

EFFECTIVENESS OF INTEGRATED TEACHING OF LANGUAGE SKILLS

**A Thesis submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Dibbeshor Adhikari**

**Faculty of Education
Saptagandaki Multiple Campus,
BharatpurChitwan, Nepal**

2010

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DEDICATION

Dedicated to

My parents, teachers and friends who have inspired me for higher education

DECLARATION

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

Dibbeshor Adhikari

Date: 2067/03/15

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ABSTRACT

This research attempts to find out the effectiveness of integrated teaching of language skills in language teaching. For this purpose, the researcher selected the students of Grade IX of Shree Niranjana Higher Secondary School, Marpak-2, Dhading. The researcher collected data from the sample population of sixty students of the same school. The pre-test and post-test were taken using the test items designed. Students' responses were recorded and they were provided the score in the score sheet. The post-test was administered immediately after twenty four teaching periods using intergrated approach to the teaching of language skills to group 'A' (Experimental group) and as usual to group 'B' (Control Group). Their scores were tabulated and analyzed on the basis of average differences and their percentages. Pre-test and post-test results of the two groups were compared to find out the effectiveness of using integreated teaching aproach on four language skills. It is concluded from the study that using integreated teaching aproach on four language skills had positive effect in language teaching since group A had more average increasment in marks than that of group B.

This thesis consists of four chapters. Chapter one consists of general background, review of related literature, objectives and significance of the study. Chapter two deals with methodology. It includes the sources of data, sampling procedure, tools of data collection, process of data collection and limitations of the study. Chapter three consists of the analysis and interpretation of the data. The data were tabulated and analyzed on the basis of the test items. Chapter four draws out the major findings and recommendations on the basis of the analysis made in chapter three. Eventually, references and appendixes are given.

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ABBREVIATIONS AND SYMBOLS

%	:	Percentage
AD	:	Anno Domini
AV	:	Average Marks Obtained by the Students
BA	:	Bachelor in Arts
BC	:	Before Christ
BS	:	Bikram Sambat
CDC	:	Curriculum Development Center
CG	:	Control Group
CLT	:	Communicative Language Teaching
e.g.	:	for example (exempli gratia)
EG	:	Experimental Group
ELT	:	English Language Teaching
et al.	:	And Other People
FM	:	Full Marks
GT	:	Grammar Translation
HSEB	:	Higher Secondary Education Board
HSL	:	Higher Secondary Level
i.e.	:	That is
L	:	Listening
LTD	:	Limited
NEC	:	National Education Commission
NELTA	:	Nepal English Language Teacher Association

NEPC	:	National Educational Planning Commission
NESP	:	National Education System Plan
No	:	Number
P	:	Page
PCL	:	Proficiency Certificate Level
PhD	:	Doctor of Philosophy
PM	:	Pass Marks
Prof.	:	Professor
R	:	Reading
Re	:	Remarks
S	:	Speaking
SN	:	Serial Number
SV	:	Subject Verb
TU	:	Tribhuvan University
UNO	:	United Nations Organization
W	:	Writing