

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. It is one of the gifts to the human beings. Language is the process of transmitting the message through speakers to receivers. People exchange their feelings and emotions through the use of it. Language has been playing an important role in transmitting the message from history, culture and religion from one generation to another. So, language is specific possession of human beings to express and exchange feelings, desires and many more things from person to person. It is widely used means of communication that is shared by every member of community. It is commonly defined a voluntary and vocal system of human communication. However, there are other means of communication viz. visual, tactile, olfactory etc. Oxford Advanced Learner's Dictionary (1992, p.700) defines, "Language is a system of sounds, words, patterns, etc. used by human to communicate thoughts and feelings". Verma and Krishnaswamy (1994, p.5) mention, "As far as verbal communication with distinctive sound is concerned, it dates back to 6500 BC." The term language however, was developed later from the Latin world 'Lingua' meaning tongue. By this reason language is still called tongue. Sapir (1971, p.207) says "It is purely human and non intensive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols". On the other hand, Chomsky (1957, p.13) maintains that language is a set of finite or infinite sentences each finite in length and constructed out of finite set of elements. Likewise Sassaure (1857) views language as "organized thought coupled with sound". According to Bloomfield, (1985, p.213) language is the totality of utterances that can be made in a speech community. Similarly Hockett (1958 p.312) has a view that language is a complex system of habits. Crystal (1994, p. 212) defines language as "the

systematic, conventional use of sound, signs, or written symbols in a human society for communication and self expression". This definition includes different forms of language like written language, sign language and speech. "Learning language means acquiring different language skills" (listening, speaking, reading and writing). For academic success and behavioral achievement we need four language skills. In conclusion, we can deduce the following points about language.

Language is vocal auditory and visual phenomena.

Language is a set of arbitrary symbols.

The symbols have conventional meanings to which they refer.

It is used for communication.

It operates in a speech community or culture.

It is essentially human although possibly not limited to human.

We perform many group activities by means of language. Human language has many characteristics that separate it from other system of communication. Hockett (1958, p.574) mentioned different forms of communication. He also compared language with animal communication in terms of seven key properties of language:

Duality

Productivity

Arbitrariness

Interchangeability

Specialization

Displacement

Cultural Transmission

Language is used in terms of different skills. A skill means doing something very well. Learning language means learning the four language skills viz. listening, speaking, reading and writing.

1.1.1 Language Learning

The process of language learning differs from situation to situation. A child learns his or her first language automatically in a natural setting without any formal teaching of it. No any conscious effort is required on the part of the child to acquire his or her first language. The only thing she or he requires is the exposure to the natural use of language. Except in the case of some kind of physical disabilities such as deafness, dumbness, a normal child of 4-5 years is communicatively competent in his or her first language. She or he can produce and understand an infinite number of novel utterances which she/he has never heard and produced before. She/he is also able to use the language appropriately in different situations. But the main way of language learning is the learning of different language skills. Only the situation is different in case of second or foreign language learning. The second or foreign language learner, unlike the first language acquirer, has to put special effort on learning the language. Second or foreign language learning requires special teaching or training in formal environment. Formal teaching of the second or foreign language in schools and colleges is one of the most widely practiced ways of learning it. In Nepal, the English language has been given the status of second official language after Nepali.

So far as Nepal is concerned, the English language has got more priority now a days. How we can say this is that more and more students are attracted to reading English as a major subject in schools and colleges. Hotels are using English while hosting programmes on televisions and radios. As Bhattarai (2006, p.11) says, "In Nepal English was introduced formally in the school

level education system about one hundred and fifty years ago that is 1854". So, by this we can say that historical background of English in Nepal is not so long. At that time there were no any universities and colleges. Now we have so many colleges and universities. The English language has been highly valued from the beginning to the higher level of formal education. It is the language of world trade and communication of the 21st century.

1.1.2 Importance of English

Certainly there can be little doubt about the outstanding importance of English among other languages of the world. Although it has the second largest number of native speakers after the Chinese language, it is far more wide-spread than Chinese. English is spoken in the United States of America, Britain, Canada, Ireland, Australia, New Zealand, South Africa and several other Caribbean countries as a mother tongue. It is the most important language of the colonization in Asia and oceanic. English is the mother tongue of more than 200 million people in the world.

Similarly, English has received the special status of an official language in over seventy countries, such as Ghana, Nigeria, India, Singapore, etc. English in these countries is learnt as a 'second language' because it is seen as a complement to a person's mother tongue, the 'first language'. This role or status of English as an official language is far more than the status achieved by any other language. Moreover;

English is now the language most widely taught as a foreign language in over 100 countries such as China, Russia, Germany, Spain, Egypt and Brazil and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process (Crystal, 1997, pp. 3-4).

The English language has got priority in many countries' foreign language teaching, even though this language has no official status in those countries. It has now become the language which children are most likely to be taught when they arrive in school in many countries. More than half of the world's books and nearly three quarters of international mails are in English. It has one of the noblest bodies of literature. It is, therefore, a gateway to the world body of knowledge. English is claimed to be the most widely used language in the history of the earth.

English has now received the status of 'global language' or 'the world language'. It is the principal language for international communication. It is the major international language and is widely used as the major international lingua-franca. It is the language of commerce, language of science and technology and so on. As a whole, English can be said to be a window which enables its users to see the scientific development which is taking place in the world so rapidly. As a global language, English can be said to give us a passport to travel all over the world. A young person starting a career with the knowledge of English is supposed to hold a key, which will open many doors for him including easier access to good job. So, English is viewed as a way to get wider access to knowledge, to get a better job or career opportunity, to improve social status, etc. So, the importance of the English language in the present day world need not be overemphasized.

1.1.3 ELT Situation in Nepal

There is not a long history of English language teaching (ELT) in Nepal. It began in Nepal with the foundation of the Durbar High School in 1854, the first school in Nepal. But education was only limited to the members of the Rana families. The operating of Tri-Chandra College marked the formal beginning of

English in higher education in Nepal. After the establishment of democracy in 1951, several reforms were made in education. National Educational Planning Commission (NEPC) - 1972 emphasized on introducing English as a compulsory subject in all schools and colleges of Nepal. After the publication of the report of National Education System Plan (NESP) - 1972, English was given the position of one of the United Nations' languages in the curriculum of 1982, which was revised following the National Educational Commission (NEC) 1993.

The focus of ELT has shifted from one aspect to another from time to time in Nepal. The shift is in conformity with the new trends perceived in the field of ELT in the world. In the past, Grammar Translation Method was the only method used to teach English. The curriculum and textbooks were also designed to suit that method. So, the English textbooks up to the last decade were all structural ones with much emphasis on the structures with a belief that if a learner gets mastery over the forms, he will have a thorough mastery over the language. Only criticism of literary texts, learning of the rules of grammar, translation, etc. were taught using the student's mother tongue as the medium of instruction. Listening and speaking, the primary language skills, were neglected and discarded. Appraisal of a literary text never helped one to produce a correct utterance of current usage in English. The ultimate aim of teaching and learning any language is communication of thoughts, desire, wishes, etc. or whatever the situation calls for but English teaching in Nepal never showed these which resulted in poor outcome of many years spent on language teaching.

After the failure of Grammar Translation (GT) method and emergence of Communicative Language Teaching (CLT), the focus of ELT shifted from teaching and learning of forms to functions of languages. English began to be taught to serve the purpose of communication.

There is a vast pit among the students of the higher and lower, advanced and marginalized classes in the Nepalese society in English medium school and Nepali medium schools in the context of Nepal. The students of English medium schools are far better in their knowledge because of communicative curriculum they are supplied from the schools. This is the bitter experience but true.

1.1.4 Language and Language Skills

Language is a means of communication where as skill is an ability to do something efficiently, expertly and well. A new born child does not know how to use language. He/she can not organize the language skill in a meaningful manner. By the age of two or three, the same baby is able to understand and respond to the verbal command as well. At the age of five or six he/she may converse with us smartly, read a primer or write his/her name on the paper meaningfully. But the skills are acquired in a system. As we have already mentioned language is systematic and natural. Naturally, learning a language begins with listening and then speaking. Then only we move on to reading and writing. These language skills are made from the learner's point of view. So, it is the mode or manner in which language is used.

We know these skills do not occur at a time nor do they occur randomly. One skill follows another and one skill helps another. The supporters of natural approach believe that there is an order of language skills to teach in the classroom. This order is called natural order: Listening, Speaking, Reading, and Writing.

Language skills are categorized on the basis of use. The skill which is learned in the primary phase of language learning is primary skill. Similarly, the skill

which comes after crossing the primary phase is secondary skill. Listening and speaking come under first phase of language learning so they are primary language skills. The learner starts to learn reading and writing after getting good knowledge of the primary skills so they are secondary language skills.

Primary Skills	Secondary Skills
Listening Speaking	Reading Writing

The other categorizing of language skills is into receptive and productive types. Language skills help to communicate in lively manner. There is the relationship between sender and receiver or there is a two way relationship in communication. At least two participants have to be present for making oral communication. The listener receives the messages or listens to the speaker to get messages or information so, listening is a receptive skill. Similarly, the reader receives messages or information after reading the written texts so it is also called receptive skill. On the other hand, the learner speaks and produces his utterances. So, speaking is a productive skill. Writing is the last phase of language learning. The learner learns to write something in hard print or he/she produces something from the previous gained knowledge so it is called productive skill.

Receptive Skill	Productive Skill
Listening Reading	Speaking Writing

1.1.5 Importance of Listening Skill in Language Learning

Language is for communication rather than for reading or studying authentic printed materials. The language teaching is given much emphasis on communicative functions of language rather than its other functions.

In order to develop communicative efficiency in language the students need to understand the 'aural-oral' activities or skills. For example, they should understand how sounds are made and how stress is used. It is only through listening that a learner acquires better pronunciation as well as use of language. And it is the teacher who stands as a model of language for the students to aim at.

Listening appears at the earliest stage of language skills in everyday life. No listening means no language learning at all. If a child is deaf by birth then he/she cannot acquire any skill of language. It has been estimated that of the time adults spend in communicative activities, 45% is devoted to listening, only 30% to speaking, 16% to reading and 9% to writing (Pandey, 1996, p.195). It is rightly said that the nature has given us two ears to listen. When there is lack of listening skill, the communication gets broken and the communication gaps take place. For the purpose of comprehension and entertainment, listening is necessary. The pronunciation in different context is different so the listener has to differentiate it.

The meaning of the spoken term is achieved through the good knowledge of listening. The literal as well as metaphorical meaning can be discriminated through listening skill. The learner can connect linguistic cues in order to construct meaning. It helps to identify the function in a conversation and to give appropriate feedback to the speakers. It is also important for recalling and re-formulating what the speaker has been saying.

1.1.6 Importance of Speaking Skill in Language Teaching

Similarly, language means something spoken. Language learning mainly refers to learning speaking. Teaching of speaking skill is the main part of teaching of language or language teaching. Like other skills, speaking is also not a single skill i.e. speaking is clearly much more than the production of speech sounds. It ranges from pronunciation to phatic communication.

Speaking refers to the production of language sounds in audible and meaningful form. Speaking practice makes the students competent in language selection and uttering what he/she has learnt. The more we involve in speaking, the more and faster we can learn language. Speaking skill makes man to adjust in every situation. Both listening and speaking are integrated to each other. Even the uneducated person can deal well in their mother tongue because he/she listens and speaks in day to day life and has sound knowledge of language use. So, our students need much more time of practice of speaking in our classroom because they have no chance of English use out of classroom in Nepalese context. So speaking should be given high priority in our syllabus. It has been said that speaking is an active skill.

So, for communication, speaking skill should play vital roles. Only through speaking practice the learners can acquire better pronunciation. The learners listen to their teacher and act as the teacher pronounces different meaningful sounds.

To understand the language, one has to know supra-segmental features, stress and intonation. The same word or utterance with stress on different syllables may mean different things (meanings) which can be learned and taught in speaking skill. It is also necessary to understand the connected speech. It is the

age of communication. So, speaking is widely used communicative skill of language learning. As listening is necessary in language learning speaking is a must. Speaking does not mean only communicating message or information but also establishing, retaining or maintaining strengthening and even breaking the social relationship. According to the natural order of language learning it has second importance after listening. No speaking means lack of smooth language learning. The learner who has no knowledge of speaking becomes weak in language learning. Lack of speaking means communication break. It is also useful for mass communication or leadership. The hearers get helps of speech where there is lack of books to learn and understand.

1.1.7 Importance of Reading Skill in Language Teaching

Reading obviously is a receptive skill because we receive message by reading something therefore, reading involves understanding or comprehension. In other words reading involves the process of decoding (i.e. converting language message) While reading, the reader constructs message from graphic symbols, reading involves the following skills that prove reading as a reactive skill. So, it is:

- Predictive skill
- Skill of extracting detailed information
- Skill of deducing meaning from the context
- Skill of recognizing function and discourse patterns
- Skill of getting the general picture

Effective readers can predict what they are going to read. In other words, they presuppose what will happen then after. They can extract detailed information by reading text. Reading helps the readers to deduce the meanings of unfamiliar words from contexts. Similarly, the readers recognize what

functions are served and what discourse pattern is used. In other words, the readers (especially the native readers) know what follows what in discourse level, recognize markers, (e.g. thus, finally first of all, in the very beginning and so on) and recognize the devices for cohesion. Finally, the readers can get general picture of a text by reading it.

Reading is thought as a receptive skill. It can be regarded as a productive skill as well because it involves relation between print and speech and there by involves pronunciation, which is one of the productive skills too. Similarly, reading involves guessing.

Reading means perceiving a written text in order to understand its content. A child listens to the speech sounds, he produces them orally, and then he goes to read them in print or in writing. The learner uses his eyes and mouth for reading any text, or while practicing reading skill. He associates the spoken sounds with graphic symbols and signs to establish the relation between spoken /p/ and written 'p' alphabet, so that he can get gist or pure message through reading skill.

1.1.8 Importance of Writing Skill in Language Teaching

The last language skill is called writing skill. It is the secondary and productive language skill. The visual form of all above mentioned language skills is called writing skill. We can see it in print (in graphic substance). A learner can show his/her learned skill in hard print through written symbol. On the other hand it is the one of the best medium of language testing too. To have a good knowledge in writing one should have the good knowledge in above mentioned skills. Mainly for writing, reading skills should be done well by the learner. Learners are able to produce a variety of written texts. Specifically, they are able to:

- express ideas in clear and grammatically correct English, using appropriate punctuation
- plan, organize and develop an argument
- describe an object or process

Listening of sound system without decoding the sounds into message is not listening at all. So far, as language skill is concerned, speaking is clearly much more than the production of speech sounds. It can be looked at in two levels. In its simplest form writing can be the act of putting down something, which has been spoken, in conventional graphic form. In this sense writing is nothing more than the correct association of conventional graphic symbols with sounds, which have significant importance for the writer.

Writing, thus, is clearly much more than the production of graphic symbols. The symbols have to be arranged according to certain conventions to form words and words have to be arranged to form sentences. We produce a sequence of sentences arranged in a particular order and linked together in a certain way. And because of the way the sentences have been put in order and linked together, they form a coherent whole what we may call a text.

So, in its highly developed form, writing refers to the expression of ideas in a consecutive way according to the graphic conventions of the language. The ultimate aim of teaching writing is to make the students able to express themselves in a polished literary form which requires the utilization of special vocabulary and certain refinement of structures. Writing is one of the two most common channels (the way in which a message is communicated from one person to another) of communication, the other being speech. Writing involves encoding a message of some kind of translating our thoughts into language in graphic form. Encoding is a process of turning or converting a message into a

set of symbol, as part of the act of communication. In encoding the writer must select the meaning to be conveyed and turn it into linguistic form using phonological, grammatical and semantic systems.

In brief, it can be said that writing is one of the most important channels of communication and it involves the encoding of the message of any kind and which includes the phonological, grammatical and semantic systems of language.

All the skills are interrelated to one another. "All the language skills are equally important therefore equal emphasis should be given to each skill. No skill should be sacrificed for the sake of any other" Rai (1999, pp. 33-34). Here, the researcher also tries his best to find out the equal importance of the language skills in a language class.

1.1.9 Secondary Level Curriculum and English

Curriculum is such an educational overall plan to achieve the goal of the nation. The English language is taught as a foreign language in all school levels of Nepal. Curriculum and curricular materials get changed and revised in order to make them effective and relevant to the ever changing context.

In our country, secondary curriculum refers to the curriculum of class IX and X. It has two main aims: one is to enable the students' communicative competence to exchange ideas with people of any nationality who speak or write English, and the other is to expose them to vast treasures of knowledge and pleasure available in written and spoken English. There are four language skills to be taught. The secondary level English which was developed and implemented in 1995 has been repackaged after the government's decision to administer the SLC examination only from grade ten curriculum. The

curriculum contains communicative activities with an aim to make students competent in communicating ideas with people of any nationality. In other words, exercise for all language skills are carefully designed so that students gain knowledge, skills and confident in handling the language.

With these purposes in mind, the curriculum has been prepared to make the grade IX and X courses more applicable to society, both in Nepal and outside. The curriculum aims to produce such type of manpower who can use their learned knowledge in day to day life. The things that can be done through language are described as functions and can usually be expressed through more than one grammatical structure or set of vocabulary items. The structure explained in primary level is different than that of other levels. The language in primary is simpler than that of the higher levels. English in IX and X in Nepal is simpler than Nepali because it is a foreign language. But the function remains the same. Only the difficult vocabularies are avoided. The vocabularies of the texts are simpler than those of the class XI and XII. The curriculum also includes instructional objectives and skills in content areas, chart specifying the number of periods for each unit. It helps, promotes and strengthens the aspiration and interests of the learners.

Present curriculum of secondary level is also affected by different changes in the country and education system. The techniques and methods of the past and present are different. The textbooks of class IX and X are written by the group of experts, with suggestions and support from different linguists and subject specialists. The books are communicative course books in language field. It is possible to achieve the objective of the curriculum if it is taught by the trained manpower. The courses help the learner to understand the minimum skills of literature of English too. It mainly depends on the techniques used by the teacher and the skills they learn by. The course is divided 10%, 15%, 40%, and 35% for listening, speaking, reading and writing respectively.

No doubt language is for day to day communication. We use more listening and speaking than other language skills in our life. However the school curriculum is not designed following the natural need of language learning. As it is the second language, we use no English language at our home or street. So, the second language learners are poor in knowledge of the target language due to less emphasis on listening and speaking. This research aims to find out the effectiveness of equal use of all language skills in our classroom. The reason for equal emphasis on listening and speaking is to improve the level of English of the students. The language learner gets mastery over the first language because of the exposure. In second language learning, the learners do not get equal time or chance to use the target language as equally as mother tongue. In the context of Nepal, no listening and speaking in English is used out of the classroom by the students of secondary level. Because of lack of less practice of speaking, the speaking proficiency of the students is very low. The knowledge from reading and writing skills can not fulfill the need of listening and speaking. So, to learn the language efficiently the learner should learn it in a natural order in secondary level.

1.2 Review of the Related Literature

Some researches have been carried out under the Department of English Education or Faculty of Education, Tribhuvan University regarding the proficiency of different language skills of students and the problems faced by teachers and students in learning the language skills in isolation. Some research works related with this research are reviewed in short here.

Singh (2000) has studied "Listening Comprehension of Grade VIII Students." The objective of the study is only to analyze the listening comprehension skill of the students. He has found out the comprehension skill of listening only. He

has touched on how to improve the listening skill in lower secondary level in the context of Nepal. He has not focused on the natural order of language learning in his thesis and the importance in teaching listening for the improvement of other language skills.

Aryal (2001) undertook a research entitled "A Study on Listening Proficiency of Grade Ten Students of Gorkha." He wanted to determine whether the students exhibit better performance in seen text or unseen texts. He administered a listening comprehension text using both the lesson and found that there was no significant difference in the performance of the students in seen and unseen texts.

Chapagain (2005) has studied "Listening Skills in Compulsory English". He has presented that all the levels of Nepalese curriculums need to incorporate the teaching of listening. He also analyzes the proficiency of listening skill. According to him from grade one to bachelor level, English is taught as a compulsory subject so it is necessary to learn the skill of listening to comprehend the whole text. He has not focused on the use of listening to improve the English language itself.

Neupane (2005) has carried out a research work entitled "Proficiency in Listening Comprehension of 'PCL' and 'HSL' Students: A comparative study" He has shown the different abilities of these two curriculums in the same level. According to him, 'HSS' course is far better in listening than the 'PCL' course. He shows the content wise comparison in these two courses.

Adhikari (2006) has carried out his research work entitled "Reading Proficiency of Bilingual and Multilingual Learners". He has compared the ability of reading skill of the different learners of different background. He

has not gone on the other areas of language skills, such as listening, reading and writing. He has done the comparative study in different languages users.

B.K. (2008) has carried out a research entitled "Techniques of Teaching Reading at Lower Secondary Level." In this thesis he has tried to find out the techniques which are used in teaching reading skills for lower secondary level which includes the teacher's abilities in teaching language. He emphasizes on the teaching approaches in a language classes in isolation.

Poudel (2009) conducted a research on "A Study on the Techniques of Teaching Reading in English at Secondary Level". His research was limited to public schools in Banke district. He focused on the observation of the techniques applied by the teachers in teaching reading items only. His research was related to the various techniques applied in teaching reading rather than the efficiency of the production of language learning.

Although the above mentioned researches are related to language skills, they analyze only one skill in language teaching and learning process. There is only comparison among different languages. So far, no research is carried out on the effectiveness of integrated teaching of language skills in language teaching. This research tries to dig out the efficiency of the integrated teaching of language skills in language teaching learning programme. It helps to investigate how the language skills (listening, speaking, reading and writing) are equally fruitful in language teaching learning programme. If they are equally integrated in classroom, the students get better achievement than through the usual teaching system of Nepal.

1.3 Objectives of the Study

The objectives of the study are as follows:

- a) To analyze the effectiveness of integrated teaching of language skills in teaching in secondary level in Nepal.
- b) To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be significant to all English users in general as well as to those who are directly and indirectly involved in the field of teaching and learning activities, mainly, curriculum planners, textbook writers, subject experts, curriculum evaluators, language teachers, language instructors and students. This study will help to revise the curriculum in teaching language. To be specific, this study will help to revise classroom approaches, methods and techniques of the language teaching for the teachers and the course books of different levels of English subject, where English is taken as the second language.

CHAPTER TWO

METHODOLOGY

Methodology is a process in which a set of methods and principles used to perform a particular activity and investigate. Research, indeed, is not only a process of finding the solutions to a problem but also an art of scientific investigation.

2.1 Sources of Data

The research was based mainly on primary source of data. Secondary source of data was also used to complete the thesis.

2.1.1 Primary Source of Data

This study was mostly based on the primary sources of data. The primary sources of data for this study were sixty students of Grade 9 of Shree Niranjana Higher Secondary School Marpak-2, Dhading district and the data were collected by administering a pre-test and a post-test.

2.1.2 Secondary Source of Data

The researcher took help from various books like, Heaton (1988), Cross (1992), Verma (1994), Ur (1996), Longman (1998), Harmer (2001), Journal, (NELTA 13th volume), Hornby (2005), Jones (2005), Khaniya (2005) as well as the previously carried out researches, articles, journals and forums, as the sources of data for this study.

2.2 Sample Population and Sampling Procedure

The researcher selected Shree Niranjana Higher Secondary School of Dhading district purposively. The same procedure was used to select grade 9 students also. Sixty students of grade 9 were taken randomly for the study. The students were divided into two groups: experimental group and control group through odd and even roll numbers from the pre-test result.

The researcher tried to maintain equal opportunity of overall learning time in the both groups but the time divided for different skills is different.

2.3 Tools for Data Collection

In order to collect the data for the research, the researcher made a list of questions to measure four language skills. He made the test items of different language skills. He divided four language skills and marked them equally in testing the abilities of the learners.

S. N.	Types of items	Marks	Nature of test items
1	Listening questions	15	Listen to the tape or your teacher and do the activities that follow. (Gap filling, Choose the best one, True False, etc.)
2	Speaking questions	15	Answer orally in short to the questions of your teacher. Describe the picture in short.
3	Reading questions	15	Read the given passage and do the activities that follow. (Gap filling, Choose the best one, True False, Similar words, Opposite words etc.)
4	Writing questions	15	Write an essay, fill up the skeleton dialogue, and write a condolence on the basis of the given outlines.

2.4 Process for Data Collection

- a. First of all the researcher divided the class of 60 students in two equal groups according to odd and even roll numbers after their pre-test results. (See Appendix–II) The students of odd roll numbers were kept in experimental group and the students of even roll numbers were kept in control group after tossing the coin.
- b. He taught the control group as usual. He taught as prescribed in government curriculum (2008) for listening, speaking, reading and writing skills providing the time allotment 10%, 15%, 40% and 35% respectively. Similarly, he taught the experimental group as he wanted. In this group he allocated equal time (25%) for each language skill.
- c. For this study he took four weeks. There were 24 periods in four weeks so the researcher took six days for each language skills in experimental group and 3,4,9,8 days for listening, speaking, reading, writing respectively in control group. After teaching differently he took the final test, tabulated the result of both group and compared statistically.
- d. Finally, the collected data were compared to determine the effectiveness of integrated teaching of language skills in language teaching.

2.5 Limitations of the Study

The study had the following limitations:

- The study was confined to teaching of all the language skills at secondary level English textbooks.
- The population of the study was limited to the 60 students of only one government aided school in Dhading district
- The primary data of this study was collected from all language skills but it was confined to certain areas of language testing (gaps fillings, true false, choosing alternatives, similar meaning, opposite meaning, interpretation of the chart, paragraph writing, essay writing etc).
- The study was confined within the limited time i.e. 24 periods in a public school taught by a single teacher.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. Analysis means the detailed study or examination of something in order to understand more about it. Similarly, the term interpretation means the particular way in which something is understood or explained in a scientific way by means of different statistical tools such as average marks, mean, percentage etc. The sample students and their results are gathered, checked, compared and scientifically analyzed in order to find out the fact in teaching skills. The gathered data were analyzed under different headings. The further analysis of the data leads to the interpretation of the effectiveness of integrated teaching of language skills. This chapter is organized into two sections.

- a. Holistic Comparison
- b. Skill Wise Comparison

3.1 Holistic Comparison

The researcher in the beginning made two equivalent groups of the sample students on the basis of pre- test result. The researcher was very careful to establish two equal groups to balance the initial capacity of the sample students and he taught them as he wished. If the both groups had not been equivalent, it would have been difficult to find out the differences of language learning variations between experimental and control group on the post-test result. The researcher calculated the mean scores of the pre-test of the both groups and found out uniformity between both the groups (EG= 47.27% and CG= 47.30%).

3.1.1 Holistic Comparison Between Pre-test and Post-test Result

The scores of the tests of the students of both the tests are presented in Appendix 'V' for holistic analysis, the total average marks of the both groups in the both tests were computed and tabulated in the following table.

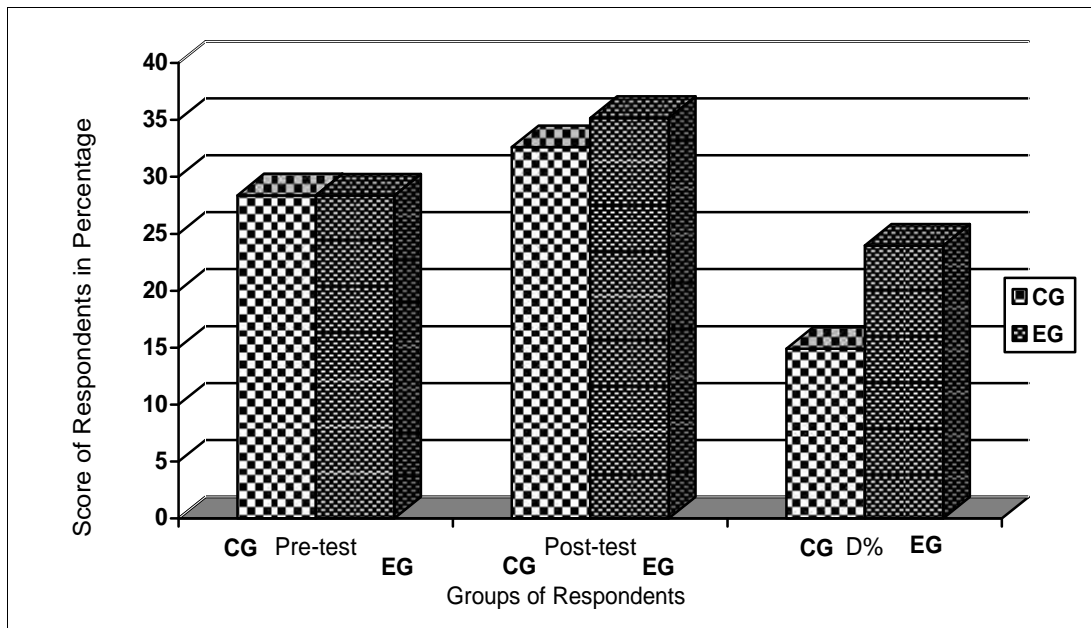
Table No. 1
Holistic Comparison Between Pre-test and Post-test Result

Group	Average score of Pre-test	Average score of Post-test	D	D%
CG	28.38	32.61	4.23	14.90
EG	28.36	35.16	6.80	23.97

The above table shows that the control group has the average score 28.38 and 32.61 in pre-test and post-test respectively. This group has increased its average score by 4.23 or 14.90%. On the other hand the experimental group has the average score 28.36 and 35.16 in the pre-test and post-test respectively. This group has increased its average score by 6.80 or 23.97%.

It shows that the increase marks of difference of EG over CG are by 4.29 or 9.07%.

Figure No. 1
Obtained Marks of CG and EG



3.1.2 The Analysis of Pre-test Result

The pre-test raw scores of the students of the both groups are presented in 'Appendix II'. In the given table, the summary statistics on the mean achievement of the both groups is presented.

Table No. 2
The Analysis of Pre-test Result

Groups	Average Mean	D	D%
CG	28.38	0.02	0.07
EG	28.36		

The above table shows that experimental and control groups are equivalent in their abilities in English. Each group was equivalent because there was not significant difference between the mean scores of the two groups. The above table shows that the 'EG' has the average score of 28.36 and 'CG' has the

average score of 28.38 in the pre-test. It shows that both the groups were more or less equivalent in their abilities.

3.1.3 The Analysis of Post-test Result

The post-test raw scores of the students of the control group and the experimental group have been presented in Appendix 'IV', however the summary of statistical calculation of the experimental group and control group is given below in table 2.

Table No 3
The Analysis of Post-test Result

Group	Mean	D	D%
CG	32.61	2.55	7.81
EG	35.16		

The above table shows that there is a significant difference between two mean scores. The result with significant difference between two means was due to equal emphasis in all the skills for experimental group against control group because both the groups were statically homogenous before the introduction of the integrated teaching of language skills. Therefore, the researcher concluded that the administration of integrated teaching of language skills caused better achievement in language teaching.

3.2 Skill-wise Comparison

For the process of data collection, a set of test items was administered and they were categorized under the four different skills of language and the average scores obtained by students in both the tests were tabulated. For skill-wise comparison the mean score of both the groups of pre-test and post-test were

calculated to find out the effectiveness of integrated teaching of language skills in language teaching.

3.2.1 Listening Skill

In this skill test, the researcher played the cassette and administered different questions of different items of full marks 15 i.e. fill up the gaps, state true and false and choose the best one (See Appendix-I, III). The scores of both the tests of both groups have been presented on appendix II, IV. The summary of statistical calculation of both the groups is given below:

Table No. 4
Comparison of Pre-test and Post-test Result of Listening Skill

Group	Average score of Pre-test	Average score of Post-test	D	D%
CG	6	6.9	0.9	15
EG	5.9	7.9	2.0	33.89

This table shows that 'CG' has the average score of 6 and 6.9 in pre-test and post test respectively where as the 'EG' has the average scores of 5.9 and 7.9 in pre-test and post-test respectively. From this we come to know that the student have done better improvement than 'CG'. 'CG' has increased its average marks by 0.9 or 15% while 'EG' has increased its average marks by 2 or 33.89%.

3.2.2 Speaking Skill

In this test item there were 10 problems that required students to answer them orally. The questions were related to their speaking areas (see Appendix I, III). The scores of both the tests of both the groups have been presented on Appendix 'II, IV'. The summary of the scores has been presented below:

Table No. 5

Comparison of Pre-test and Post-test Result of Speaking Skill

Group	Average score of Pre-test	Average score of Post-test	D	D%
CG	5.93	7.58	1.65	27.82
EG	5.9	8.9	3.0	50.84

This table shows that the 'CG' has the average scores of 5.93 and 7.58 in the pre-test and post-test respectively. Similarly, 'EG' has the average scores of 5.9 and 8.9 in the pre-test and post-test respectively.

'EG' has increased its average marks by 3.00 or 50.84 percent where as 'CG' has increased its average marks by 1.65 or 27.82 percent. It shows that 'EG' has done better improvement than the 'CG' in this item.

3.2.3 Reading Skill

In this skill, there were 15 problems provided to students from the students' books. The students had to read the texts and give the answers from the passage. Gap filling, similar as well as opposite meaning, true false and choosing the alternatives are the types of questions in this test item, (See Appendix 'I, III'). The scores of both tests of both the groups have been presented on Appendix 'II, IV'. The summary of the scores has been presented below.

Table No. 6

Comparison of Pre-test and Post-test Result of Reading Skill

Group	Average score of Pre-test	Average score of Post-test	D	D%
CG	8.5	9.2	0.7	8.2
EG	8.41	9.14	0.73	8.6

This table shows that the 'CG' has the average scores of 8.5 and 9.2 in the pre-test and post-test respectively. Similarly, 'EG' has the average scores of 8.41 and 9.14 in the pre-test and post-test respectively.

'EG' has increased its average marks by 0.73 or 8.60 percent whereas 'CG' has increased its average marks by 0.70 or 8.20 percent. It shows that 'EG' and 'CG' have the same kind of improvement in the both tests and the difference is minimal where 'EG' has done better improvement than 'CG'.

3.2.4 Writing Skill

In this skill, there were three types of problem provided to the students from their books. The students had to solve 12 problems of grammar of full marks 6 in each test and 4 marks and 5 marks for other two free writing related to their course. Grammar, essays, stories, and interpretation of rules and regulations in different fields were the types of questions in the test item (See Appendix 'I, III'). The scores of both the tests of both the groups have been presented on Appendix 'II, IV'. The summary of the scores has been presented below.

Table No. 7
Comparison of Pre-test and Post-test Result of Writing Skill

Group	Average score of Pre-test	Average score of Post-test	D	D%
CG	8.13	8.91	0.78	9.59
EG	8.16	9.05	0.89	10.90

This table shows that the 'CG' has the average scores of 8.13 and 8.91 in the pre-test and post-test respectively. Similarly, 'EG' has the average scores of 8.16 and 9.05 in the pre-test and post-test respectively. 'EG' has increased its average marks by 0.89 or 10.90 percent where as 'CG' has increased its average marks by 0.78 or 9.59 percent. It shows that 'EG' has done better improvement than 'CG' in this skill.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

The researcher has carried out this practical study to identify, analyze and interpret the effectiveness of integrated teaching of language skills in teaching. It has just been limited to class nine students of a community school in Dhading district. For the purpose of the study, equivalent groups were decided through the process of tossing the coin and they were taught separately (See Appendix 'II'). The both groups have been taught by the researcher himself. He taught experimental group dividing the time and course equally and the control group was taught as prescribed by the secondary curriculum of Nepal. After four weeks of teaching, the researcher administered a post-test to both the groups. The results of both the groups in the form of raw scores have been computed and tabulated. The obtained data, thus, has been used for the analysis and interpretation.

The statistical analysis of the data has indicated that the experimental group achieved better than the control group. This investigation proves that integrated language teaching has brought better improvement than the usual teaching. After the comparative analysis and interpretation of data obtained from the pre-test and post-test, the findings are drawn and the recommendations are put forward.

4.1 Findings

1. The effectiveness of integrated teaching of language skills has been found to be significant in teaching English language in secondary level in the context of Nepal.
2. The holistic comparison between pre-test and post-test has been shown in table 2 in which experimental group has done better improvement than control group. On the basis of the post-test result, the experimental group's mean score has been 35.16, where the group has increased its average score by 6.80 or 23.97% and the mean achievement of control group has been only 32.61, and the group has increased its average score by 4.23 or 14.90%.
3. In case of the skill wise scores of the both the groups of the both tests, in every skill 'EG' has done better improvement than 'CG'. In listening skill, 'EG' has the average scores 5.9 and 7.9 in pre-test and post-test respectively, where as 'CG' has 6 and 6.9 in pre-test and post-test respectively. It shows that 'EG' won by average 18.89%. Similarly in speaking 'EG' has the average scores 5.9 and 8.9 in pre-test and post-test respectively, where as 'CG' has 5.93 and 7.58 in pre-test and post-test respectively. It shows that 'EG' exceed by average score 23.02%. In reading skill, 'EG' has the average scores 8.41 and 9.14 in pre-test and post-test respectively, whereas 'CG' has 8.50 and 9.20 in pre-test and post-test respectively. It shows that 'EG' exceed by average score 0.04%. In writing skill, 'EG' has the average scores 8.16 and 9.05 in pre-test and post-test respectively, whereas 'CG' has 8.13 and 8.91 in pre-test and post-test respectively. It shows that 'EG' exceed by average score 1.31%.

On the whole the integrated teaching of language (listening, speaking, reading and writing) in language learning was relatively more effective and successful than following the teaching based on the curriculum of our country in the English language with 10%, 15%, 40% and 35% emphasis on each language skills i.e. listening, speaking, reading and writing respectively.

4.2 Recommendations

From the result of the experimental study, the researcher suggests the following recommendations for the pedagogical implications.

1. Listening and speaking skills should be equally emphasized in teaching language; mainly of English, in the context of Nepal. Its good impact can also be seen on other language skills i.e. reading and writing.
2. The textbook writers should include many items that enhance listening and speaking skills.
3. The curriculum and syllabus should be re-designed with equal emphasis on four language skills in language teaching.
4. The teachers are suggested to provide the equal chances to the students in each language skill so that the students can be familiar with the language and they can learn well.
5. The curriculum planners as well as the teachers who plan the curriculum and teach in the class should plan and organize the course with equal weightage of four language skills. And we should start to teach language from listening and move on to speaking and then to reading and writing so the time and full marks should be equally divided for all language skills.
6. The curriculum development center (CDC), HSEB, textbook writer, and educationists should develop supplementary materials to promote the language learning skills through integrated teaching of language skills in language learning.
7. It is requested to all the administrators to keep in mind that in teaching at secondary level through the equal emphasis on four language skills.

8. English teachers in Nepal that they should provide equal chances to listen to course materials and speak for the better achievement in English language.

This study was only limited to the 60 students of community based government aided school in Dhading district. It was confined only to one experimental group of 30 students and other 30 students of control group. Thus, it can not be said that the findings of this research are applicable in all conditions in all schools and all countries of the world. It is, therefore very essential to carry out further more experiments in the same area with the involvement of more number of students and hence the validity of the findings of this study can be tested.

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Appendix-I

Pre-test

1. Listing Skill

Q. 1. Listen to the tape and do the activities that follow.

The two girls are talking about the important people.

A: Who are the important people to you?

B: My parents.

A: Your parents. Why?

B: Because they are closest people to me. It must be the same for everyone.

Your parents look after you, give you what you want, every thing you need.

A: Yes, I agree. And what about the less important people? I think that the least important people are neighbors. What do you think?

B: I don't think so. Neighbors are important to me. They occupy the third place in my list of important people.

A: Why?

B: Because they live near to you. Because living after together for a long time you can understand each other well and help each other in the time of trouble.

A: What about friends?

B: Yes, they are important because you can share your ideas with them. But you can't always tell your parents all f your feelings and problems. But you can always talk to your friends, can't you?

A: I suppose so. So they are next important people after parents.

Pre-test

A. Listen to the cassette and State True or False for the following sentences.

5.

- i. Friends are not important at all. []
- ii. Neighbors are second important people. []
- iii. Important people are always helpful. []
- iv. The closest people are always parents. []
- v. We can share our ideas with our parents and express our feelings and problems openly. []

B. Listen to the cassette and fill in the gaps.

5.

- i. The most important people are
- ii. Friends are the people.
- iii. Neighbors help in the time of
- iv. Parents look us.
- v. Some time we can't our ideas with our parents.

C. Choose the best alternatives for the following sentences.

5.

- i. Parents are always
 - a. farthest b. more closer c. the closest
- ii. The conversation is about
 - a. friends and neighbors b. neighbors friends and parents
 - c. neighbors and parents
- iii. It is easy to share feelings with
 - a. friends b. parents c. neighbors
- iv. The speaker tells that friends are the
 - a. first important b. second important c. third important
- v. This is a
 - a. dialogue b. debate c. argue

Pre-test

2. Speaking Test

15

- A. Ask the student at least three very simple questions about his/her introduction, school, family (e.g. what's your name? /What's your symbol No.?. / Where are you from? / What's your school's name? / How was your written test? /How many members do you have in your family? / Who are they? / What are their occupations? / Who teaches you English? etc.). This is a simple interview like a warming up. Award 3 marks for correct and fluent expressions, 2 marks for correct, but fluency is just okay, 1 mark for broken expressions and 0 mark for no response.
- B. Show the student the set of pictures. Let him/her study the pictures for a couple of minutes.
- C. Ask the student to describe the pictures in the appropriate tense as per instruction given in the question. Allow at least 15 seconds responding to each picture, but don't go on looking at your watch...





Pre-test

3. Reading skill

Read the passage given below and do the activities that follow.

VACANCY

A fast growing Tour company is seeking to recruit young, result oriented and dynamic candidates. Interested applicants are invited to apply for the following posts.

TICKETING OFFICER-2: Application must be a graduate, with minimum 2 years experiences in a reputed airline or travel agency with computer skill. Preference shall be given for applicant versed with Amadeus/Abacus or Galileo.

TOUR OFFICER- 1: Graduate, minimum 2 years experiences in a reputed Tour Company and capable of corresponding independently.

TOUR GUIDE - 1 Young and energetic, willing to travel frequently, possessing Guide license. Application must be fluent in English. Knowledge of additional language beneficial.

JUNIOR ACCOUNTANT-1 Graduate in commerce with minimum 2 years of working experience. Must be computer literate.

OFFICE BOY -1: SLC Passed with minimum 1 years experience in similar post.

Send your resume with a recent photograph either by email or post with your telephone number and contact details.

Please note that only selected candidates shall be called for interview.

RICHA TOURS

P.O. Box: 1657, Tridevi Marg, Kathmandu

E-mail: explore@yahoo.com

Passenger Sales Agent: AIR CHINA

A division of Explore Nepal Tours and Travels Pvt. Ltd.

No Telephone Enquiries shall be entertained

A. Write the similar words of:

611 0.5=3

- | | | | |
|----------------------|----------|--------------|-------|
| i. called | ..... .. | ii. Bio data | ..... |
| iii. priority | ..... .. | iv. eligible | ..... |
| v. permission letter | ..... | vi. extra | ..... |

B. Write the opposite words of:

611 0.5=3

- | | | | |
|--------------|-------|---------------|-------|
| i. old | ..... | ii. maximum | ..... |
| iii. leading | ..... | iv. subsiding | ..... |
| v. unsucceed | ..... | vi. rejected | ..... |

C. State True or False for the following sentences.

5

- | | |
|--|-----|
| i. The company is located in Kathmandu. | [] |
| ii. The advertisement is for teacher. | [] |
| iii. The qualification for office boy is S. L. C. | [] |
| iv. One can telephone to the office. | [] |
| vi. English knowledge is advantageous for tourist guide. | [] |

D. Fill in the blanks according to the passage.

4

The advertisement is form a company. It s seeking to recruit young and energetic candidates. Interested are invited to apply to with recent either by email or post.

Pre-test

4. Writing skill

A. Write any four rules and regulations for temple visitors. 4.

B. Write a letter to the editor of any newspaper for electricity crisis.5.

C. Rewrite the sentences selecting the best alternatives from the brackets. 0.5¹²⁼⁶

- i) She is learning to play ----- guitar. (a/an /the)
 - ii) You read about it ----- page 50. (in/ on / at)
 - iii) I have finished my work, ----- I? (haven't/ don't have/haven't had)
 - iv) One of the friends ----- me. (are helping / is helping/ help)
 - v) I have to help you. It can be negative as: I--- help you. (haven't you/ haven't have to/ don't have to)
 - vi) I ----- my finger. It's bleeding now. (have cut/cut/ will cut)
 - vii) When the teacher ----- the class all the students stood up. (entered / had entered/ enters)
 - viii) He said, "What a nice uniform" Its indirect speech is: He ----- exclaimed that it-----a nice uniform. (is very/ was / will be)
 - ix) Call him. Its passive is: ----- . (Let him called\ Let him be called/ should be called)
 - x) She is ----- beautiful -----, I also like her. (so/ so that / so- that)
 - xi) If they were studying English, they -----easily. (will pass/ would pass / would have passed)
- I have my pen ----- . (buy/ to buy/ bought

Appendix-II
Results of Pre-test

S.N.	Name	Total	S.N.	Name	Total
1	Ambika Simkhada	25	2	Ashika Adhikari	26.5
3	Bhagawoti Adhikari	28	4	Bashanti Lama	25.5
5	Bibek Adhikari	38	6	Bikash Baruwal	34
7	Bihsal Adhikari	34.5	8	Deepak Gurung	19
9	Bipana Adhikari	26	10	Dipa Adhikari	26
11	Bishal Thapa Magar	36	12	Ganesh Adhikari	30
13	Dhurba Gurung	28.5	14	Ganga Gurung	27.5
15	Ganesh Thapa Magar	21	16	Kamali Maya Gurung	21
17	Jharana Rana Magar	26.5	18	Kapil Adhikari	26
19	Kushum Pant	20	20	Krishna B.C.	20
21	Madan Adhikari	38	22	Mamata Lama	29
23	Nakul Adhikari	29.5	24	Manju Thapa Magar	30.5
25	Parbat Rimal	22	26	Nelima Tamang	32.5
27	Prashna Gurung	30.5	28	Nikesh Adhikari	42.5
29	Pratiksha Adhikari	27.5	30	Panju Tamang	22
31	Raj Kumar Tamang	25.5	32	Pratima Gurung	31
33	Raj Thapa Magar	25	34	Rakesh Magar	34.5
35	Rajan Adhikari	29	36	Ram Bahadur Ghale	27.5
37	Rajan Thapa Magar	33.5	38	Ram Bdr. Adhikari	20.5
39	Rupak Adhikari	27	40	Rita Maya Tamang	24
41	Sabin Kumar Tamang	22	42	Rupesh Adhikari	37
43	Sabina Gurung	22	44	Sabitri Adhikari	27.5
45	Sajana Bishwokarma	27.5	46	Sanju Shrestha	25
47	Saraswoti Adhikari	28	48	Shanti B.K.	23.5
49	Sita Gurng	45	50	Sital Adhikari	28.5
51	Smriti Thapa Magar	29	52	Sonam Tamang	25.5
53	Sobita Nepal	21.5	54	Sujan Simkhada	37
55	Sushila B.K.	29	56	Sujata Sunar	25
57	Sushila Simkhada	29	58	Sumitra Rimal	29
59	Tek Bahadur Gurung	27	60	Uttam Tripathi	44
Total		851	Total		851.5

Control Group Pre-test Result

Pre-text							
S.N	Name	L	S	R	W	T	Re
1	Sita Gurng	8	10	14.5	12.5	45	
2	Madhu Adhikari	9	8	12	9	38	
3	Bibek Adhikari	7	8	12	11	38	
4	Bishal Thapa Magar	9	7	11.5	8.5	36	
5	Bihsal Adhikari	7	7	11.5	9	34.5	
6	Rajan Thapa Magar	8	7	9.5	9	33.5	
7	Prashna Gurung	7	6	8.5	9	30.5	
8	Nakul Adhikari	7	6	8.5	8	29.5	
9	Sushila Simkhada	6	5	10	8	29	
10	Smriti Thapa Magar	7	7	7.5	7.5	29	
11	Rajan Adhikari	6	6	9.5	7.5	29	
12	Sushila B.K.	5	6	9.5	8.5	29	
13	Dhurba Gurung	8	6	5.5	9	28.5	
14	Bhagawoti Adhikari	5	5	10	8	28	
15	Saraswoti Adhikari	6	6	6.5	9.5	28	
16	Pratiksha Adhikari	5	6	8	8.5	27.5	
17	Sajana Bishwokarma	5	6	7.5	9	27.5	
18	Rupak Adhikari	6	6	8	7	27	
19	Ambika Simkhada	5	6	6.5	7.5	25	
20	Tek Bahadur Gurung	7	5	8.5	6.5	27	
21	Jharana Rana Magar	5	6	6.5	9	26.5	
22	Bipana Adhikari	5	5	7	9	26	
23	Raj Kumar Tamang	5	5	8.5	7	25.5	
24	Raj Thapa Magar	6	6	7	6	25	
25	Sabin Kumar Tamang	5	4	6.5	6.5	22	
26	Parbat Rimal	4	5	7.5	5.5	22	
27	Sabina Gurung	5	5	4.5	7.5	22	
28	Sobita Nepal	3	4	7	6.5	21.5	
29	Ganesh Thapa Magar	6	5	4	6	21	
30	Kushum Pant	3	4	5.5	8.5	20	
Total		180	178	249	244	851	

Experimental Group Pre-test Result

Pre-text							
S.N	Name	L	S	R	W	T	Re
1	Uttam Tripathi	10	10	13	11	44	
2	Nikesh Adhikari	9	9	13	10.5	42.5	
3	Rupesh Adhikari	7	8	12	10	37	
4	Sujan Simkhada	8	8	10.5	10.5	37	
5	Rakesh Magar	7	7	11.5	9	34.5	
6	Bikash Baruwal	7	6	12.5	8.5	34	
7	Nelima Tamang	8	6	9	9.5	32.5	
8	Pratima Gurung	7	8	8	8	31	
9	Manju Thapa Magar	8	7	8.5	7	30.5	
10	Ganesh Adhikari	5	6	11	8	30	
11	Mamata Lama	5	6	9.5	8.5	29	
12	Sumitra Rimal	8	7	7.5	6.5	29	
13	Sital Adhikari	7	6	8.5	7	28.5	
14	Ganga Gurung	4	5	10	8.5	27.5	
15	Ram Bahadur Ghale	7	8	5	7.5	27.5	
16	Sabitri Adhikari	5	6	8	8.5	27.5	
17	Ashika Adhikari	6	5	6	9.5	26.5	
18	Kapil Adhikari	7	5	6	8	26	
19	Dipa Adhikari	6	5	8.5	6.5	26	
20	Sonam Tamang	5	6	6.5	8	25.5	
21	Bashanti Lama	5	6	6.5	8	25.5	
22	Sujata Sunar	4	3	9.5	8.5	25	
23	Sanju Shrestha	3	4	10	8	25	
24	Rita Maya Tamang	5	5	6	8	24	
25	Shanti B.K.	4	4	6.5	9	23.5	
26	Panju Tamang	5	4	7	7	22	
27	Kamali Maya Gurung	4	4	6	7	21	
28	Ram Bdr. Adhikari	4	4	4	8.5	20.5	
29	Krishna B.C.	3	4	5.5	7.5	20	
30	Deepak Gurung	4	5	7	3	19	
Total		177	177	252.5	245	851.5	

Appendix-III

Post-test

1. Listening Skill

Listen to the tape and do the activities that follow.

Good evening. Its 7:15. Here's the weather forecast for the next 24 hours. Heavy rain is expected in the eastern region of the country. It will be cloudy all day there with plenty of rain. In the central region it will be quite hot with long spells of sunshine whereas, in the west, it will be a maximum gain be cloudy, with showers at times. Moving to the mid-west and far west it will be mostly sunny and very hot. In the western hills it will be dry and windy. The maximum temperatures recorded at the five regions yesterday were:

Dhankuta: maximum temperature 28.2 degrees Celsius, minimum 21.5 degrees Celsius, and rainfall, 15.8 millimeters.

Kathmandu: maximum 30, and minimum 19.3 degrees Celsius, with 1.8 millimeters of rainfall.

Pokhara: maximum 31.1 and minimum 22.3 degrees Celsius, with 21 millimeters of rainfall.

Birendranagar: maximum 31.7 and minimum 23.3 degrees Celsius, with 6 millimeters of rainfall. And

Dipayal: maximum temperature 36.8, minimum 24.2 degrees Celsius, with 3 millimeters of rainfall.

That's all for today.

Listen to the tape and do the activities that follow.

a. Fill in the blanks.

5.

- i. It is the news of
- ii. Dhankuta has 28.2 Celsius temperature.
- iii. Mid-west and far-west regions will be mostand very hot.
- iv. There will be plenty of rain in region.
- v. There is 36.8 Celsius temperature in

b. State True or False according to the cassette.

5.

- i. It is a news of 7.15 morning. []
- ii. Dipayal is the hottest place yesterday. []
- iii. There is no rainfall in Kathmandu. []
- iv. In west there will be cloudy with rain. []
- v. Pokhara is hotter than Katmandu. []

C. Choose the best one.

5.

- i. The minimum temperature of Kathmandu is.
a. 19.3⁰c b.30.1⁰c c. 31.1⁰c
- ii. It is a weather.
a. weather fore cast b. Weather rain c. rain
- iii. There is heavy rain expected in.
a. Eastern region b. Western region c. Far western region
- iv. In western hills it will be.
a. dry and windy b. dry and rain c. rain and windy
- v. The least temperature is in
a. Kathmandu b. Dhankuta c. Pokhara

Post-test

2. Speaking Test

15

- D. Ask the student at least three very simple questions about his/her introduction, school, family (e.g. what's your name? /What's your symbol No.??/ Where are you from? / What's your school's name? / How was your written test? /How many members do you have in your family? / Who are they? / What are their occupations? / Who teaches you English? etc.). This is a simple interview like a warming up. Award 3 marks for correct and fluent expressions, 2 marks for correct, but fluency is just okay, 1 mark for broken expressions and 0 mark for no response.
- E. Show the student the set of pictures. Let him/her study the pictures for a couple of minutes.
- F. Ask the student to describe the pictures in the appropriate tense as per instruction given in the question. Allow at least 15 seconds responding to each picture, but don't go on looking at your watch...



Post-test

3. Reading skill

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

Dear Mrs. Rai,

I would like to take this opportunity to congratulate you on your recent appointment to the Chief Editor of The Nepal Times. This is certainly an impressive accomplishment, of which I am sure your family, friends and you are justifiably proud.

As the Chief of The Nepal Times, it will be your responsibility to provide unbiased news stories and articles. As this is a new position at this daily paper, you have the opportunity to set the standard for future chiefs to follow, and I am certain you will do a fine job. Your selection as the Editor in chief shows that you are well on your way towards a bright future.

I congratulate you again on this honour, and wish you the best of luck in all of your future endeavors. I am sure you will continue to set a fine example for all to follow. As always, please do not hesitate to call upon me if I may be of assistance to you.

With kindest regards and best wishes,

Sincerely,
Anil Gurung

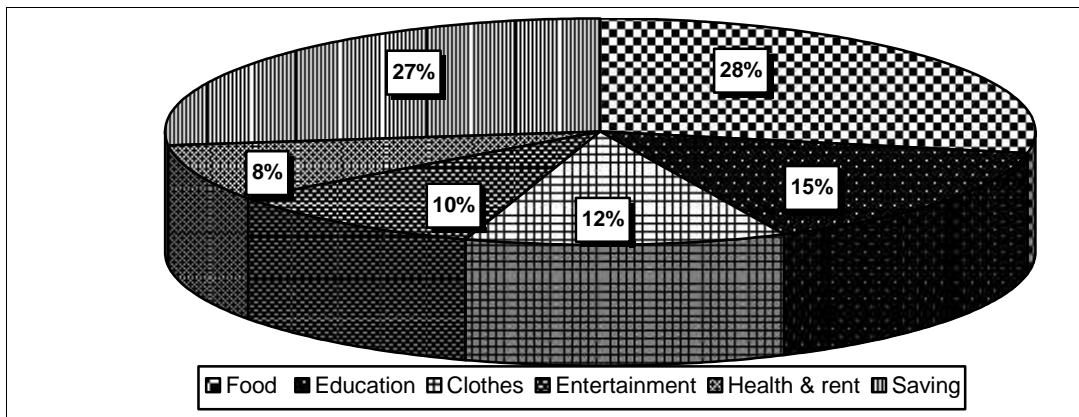
- a. Write the similar words of: 3x0.5=3
- | | |
|---------------------|------------------|
| i) unbiased | ii) assistance |
| iii) responsibility | iv) sure |
| v) chosen | vi) days to come |
- b. Write the opposite words of: 3x0.5=3
- | | |
|------------|-----------|
| i) lead | ii) doubt |
| iii) chief | iv) worst |
| v) dark | vi) proud |
- c. State True or False according to the cassette. 5.
- | | |
|---|-----|
| i) Anil Rai writes the letter to Mrs. Gurung. | [] |
| ii) Anil wants to be the helper of Mrs. Rai if she needs. | [] |
| iii) Mrs. Rai is selected the deputy editor of the Nepal Times. | [] |
| iv) The selection was biased according to Anil. | [] |
| v) According to Anil, Mrs. Rai can do the best in the future. | [] |
- d. Fill in the blanks with suitable word/s. 4.
- It is a letter of
 - She was selected as
 - Anil Gurung congratulated to
 - The letter written date is

Post-test

4. Writing Skill

a. Interpret the given chart.

4.



b. Write a letter to your brother suggesting him to go to school regularly.

5

c. Rewrite the following sentences choosing the best alternatives. 6

- i) It -----attractive uniform. (a, an, the)
- ii) She is ----- red sari. (on, it, at)
- iii) Ram and Shyam were good friends, -----? (aren't they, weren't they, wasn't they)
- iv) Two and two -----four. (make, makes, has makes)
- v) Does he have a book? Its affirmative sentences is : He -----a book. (does have , has , have)
- vi) Everything is prepared. I -----to the USA .(am going , am flying , am going to fly)
- vii) When the bell rang the students----- out. (ran, had ran, ran)
- viii) He said, "I have eaten Chinese food." It can be indirect as: He said that he ----- Chinese food. (had eaten , has eaten, ate)
- ix) His nose is running. He ----- by the cold. (has caught , has been caught, is caught)
- x) I buy newspapers ----- . I can read in rest time.(so , so that, so-- that)
- xi) If you labour hard you ----- success. (get, will get, would get)
- xii) She gets the porter -----her bags. (carry, to carry, carried)

Appendix-IV
Results of Post-test

S.N.	Name	Total	S.N.	Name	Total
1	Madhu Adhikari	48	2	Uttam Tripathi	52.5
3	Sita Gurng	46.5	4	Nikesh Adhikari	49.5
5	Bibek Adhikari	46.5	6	Rupesh Adhikari	45
7	Bishal Thapa Magar	42	8	Sujan Simkhada	45
9	Rajan Thapa Magar	41.5	10	Rakesh Magar	43.5
11	Nakul Adhikari	37.5	12	Bikash Baruwal	43.5
13	Bihsal Adhikari	37	14	Nelima Tamang	35.5
15	Sushila Simkhada	36	16	Pratima Gurung	33
17	Smriti Thapa Magar	35.5	18	Manju Thapa Magar	35
19	Rupak Adhikari	35.5	20	Ganesh Adhikari	33.5
21	Bhagawoti Adhikari	35	22	Mamata Lama	32
23	Rajan Adhikari	33.5	24	Sumitra Rimal	38
25	Prashna Gurung	33	26	Sital Adhikari	36.5
27	Sushila B.K.	33	28	Ganga Gurung	32
29	Ganesh Thapa Magar	32	30	Ram Bahadur Ghale	38
31	Parbat Rimal	31	32	Sabitri Adhikari	35
33	Dhurba Gurung	30.5	34	Ashika Adhikari	29.5
35	Raj Kumar Tamang	30.5	36	Kapil Adhikari	33.5
37	Ambika Simkhada	29.5	38	Dipa Adhikari	33
39	Saraswoti Adhikari	29	40	Sonam Tamang	34.5
41	Tek Bahadur Gurung	28.5	42	Bashanti Lama	27
43	Jharana Rana Magar	28.5	44	Sujata Sunar	29.5
45	Sabin Kumar Tamang	28.5	46	Sanju Shrestha	37
47	Pratiksha Adhikari	26.5	48	Rita Maya Tamang	28.5
49	Sabina Gurung	26	50	Shanti B.K.	29.5
51	Sajana Bishwokarma	25.5	52	Panju Tamang	32.5
53	Bipana Adhikari	24.5	54	Kamali Maya Gurung	32
55	Kushum Pant	24	56	Ram Bdr. Adhikari	28
57	Raj Thapa Magar	23.5	58	Krishna B.C.	26
59	Sobita Nepal	20	60	Deepak Gurung	27
Total		978.5	Total		1055

Control Group Post-test Result

Post-text							
S.N	Name	L	S	R	W	T	Re
1	Sita Gurung	10	11	14.5	11	46.5	
2	Madhu Adhikari	13	9	14.5	11.5	48	
3	Bibek Adhikari	13	9	13.5	11	46.5	
4	Bishal Thapa Magar	12	8	11.5	10.5	42	
5	Bihsal Adhikari	8	8	11.5	9.5	37	
6	Rajan Thapa Magar	12	8	12.5	9	41.5	
7	Prashna Gurung	5	7	12	9	33	
8	Nakul Adhikari	10.5	7	10.5	9.5	37.5	
9	Sushila Simkhada	7	6	13.5	9.5	36	
10	Smriti Thapa Magar	6	9	10.5	10	35.5	
11	Rajan Adhikari	7	8	10.5	8	33.5	
12	Sushila B.K.	5	9	10.5	8.5	33	
13	Dhurba Gurung	7	7	7.5	9	30.5	
14	Bhagawoti Adhikari	9	7	8.5	10.5	35	
15	Saraswoti Adhikari	6	8	7	8	29	
16	Pratiksha Adhikari	3	8	7.5	8	26.5	
17	Sajana Bishwokarma	5	8	6	6.5	25.5	
18	Rupak Adhikari	7	8	8.5	12	35.5	
19	Ambika Simkhada	6	8	7.5	8	29.5	
20	Tek Bahadur Gurung	4	8	8	8.5	28.5	
21	Jharana Rana Magar	5	7	8	8.5	28.5	
22	Bipana Adhikari	5	7	7	5.5	24.5	
23	Raj Kumar Tamang	5	9	8	8.5	30.5	
24	Raj Thapa Magar	4	6	7.5	6	23.5	
25	Sabin Kumar Tamang	6	5	7	10.5	28.5	
26	Parbat Rimal	8	6	7	10	31	
27	Sabina Gurung	4	8.5	6	7.5	26	
28	Sobita Nepal	3	5	6	6	20	
29	Ganesh Thapa Magar	9	8	6.5	8.5	32	
30	Kushum Pant	3	5	7	9	24	
Total		207.5	227.5	276	267.5	978.5	

Experimental Group Post-test Result

Post-text							
S.N	Name	L	S	R	W	T	Re
1	Uttam Tripathi	14	13	14	11.5	52.5	
2	Nikesh Adhikari	13	12	13	11.5	49.5	
3	Rupesh Adhikari	11	12	12	10	45	
4	Sujan Simkhada	11	12	12	10	45	
5	Rakesh Magar	11	12	11	9.5	43.5	
6	Bikash Baruwal	10	12	11	10.5	43.5	
7	Nelima Tamang	8	7	11	9.5	35.5	
8	Pratima Gurung	7	8	10	8	33	
9	Manju Thapa Magar	9	10	8.5	7.5	35	
10	Ganesh Adhikari	7	9	9.5	8	33.5	
11	Mamata Lama	6	8	9.5	8.5	32	
12	Sumitra Rimal	8	10	9.5	10.5	38	
13	Sital Adhikari	8	9	10.5	9	36.5	
14	Ganga Gurung	5	7	11	9	32	
15	Ram Bahadur Ghale	10	10	10	8	38	
16	Sabitri Adhikari	8	9	8.5	9.5	35	
17	Ashika Adhikari	6	7	7.5	9	29.5	
18	Kapil Adhikari	8	9	10	6.5	33.5	
19	Dipa Adhikari	7	8	8.5	9.5	33	
20	Sonam Tamang	8	9	7.5	10	34.5	
21	Bashanti Lama	5	6	6.5	9.5	27	
22	Sujata Sunar	6	8	6.5	9	29.5	
23	Sanju Shrestha	8	8	11	10	37	
24	Rita Maya Tamang	6	7	7	8.5	28.5	
25	Shanti B.K.	5	7	7.5	10	29.5	
26	Panju Tamang	7	8	9	8.5	32.5	
27	Kamali Maya Gurung	8	9	6.5	8.5	32	
28	Ram Bdr. Adhikari	6	7	7	8	28	
29	Krishna B.C.	5	7	6	8	26	
30	Deepak Gurung	6	7	8	6	27	
Total		237	267	279.5	271.5	1055	

Appendix-V

Holistic Comparison between Pre-test and Post-test

Experimental Group				Control Group			
S.N.	Name	Pre test	Post test	S.N	Name	Pre test	Post test
1	Uttam Tripathi	44	52.5	1	Sita Gurng	45	46.5
2	Nikesh Adhikari	42.5	49.5	2	Madhu Adhikari	38	48
3	Rupesh Adhikari	37	45	3	Bibek Adhikari	38	46.5
4	Sujan Simkhada	37	45	4	Bishal Thapa Magar	36	42
5	Rakesh Magar	34.5	43.5	5	Bihsal Adhikari	34.5	37
6	Bikash Baruwal	34	43.5	6	Rajan Thapa Magar	33.5	41.5
7	Nelima Tamang	32.5	35.5	7	Prashna Gurung	30.5	33
8	Pratima Gurung	31	33	8	Nakul Adhikari	29.5	37.5
9	Manju Thapa Magar	30.5	35	9	Sushila Simkhada	29	36
10	Ganesh Adhikari	30	33.5	10	Smriti Thapa Magar	29	35.5
11	Mamata Lama	29	32	11	Rajan Adhikari	29	33.5
12	Sumitra Rimal	29	38	12	Sushila B.K.	29	33
13	Sital Adhikari	28.5	36.5	13	Dhurba Gurung	28.5	30.5
14	Ganga Gurung	27.5	32	14	Bhagawoti Adhikari	28	35
15	Ram Bahadur Ghale	27.5	38	15	Saraswoti Adhikari	28	29
16	Sabitri Adhikari	27.5	35	16	Pratiksha Adhikari	27.5	26.5
17	Ashika Adhikari	26.5	29.5	17	Sajana Bishwokarma	27.5	25.5
18	Kapil Adhikari	26	33.5	18	Rupak Adhikari	27	35.5
19	Dipa Adhikari	26	33	19	Ambika Simkhada	25	29.5
20	Sonam Tamang	25.5	34.5	20	Tek Bahadur Gurung	27	28.5
21	Bashanti Lama	25.5	27	21	Jharana Rana Magar	26.5	28.5
22	Sujata Sunar	25	29.5	22	Bipana Adhikari	26	24.5
23	Sanju Shrestha	25	37	23	Raj Kumar Tamang	25.5	30.5
24	Rita Maya Tamang	24	28.5	24	Raj Thapa Magar	25	23.5
25	Shanti B.K.	23.5	29.5	25	Sabin Kumar Tamang	22	28.5
26	Panju Tamang	22	32.5	26	Parbat Rimal	22	31
27	Kamali Maya Gurung	21	32	27	Sabina Gurung	22	26
28	Ram Bdr. Adhikari	20.5	28	28	Sobita Nepal	21.5	20
29	Krishna B.C.	20	26	29	Ganesh Thapa Magar	21	32
30	Deepak Gurung	19	27	30	Kushum Pant	20	24
Total		851.5	1055			851	978.5