly=
- c) finished=
- d) narrow=
- e) safe=

C) Put the following sentences into correct order. [5]

- a) The visibility was poor.
 - b) He drove for home.
 - c) The writer looked to see if he was hurt.
 - d) He had the accident.
 - e) The khalasi had been lying unconscious for half an hour.
- a).....
- b).....
- c).....
- d).....
- e).....

3. Read the following passage and do the activities that follow.

Martin Luther King was born in Atlanta, Georgia, on January 15, 1929. As a young boy, he loved books and was a good speaker. After graduating from college in 1948, King trained to be a minister like his father. During that time, he learned about Mahatma Gandhi, the Indian Leader, and his belief in nonviolence protest. King then went to Boston University where he studied to be a doctor of theology. He met Coretta Scott there. They were married in 1953 and had four children. In 1955, King became the minister of a Baptist church in Montgomery, Alabama. He knew that black people were not treated fairly in the south and wanted to try to change that. He met Ralph Abernathy, another minister, there. They worked together to help black people. Some people did not like what King and his followers were doing. In 1957, someone bombed his home and his church. He was put in jail many times for protesting how black people were treated. He was also stabbed. But he never used violence and asked his followers not to use violence. King was famous for the speeches he gave to persuade people that things must change. He inspired black and white people to fight for the fair treatment of blacks. In 1963, King gave his most famous speech to thousands of people in Washington, D.C. It is called his 'I have a dream' speech. King led many protest marches in the American south during the 1960s. He won the Nobel Peace Prize in 1964. He also wrote two books about black people's struggle for the same rights as the white people. King knew he might be killed one day by someone who did not like what he did. He was shot and killed on April 4, 1968, in Memphis, Tennessee. Today, people are still inspired by the speeches he gave and by his courage to fight for what he believed in without using violence.

A) Answer the following questions. [10]

a) What did Martin Luther King learn from the Indian leader, Mahatma Gandhi?

Ans:.....
.....

b) What was King's most famous speech called?

Ans:.....
.....

c) What kind of books did he write?

Ans:.....
.....

d) What prize did he receive for his hard work?

Ans:.....
.....

e) When and how did Martin Luther King die?

Ans:.....
.....

B) Write True or False for each of the following sentences below. [5]

- a) Martin Luther King had the same profession as his father.
- b) King studied religion at university.
- c) King believed in using violence to make changes.
- d) His house was bombed in 1957.
- e) Many people tried to hurt King.

C) Fill in the blanks from the text. [5]

- a) King studied to be a doctor of
- b) King had lead many protest.....in the 1960's.
- c) King wrote two books about black people's
- d) King became the minister of Baptist church inAD.
- e) He married to

4. Read the following short passage and do the activities that follow.

The sun also pulls the earth. However, the sun is much farther away from the earth than the moon, and so the pull, that is, the gravitation, is less. Sometimes, the sun and the moon pull together on the same side of the earth. Then, the high tide is very high, indeed.

Tick () the best answer. [5]

A. The pull of the sun on the earth is called -

- 1. tides. 2. high tide. 3. gravitation. 4. pulling together.

B. When there is a very high tide, the sun and the moon are -

- 1. on opposite sides of the earth. 2. on the same side of the earth.
- 3. near to each other. 4. farther away than at other times.

C. The sun pulls the earth less than the moon because -

- 1. it is so large.
- 2. it is farther away than the moon.
- 3. the sun and the moon have no water.
- 4. it is on the opposite side of the earth from the moon.

D. At low tide, -

- 1. the water is piling up somewhere else. 2. the sun is much farther away.
- 3. the sun and the moon are not pulling together. 4. the sun and the moon are on the same side of the earth.

E. High tides take place on the surface of the-

- 1. sun 2. earth 3. moon 4. star

The End

Specific Reading Texts Selected for the Study

Lesson Plan No.	Title of the Text	
1	People of Nepal	Textual Reading Texts
2	Parsa Wildlife Reserve	
3	Hailstorm	
4.	Cultures	
5.	Food	
6.	Newspaper article	
7.	Job Interview	
8.	Rules and Regulations	
9.	Computer	
10.	Florence Nightingale	
11.	Three Lazy Sons	
12.	A Bashful Courtship	
13.	The Accomplished and Lucky Teakettle	
14.	The Rat and the Tiger	
15.	Mahatma Gandhi	
16.	A Letter to a Friend	
17.	Weather Report	
18.	Vacancy Announcement	
19.	Gravitational Force	
20.	Birds	
21.	Marco Polo	
22.	Father Damien	
23.	Radium	
24.	Bicycle Puncture	

Appendix- II

Students' Rank According to the Pre-test Result

S.N.	Name	Mark	S.N.	Name	Mark
1	Hem Raj Chaudhary	33	33	Tara P. Chaudhary	18.5
2	Bishal Chaudhary	33	34	Lalmata K. Bam	18.5
3	Ram Prasad Jaishi	30	35	Hira K. Chaudhary	18.5
4	Lakshaya Raj Chaudhary	28	36	Karan Bist	18
5	Chandra Adhikari	28	37	Anil Chaudhary	18
6	Prakash Kathayat	27.5	38	Amrita Chaudhary	18
7	Narendra Chaudhary	27	39	Suman Rokaya	18
8	Ram Lal Chaudhary	26.5	40	Ramesh P. Chaudhary	17.5
9	Garima K. Chaudhary	26.5	41	Mahesh Chaudhary	17
10	Puspa Raj Joshi	26	42	Radhika Bhandari	17
11	Rebika Acharya	25.5	43	Bhagat Ram Kathariya	17
12	Bhanubhakta Joishi	25	44	Mina Bhandari	16.5
13	Dakshina Bam	24.5	45	Kamala Chaudhary	16.5
14	Bibek Chaudhary	24.5	46	Kamala Bam	16.5
15	Laxman Bhandari	23.5	47	Mahendra P. Jaishi	16.5
16	Subasee Chaudhary	23	48	Anita K. Kathariya	16
17	Mina Chaudhary	23	49	Sangam Chaudhary	16
18	Arjun Chaudhary	23	50	Krishna Upadhyaya	16
19	Monika k.Dangaura	23	51	Dhansara Deuba	16
20	Kapil Bist	22.5	52	Saraswati K. Bhul	15.5
21	Kalam Nepali	22.5	53	Kabita Bhul	15.5
22	Dhan B. Thapa	22	54	Ranjeeta B.K.	14.5
23	Renu Chaudhary	21	55	Radhakrishna Chaudhary	14.5
24	Maya K. Kathariya	20.5	56	Sonam Sunar	14
25	Suresh K. Chaudhary	20	57	Ajay Chaudhary	14
26	Nishan Deuba	19.5	58	Sarita K. Chaudhary	13
27	Mahesh Thakulla	19.5	59	Neelam K. Chaudhary	12.5
28	Seema Chaudhary	19.5	60	Radhika Bogati	12
29	Bam B. Chaudhary	19.5			
30	Kapil Kathariya	19.5			
31	Nirpa Deuba	19			
32	Tara Deuba	19			

**Group Division According to the Odd-Even Ranking Process of
Pre-test**

Control Group 'A'

Roll. No.	Name	Mark
2	Bishal Chaudhary	33
4	Laksha Raj Chaudhary	28
6	Prakash Kathayat	27.5
8	Ram Lal Chaudhary	26.5
10	Puspa Raj Joshi	26
12	Bhanubhakta Joshi	25
14	Bibek Chaudhary	24.5
16	Subasee Chaudhary	23
18	Arjun Chaudhary	23.5
20	Kapil Bist	22.5
22	Dhan Bahadur Thapa	22
24	Maya Kumari kathariya	20.5
26	Nisan Deuba	19.5
28	Seema Chaudhary	19.5
30	Kapil Kathariya	19.5
32	Tara Deuba	19
34	Lalmata k. Bam	18.5
36	Karan Bist	18
38	Amrita Chaudhary	18
40	Ramesh Chaudhary	17.5
42	Radhika Bhandari	17
44	Mina Bhandari	16.5
46	Kamala Bam	16.5
48	Anita Kumari Kathariya	16
50	Krishna Upadhyaya	16
52	Saraswati Kumari Bhul	15.5
54	Ranjita B.K.	14.5
56	Sonam Sunar	14
58	Sarita K. Chaudhary	13
60	Radhika Bogati	11.5

**Group Division According to the Odd-Even Ranking Process of
Pre-test**

Experimental Group 'B'

Roll. No.	Name	Mark
1	Hem Raj Chaudhary	33
3	Ram Prasad Jaishi	30
5	Chandra Adhikari	28
7	Nerendra Chaudhary	27
9	Garima K. Chaudhary	26.5
11	Rebika Acharya	25.5
13	Dakshina Bam	24.5
15	Laxman Bhandari	23.5
17	Mina Chaudhary	23
19	Monika K. Dangaura	23
21	Kalam Nepali	22.5
23	Renu Chaudhary	21
25	Suresh Chaudhary	20
27	Mahesh Thakulla	19.5
29	Bam b. Chaudhary	19.5
31	Nirpa Deuba	19
33	Tara P. Chaudhary	18.5
35	Hira K. Chaudhary	18.5
37	Anil Chaudhary	18
39	Suman Rokaya	18
41	Mahesh Chaudhary	17
43	Bhagat Ram Kathariya	17
45	Kamala Chaudhary	16.5
47	Mahendra P. Jaishi	16.5
49	Sangam Chaudhary	16
51	Dhansara Deuba	16
53	Kabita Bhul	15
55	Radhakrishna Chaudhary	14.5
57	Ajay Chaudhary	14
59	Neelam Chaudhary	12.5

Group A
Control Group
Individual Score in Each Item in Pre-test

test item no.	1	2	3	4	5	6	7	8	
R. N									Total
2	3.5	4	3.5	5	6	4	4	3	33
4	2.5	3	4	5	6.5	4	0	3	28
6	1.5	4	1	5	7	4	3	2	27.5
8	1.5	3	3	1	7	5	4	2	26.5
10	2	3	1	5	7	4	3	1	26
12	4	3	1	2	6	3	3	3	25
14	4	3	3	1	5.5	4	2	2	24.5
16	2	1	2	5	6	4	3	0	23
18	2	4	2	5	6	2	1	1	23
20	3	4	1	3	4.5	5	0	2	22.5
22	2	3	2.5	3	2.5	5	2	2	22
24	2.5	3	3	0	4	4	3	1	20.5
26	2.5	4	1	3	4	4	0	1	19.5
28	3	3	0	0	6.5	4	2	1	19.5
30	1.5	3	0	5	5	3	0	2	19.5
32	1.5	4	0	0	4.5	4	3	2	19
34	1.5	2	1	1	4	5	3	1	18.5
36	3	2	0	1	3	4	2	3	18
38	2	3	3	0	5	4	0	1	18
40	3	0	1	0	4.5	5	3	1	17.5
42	2	1	2	2	3	5	0	2	17
44	2	0	0	2	4.5	5	1	2	16.5
46	0.5	2	0	1	4	2	4	3	16.5
48	1.5	2	0	3	1.5	4	3	1	16
50	1	2	1.5	2	3.5	4	0	2	16
52	2.5	2	1	3	2	3	1	1	15.5
54	2.5	2	0	0	3	5	0	2	14.5
56	1	3	0	0	7	2	0	1	14
58	2	3	1	0	2	3	1	1	13
60	0.5	0	0.5	3	2.5	3	1	1	11.5
Total	64	76	39	66	137.5	117	52	50	601.5
Av.	2.13	2.53	1.3	2.2	4.58	3.9	1.73	1.66	20.05

Note:

1= cloze test, 2= Multiple choice item, 3= vocabulary item, 4= sentence ordering, 5= Questions answer, 6= True/false item, 7= Fill in the blanks, 8= multiple choice item with short text

Group A Control Group

Individual Score in Each Item in Post-test

test item no.	1	2	3	4	5	6	7	8	
R.N									Total
2	5.5	5	4	5	6	4	5	4	38.5
4	2.5	3	5	5	6.5	4	0	3	29
6	1.5	4	1	2	9	5	3	2	27.5
8	1.5	4	3	1	6.5	5	4	2	27
10	2	3	1	5	7	4	3	1	26
12	8	4	1	2	7	3	4	3	32
14	4	3	5	5	5	4	3	2	31
16	2.5	2	3	5	6.5	4	3	2	28
18	2	4	2	5	6.5	2	1	1	23.5
20	5	4	1	3	4	5	0	2	24
22	3	3	2	5	2	5	2	2	24
24	2.5	3	3	0	4	4	3	1	2.5
26	4.5	5	1	3	4	4	0	1	22.5
28	3	4	0	0	6.5	4	2	1	20.5
30	2.5	3	1	5	5	3	0	3	22.5
32	3	4	0	0	6	4	3	2	22
34	1.5	2	1	1	4	5	3	1	18.5
36	4.5	2	0	1	3.5	4	2	3	20
38	2	3	3	1	6	4	1	2	22
40	3	2	2	0	5	5	3	2	22
42	2	1	2	2	3	5	0	2	17
44	2.5	0	0	2	6	5	1	2	18.5
46	1.5	2	0	2	4	2	4	3	18.5
48	2	2	0	5	4	4	3	1	21
50	1	2	1	3	4	4	1	3	19
52	2.5	3	1	3	2	3	1	1	16.5
54	3	2	0	0	3	5	1	2	16
56	1.5	3	0	0	7.5	2	0	1	15
58	2	3	1	0	2	3	1	1	13
60	0.5	0	0.5	5	2	5	1	1	15
Total	82.5	85	44.5	76	147.5	120	58	57	670.5
Av.	2.75	2.83	1.48	2.53	4.91	4	1.93	1.9	22.35

Note:1= cloze test, 2= Multiple choice item, 3= vocabulary item, 4= sentence ordering, 5= Questions answer, 6= True/false item, 7= Fill in the blanks, 8= multiple choice item with short text

Group 'B'
Experimental Group
Individual Score in Each Item in Pre-test

test item no.	1	2	3	4	5	6	7	8	
R. N									Total
1	3.5	5	2.5	5	8	4	3	2	33
3	3	4	3	5	5	4	3	3	30
5	2.5	3	4.5	5	4	4	3	2	28
7	3	4	2	4	5	3	2	4	27
9	2	2	0	5	6.5	5	3	3	26.5
11	2.5	3	3	0	9	5	3	0	25.5
13	2.5	2	1	3	7	4	4	1	24.5
15	2	3	2	2	6.5	3	2	3	23.5
17	2.5	3	3	0	7.5	4	1	1	23
19	3.5	3	3	0	7.5	4	1	1	23
21	2	3	2	3	3.5	4	2	3	22.5
23	3.5	3	2	2	1.5	3	4	2	21
25	2	1	2	2	4	4	3	2	20
27	2.5	3	2	1	3	4	3	1	19.5
29	1	2	0	3	3.5	4	3	3	19.5
31	2.5	3	2	2	3.5	4	2	0	19
33	1	1	1	1	6.5	4	3	1	18.5
35	1.5	3	1	1	5	4	2	1	18.5
37	2	2	2	1	2	4	2	3	18
39	3	3	2	0	5	4	1	0	18
41	0.5	3	2	1	2.5	4	3	1	17
43	0	2	2	0	4	4	3	2	17
45	1.5	3	0	2	3	3	3	1	16.5
47	1	2	1.5	5	2	2	2	1	16.5
49	1.5	4	0	1	4.5	4	0	1	16
51	0.5	4	1	1	3.5	4	0	2	16
53	1	2	2	1	3	3	1	2	15
55	0.5	3	1	1	4	4	0	1	14.5
57	1	3	1	0	2	3	2	2	14
59	3	2	0	0	3.5	2	0	4	12.5
Total	59.5	84	50.5	57	135.5	112	64	51	613.5
Av.	1.98	2.8	1.68	1.9	4.51	3.73	2.13	1.7	20.45

Note:

1= cloze test, 2= Multiple choice item, 3= vocabulary item, 4= sentence ordering, 5= Questions answer, 6= True/false item, 7= Fill in the blanks, 8= multiple choice item with short text

Group 'B'

Experimental Group

Individual Score in Each Item in Post-test

test item no.	1	2	3	4	5	6	7	8	
R. N									Total
1	7	5	4	3	8	5	5	4	41
3	9	4	4	5	5	4	4	4	39
5	8.5	4	3	5	5	4	4	4	37.5
7	9.5	5	4	5	6	3	4	4	40.5
9	8.5	5	1	5	6.5	5	4	4	39
11	10	5	3	5	8	5	4	4	44
13	10	5	3	5	8	4	4	4	43
15	8.5	4	3	2	8	4	2	4	35.5
17	5.5	4	4	2	8	4	2	3	32.5
19	9.5	4	3	5	8.5	4	3	4	41
21	8.5	4	3	5	7.5	4	4	4	40
23	5	5	2	2	1.5	3	4	4	26.5
25	8	5	4	5	5.5	5	3	4	39.5
27	5.5	3	2	1	5	4	4	3	27.5
29	7	5	4	5	4	4	4	4	37
31	3	3	3	3	7.5	5	2	0	26.5
33	2	3	1	3	8.5	5	3	1	26.5
35	3	4	1	1	5	5	3	3	25
37	5	2	3	1	2	4	2	4	23
39	6	4	4	2	5	4	3	3	31
41	7	4	3	1	2.5	4	3	3	27.5
43	9	5	4	2	8	5	4	4	41
45	3	4	1	5	5	4	4	4	30
47	9	4	3	5	5	5	4	4	39
49	8	4	3	4	7	4	2	4	36
51	6.5	4	3	1	7	4	1	4	30.5
53	2	4	2	1	3.5	4	1	4	21.5
55	4.5	4	1	1	5.5	5	2	4	27
57	3.5	4	4	0	3.5	5	3	4	27
59	3.5	2	0	2	3.5	4	1	4	20
Total	195	122	83	92	173	129	93	108	995
Av.	6.5	4.06	2.76	3.06	5.76	4.3	3.1	3.6	33.16

Note:

1= cloze test, 2= Multiple choice item, 3= vocabulary item, 4= sentence ordering, 5= Questions answer, 6= True/false item, 7= Fill in the blanks, 8= multiple choice item with short text

Appendix- III

Lesson Plans Used in the Study

Lesson plan No .1 'A' **(Control group)**

School:- Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class :- 10

Date:- 2067/02/12

Lesson:- People of Nepal

1) Specific Objectives : At the end of this lesson, the students will be able to:

Read the text and answer the questions based on the text

2) Teaching Materials

Pictures, flash cards

3) Presentation and practice

- Teacher tells the students about our country.
- Then, he gives the summary of each paragraph contained in the lesson.
- The teacher picks up the possible difficult words from the text and writes their meaning on the blackboard. Pronunciation is taught through drill.
- Then students are asked to read the text.
- Teacher gives them some questions and they have to find the correct answer from the text .
- Students are asked to do other exercises based on the text.
- Teacher checks some four students' answer.
- Teacher tells the correct answer to the class at last.

4) Evaluation:

- What do Nepali farmers grow?
- What is the meat of cow called?
- Who don't eat pork? etc .

5) Homework: Q. No. 13, page 9 (Matching)

Lesson Plan No . 1'B'
(Experimental Group)

School : Shree Rastruya Navajagrit H.S.S. Chuha, Kailali

Class : 10

Date:- 2067/02/12

Lesson : People of Nepal

1) Specific Objectives:

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

- a) Read the text .
- b) Answer the questions based on the text

2) Teaching Material:

Flash cards , pictures etc .

3) Activities:

The following task based activities will be done.

Task 1: Teacher will tell the students what they are going to read. Before moving on to the text, the teacher asks simple questions to the whole class and the students answer in chorus .

Task 2 : T. instructs the students what they have to read. For this he divides the class into different groups and they are asked to read the text .

Task-3: T. gives different short questions based on the text and students have to solve them reading the text again .If they find any difficult words in the text, they can ask their friends or teacher who will present them in context on the blackboard not giving their direct meaning .

Task-4: Each group is asked to provide a title for each paragraph and then they will report it to the class .

Task-5 : T. asks them to read again and instruct them to write about their region and people living there – (occupation , food , culture , physical features , etc.)

Task-6: They work in group and teacher checks their work and provide feedback to them.

4) Evaluation: -T. checks their reading comprehension by asking some questions.

5) Homework . Write a short paragraph about your family based on the third paragraph of the text .

Lesson Plan No.2 'A'

School:- Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class :- 10

Date:- 2067/02/14

Lesson – Parsa wildlife Reserve

1) Specific Objectives –

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

a) Read the text and carry out the exercises based on the reading text.

2) Teaching Materials

Pictures, word cards

3) Presentation and Practice

Teacher asks the students what things are found in the forest and students tell the answer.

Teacher explains wildlife Reserve in short.

He gives the summary of each paragraph and presents some vocabulary and pronunciation on the board to help the students in reading the text.

The students read the text with the help of the teacher.

Teacher gives some three questions to the students.

They find the answer to the question from the text and write them into the copy.

Teacher again gives matching items to them. They match reading the text.

At last teacher tells the correct answer to the class and they check their answer.

4) Evaluation :- -Where is Parsa Wildlife Reserve ?

-What are its main features?

-How do you get there?

5) **Homework.** Q.no.13. at page 18 (True / False)

Lesson Plan No 2 'B'

School:- Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class :- 10

Date:- 2067/02/14

Lesson – Parsa wildlife Reserve

1) Specific Objectives –

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

- a) Read the text
- b) and do the activities based on the reading passage

2) Teaching Materials

Pictures of wild animals, forests etc.

3) Activities:

Tasks-1. Teacher will hang the pictures on the board and asks them to describe the pictures. They describe the pictures orally.

Tasks-2. T. asks the students to read the text in group. They also talk about their experience and share the same in the group.

Tasks-3. After reading, Teacher gives some fill in the blanks , True or False items to them and they read the text again and solve them . They take help from their friends. If the students don't want to work in the group, they can also work on their own.

Tasks-4. Each group is called on to report their work in front of the class. If the answer is correct the class will response positively, otherwise they have to make correction.

Tasks-5. Students are asked to check their friend's answer for correction if any. If they are confused, T. helps them.

4) Homework: - Read about similar reserve center in other books or newspaper and share the information with your friends.

Lesson Plan No.3 'A'

School:- Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class :- 10

Date:- 2067/02/16

Lesson – Hailstorm

1) Specific Objectives –

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

- a) Read the text
- b) Put the sentences into their correct order
- c) Answer the questions based on the text.

2) Teaching Materials

Pictures, flash cards

3) Presentations And Practice

- Teacher tells his own experience of accident in brief.
- Then, he tells what the lesson is about and what happened to the writer.
- He makes summary of each paragraph for the students
- Teacher presents some difficult vocabulary and their pronunciation on the blackboard to facilitate the students for easy reading.
- Students are asked to read the text
- They are given some five sentences and they have to put them in order according to the circumstances of the passage.
- Teacher checks when they finish. Otherwise he will tell the correct answer to the class.
- Teacher writes two questions on the board and students have to write the answer from the text.
- Teacher checks and provides necessary suggestions to them.

4) Evaluation – - What is the man's job?

- Why couldn't he see well? etc.

5) Homework. Find the following words from the text

- a) late (opposite)
- b) safe (opposite)

Lesson Plan No. 3 'B'

School:- Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class :- 10

Date:- 2067/02/16

lesson – Hailstorm

1) Specific Objectives –

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

- i) Read the text
- ii) Answer the comprehension questions based on the text

2) Teaching Materials:

Pictures, flash cards, etc

3) Activities:

Tasks-1. Teacher asks the students what may have happened in the pictures and they try to guess.

Tasks-2. Teacher gives clear instruction what they have to do before doing the tasks. The students will follow the instructions.

Tasks-3. Teacher asks the whole class to read the text and teacher will assist them with pronunciation and vocabulary.

Tasks-4. Teacher gives each group a paragraph for reading and some comprehension exercises based on the paragraph. They read the text and find out the answer. They discuss with their friends in group to find out the answer

Tasks-5. Teacher asks all the students to read and provides each paragraph a title individually and report it in front of the class.

Tasks-6. Teacher provides feedback on the basis of their work done and students make correction in their work if they have done some mistakes.

4) Homework: Read about similar experiences of people happened in their life in some other books and reading materials and tell the same to your friends at school.

Lesson- Plan No. 4 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/17

Lesson – cultures

a) Specific Objectives-At the end of this lesson, the students will be able to:

- a) read the text
- b) say what women do in Teej and answer some other questions based on the text

2) Teaching materials

Pictures, word cards

3) Presentation and Practice

- Teacher shows two pictures and asks what they are doing. Students may say different things.
- Then teacher tells what the lesson is about and present the different vocabulary and pronunciation to the class.
- Teacher asks the students to read the text
- They are given some questions and they find the answer from the text and write it in their copy.
- Teacher checks them and corrects their mistakes
- Teacher gives some vocabulary problems to the students
- Teacher checks and tells the correct answer to the class.

4) Evaluation – When does Teej fall?

- What do women do in Teej ?
- When does Sama- Chakewa festival fall? etc.

5) Homework . 1) Who do women do in Teej?

Lesson Plan No. 4 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/17

Lesson – culture

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) say what women do in Teej and answer some other questions based on the text

2) Teaching materials

Pictures, word cards

3) Activities:

Tasks 1. Teacher asks the students what kind of festivals are celebrated in their town or village. Student say different festivals to the class.

Tasks 2. Teacher tells the students to read two paragraphs of the text. The whole class reads those paragraphs.

Tasks 3. Teacher asks the different groups to read the paragraphs they are given and do the exercise after reading.

Tasks 4. Students try to find out the solution from the paragraphs in group. They talk and discuss the possible answer with their partner.

Tasks 5. They are asked to present their answer to the class.

Tasks 6. Teacher shows two pictures and the students have to say to which festival they are related on the basis of their reading .

4) Homework. Read about any festivals and compare it with your own.

Lesson Plan No. 5 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/18

Lesson – food

- 1) **Objectives** -At the end of this lesson, the students will be able to:
 - a) read the text
 - b) do the activities based on the text e.g.
 - finding similar / opposite word
 - putting correct order etc.
- 2) **Teaching Materials**
Pictures, flash cards
- 3) **Presentation And practice**
 - Teacher asks the students different questions like
 - What kind of food do you eat ?
 - How often do you take meat / milk? etc.
 - Teacher gives the summary of the lesson first and presents difficult words with the help of flash cards.
 - Students are asked to read the text
 - They are given vocabulary related exercises like finding synonym / antonym from the text.
 - Teacher checks their answer
 - Teacher again gives some five sentences which the students have to put in order according to the text.
 - Teacher checks them and tells the answer to the whole class for correction.
- 4) **Evaluation** – what are the three tips about eating mentioned in the text ?
 - What is the function of protein?
- 5) **Homework** : Give similar or opposite meaning from the text
 - Jumped (similar)
 - Decrease (opposite)

Lesson Plan No. 5 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/18

Lesson:- Food

1) Specific Objectives-At the end of this lesson, the students will be able to:

- a) read the text
- b) do the activities based on the text, e.g. finding similar word, putting correct order etc .

2) Teaching Materials

Picture, flash cards etc.

3) Activities:

- Tasks 1.** Teacher asks simple questions about the food they eat and students reply to the teacher teacher also shows the picture.
- Tasks 2.** Teacher asks simple yes / no questions from the text before reading. Students try to answer in yes or no form .
- Tasks 3.** T. asks the class to go through the text once.
- Tasks 4.** Teacher again asks them to read the text in group and provides some questions based on the text . They work together for finding the answer from the text.
- Tasks 5.** Teacher makes them read the answer they have written individually to the class. Shy students can read the answer from their own place.
- Tasks 6.** Again the students are given vocabulary and sentence ordering problem to solve.
- Tasks 7.** They tell their answer to the class and teacher provides feedback to them for improvement.

4) Homework . Q.no.7 at page No.62

Lesson Plan No . 6 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/19

Lesson: – Newspaper article

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the text
- b) do the reading comprehension exercises based on the text .

2) Teaching Materials

Newspaper , flash cards

3) Presentation And Practice

- Teacher tells the students what the newspaper contains.
- Teacher tells the summary of that article.
- Teacher presents some difficult words with the help of flash cards to the class which helps the students in their reading and comprehension of the passage.
- Students are asked to read the text.
- Teacher gives some questions to them.
- Students find the answer from the text.
- Teacher checks and corrects their mistakes.
- Students do some other exercises and teacher checks and tells the correct answer to the class.

4) Evaluation – What did the coordinator of NBL inform?

Who praised the rehabilitations of the bank? etc

5) Homework 1) What did the press statement of the bank say?

Lesson Plan No . 6 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/19

Lesson: – Newspaper articles

1) Specific Objectives :At the end of this lesson, the students will be able to:

- a) Read the text
- b) do the reading comprehension exercises

2) Teaching Materials

Newspaper, flash cards, sentence card

3) Activities :

- Task 1.** - Short question and answer session between the teacher and students regarding the newspaper.
- Task 2.** - The whole class read the article first and teacher helps them with pronunciation and vocabulary .
- Task 3.** - Each group gets a paragraph and comprehension questions. Each group reads and finds out the answer. They discuss the things in their group.
- Task 4.** Teacher asks different groups to exchange their answer and again they read the text and confirm whether the answer is correct or not. This initiates communication between them.
- Task 5.** Teacher asks the students to make correction in their answer on the recommendation of their friends . And they are asked to tell their answer to the class.
- Task 6.** Teacher provides necessary feedback on the basis of their work.
- 4) Homework.** Q.no. 2 P. at 68 (matching)

Lesson Plan No .7 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/20

Lesson – Job- interview

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the questions based on the text
e.g.. Why did she get the job ? etc

2) Teaching Materials

Daily usual materials

3) Presentation And Practice

- Teacher shares his own experience of job interview when he was selected as a teacher

- Teacher tells the students what the lesson is about and gives the summary of the lesson in the beginning.
- Teacher presents some difficult words through flash cards to the class.
- Teacher asks the students to read the text
- Students write the questions' answer given by the teacher from the text
- Teacher checks them and tells the correct answer to the class.

4) Evaluation – Why did the writer feel uneasy and nervous?

-why did the writer get the job?

5) Homework :- 1) Why did she think that she wouldn't get the job ?

Lesson Plan No.7 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/20

Lesson – Job interview

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the questions based on the text

2) Teaching Materials

Flash cards , Flannel board etc .

3) Activities:

Task 1. Answer the short question before reading the text and describe the picture given there.

Task 2. Students read the text. Teacher moves around the class making observation.

Task 3. They do the comprehension type of exercises in group reading the text.

Task 4. Teacher reads the questions and asks the students to raise their hands if they have correct answer.

Task 5. T. checks and makes correction indirectly if they have done some mistakes. Students correct their answer.

- 4) **Evaluation:** i) Why did the writer feel uneasy and nervous?
ii) Why did she get the job? etc .

Lesson Plan No. 8 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/21

Lesson – Rules and Regulations

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) do the exercise based on the text

2) Teaching Materials

Flash cards

3) Presentation And Practice

- Teacher tells the students what is allowed and what is not allowed at home.
- Teacher describes the rules and regulations for different places
- He presents some difficult vocabulary with the help of flash cards
- Teacher asks them to read the rules and regulations mentioned in the text.
- They are asked to write a few rules for school, street, society, without consulting the text.
- They complete and show the answer to the teacher
- They are also asked to write similar rules for forest, zoo etc.
- They try and the teacher checks their answer and tells the correct answer orally to the class if they have done some mistakes .

4) Evaluation – Whether smoking is allowed in school in school or not?

-What is not allowed in street? Say a rule.

5) **Homework:** - Write four rules for socializing.

Lesson Plan No.8 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/21

Lesson – Rules and Regulations

1) **Objectives:** At the end of this lesson, the students will be able to:

- a) read the text
- b) do the exercises based on the text

2) **Teaching Materials**

Large A₄ size hard papers

3) **Activities:**

Task 1. T. asks the students what things are allowed and what are not allowed in the class. There will be a short discussion between the teacher and the students.

Task 2. The class is asked to read the text

Task 3. The teacher divides the text into different parts and gives each group to read.

Task 4. They are asked to tell the rules and regulation they have just read in front of the class without looking at the book.

Task 5. On the basis of the text, the student writes some rules for bus passenger, reserve center, National Park, etc. by discussing with their friends in group.

Task 6. Students present their work to the class and teacher asks rest of the class to include some points in the lists.

Task 7. Students will do some multiple choice items on the basis of the reading text.

4) **Homework :-** Read the rules and regulations of the school, copy them and present them in front of the class .

Lesson Plan No. 9 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/23

Lesson – computers

1) **Objectives-** At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the questions based on the text

2)) **Teaching Materials**

Picture of computer parts

3) **Presentation and Practice**

- Teacher tells the students about electronic devices and introduces the computer
- Teacher describes the computer and its functions
- Teacher presents some vocabulary items to the class for better reading and understanding of the text for the students
- Students read the text
- Teacher gives some questions based on the text
- Students read the text and find the correct answers from the text
- Teacher checks and tells the correct answer to the class
- At last, the teacher shows the picture of computer parts and tells the functions of them orally.

4) **Evaluation** – What does a computer do?

-What is the function of CPU? etc

5) **Homework** – What is the function of monitor?

-What is the definition of computer?

Lesson Plan No. 9 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/23

Lesson – computers

1) **Objectives** - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the questions based on the text

2) **Teaching Materials**

Picture of computer parts

3) **Activities :**

Task 1. Teacher and students discuss about the electronic devices and make preparation for reading .

Task 2. Students read the text about computers. Teacher helps them with pronunciation and vocabulary.

Task 3. They read different paragraph in group again.

Task 4. T. writes some reading comprehension question and other items on the board and students find the answer from the text.

Task 5. They communicate each other and help other to complete the task.

Task 6. Students present their work to the class. If the students have made some mistakes, they can make correction here at this stage.

4) **Evaluation :** -What are the different parts of a computer?

-What does a computer do? etc .

5) **Homework :**Write different parts of a computer and their functions.

Lesson Plan No. 10 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/24

Lesson – Three lazy sons (story)

1) **Objectives** - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the questions based on the text

2) Teaching Materials

Daily usual materials

3) Presentation And Practice

- Teacher introduces the characters and tells about the story in short.
- Teacher presents some difficult words to the class.
- Teacher asks the students to read the whole story first
- Then the teacher provides some questions to them and they read the text and write the answer.
- Teacher checks their answer and corrects the wrong ones. Class gets all questions answer from the teacher in oral form.
- Teacher will give some true / false items to check the understanding of the text.
- They write the answer and the teacher comments on their answer.

4) Evaluation – What did the old man use to do?

- Who didn't help him at work? etc .

5) Homework – What did the old sick man tell his these three lazy sons?

Lesson Plan No.10 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/24

Lesson – Three lazy sons (story)

1) Objectives - At the end of this lesson, the students will be able to:

read the text

answer the questions based on the text

2) Teaching Materials

Daily usual materials

3) Activities:

- Task 1.** Teacher tells something about the story that is going to be read and also tells the number of characters in the story. Students know and understand much about the story.
- Task 2.** Students start reading the story .
- Task 3.** Students get some questions and other items. They read in groups and solve them.
- Task 4.** They have to tell their answer to the whole class. Other students also see their answer for correction.
- Task 5.** Students read the story individually and teacher asks some question to some of the students in the class.
- 4) Homework** – Read the story again and write the story in group own words.

Lesson Plan No. 11 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/25

Lesson – A Bashful courtship (story)

1) Specific Objectives - At the end of this lesson, the students will be able to:

read the text

a) answer the short question and other exercises based on the story .

2) Teaching Materials

Flash Cards

3) Presentation and Practice

- Teacher clarifies the title of the story and tells about the characters of the story.
- Teacher tells the story in brief.
- Teacher presents some difficult vocabularies to the class.
- Then, he asks the students to read the story once.
- Then, the teacher gives two true/false items , two fill in the blanks and two questions to be done after reading the text .

- They get their answer checked and the teacher tells the answer in oral form to the whole class and the students who have done mistakes make corrections in their answer.
- 4) **Evaluation** – What did the young man wish to do? etc.
 - 5) **Homework** – Who came down to the river at the end?

Lesson Plan No. 11 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/25

Lesson – A Bashful courtship (story)

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the short question and other exercises based on the story .

2) Teaching Materials

Flash Cards

3) Activities:

Task 1. Students answer in yes/no form, the questions which are asked from the teacher about the story. Teacher asks them to discuss about the title of the story.

Task 2. Students read the story with the help of teacher

Task 3. They are provided with true/false and fill in the blanks and asked to read the text in group to find out the required answer from the story.

Task 4. They report their writing to the class and teacher asks them to correct individually.

Task 5. Students read the text again to find the answer to two questions provided by the teacher.

Task 6. Teacher asks some of the students to tell their answer to the class. Teacher provides feedback at the end.

4) Homework – Read the story again and answer the following questions.

- What did the young man wish to do?
- Who came down to the river at the end? etc .

Lesson Plan No. 12 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/26

Lesson – The Accomplished and lucky Teakettle (story)

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the question based on the text.

2) Teaching Materials

Flash Cards

3) Presentation and Practice

- Teacher describes the title of the story to the students
- Teacher gives the summary of the story in short and presents some difficult vocabulary with the help of the flash cards to the class.
- Teacher asks the students to read the story
- Teacher provides some questions and the students find their answer in the story.
- Teacher checks their answer and tells the correct answer orally to the class.
- Teacher gives some other exercises if the time is left.

4) Evaluation – What was there at a temple Marinji?

5) Homework – What did the kettle start doing?

Lesson Plan No.12 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/26

Lesson – The Accomplished and lucky Teakettle (story)

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the question based on the text.

2) Teaching Materials

Flash Cards

3) Activities:

Task 1. Students read the whole story once and they ask the teacher about the pronunciation and vocabulary related problems.

Task 2. Teacher makes group reading and provides some short questions to them.

Task 3. Students work in group and help each other for the completion of the work.

Task 4. Each group presents their work done to the class.

Task 5. Students correct the answer after getting the feedback from the teacher.

4) Homework – Read the story again and find the answer to the following questions.

-What was there at a temple called Marinji ?

-What did the kettle start doing ? etc.

Lesson Plan No.13 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/27

Lesson – The Rat and the Tiger (story)

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the questions and do other exercises based on the text .

2) Teaching Materials

Flash cards

3) Presentation and Practice

- Teacher asks the students what the story could be about and they guess and reply.
 - Teacher tells the story in short to them
 - Teacher presents some difficult vocabulary using flash cards to the class.
 - Students are asked to read the story.
 - Teacher presents some questions on the blackboard.
 - Students try to find out their answer from the story and write in their copy.
 - Teacher checks their answer and tells the correct answer to the class.
 - Teacher gives three true/false items and the students read and write the answer.
 - Teacher checks and tells the right answer.
- 4) **Evaluation** – What was the tiger doing under a tree?
- What disturbed him? etc .
- 5) **Homework** – Who released the tiger and saved his life?
-Why did the cat save the tiger's life?

Lesson Plan No.13 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/27

Lesson – The Rat and the Tiger (story)

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the questions and do other exercises based on the text .

2) Teaching Materials

Flash cards

3) Activities:

Task 1. Students answer the short questions asked by the teacher and they read the story.

- Task 2.** Students make group reading in order to find out the answers from the story. They compare each other's answer and complete the task.
- Task 3.** The task completed in group will be presented to the class. The teacher makes indirect correction.
- Task 4.** Students read the text individually to solve other exercises given by the teacher.
- Task 5.** Teacher asks the question to get the answer from the individual students. Students raise their hands to tell the answer to the class.
- Task 6.** The students correct their answer if they have done some mistakes after getting the feedback from the teacher.
- 4) Homework** – Read the story and answer the following questions.
- What was the tiger doing under a big tree?
 - Who saved the tiger and released him from the net? etc.

Lesson Plan No.14 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/28

Lesson :- Mahatma Gandhi

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the questions and other exercises based on the text

2) Teaching Materials

Picture, flash cards

3) Presentation and Practice

- Teacher asks some questions to the students and they answer orally.
- Teacher gives short introduction about the life of Mahatma Gandhi.
- Then, he presents some possible difficult vocabulary using flash cards to the class and he also shows the picture of Mahatma Gandhi to make them clear.

- Teacher asks them to read the text.
- Teacher provides them some three questions and the students read the text and complete the work.
- Teacher checks their answer and tells the correct answer orally to the class
- Teacher gives two fill in the blanks to the students.
- Teacher checks and provides necessary suggestions.

4) Evaluation – When was Mahatma Gandhi born ?

-Who assassinated him ?

5) Homework – Why did he begin to fast ?

1) Fill in the blanks.

a) Gandhi returned to India in AD.

b) Sattyagraha promoted

Lesson Plan No. 14 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/28

Lesson – Mahatma Gandhi

1) Specific Objectives - At the end of this lesson, the students will be able to:

a) read the text

b) answer the comprehension question and other exercises based on the text .

2) Teaching Materials

Pictures , flash cards

3) Activities:

Task 1. Students answer the simple questions related to Mahatma Gandhi before reading the text .

Task 2. Students read the text to get the general idea of the text and to be familiar with the new words with the help of the teacher.

Task 3. Students make group reading and answer the questions based on

the reading text.

- Task 4.** They present their answers to the class in the presence of the teacher.
- Task 5.** Teacher gives some other tasks to be done individually. Each student reads the text again, takes help from their friends and writes the final answer.
- Task 6.** Students are asked to present their answer personally to the class and the teacher provides feedback to them at the end.
- 4) Homework** – Read the text again and answer the following.
- When was Mahatma Gandhi born?
 - What kind of protect did he believe in? etc .

Lesson Plan No . 15 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/30

Lesson – Florence Nightingale

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the short questions and carry out the other exercises based on the text .

2) Teaching Materials

Picture , word cards

3) Presentation and Practice

- Teacher motivates the students by showing the pictures of Florence Nightingale
- Teacher gives short introduction of Florence Nightingale and presents some difficult words to the class
- Teacher asks the students to read the text
- Teacher provides three questions to the students
- Students read the text and find the answer in the text.

- Teacher checks their answer and tells the correct answer to them.
 - Teacher writes three sentences on the board and the students have to put them in order according to the text.
 - Teacher checks their works and provides suggestions.
- 4) **Evaluation** – when was she born?
-What did she want to be? etc
- 5) **Home work** – fill in the blanks.
- a) She got permission to study as a nurse inAD.
- b) With a group of thirty eight nurses, she went to

Lesson Plan No . 15 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/30

Lesson – Florence Nightingale

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the short questions and carry out the other exercises based on the text .

2) Teaching Materials

Picture , word cards

3) Activities:

Task 1. Teacher says some sentences about Florence Nightingale and students have to guess the right person about which they are going to read.

Task 2. Students read the first three paragraphs about Florence Nightingale and teacher helps them if help is needed .

Task 3. Students read the selected paragraph in different groups and try to find the answer asked by the teacher. They talk and discuss the possible answer after reading the text.

Task 4. Students present the task to the class .

Task 5. Teacher writes three sentences on the board and students put them in correct order individually .

Task 6. The students who raise their hands come to the front to tell their answer. At last teacher provides feedback to them.

4) Homework – Read the passage again and fill in the blanks.

- i) She was born on
- ii) She got permission to study as a nurse inAD.
- iii) With a group of thirty eight nurses, she went to

Lesson Plan No. 16 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/31

Lesson – A letter to a friend

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the questions based on the text

2) Teaching Materials

Word cards

3) Presentation and Practice

- Teacher distributes a copy of letter to each student in the class
- The teacher tells something about the letter and presents some difficult vocabulary using word cards
- Students read the text
- Teacher gives some questions on the board and students have to solve those problems reading the text again
- Teacher checks their answer and tells the answer for correction
- Teacher gives two more short questions and they have to complete the work in a given time
- Teacher again checks the answer written by the students and gives correct answer to the whole class

- 4) **Evaluation** – Who is receiving the letter?
- Where does John live?
- 5) **Homework** – Why did Ram write the letter?
- Where is John working?

Lesson Plan No. 16 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/02/31

Lesson – A Letter to a Friend

1) **Specific Objectives** - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the questions based on the text

2) **Teaching Materials**

Word cards

3) **Activities:**

Task 1. Students answer the simple questions asked by the teacher as pre task

Task 2. Students read the letter first to get the central idea of the letter and the teacher helps them in reading the text

Task 3. Teacher gives some questions and students read the letter again in group to find out the answer.

Task 4. Students present their task done to the class

Task 5. Students read the text individually again to solve other tasks given by the teacher.

Task 6. Students individually present their task to the class and the teacher provides the feedback for further improvement.

- 4) **Evaluation** – why did Ram write the letter?
- Where is John working? etc
- 5) **Homework** – Read the letter again and answer the questions
-What things did Ram describe in his letter?

-Why did Ram write the letter?

Lesson Plan No.17 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/01

Lesson – weather report

1) Specific Objective - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the question and carry out other exercises based on the text

2) Teaching Materials

Flash cards

3) Presentation and Practice

- Teacher motivates the students by talking about the weather today. whether it is hot , or sunny or cloudy outside
- Teacher then describes the text in short and present the vocabulary using flash cards to the class
- Students are asked to read the text
- Students copy the questions given by teacher from the board and write their answer in their copy.
- They show the answer to the teacher and he checks them
- Teacher gives two multiple choice items from the text
- Students find the correct answer from the text
- Teacher checks their answer and makes correction if there are any mistakes

4) Evaluation – Which region has got high temperature?

-Which region has got no rain?

5) Homework - Which region has got plenty of rain?

Lesson Plan No.17 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/01

Lesson – weather report

1) Specific Objective - At the end of this lesson, the students will be able to:

- a) read the text
- b) answer the question and carry out other exercises based on the text

2) Teaching Materials

Flash cards

3) Activities:

Task 1. Students and teacher involve in short question and answer session related to weather

Task 2. Students get the text and read it. Teacher observes their activities

Task 3. Students make a table out of the text by reading it in group. They discuss, talk and write in the table. Teacher helps them and guides how they have to make table.

Task 4. They present their task to the class

Task 5. Students get three questions and vocabulary problems and they read the text and complete the task

Task 6. Students are asked to report their writing to the class and the teacher provides feedback to them.

4) Homework – Read the text again and find the answer in the text.

-Which region has got high temperature?

-Which region has got plenty rain?

Lesson Plan No. 18 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/02

Lesson – Vacancy Announcement

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) Solve the exercise based on the text

2) Teaching Materials

Newspaper cut outs

3) Presentation and Practice

- Teacher shows the newspaper cut outs and distributes them to the students.
- Teacher describes what the cut outs contain.
- Then, teacher presents some vocabulary and their pronunciation on the blackboard
- Students read the text following the instruction of the teacher.
- Teacher provides some two questions to the students.
- They complete the work within a specified time
- Teacher checks the answer and tells the answer to the class orally
- Teacher gives two fill in the blank items and the students have to do it.
- Students show the answer to their teacher.

4) Evaluation – Where is the office located?

-Who can apply? etc

5) Homework – What is the qualification required for the post?

-What is the deadline?

Lesson Plan No. 18 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/02

Lesson – Vacancy Announcement

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) Solve the exercise based on the text

2) Teaching Materials

Newspaper cut outs

3) Activities:

Task 1. Teacher asks simple short questions to the students to make them ready for reading

Task 2. Students read the vacancy announcement.

Task 3. Students get some questions and they have to read the text again in group and complete the task.

Task 4. Students get some fill in the blanks and true / false items and they solve the task individually.

Task 5. They present their task done to the class and teacher provides feedback at the end.

4) Evaluation – What is the deadline?

- Who can apply? etc

5) Homework – Read the text again and answer the following.

- i) What is the qualification required for the post?
- ii) Where is the office located?

Lesson Plan No. 19 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/03

Lesson – Gravitational Force

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the text
- b) find out the correct alternatives from the text

2) Teaching Materials

Flash cards

3) Presentation and Practice

- Teacher distributes the text paper to the students and explains about the text in short
- Teacher presents some vocabulary for better comprehension of the text
- Students read the text
- Teacher gives three multiple choice items to the students
- They choose the correct alternatives by reading the text
- They show the answer to the teacher
- Teacher checks and corrects if there are any mistakes

4) Evaluation – What pulls the earth?

- a) Sun b) moon c) stars etc

5) Homework – Select the correct answer

- i) When you drop something it falls on the ground , it falls because of
 - a) the moon
 - b) gravitation
 - c) the sun
- ii) High tide is caused by
 - a) gravitation b) all matter everywhere
 - c) the earth d) the water

Lesson Plan No. 19 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/03

Lesson – Gravitational Force

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the text
- b) find out the correct alternatives from the text

2) Teaching Materials

Flash cards

3) Activities:

Task 1. Teacher asks the students some questions about the moon and the earth and students have to answer to those questions.

Task 2. Students read the short text first

Task 3. They again read in group to find out the required answer from the text. They talk, discuss and read the text with their friends

Task 4. Their answer are presented in front of the class

Task 5. The students make correction in their answer after they get feedback from the teacher.

4) Homework – Read the text and choose the correct answer.

- i) When you drop something it falls on the ground , it falls because of
 - d) the moon
 - e) gravitation
 - f) the sun
- ii) High tide is caused by
 - a) gravitation
 - b) all matter everywhere
 - c) the earth
 - d) the water

Lesson Plan No. 20 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/04

Lesson – Birds

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) select the correct alternatives reading the text

2) Teaching Materials

Daily usual materials

3) Presentation and Practice

- Teacher distributes the text paper to all the students in the class
- Teacher explains the story in short
- Teacher presents some possible difficult vocabularies to the class so that they can read the text easily
- Students read the text
- Teacher gives some multiple choice items to them
- Teacher checks and makes corrections if any

4) Evaluation –

1) Moa were

- a) about two feet tall
- b) about five feet tall
- c) about twelve or fourteen feet tall
- d) about twenty feet tall

2) The dodo died out because

- a) of its size
- b) it was new to the new island Mauritius
- c) it was common on the island Mauritius
- d) it was easy prey to animals new to island

5) Homework – 1) The great auk was

- a) a bird
- b) a kind of dodo
- c) a kind of moa
- d) a bird with small wings

2) a) Few (opposite) b) Two times (similar)

Lesson Plan No. 20 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/04

Lesson – Birds

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) select the correct alternatives reading the text

2) Teaching Materials

Text paper

3) Activities:

Task 1. Students answer the short questions asked by the teacher

Task 2. Students read the text

Task 3. Students make group reading and do the multiple choice items given by the teacher

Task 4. Each student from the group will tell the answer to the class

Task 5. Students have to do other tasks as asked by the teacher individually

Task 6. Some of the students will be called on to present their answer to the class and teacher gives feedback at the end.

4) Homework – Read text again and select the correct answer.

- 1) The great auk was
 - a) a bird
 - b) a kind of dodo
 - c) a kind of moa
 - d) a bird with small wings
- 2) a) Few (opposite)
b) Two times (similar)

Lesson Plan No. 21 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/06

Lesson – Marco Polo

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the text
- b) carry out the exercises based on the text

2) Teaching Materials

Daily usual materials

3) Presentation and Practice

- The teacher distributes the reading materials to all the students in the class
- The teacher picks up some difficult words and present them to the class
- The teacher explains the text in short
- Students are asked to read out the text given
- Teacher gives two questions to the students
- Students read and find the answer in the text
- Teacher checks them
- Teacher again provides two multiple choice items to them
- Students select the correct answer based on their reading
- Teacher checks and tells the correct answer to the whole class

4) Evaluation – 1) How many years did Marco Polo stay in China?

2) Who sent him to other countries?

- a) Christopher Columbus
- b) his father
- c) his uncle
- d) Kublai Khan

5) Homework – Read the text again and do the following

- a) Marco's book was (a travel book / a story of the world / a biography of Kublai Khan)
- b) This story is mainly about (the world's first great traveler / traveling from Italy to China / the polo family)

Lesson Plan No. 21'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/06

Lesson – Marco Polo

1) Specific objectives- At the end of this lesson, the students will be able to:

- a) read the text
- b) carry out the exercises based on the text

2) Teaching Materials

Text paper

3) Activities:

- Task 1.** Teacher asks the students about traveling and they reply if they can.
- Task 2.** Students read the text and the teacher helps them with pronunciation and difficult vocabulary
- Task 3.** Students read the text again in group in order to solve some tasks given by the teacher.
- Task 4.** They present their answer to the class. Other students see and check whether their answer is correct or not.
- Task 5.** Students make individual reading to carry out other tasks provided by teacher.
- Task 6.** Teacher calls some of the students to tell their answer to the class and teacher gives feedback to them at the end.

4) Homework – Read the text again and do the following.

- a) Marco's book was (a travel book / a story of the world / a biography of Kublai Khan)

- b) This story is mainly about (the world's first great traveler / traveling from Italy to China / the polo family)

Lesson Plan No. 22 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/09

Lesson – Father Damien

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) carry out the exercises based on the reading text

2) Teaching Materials

Daily usual materials

3) Presentation and Practice

- Teacher distributes the text papers to all the students in the class.
- Teacher explains the text in short and present some difficult words to the class
- Students are asked to read the text first
- Teacher writes some questions on the blackboard.
- Students read and find out their answer in the text
- Teacher checks them
- Teacher writes two fill in the blanks items on the board
- Students are asked to complete the work
- Teacher checks and tells the answer orally to the class.

4) Evaluation – What happened to Damien?

- What kind of disease is leprosy? etc

5) Homework –

1) This story is mainly about (living among the lepers / the kindness of father Damien / leprosy)

2) Molokai is (in Belgium / an island / leprosy)

Lesson Plan No. 22 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/09

Lesson – Father Damien

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) carry out the exercises based on the reading text

2) Teaching Materials

Daily usual materials

3) Activities:

Task 1. Teacher asks the students about leprosy and they answer the simple questions

Task 2. Students read the text and the teacher moves around the class to observe their activity and assists them.

Task 3. Students read in group to complete the task as asked by the teacher in group. They share their information among them and complete the task.

Task 4. They present their task done to the class

Task 5. Students are asked to make individual reading to find the answer written on the board.

Task 6. Those students who raise their hands present their answer to the class and the teacher gives feedback to them

4) Homework – Read the text and do the following.

a) This story is mainly about (living among the lepers / the kindness of father Damien / leprosy)

b) Molokai is (in Belgium / an island / leprosy)

Lesson Plan No.23 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/10

Lesson – Radium

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) carry out the exercises based on the text

2) Teaching Materials

Daily usual materials

3) Presentation and Practice

- Teacher distributes the text papers to all the students in the class
- Teacher describes the story in short
- Teacher presents some vocabularies to the class
- Students read the text
- Teacher writes three sentences on the blackboard and the students have to state whether the statements are true / false.
- Students read and write the correct response
- Teacher checks and tells the right answer at the end
- Teacher gives two fill in the blanks and the teacher checks them and concludes the lesson.

4) Evaluation –

- 1) Two examples of elements are and
- 2) One heat producing elements is radium. (true/false)

5) Homework – (True / False)

- 1) This text is mainly about a heat producing elements.
- 2) Some heat on the ocean floor comes from gold and silver.

Lesson Plan No.23 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/10

Lesson – Radium

1) Specific Objectives - At the end of this lesson, the students will be able to:

- a) read the text
- b) carry out the exercises based on the text

2) Teaching Materials

Daily usual materials

3) Activities:

Task 1. Teacher asks simple yes/no type questions to the students and they reply in yes/no form.

Task 2. Students read the text and the teacher watches and helps them.

Task 3. Students read the text again in group to complete the task based on the reading text. They communicate, help and share their information to each other in group.

Task 4. Students present their task done to the class.

Task 5. Students read the text individually to do the task given by the teacher.

Task 6. They present their task again and teacher gives the feedback.

4) Homework – Read the text and do the following.

(True/False)

- a) This text is mainly about a heat producing elements.
- b) Some heat on the ocean floor comes from gold and silver.
- c) One heat producing element is radium.

Lesson Plan No. 24 'A'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/11

Lesson – Bicycle Puncture

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the procedure/text
- b) make the bicycle puncture reading the procedure

2) Teaching Materials

Two wheels with tubes and tyres and other materials

3) Presentation And Practice

- Teacher distributes the text papers to all the students in the class
- Teacher explains how to make bicycle puncture first.
- Students read the procedure in the text.
- Teacher demonstrates how to make bicycle puncture to the class.
He does it himself first.
- Teacher now asks the students to write first four steps of making bicycle puncture
- Teacher checks them and corrects orally in the class.

4) Evaluation – Tell the step No. 4

-Tell me the step No. 2

5) Homework – Read the procedure once and write it in your copy without reading again.

Lesson Plan No. 24 'B'

School: - Shree Rastriya Navajagrit H. S.S., Chuha, Kailali

Class: - 10

Date:- 2067/03/11

Lesson – Bicycle Puncture

1) Specific Objectives- At the end of this lesson, the students will be able to:

- a) read the procedure/text

b) make the bicycle puncture reading the procedure

2) Teaching Materials

Two wheels with tubes and tyres and other materials

3) Activities:

Task 1. Teacher gives the text paper having the procedure of making bicycle puncture.

Task 2. They read the procedure

Task 3. They read the procedure in group and two students from different group are called in front of the class.

Task 4. Teacher asks them to make bicycle puncture using the materials.

Task 5. Teacher thanks them if they succeed. Otherwise other two students will be called to make bicycle puncture.

4) Homework – Make your bicycle puncture if the air escapes from the tire following the procedure you read in the class.

The End