EFFECTIVENESS OF PROJECT WORK TECHNIQUE IN TEACHING READING SKILL

A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master of Education in English

Submitted by
Lal Prasad Sharma

Faculty of Education
Prithvi Narayan Campus, Pokhara
Tribhuwan University, Kirtipur
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2010

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T.U. Reg. No. 6-1-312-74-2000
Second Year Examination
Roll No.: 480189/2008

Date of Approval of the
Thesis Proposal: Dec. 28, 2009
Date of Submission:

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: _____

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Lal Prasad Sharma** has prepared this thesis entitled **Effectiveness of Project Work Technique in Teaching Reading Skill** under my guidance and supervision.

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ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my guide **Dr. Tara Datta Bhatta**, Reader, Department of English Education, Faculty of Education, Prithvi Narayan Campus, Pokhara for his valuable guidance. I feel myself lucky to have carried out this thesis under his guidance. Without his invaluable observations, cooperation, encouragement and suggestions, this study would not have been materialized in the present form.

My sincere gratitude goes to **Mr. Amirman Shrestha,** Reader and Head, Department of English Education, Prithvi Narayan Campus, Pokhara for his inspiration and suggestions.

My heartfelt gratitude goes to my Gurus **Mr. Tirtha Raj Aryal, Yam Bahadur Kshetri,** Readers, Department of English Education for their invaluable suggestions. Similarly, I would like to thank **Mr. Bishnu Hari Timilsina, Mr. Nabaraj Neupane, Pirti Raj Bastola, Pitamber Poudel, Parmeshwor Baral, Bhumi Raj Pandit,** and all members of Faculty of Education, Prithvi Narayan Campus, Pokhara whose invaluable and effective classroom teaching made me able to finalize this research work. Similarly, I would like to thank the Campus Chief, Lecturers and students of Parvat Multiple Campus, Phalewas, Parvat who supported me directly or indirectly during my practical work.

I feel pleasure to express my special thanks to my friend **Mr. Narayan Sapkota, Sar Kumar Pun, Yadav Bastola, Prakash Chapain, Samundra Chapagain, Buddi Upadhya,** and **Khil Prasad Sharma,** who helped me to carry out this research work.

Finally, I would like to thank **Taranath Parajuli** of the Creative Computer for effective computer work.

Date: 2066-11-27 **Lal Prasad Sharma**

ABSTRACT

The present study entitled 'Effectiveness of Project Work Technique in Teaching Reading Skill' was carried out to determine the effectiveness of project work technique in developing reading skill. Students of class XI studying at Parvat Multiple Campus, Phalewas, Parvat were the sample population of this work. The tests (pre- and post) were the major tools for data collection. A pre-test was administered before actual experimental classroom teaching and a post-test was administered immediately after classroom teaching. The researcher himself was involved in the experimental teaching for the purpose of carrying out this research. After administering the pre-test, the students were ranked from the first to the last positions on the basis of the result of the pre-test. Then, they were divided into two groups taking the odd and even ranking into account. One group (group A) was taught using project work technique whereas another group (group B) was taught using traditional technique. Each group attended nineteen lessons. Then, a post-test was given. After that, the result of these tests were compared to determine the effectiveness of project work technique in developing reading skill. From this research it was found that students who were taught through project work technique performed better than the students who were taught through conventional technique. The findings of this study were determined on the basis of average marks obtained by the students and differences in percentage.

This study consists of four chapters. Chapter one consists of brief introduction to related area of the study. It includes objectives, literature review, and significance of the study. Chapter two deals with the methodology and procedure adopted during the study. Chapter three deals with the analysis and interpretation of the study under different headings. Chapter four comprises findings and recommendations of the study in brief.

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ABBREVIATIONS AND SYMBOLS

AV	=	Average
CDC	=	Curriculum Development Center
D	=	Difference between the average marks of the pre-test and post-test
D%	=	Difference in Percentage
ELT	=	English Language Teaching
i.e.	=	That is to say
OALD	=	Oxford Advanced Learners Dictionary
PMC	=	Parvat Multiple Campus
Post-T	=	Post - test
Pre-T	=	Pre - test
Sb	=	Somebody
SD	=	Standard Deviation
SN	=	Serial Number
Sth	=	Something
Σ	=	Sum total
$\overline{X}$	=	Arithmetic mean of Data
%	=	Percentage

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. It is the most highly developed and most frequently used means of communication that human beings possess. According to Sapir (1921), "Language is primarily human and non-instinctive method of communicating ideas, emotion and desire by means of voluntarily produced symbols (p. 28)." It is a vocal voluntary system of human communication. It is the species-specific. Without language, human beings would be only dumb animals. So, the main difference between human being and animals is the possession of language. "Language is the system of communication in speech and writing that is used by people of a particular country or area" (OALD, 2002, p. 721).

According to Yule (1996), there are six major language families viz. Indo-European, Sino-Tibetan, Afro-Asiatic, Dravidian, Austronesian and Indo-Pacific. The English language comes under the Indo-European family. Among many languages in the world, English is taken as the most dominant language because of its wide coverage, rich vocabulary, large language function and so on. It plays the role of a link language. It is found in all sectors like in mass media, science and technology, teaching and learning process and so on.

English language teaching entered into Nepal with the establishment of Darbar High School in 1854 A.D. When Janga Bahadur Rana returned from Europe, he brought the concept of English Language Teaching in Nepal. But English education of Darbar High school was only for the Rana family. Thus, English was brought out of the Rana family only after the establishment of Trichandra college in 1918 A.D. in higher education. Teaching literature was the main

focus of those days. Reading and writing were focused and no attention was given to listening and speaking. Grammar Translation method was considered the best way of teaching. Memorization of rules was the main duty of students. So,English Language Teaching was not systematic in the past in Nepal. Systematic teaching of the English language was started only after the implementation of National Education System Plan (NESP) in 2028 B.S. Nowadays, many researches have been conducted focusing on the techniques of teaching English even in Nepal. The findings of these researches have made the teaching and learning easy and systematic. As English is necessary everywhere, many students seem to be interested in studying English as a major subject.

At present, listening and speaking are also equally focused as other two skills. The purpose of learning English may vary from individual to individual. Some may learn it to communicate, while the other for professional purpose and so on. The purpose of language learning affects the choice of teaching method. In the past the purpose of language teaching was to be able to read and write and Grammar Translation method was used but now language learning means learning to communicate, so Communicative Method is used.

English is taught and learnt as a second or foreign language in Nepal. It has been a complex task both for teachers and students as it is the second language for them. Second language learning is far more different from the first language acquisition. Any normal human child can acquire his/her mother tongue within a short span of time. However, the case of second language is quite different. Even after many years of learning, students fail to introduce themselves in the second language. Second language learners seem to be weak in comparison to first language learners in all the four skills of language. However, language learning means, whether it may be first or second language, learning four basic skills of language viz. listening, speaking, reading and writing.

1.1.1 Language Skills

Language learning comprises the skills of listening, speaking, reading and writing. One learns his/her native language following the natural order; listening, speaking, reading and writing. However, in case of learning a second or foreign language, the learner does not necessarily follow the natural order.

It has been observed that listening and reading are comparatively passive skills; requiring less exertion on the part of the learner. These skills are called receptive skills because we receive something while listening and reading. Speaking and writing, on the other hand, are active skills. They are called productive skills as we transmit message while speaking and writing. These skills are also classified as primary and secondary skills. Listening and speaking are called primary skills and reading and writing are called secondary skills.

1.1.2 Reading Skill

Reading is the common activity of everyone at present:

> Reading means perceiving a written text in order to understand its content. It is the amalgamation of visual and non-visual experience or behaviour, or reading is decoding print or deciphering print, or reading is understanding, interpreting or making sense of given text, etc (Richards et al. 1985).

Reading means 'to look at and understand the meaning of written or printed words or symbols' (OALD, 2004, p. 1053). These definitions include two aspects of reading; physical and mental. It is mental in the sense that it crucially involves the mind. It is physical process as it involves vision and the eye movements. Mental reading is concerned with comprehension whereas the physical reading is concerned with reading aloud and speed variation. So,

reading means not only recognizing the letters but also understanding something.

According to Harmer (2008), reading involves extracting the required information from the text as effectively as possible. It involves a variety of skills like recognizing the script, deducing meaning, understanding explicitly and not explicitly stated information, skimming, scanning, distinguishing the main idea from the supporting detail, recognizing indicators in discourse, interpreting text by going outside it, etc.

There are different kinds of reading. According to Harmer (2008), the main distinction can be made between extensive and intensive reading. The term extensive reading refers to reading which students do often away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference materials. The extensive reading is taken as reading for pleasure or joyful reading. This reading can be enhanced if students have a chance to choose what they want to read.

Intensive reading, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually in classroom. Teacher may ask students to read at extracts from magazines, poems, internet, websites, novels and a wide range of other text genres. The exact choice of genres and topic may be determined by the specific purposes that students are studying for. This type of reading is usually accompanied with study activities. We may ask students to work out what kind of text they are reading, look at particular use of grammar and vocabulary.

1.1.3 Importance of Reading

Reading is the most important skill for gaining more knowledge. It is the key to learning many things. It is also the cheapest and the best way of getting information. Reading actually broadens the horizon of knowledge and builds background to read any other literary text. One is sure to be weak in learning unless reading skill is developed. The fact is that we learn to read and then read

to learn. Reading opens the gates to knowledge. Without learning to read effectively, one can not continue their study and reading becomes a meaningle**ss** task Thus, teaching reading means not only teaching to articulate the letters but also enabling the learner to understand the given text. Teaching reading, actually, means teaching reading comprehension. Reading is useful for language acquisition. The more the students read, the better they get from the text. According to Harmer (2008, p. 99), reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Reading texts also provide good models for English writing. At different time, teachers can encourage students to focus on vocabulary, grammar, punctuation and other many aspects. We can use reading material to demonstrate the way we construct sentence, paragraphs and whole text, students then have good models for their own writing.

1.1.4 Reading Principles

According to Harmer (2008, pp. 101-2), the following are the principles of reading.

a) Encourage students to read as often and as much as possible

This principle focuses on the time and quantity of reading. The students should be encouraged to spend much time in reading and they should be provided with sufficient reading text.

b) Students need to be engaged with what they are reading

If students are reading for pleasure, they need not to be engaged in different tasks. But, in intensive reading, they should be asked to do different activities to ensure that they are engaged with the topic of reading text and dealing with it.

c) Encourage students to respond to the context of a text not just concentrate on its construction

While reading, students should not only be focused on the grammatical construction like number of phrase, relative clause, tense, etc, but they should be asked to respond to the meaning of the text, message of the text, etc. They should also be given chance to express their feeling about the topic. Personal engagement with the text, and its meaning should be encouraged.

d) Prediction is a major factor in reading

When we read texts, we frequently have a good idea of the content before we actually start reading. Even the book cover gives us a clue about what is in the book. Predicting about the subject matter and checking the prediction while reading is the best way for reading comprehension. In class, a teacher should give students 'hints' so that they also have a chance to predict what is coming. In the case of extensive reading, students choose what to read for pleasure and we should encourage them to look at covers and back cover copy to help them select what to read and then to help them get into a book.

e) Match the task to the topic when using intensive reading text

The text should be suitable for the level, interest and need of the students. Moreover, the task or activities should be related to the topic that they are reading. We need to choose good reading tasks, the right kind of questions, appropriate activities before, during and after reading, and useful study exploitation, etc. The most imaginative and challenging activities should not be included.

f) Good teacher exploits reading texts to the full

Any reading text is full of sentences, words, ideas, description, etc. It does not make sense in class just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting

lesson sequences, using the topic for discussion and further task, and using a range of activities to bring the text to life.

1.1.5 Project Work Technique

There are many techniques of teaching reading. One of them is project work technique. It is the most important student centered technique in modern language teaching scenario. It has been introduced in 1970 as a part of teaching language. According to Richards et al. (1985):

> Project work is an activity which centers around the completion of a task, and usually requires an extended amount of independent work either by an individual students or by a group of students. Much of this work takes place outside classroom (p.295).

In project work technique, students should not have to depend on their teacher; they themselves develop confidence and self-readiness in learning. Haines (1989) found:

> Project work is not replacement for other methods, neither it is something which is appropriate only to older or more advanced students. It is primarily an approach to learning which complements mainstream methods and which can be used with almost all levels, ages and abilities of students (p.1).

Project work encourages the students to use language when they have to speak to one another. It develops fluency in language use and increases motivation in the classroom. According to Harmer (1987), project work can be used as an individual work, a pair work or a group work. It involves the students in the research activity, investigation, and preparing and presentation of the report of

investigation. So, it integrates all language skills through various activities. The students doing the project work should read extensive literature as per their requirement. They read books, articles, brochure, pamphlets etc. They have to find out the existing body of knowledge. It helps them to develop both reading and research skills. We know that there is a big gap between what students learn in classroom and how they use out the learning in the practical field.

Project work technique involves the students in group work and makes them more responsible to their learning. Creativity can be enhanced through this technique. They get the practical knowledge of how to deal with language out of the class. In this sense, it is more dynamic than other techniques.

As project work is a time consuming activity, it extends learning time and students doing something original and worthwhile in target language. According to Harmer (1987), it is enjoyable for both introvert and extrovert learners. It is an in-depth study of a topic of interest to the students. While completing project work, students choose a topic themselves or the teacher gives it to them. The topic should be related to the students' study and it should help to develop any four skills of language. The topic can be of sport, smoking, education, family planning etc. Then the students make a plan about what information they might want to obtain and what kind of questions they could use to get the information. After that, they collect necessary information and data by interviewing, observing and asking questions in the target language. To collect data, they can read authentic materials like books, pamphlets, magazines etc. After collecting the necessary information, they study, analyze the data and write a report or a document of some sort, usually with text, diagrams and pictures and occasionally supported by a poster, a map, a brochure, reading or even a cassette recording.

All the research and writing can be done in free time or at home. For all the above mentioned activities an entire time is spent. If the students face any difficulties from the very beginning to the end of the project, they can contact

their teacher at any time. After completing the project the students make a short presentation to the other students in class. They act as the teachers for a while and the other students listen interestingly what is being said.

Project work technique in the ELT class is really a newly introduced practice in Nepal. So, there arises some problems in conducting it. Availability of time, learners' training and access to authentic materials determine the success of any project work.

1.1.6 How Project Work Integrates Four Language Skills

Project work provides a useful way of integrating the four language skills. In addition to four language skills, it develops their social skills through different collaborative work. Fried (1986), describes four skills of language integration in the layered approach. In project work the skills are not treated in isolation, but in combination. The layered approach shows that in the initial stage reading, speaking and listening skills are used and writing comes later.

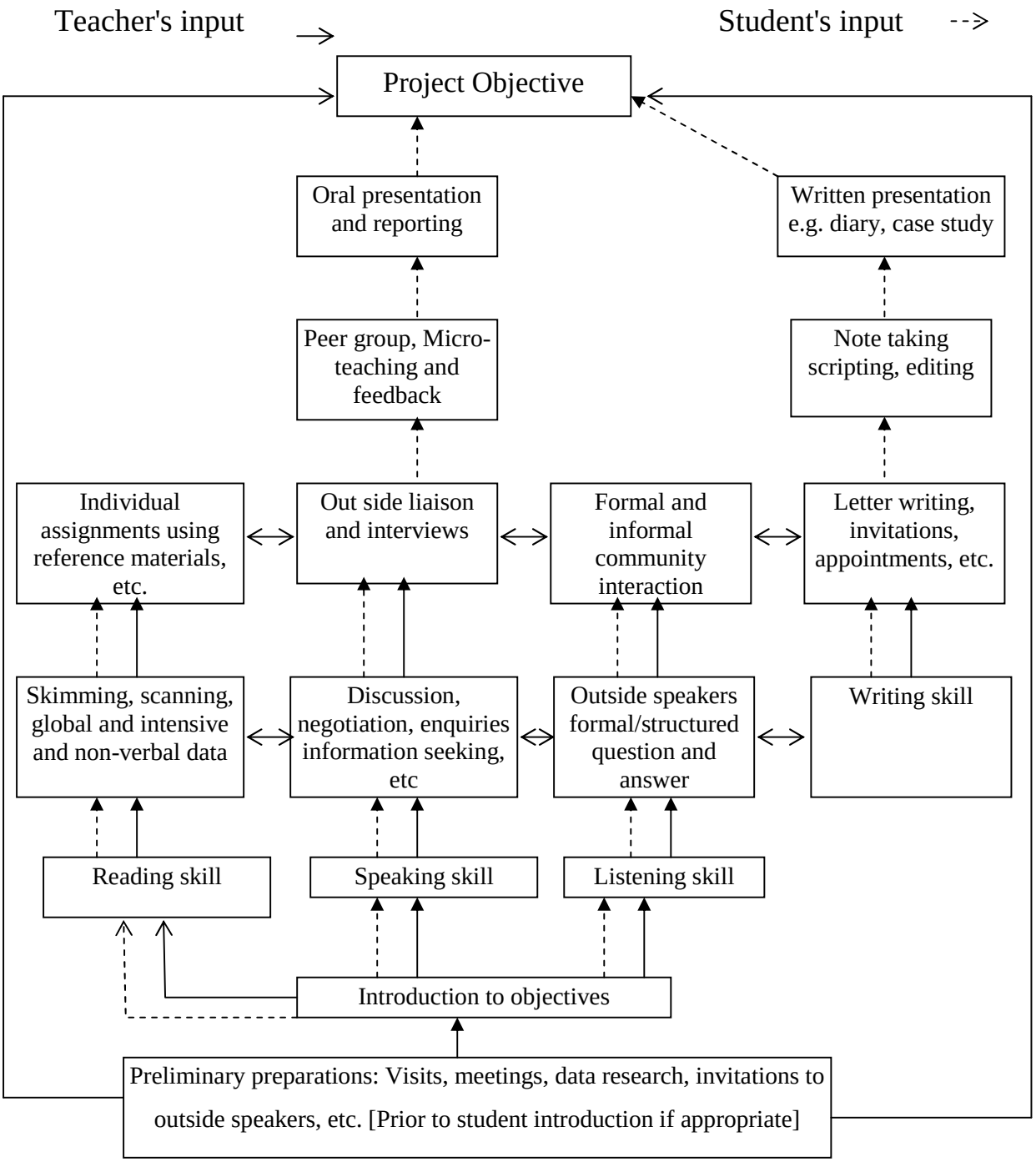
When the actual project work begins, the students use all four skills simultaneously but at the last stage only two skills speaking and writing are used. However, the layered approach illustrates how the four language skills relate, how certain skill is used more intensively at some stage of project work than others and how the skills are wholly interdependent. It also illustrates different activities that the students do in relation to a particular language skill. In the layered approach it is clear that each and every skill and activities are oriented towards achieving the stated objectives of project work.

The language skills are not necessarily in any order but dependent on the objectives and the language needs of the group. For listening skill, formal and informal community interaction, question and answer, etc. are stated in the approach. To enhance speaking, discussion, negotiation, enquiries, interviews, oral presentation and reporting of project work finding etc. are done. Similarly, skimming, scanning, global and intensive data reading, using reference

materials etc. are main activities for developing reading skill in project work. Lastly, letter writing, note taking, scripting, editing, written presentation, etc. are done which certainly help to make the writing skill effective. The layered approach is as follows:

Figure No. 1

The Layered Approach



(Source: Fried, 1986)

1.1.7 Characteristics of Project Work Technique

Project work technique is a learner centered technique. Many language teachers like to use this technique in teaching reading nowadays. According to Haines (1989), the followings are the characteristics of project work.

i) Student Centered not Syllabus Centered

Project work technique is a learner centered technique. It takes students' personal interest in account and allows them to use language creatively for dealing with real subject matter. Here, the learners get relief from examination and syllabus, which focuses on controlled practice exercise. Students' interest and involvement are essential in project work. It emphasizes the process rather than the product. It is more psychological than logical. Students get a chance to explore their own ideas and potentialities. All students do not learn in the same way. Some prefer oral explanation, while others choose written ones. Certain students enjoy finding out information for themselves; other students prefer being spoon-fed. Some students work best with their peers. These different natures of students' learning style can be addressed through project work technique as it is opposed to the concept of whole class teaching.

ii) Co-operative not Competitive

Students who are doing project require to have extensive discussion with their friends. Projects are more likely to succeed if students work co-operatively among themselves. Progressivism, a theory of learning, also suggests to encourage cooperation rather than competition in school because love and partnership are more appropriate to education than competition. Actually, cooperation is better suited than competition to the biological and social facts of human nature. Project work promotes student government, the free discussion of ideas, joint pupil staff planning, and the full participation of all the educative experiences. The students can get a chance to reconstruct their experiences. The reconstruction or organization of experience adds to the

meaning of experiences and increases the ability to direct the course of subsequent experience. The children plan their learning together and the teacher guides their learning. He works with the students for the attainment of mutually agreeable ends. The students become the center of learning. The teacher works as stage setter, guide and coordinator.

iii) Skill Based not Structure Based

Project work focuses on the development of different skills of language rather than structure of language. It does not teach learners isolated vocabulary, bundle of grammatical rules and language structure. It helps to develop efficiency in research skill, social skills and communication skills. For the completion of project work, the students have to go outside the classroom in the field where they talk to the interviewees, listen to them, write their opinion and report back to their friends or teachers. For the additional information, they have to read different reading materials. Different language skills are developed through different activities while doing project work. For example, speaking skill is improved through talking to interviewees and orally reporting back to the students and teacher what they have concluded in their work. Listening and writing skills are developed through listening to the interviewees and writing what they say in the interview. Reading skill is enhanced while reading different materials like books, newspaper etc to collect necessary information for the given topic of project work. So, it is a completely language skill based technique.

1.1.8 Stages of Project Work Technique

The general stages of this technique have already been mentioned above. There are various opinions related to the stages of the project work. Richards et al. (1983), give the following three stages of the project work.

a) Classroom Planning

The students and teacher together make a plan in the context and determines the scope of the project work. They set the goals and choose the topic. The goals of project work depend upon the nature of the project topic. If the project is longer, the goal should be of long-term and if it is shorter the goal should be of short-term.

b) Carrying out the Project

The students in pair or in group go out of the classroom in complete their planned tasks. They collect information related to their project. For this, they take interview, read the related literature, listen to other, observe the activity etc.

c) Reviewing and Monitoring

The students present their finding or conclusions of the project. They can do it organizing a seminar or in the classroom. The teacher and participants provide feedback with constructive comments on their presentation.

According to Fried, (1986, p. 122), there are seven stages of project work:

a) Stimulus: Initial discussion which includes speaking and listening with prior reading.

b) Definition of the project objective: Discussion, negotiation, suggestion and argument are the main activities in this stages. It includes listening and speaking with some note-taking.

c) Practice of language skills: It includes the language the students feel needed for data collection. It also includes a variety of language function like introduction, requesting, suggestions, etc.

d) Design for written materials: In this stage, material needed for collecting information and data are designed. The materials can be questionnaires, maps, grids, etc. Reading and writing skills are prominent in this stage.

e) Group activities: Generally, project work is done in group. But sometimes student can take a topic individually in pair. All four skills of language are emphasized in group activities.

f) Collecting information: It is done in a group. It includes reading of note, books, newspapers, etc. It is a field work.

g) Organization of materials: Students put the collected information in a logical order. They develop the end-product of the project. Reading is the main skill in this stage.

h) Final presentation: Students present their finding or conclusion of the project. They demonstrate the end product. Here, the main skill is speaking.

1.1.9 Types of Project

Different people have different opinion on the types of project. The nature of topic, the time, objective, etc. make the project different from one another. According to Haines, (1989, p. 7), there are four types of project. They are as follows:

a. Information and research project,

b. Survey project,

c. Production project,

d. Performance and organizational projects.

On the basis of the time duration that project work takes, Fried (1990), classifies these four types of work into two main classes.

a. Long term projects,

b. Short term projects.

a. Long Term Projects

This is a time consuming project which benefits enormously to both teacher and students. It takes more time to be operated and completed. It may take several months. The students spend much time in data collection, interpreting the data and concluding the finding. The teacher provides more support in such a way that the students hardly notice him. In long term project, we can include research and survey project as they take long time to complete. As survey project generally addresses a large group of population in reference to the educational information, it takes more time than other. Long term project provides enough opportunities to the students for language practice. They can read many materials to collect information. However, this project is good for advances level students as they can give much time in study without getting bored than the beginners.

b. Short Term Projects

This type of project takes generally short time in comparison to long term project. It can last only a few days or weeks. The number of activities that the students have to do is reduced or limited. Elementary level students who can not involve in long time research, are involved in this type of project. In this project, the students take a topic in the class and collect information from different sources such as visiting library, reading books, etc. Then, they prepare the task in group and present it in the class. Students do not spend much time in field work.

The present research involved the students in short term project. Most of the activities finished only in one period and a few extended for one or two days.

1.2 Review of the Related Literature

Several researchers have carried out their research in teaching reading. In the same way, a number of research studies have been carried out comparing different methods and techniques. Some studies that the researcher consulted are as follows:

Khanal (1997) carried out a research on "A Study of the Effectiveness of the Close Tests Over Conventional Objective Tests in Teaching Reading Comprehension in English". He concluded that the effectiveness of close test was no less than the pre-established conventional objective tests in testing reading comprehension.

Sharma (2001) conducted a research on "Effectiveness of Role Play Technique in Teaching Communicative Function: A Practical Study". He found that the students who were assigned role play inside the classroom, did better than other students in teaching communicative functions.

Panta (2004) carried out a practical study on "A Study on the Effectiveness of Discovery Technique in Teaching Subject-Verb Agreement in Grade IX". The finding showed that the students taught through the discovery technique showed the better performance in subject-verb agreement than the students taught through the explanation technique.

Regmi (2004) has carried out a practical study on "A Study on the Effectiveness of Group Work Technique in Teaching English Tenses". The study has found that the group work technique proved to be more effective in teaching tenses then convention ones.

Pande (2004) has carried out a research concerning project work technique. The study is entitled "A Study on the Effectiveness of Project Work Technique on Developing Writing Skill". This study concluded that project work technique is more effective in developing free writing than controlled one.

Though there have been made a number of attempts in order to find out the effectiveness of different techniques of teaching reading skill, none of the studies deal with the effectiveness of project work technique in developing reading skill. Hence, the present study is going to be different from the above mentioned studies in that it attempts to find out the effectiveness of project work technique in teaching reading skill. This research explores new prospect of teaching technique.

1.3 Objectives of the Study

The research was carried out with the following objectives:

a) To find out the effectiveness of project work technique of teaching reading in grade XI.

b) To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be useful and fruitful for the future researchers who want to carry out the research in similar areas. It may be useful to teachers, students, text book writers, trainers, etc. Hopefully, the finding of this study will be significant and an important aid even for the policy makers and curriculum designers. This study shows the effectiveness of project work technique in teaching reading skill. Thus, this study will have a global significance.

CHAPTER TWO

METHODOLOGY

The present study was designed to explore the 'Effectiveness of Project Work Technique in Teaching Reading Skill'. This chapter presents the methodology adopted during the research study.

2.1 Sources of Data Collection

Both primary and secondary sources were used for the collection of data in this study. The sources of data collection were as follows:

2.1.1 Primary Sources

The primary sources of data were class XI students of Parvat Multiple Campus, Phalewas, Parvat. The primary data were collected by administering a pre-test and a post-test. The same set of test items was administered before the experimental teaching started and the post test was administered after the completion of the teaching.

2.1.2 Secondary Sources

The secondary sources for this research were the related books. Harmer (2008), Sapir (1921), Yule (1996), journals, research works and articles related to English language teaching were consulted for designing the test items and for making lessen plans.

2.2 Population of the Study

The population of the study was students of class eleven studying in Parvat Multiple Campus located at Devisthan VDC in Parvat District.

2.3 Sample Population of the Study

The sample of the study was 40 students of class eleven studying in Parvat Multiple Campus located at Devisthan VDC in Parvat District.

2.4 Sampling Procedure

The researcher selected Parvat Multiple Campus of Parvat District by using judgmental sampling procedure. Here, the informants were chosen using random sampling procedure in which each enjoyed the equal probability of being selected independently in the sample of class XI students of PMC. 40 students of class XI were selected for the study. The selected students were divided into two groups; an experimental group (A) and a controlled group (B) on the basis of odd and even number. The researcher tried to maintain equal reading proficiency level of the both groups.

2.5 Tools for Collection of Data

A set of tests items were designed to collect the data (See Appendix- 4). It carried fifty marks and was used for both tests (pre-T and post-T) before preparing the set of test items, two reading texts were selected and the test items contained five different types which are as follows:

Table No. 1

Types of Test

S.N.	Types of Test Items	No. of Items	Mark Per Item	Total
1.	True / False items	5	1	5
2.	Matching items	7	1	7
3.	Finding the word items	8	1	8
4.	Multiple choice questions	5	1	5
5.	Short question answer	10	2.5	25
			Total	50

2.6 Process of Data Collection

The researcher followed the following procedures while collecting data.

i) First of all, the researcher visited the selected campus and asked the authority for permission to carry out the research explaining the purpose of the research.

ii) Suitable test items for pre-test and post-test were developed to find out the students' level of proficiency in reading comprehension before and after the experimental teaching.

iii) The pre-test was administered and on the basis of the result of the pre-test, the students were ranked from the first to the last position.

iv) The students were divided into two halves; 'Group A' and 'Group B' on the basis of odd/even ranking. The ranking procedure and group division were as follows:

Table No. 2

Division of Group

Pre-test	Group 'A'	Group 'B'
1-20	odd	even
21-40	even	odd

v) The students who had equal scores were ranked by fishbowl drawing.

vi) The experimental Group A and controlled Group B were assigned through lucky draw to avoid partiality.

vii) The experimental Group A was taught using project work technique and controlled Group B was taught using the conventional way of teaching reading.

viii) Each group was taught one period a day and each period lasted for forty - five minutes. Each group was taught 19 lessons for 19 days. The medium of teaching was the English language.

ix) After 19 days teaching, the post - test was administered by using the same test items used for the pre-test to both the groups.

x) The average score of both the groups of post test were computed and tabulated as the data.

xi) Then, the obtained data were compared to determine the effectiveness of project work technique in reading comprehension.

2.7 Limitations of the Study

The study had the following limitations:

i) The population of the study was limited to forty students of class XI studying in Parvat Multiple Campus, Phalewas, Parvat.

ii) The study focused on reading comprehension only.

iii) The finding was based only on the teaching of 19 lessons.

iv) Reading tests were limited to paragraph reading and poem reading.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data. The data have been grouped under the five main headings and they are analyzed separately. The scores obtained by the students in pre-test and post-test were tabulated group wise. After that, average scores of the pre-test were computed out of the individual scores tabulated. Then, average scores of the pre-test were subtracted from the average scores of the post-test to find out the differences and those differences were converted into percentage. If it is higher than zero it shows the progress of the students. The analyses are as follows:

3.1 Holistic Comparison

In this comparison, the results of group A and B under separate headings are shown in a single table.

Table No. 3

Holistic Comparison of Post test

Item	AV. score of group A in post-test	AV. score of group B in post-test	Difference between group A & B
True/False	4.20	4.10	0.10
Matching	5.70	5.40	0.30
Find the word	6.10	3.50	2.60
Multiple choice	4.30	3.60	0.70
Short answer	17.60	12.00	5.60
Total	37.90	28.60	8.30

The above table shows that group A has an average score of 37.90 in post-test and group B has an average score of 28.60 in post-test. The average difference between group A and B is 8.30 in the post-test. It is the average increment in group A.

Table No. 4

Holistic Comparison of Post-test in Percentage

Item	AV. score of group A in %	AV. score of group B in %	Differences between group A and B in %
True/False	5.00	2.50	2.50
Matching	9.61	2.85	6.76
Find the word	87.69	9.37	78.32
Multiple choice	32.30	12.50	19.80
Short Answer	131.57	62.16	69.41
Total Increment	266.17	126.01	140.16
Average Increment	53.14	25.20	28.03

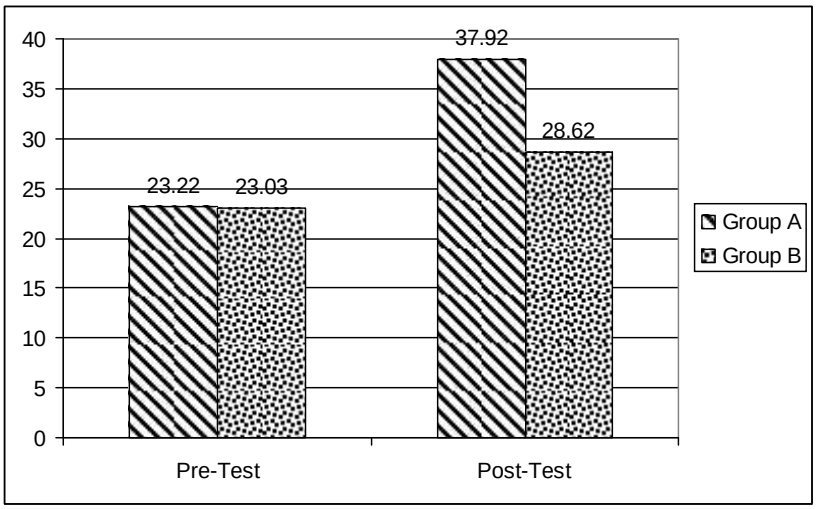
The above table exhibits that the average increment percentage in 5 categories of group A is 53.14 whereas group B has 25.20 average percentages. The average increment difference between group A and B is 28.03. The description above shows that group A's holistic percentage is higher than that of group B. There is significant difference between the performance levels of both the groups.

In this study, Group 'A' refers to 'Experimental Group' which was taught using project work technique and Group 'B' refers to 'Controlled Group' which was taught in conventional way, i.e. without using project work technique. The group which has got a higher percentage is thought to have better proficiency than the one which got a lower percentage. The comparison between the

effectiveness of project work technique and the conventional technique of teaching reading is shown through bar diagram as follows:

Chart No. 1

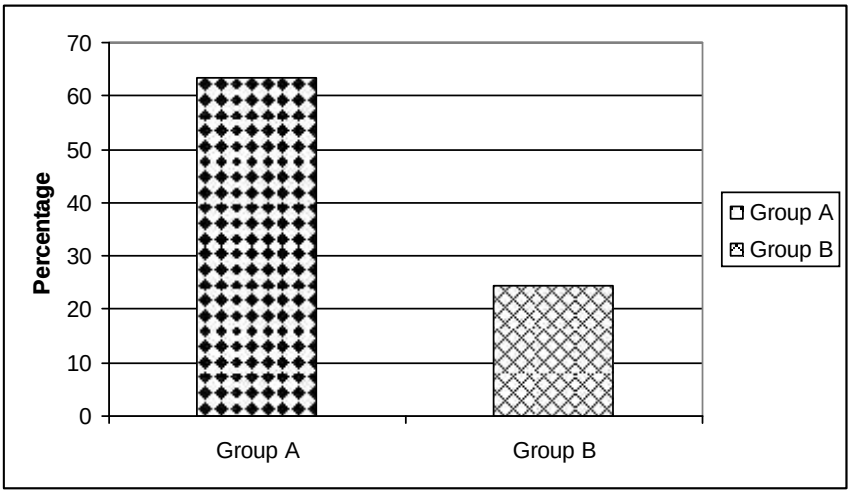
Comparison in Bar Diagram



The above chart depicts that the average score of Group A is 23.22 in pre-test and 37.92 in post-test. Group B has an average score of 23.03 in pre-test and 28.62 in post test. Group A has increased its mark by 14.70 whereas Group B has increased its mark by 5.59. Therefore, it is proved that Group A preformed better than Group B.

Chart No. 2

Difference Percentage of Pre-Test and Post-Test



The above chart shows that group A has increased its mark by 63.30% while group B has increased its mark by 24.27%. It is, therefore, proved that project work technique of teaching reading comprehension is more effective than that of traditional technique.

Comparison between the average score of pre-test and post test with standard deviation.

Table No. 5

Average Score with Standard Deviation

Group	Size	Av. Score		Standard Deviation	
		Pre-test	Post-test	Pre-test	Post-test
A	20	23.22	37.92	6.468	7.74
B	20	23.03	28.62	5.96	6.20

This table shows the comparison between the Av. score of group A and group B in pre-test and post-test. The average score of group A in pre-test is 23.22 and in post-test 37.92. The standard deviation of group A in pre-test is 6.46 and in post-test 7.74. The average score of group B in pre-test is 23.03 and in post-test is 28.62. Likewise, the standard deviation of group B in pre-test is 5.96 and in post-test 6.20.

3.2 Item Wise Comparison

The data are grouped under this heading as follows:

1. The result in true / false items.
2. The result in matching items.
3. The result in find the word items.
4. The result in multiple choice questions.

5. The result in short answer.

This result was based on

a) content

b) subject verb agreement / concord

c) spelling and punctuation

3.2.1 The Result in True / False items

This category consisted of 5 items. Each item carried 1 mark.

Table No. 6

Result in True/false

Group	AV. score in pre T	AV. score in post T	D	D%
A	4.00	4.20	0.20	5.00
B	4.00	4.10	0.10	2.50

The above table shows that group A has the average score of 4.00 in pre-test and 4.20 in the post test. This group increased its average mark by 0.20 or by 5.00%.

Group B has the average score of 4.00 in the pre-test and 4.10 in the post-test. This group has increased its mark by 0.10 or by 2.50%.

This shows that group A made better progress than group B in this item. But the difference is not so much high.

3.2.2 The Result in Matching item

This category consisted of 7 items. Each item carried 1 mark.

Table No. 7

Result in Matching Item

Group	AV. score in pre T	AV. score in post T	D	D%
A	5.20	5.70	0.50	9.61%
B	5.25	5.40	0.15	2.85

This table shows that group A has obtained average score of 5.20 in the pre-test and 5.70 in the post-test. The mark has been increased by 0.50 or by 9.61%.

Group B has the average score of 5.25 in the pre-test and 5.40 in the post-test. Their mark has been increased by 0.15 or by 2.85%.

It shows that group A made better progress than group B in this item.

3.2.3 The Result in Find the Word item

This category consisted of 8 items. Each item carried 1 mark.

Table No. 8

Result in Find the Word item

Group	AV. score in pre-test	AV. score in post-test	D	D%
A	3.25	6.10	2.85	87.69
B	3.20	3.50	0.30	9.37

This table shows that group A has obtained average score of 3.25 in the pre-test and 6.10 in the post-test. This mark has been increased by 2.85 or by 87.69%.

Group B has the average score of 3.20 in the pre-test and 3.50 in the post-test. Their mark has been increased by 0.30 or by 9.37%.

It shows that group A made better progress than group B in this item.

3.2.4 The Result in Multiple Choice Questions

This category consisted of 5 items. Each item carried 1 mark.

Table No. 9

Result in Multiple Choice Questions

Group	AV. score in pre T	AV. score in post T	D	D%
A	3.25	4.30	1.05	32.30
B	3.20	3.60	0.40	12.50

This table shows that group A has average score of 3.25 in the pre-test and 4.30 in the post-test. This mark has been increased by 1.50 or by 32.30%.

Group B has the average score of 3.20 in the pre-test and 3.60 in the post-test. This mark has been increased by 0.40 or by 12.50%.

It shows that group A made better progress than group B in this item.

3.2.5 The Result in Short Answer items

This category consisted of 10 items. Each item carried 2.5 marks. The result of this category was based on the proficiency of subject matter, subject verb agreement, spelling and punctuation. The following table shows the marks in average.

Table No. 10

Result in Short Answer

Group	AV. score in pre - T	AV. score in post T	D	D%
A	7.60	17.60	10	131.57
B	7.40	12.00	4.60	62.16

The above table shows that group A has obtained average score of 7.60 in the pre-test and 17.60 in the post-test. In the same way, group B has the average score of 7.40 in the pre-test and 12.00 in the post-test. The mark of group A has been increased by 10 or 131.57% and group B by 4.60 or 62.16%. It shows that group A made better progress than group B in this item.

CHAPTER FOUR

FINDING AND RECOMMENDATIONS

The researcher carried out this practical study to find out the effectiveness of project work technique in teaching reading comprehension. In this study, two groups were taught to develop reading comprehension using two different techniques. Group A was taught using project work technique whereas group B was taught using conventional way i.e. lecture technique. The pre- and post-tests were administered before and after the real teaching respectively. The results of both the groups were computed and tabulated. After the comparative analysis and interpretation of the obtained marks from pre- and post-tests, the following findings are established and some recommendations are forwarded.

4.1 Findings

The findings of this study are based on the result of the group rather than the response of individual students. Both groups were taught the same subject matter using the equal amount of time and number of periods. Only the techniques were different. The result of the post-test showed that both groups are benefited. Comparatively, the group taught using project work technique (for group A) was found to perform better in all of the cases. Therefore, if the students are taught using project work technique, they can develop better reading comprehension than those who are taught through lecture method.

The findings are as follows:

i) In the holistic comparison as shown in table no 4, group A has increased its average score by 53.14% in the post-test whereas group B has increased its average score by 25.20%. It reveals that group A showed better performance in reading than group B.

ii) In the result of true/false items, group A has an average increment of 5.00% whereas group B has 2.50%. The above average increment in percentage shows that teaching reading through project work has better impact on the result. It means project work helped students to learn better.

iii) In the result of matching items, group A has an average increment percentage of 9.61% whereas group B has average increment percentage of 2.85% on the same item. It shows that project work technique worked more effectively than the conventional one.

iv) In the result of finding the word items, group A has an average increment of 87.69%, on the other hand, group B has an average increment of 9.37%. It shows that project work technique worked effectively than the conventional one.

v) In the result of multiple choices, group A has average increment of 32.30% whereas group B has 12.50%. This shows that project work technique helped the students more effectively in reading comprehension than the conventional one.

vi) In the result of short answer set, group A has average increment of 131.57% whereas group B has 62.16%. It means project work technique helped the students more effectively in reading comprehension.

4.2 Recommendations

The recommendations and suggestions have been made on the basis of the findings. The findings of this study have the following pedagogical implications.

i) This research shows that group A preformed relatively a bit better in every cases of teaching reading comprehension. If the English language teachers follow project work technique in teaching reading skill for the

whole academic year, the students will learn more effectively and develop their reading comprehension. Therefore, project work technique should be brought into practice in developing reading skill of English.

ii) In general, the researcher would like to suggest that if all English teachers involved in teaching English throughout the country apply project work technique in their teaching, the whole English language teaching in general and teaching of reading comprehension in particular will be more effective and qualitative.

iii) Project work technique is a time consuming task. So, it is suggested that more time should be allocated in teaching reading in curriculum.

iv) The text book writers should select the texts which can be taught through project work technique so that the teacher can present the lesson by involving the students in project work. The teacher can develop in them the habit of learning cooperatively and the ability of dealing with difficult text.

v) The teachers should be trained to apply this technique as per our need, requirement and context.

vi) Task based exercises should be developed by Curriculum Development Centre.

vii) The study was only limited to forty students of a campus in Pravat District. It was confined to only one experimental group and one controlled group. So, it can not be claimed that the findings of the research are applicable everywhere. It is therefore, essential to carry out further researches including more number of students and more academic institutions.

viii) This experiment was conducted only for 19 days and 45 minutes per day. If the time of experiment is lengthened or shortened, varied result can be observed.

ix) This research was limited to the reading comprehension only. Similar type of research can be carried out on other areas like listening comprehension, speaking skill, developing writing skill and so on.

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