

CHAPTER: ONE

GENERAL BACKGROUND

1.1 General Background

The history of reinforcement learning has two trends, both long and rich that was pursued independently before interviewing in modern reinforcement learning. One trend concerns learning by trial and error and started in the psychology of animal learning. This trend runs through some of the earliest works in artificial intelligence and led to the revival of reinforcement learning in the early, 1980s. The other trend concerns the problem of optimal control and its solution using value functions and dynamic programming. For the most part, this trend didn't involve learning. Although the two trends have been largely independent, the exceptions revolve around a third, less distinct thread concerning temporal-difference methods such as used in the tic-tac-toe example in this Chapter. All three threads came together in the late 1980s to produce the modern field of reinforcement learning as we present it in this book.

This thread focusing on trial and error learning is the one with which we are most familiar. The term "optimal control" came into use in late 1950 to describe the problem of designing a controller to minimize a measure of a dynamical system's behavior over time. One of the approaches to this problem was developed in the mid- 1950s by Richard Bellman and others through extending a nineteenth century theory of Hamiltan and Jacobi. This approach uses the concepts of a dynamical system's state and of a value function, or "optimal return function", to define a functional equation, or now often called the Bellman equation. The class of methods for solving optimal control problems by solving this equation came to be known as dynamic programming (Bellman,

1957a). Bellman (1957b) also introduced the discrete scholastic version of the optimal control problem known as Markovian decision processes, and Ron Howard (1960) devised the policy iteration method for Markovian decision processes (MDPs). All of these are essential elements underlying the theory and algorithms of modern reinforcement learning.

Dynamic programming is widely considered the only feasible way of solving general scholastic optimal control problems. It suffers from what Bellman called "the curse of dimensionality" meaning that its computational requirements grow exponentially with the number of state variables, but it is still far more efficient and more widely applicable than any other general method. Dynamic programming has been extensively developed since the late 1950s, including extensions to partially observable MDPs (surveyed by Lovejoy, 1991), many applications (surveyed by White, 1985, 1988, 1993), approximation methods (surveyed by Rust, 1996), and asynchronous methods (Bertsekas, 1982, 1983). Many excellent modern treatments of dynamic programming are available (e.g., Bertsekas, 1995; Puterman, 1994; Ross, 1983; and Whittle, 1982, 1983). Bryson (1996) provides an authoritative history of optimal control.

We define reinforcement learning as any effective way of solving reinforcement learning problems, and it is now clear that these problems are closely related to optimal control problems, particularly those formulated as MDPs. Accordingly, we must consider the solution methods of optimal control, such as dynamic programming, also to be reinforcement learning methods. Of course, almost all of these methods require complete knowledge of the system to be controlled, and for this reason it feels a little unnatural to say that they are part of reinforcement learning. On the other hand, many dynamic programming methods are incremental and iterative. Like learning

methods, they gradually reach the correct answer through successive approximations. Let us return now to the other major thread leading to the modern field of reinforcement learning that centered on the idea of trial-and-error learning. This thread began in psychology, where "reinforcement" theories of learning are common. Perhaps the first to express succinctly the essence of trial- and- error learning was Edward Thorndike. We take this essence to be the idea that actions followed by good or bad outcomes have their tendency to be reselected altered accordingly. In Thorndike's words:

Of several responses made to the same situation, those which are accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected with the situation, so that, when it recurs, they will be more likely to recur; those which are accompanied or closely followed by discomfort to the animal will, other things being equal, have their connections with that situation weakened, so that, when it recurs, they will be less likely to occur. The greater the satisfaction or discomfort, the greater the strengthening or weakening of the bond (Thorndike, 1911, P. 244).

Thorndike called this the " Law of Effect " because it describes the effect of reinforcing events on the tendency to select actions. Although sometimes controversial (e. g. see kimble, 1961; 1967; Mazur, 1994) ,the law of effect is widely regarded as an obvious basic principle underlying much behavior (e.g; Hilgard and Bower, 1975; Dennett, 1978; compbell, 1960; Cziko, 1995).

The law of Effect includes the two most important aspects of what we mean by trial and error learning. First, it is selectional, meaning that it involves trying alternatives and selecting among them by comparing their consequences. Second, it is associative, meaning that the alternatives found by selection are associated with particular situations. Natural selection in evolution is a prime example of a selectional process, but it is not associative. Supervised learning

is associative, but not selectional. It is the combination of these two that is essential to the law of Effect and to trial and error learning. Another way of saying this is that the law of Effect is an elementary way of combining search and memory search in the form of trying and selecting among many actions in each situation, and memory in the form of remembering what actions worked best, associating them with the situations in which they were best. Combining search and memory in this way is essential to reinforcement learning.

1.2. Elements of Reinforcement learning

Beyond the agent and the environment, one can identify four main sub-elements of a reinforcement learning system; a policy, a reward function, a value function, and optionally, a model of the environment.

- A policy defines the learning agent's and of behaving at a given time. Roughly speaking, a policy is a mapping from perceived states of the environment to actions to be taken when in those states. It corresponds to what in psychology would be called a set of stimulus -response rules or associations. In some cases the policy may be a simple function or look up table whereas in others it may involve extensive computation such as a search process. The policy is the core of a reinforcement learning agent in the sense that it alone is sufficient to determine behavior. In general policies may be scholastic

- A reward function defines the goal in a reinforcement learning problem. Roughly speaking, it maps each perceived state (or state- action pair) of the environment to a single number, a reward, indicating the intrinsic desirability of that state. A reinforcement learning agent's sole objective is to maximize the total reward it receives in the long run. The reward function defines what the good and bad events are for the agent. In a biological system, it wouldn't

be inappropriate to identify rewards with pleasure and pain to identify rewards with pleasure and pain. They are the immediate and defining features of the problem faced by the agent. As such, the reward function must necessarily be unalterable by the agent. It may, however serve as a basis for altering the policy. For example, if an action selected by the policy is followed by low reward, then the policy may be changed to select some other action in that situation in the future. In general, reward functions may be scholastic.

- Whereas a reward function indicates what is good in an immediate sense, a value function specifies what is good in the long run. Roughly speaking, the value of a state is the total amount of reward an agent can expect to accumulate over the future, starting from that state. Whereas rewards determine the immediate, intrinsic desirability of environmental states, values indicate, the long-term desirability of states after taking into account the states that are likely to follow, and the rewards available in those states. For example, state might always yield a low immediate reward but still have a high value because it is regularly followed by other states that yield high rewards. Or the reverse could be true. To make a human analogy, rewards are like pleasure (if high) and pain (if low) whereas values correspond to a more refined and farsighted judgment of how pleased or displeased we are that our environment is in a particular state. Expressed this way, we hope it is clear that value functions formalize a basic and familiar idea. Rewards are in a sense primary, whereas values, as predictions of rewards, are secondary. Without rewards there could be no values, and the only purpose of estimating values is to achieve more reward. Nevertheless, it is values with which we are most concerned when making and evaluating decisions. Action choices are made based on value judgments.

The fourth and final element of some reinforcement learning system is a model of the environment. This is something that mimics the behavior of the environment. For example, given a state and action, the model might predict the resultant next state and next reward. Models are used for planning, by which we mean anyway of deciding on a course of action by considering possible future situations before they are actually experienced. The incorporation of models and planning into reinforcement learning systems is a relatively new development. Early reinforcement learning systems were explicitly trial-and-error learners; what they did was viewed as almost the opposite of planning. Nevertheless, it gradually became clear that reinforcement learning methods are closely related to dynamic programming methods, which do use models, and that they in turn are closely state-space planning methods.

Reinforcement learning is a computational approach to understanding and automating goal-directed learning and decision making. It is distinguished from other computational approaches by its emphasis on learning by the individual from direct interaction with its environment, without relying on exemplary supervision or complete methods of the environment. Reinforcement learning is the first field to seriously address the computational issues that arise when learning from interaction with an environment in order to achieve long term goals.

Reinforcement learning uses a formal framework defining the interaction between a learning agent and its environment in terms of states, actions, and rewards. This framework's intended to be a simple way of representing essential features of the artificial intelligence problem. These features include a sense of cause and effect, a sense of uncertainty and non determinism, and the existence of explicit goals.

The concept of value and value function are the key features of the reinforcement learning methods that we consider in this book. We take the position that value functions are essential for efficient search in the space of policies. Their use of value functions distinguishes reinforcement learning methods from evolutionary methods that search directly in policy space guided by scalar evaluations of entire policies.

Of highest value, not highest reward, because these actions obtain the greatest amount of reward for us over the long run. In decision-making and planning, the derived quantity called value is the one with which we can most concerned. Unfortunately, it is much harder to determine values than it is to determine rewards. Rewards are basically given directly by the environment, but values must be estimated and re-estimated from the sequences of observations an agent makes over its entire lifetime. In fact, the most important component of almost all reinforcement learning algorithms is a method for efficiently estimating values. The central role of value estimation is arguably the most important thing we have learned about reinforcement learning over the last few decades.

Although all the reinforcement learning methods we consider are structured around estimating value functions, it is not strictly necessary to do this to solve reinforcement learning problems. For example, search methods such as genetic algorithms, genetic programming, simulated annealing, and other function optimization methods have been used to solve reinforcement learning problems. These methods search directly in the space of policies without ever appealing to value functions. We call these evolutionary methods because their operation is analogous to the way biological evolution produces organisms with skilled behavior even when they do not learn during their individual lifetimes. If the space of policies is sufficiently small, or can be structured so that good

policies are common or easy to find, then evolutionary methods can be effective. In addition, evolutionary methods have advantages on problems in which the learning agent cannot accurately sense the state of its environment.

Nevertheless, what we mean by reinforcement learning involves learning while interacting with the environment, which evolutionary methods do not do. It is our belief that methods able to take advantage of the details of individual behavioral interactions can be much more efficient than evolutionary methods in many cases. Evolutionary methods ignore much of the useful structure of the reinforcement learning problem: they do not use the fact that the policy they are searching for is a function from states to actions; they do not notice which states an individual passes through during its lifetime, or which actions it selects. In some cases this information can be misleading (e.g., when states are misperceived), but more often it should enable more efficient search. Although evolution and learning share many features and can naturally work together, as they do in nature, we do not consider evolutionary methods by themselves to be especially well suited to reinforcement learning problems. For simplicity, in this book when we use the term “reinforcement learning” we do not include evolutionary methods.

1.3. Reinforcement Comparison

A central intuition underlying reinforcement learning is that actions followed by large rewards should be made more likely to recur, whereas, actions followed by small rewards should be made less likely to recur. But how is the learner to know what constitutes a large or a small reward? If an action is taken and compare the reward with some standard or reference level called the reference reward with some standard or reference level called the reference reward. A natural choice for the reference reward is an average of previously received rewards. In other words, a reward is an average of previously received

rewards. In other words, reward is interpreted as large if it is higher than average and small if it is lower than average. Learning method based on this idea are called reinforcement comparison methods. These methods are sometimes more effective than action value methods. They are also the precursors to actor critic methods, a class of method for solving the full reinforcement learning problem that we present later.

1.4 Types of Reinforcement

There are two types of reinforcement (psychology in classroom) they are:

- a. Primary Reinforcement and
- b. Secondary Reinforcement.

According to Skinner (2007) we can manage reinforcement schedule in two different ways. They are:

- a. Continuous Reinforcement schedule.
- b. Intermittent or partial Reinforcement schedule.

Skinner intermittent or partial reinforcement schedules are divided into these sub schedules:

- a. Fixed Ratio Reinforcement schedule.
- b. Fixed Interval Reinforcement schedule.
- c. Variable Ratio Reinforcement schedule.
- d. Variable Interval Reinforcement schedule.

There are two parts in the reinforcement. They are:

- a. Positive Reinforcement-In this type of reinforcement we can use reward, security, praise, prestige, thanks and many other things to increase the students learning ability. It creates learning effective. The teacher should use positive reinforcement in the classroom while teaching language.

b. Negative Reinforcement - It emphasizes to learn bad types of behaviors, for example to make noise in classroom, to use alcohol or drugs, to be naughty and so on.

1.5 Review of the Related Literature

Quite a few research studies related to effectiveness of reinforcement can be found, especially in terms of their effectiveness on teaching English in classroom. Almost all types of reinforcement concerned with instructional development emphasize on the use of effective teaching and suggest effectiveness of reinforcement in language classroom. The following are the reviews of some research studies:

Chand, (2007) conducted a Study on 'Motivation Towards Learning English by the Teenager in Nepal ' and found that motivation played vital role towards learning English by the teenagers in the Context of Nepalese School and it's needed to develop students learning procedures as well as learning capacity. Without motivation the students could not formulate their behavior. Motivation, reward, reinforcement played vital role in teaching English in the classrooms.

Singh, (2009) conducted a research study on 'Role of Motivation in English language' and he found that motivation released the tension and helped in satisfying the needs of the learner. It helped to select appropriate behavior and stimulated learning activity. It also aroused, sustained and directed behaviors of learners very effectively. It initiated and energized activity in learning in English language.

The researches mentioned and carried out by different researchers and books written by different Scholars have directly or indirectly highlighted the importance of using motivation in teaching learning English. They also have

suggested clear cut ideas about using motivation, rewards and reinforcement at the different stages of the classroom teaching. They also have dealt with the access of these terms, motivation, rewards and reinforcement very clearly. So this study deals with finding out the Effectiveness of Reinforcement in teaching language class in class eight of Shree Ne. Ra. H. S. School Jarbuta 4, Karaikhola, Surkhet. Thus, the researcher has made a concrete effort to fill up this gap.

1.6 Objectives of the Study

The main objectives of the study were as follows:

- i. To determine the effectiveness of reinforcement in language classroom in grade 8.
- ii. To compare students language ability using reinforcement and without using reinforcement.
- iii. To suggest some pedagogical implications.

1.7 Significance of the Study

Besides the accepted values about the effectiveness of reinforcement in teaching language classroom, no research studies, what so ever, had been conducted in order to find out the degree of effectiveness of reinforcement in teaching language in grade 8. Up to now any research study related to effectiveness of reinforcement in teaching language classroom is not yet (included) carried out so the researcher selected Shree Ne. Ra. H. S. School Jarbuta-4 Karaikhola, Surkhet to study effectiveness of reinforcement in teaching language. It is quite essential to prove or such teachers and school administrators, to what extent reinforcement makes the teaching language effective and reliable.

The study is expected to be beneficial to all the English language teachers, students, school management committee, head teachers, material producer, curriculum designers, teacher guide developers, and those who have a great interest to research about an effectiveness of reinforcement in teaching language classroom of a particular group. The learning outcomes, pass rate of student would be increased with the help of using reinforcement in teaching language classroom and the researcher would be provided quality education due to the strict reinforcement.

Table 1
Number of Items and Their Weightage of Marks

Skills	Types of Items	Weightage of Marks
Reading	Answer the Following	6
	Questions	18
	Read and Answer	4
	Making Sentences	2
	Tick the best answer	
	Total	30
Writing	Punctuation	4
	Paragraph writing	6
	Essay writing	10
	Letter Writing (Free)	10
	Total	30
Grammar	Multiple Choice	4
	Tag- question	
	Wh-question	
	Narration	6
	Yes/no Voice	
	Total	10

Speaking	Introducing oneself	4
	Expressing future plans	4
	Describing picture	7
	Total	15
Listening	Listen and match	6
	Listen and write	3
	Listen and complete	3
	Listen and answer	3
	Total	15

The same items were used in both pre-test and post-test, except slight changes in the questions of reading though the texts were the same. The researcher provided appropriate instructions before commencing the texts.

CHAPTER: TWO

METHODOLOGY

This section includes details about the various logistical procedures; the researcher intended to follow while carrying out the research. Every research work has a stepwise procedure to follow, what is known as methodology. This chapter deals with the sources of data, population of the study, tools for data collection, process of data collection and limitations of the study. Each of them is briefly described as follows:

2.1 Sources of Data

Both primary and secondary sources of data were used to carry out the research.

2.1.1 Primary Sources of Data

This study was based on the primary data of the students of grade 8 studying in Shree Ne. Ra. H. S. School Jarbuta-4 Karaikhola, Surkhet.

2.1.2 Secondary Sources of Data

The researcher also took help of some secondary sources. They were lower secondary school curriculum for compulsory English, textbook of class 8, teachers guide book of class 8 which are published by Janak Education Material Centre, NELTA Journals, and other related books and articles.

2.2 Sample Population of the Study

The population of the study consisted of class 8 students, studying in Shree Ne. Ra. H. S. School Jarbuta -4 karaikhola, Surkhet were the sample population of the study who were selected using systematic and random sampling method because the researcher carried out experimental research to find out the effectiveness of reinforcement in teaching language classroom.

2.3 Sampling Procedure

The researcher took both section A and B. The total numbers of students in class 8 were 30. Among them 15 students were representing from Dalit Caste and 15 students were representing from Non Dalit Caste. Altogether 30 students were the sample of the study. Students from all the status were divided into two sections. The researcher taught the group 'A' without using rewards, reinforcement and motivation whereas the next group 'B' were taught using reinforcement, rewards, motivation, interesting classroom environment, teaching materials and so many other facilities which are used in effective teaching learning procedures.

2.4 Tools for Collecting Data

For the experimental research to find out their degree of rewards motivation and reinforcement were generally used to teach language class, an observation form was used. The main tools for the collection of data were the test items. These are prepared before the actual teaching language in classroom. The text

items were prepared with the help of the curriculum of class 8 English and a guide for test construction of lower secondary level published by Janak Education materials centre. The tests were constructed to cover reading and writing skill including grammatical structure according to Specification grid for class 8 English.

2.5 Process of Data Collection

For the collection of data, the researcher visited the selected school for the study on continuously within three months with the help of head teacher as well as English teacher teaching in class 8. The researcher picked up every 30 students from the class attendance registers.

After that only the researcher set what to use as for effectiveness of teaching language class within experimental group. The primary data for this study were collected by administering pre-test and post-test among 30 students of Shree Ne. Ra. H. S. School Karaikhola, Surkhet. For this the test items were developed to measure the proficiency of the students before and after teaching in language classroom.

- To determine the proficiency of the students at the entry pre-test were taken. The full marks of the test were 100 marks.
- The students were divided on the basis of Dalit caste and Non-Dalit. This means the students from each rank were divided into two different groups. A and B were termed as control and experimental group respectively.
- The control group 'A' was taught without using motivation, reinforcement and reward. The next group experimental on the other hand, was experimented and taught using plenty of reinforcement when students were trying new skills, reinforcement was given on an unexpected schedule to encourage

persistence, reward, cueing to help establish new behavior and the researcher was using these terms like **good, good job, I like it, great, lovely, well-done** and so on.

- Each group was taught for a month, one period a day and each period lasted for forty five minutes. It took 25 lessons to finish the selected items.
- At the end of the classroom teaching, a post-test was taken -Then, the achievement of the two groups in pre-test and post-test were compared to determine the related effectiveness of reinforcement in teaching language classroom.

Table 2
Group Division Process

Pre-test rank (average)	Group A	Group B
9.33 - 10.50		
10.60 - 11.50		
11.60 - 11.99		
12.0 - 12.99		
13 and above		

The students were randomly selected into two groups viz. Group A and Group B: Group 'A' was controlled group and Group 'B' was experimental group. The test was administered to both groups. The scores were tabulated and average score was calculated.

2.6 Model Lesson Plan

Twenty five lesson plans were used to teach both the groups (for detail see Appendix B):

2.7 Data Analysis Procedures

After collecting data the pre-test and post-test scores were tabulated to compare the student's proficiency. All the data were tabulated and interpreted according to the test items.

2.8 Limitations of the Study

The limitations of the study were as follows:

- The study was limited to grade 8 only.
- The study was confined to the effectiveness of reinforcement in teaching language classroom.
- The study was carried out at Shree Ne. Ra. H. S. School Jarbuta-4 Karaikhola, Surkhet.
- The population of the study belonged to grade 8.
- Dalit and Non-Dalit students were participated in such a test item to carry out the research.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the obtained data. To analyze and interpret the data, three sub-units: general use of reinforcement in language class, skill-based comparison and holistic comparison was presented below:

3.1 Use of Reinforcement in Language Classroom

Before the actual classroom teaching, the researcher tried to find out whether English teacher in the Jarbuta area of Surkhet district used reinforcement while teaching or not and if they did, what kinds of reinforcement they used. The reinforcement required for teaching English are listed in the following table:

Table 3

The Reinforcement Required for Teaching English

S.N	Skills	Varieties	Experimental Group	Control Group
1	Reading	Newspaper Advertisement		

		Story/Poem Time tables Flash cards Sentence chart Picture Maps Computer Television Others		
2	Writing	Picture Maps Paragraphs Word lists Newspaper Sentence chart Computer Television, etc Others		
3	Speaking	Role cards Word cards Sentence chart Picture/objects Maps computer Television, etc Other		
4	Listening	Cassette player Cassettes Word cards		

		Sentence chart Picture/cartoons Radio Quatations Computer Television, etc Other		
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This list was prepared with the help of lower secondary education curriculum of English, teacher’s guide of grade 8 and the textbook of grade 8. The lower secondary education curriculum of English has incorporated grammar in writing skill.

The researcher himself attended the class and saw whether the required reinforcement was used or not under the respective skills the teachers presented. But in all classes, the teachers didn’t use any reinforcement and so on. They only used textbook, blackboard, chalks and so on. The use of blackboard was also limited in writing topic and other things. According to all the teachers the large sizes of the classes were major reasons for not using reinforcement. They further informed that the students should not involve in listening practice and so on. Similarly, in terms of speaking, the individual interview is the only means of evaluation and the students hardly practice speaking while teaching, too

On the basis of above mentioned finding, the researcher set the further course of his study. He selected the items under the four language skills including grammar for the pre-test and post-test, and to be presented in the actual classroom teaching. The test was constructed and the pre-test was administered among the 30 students of Shree Ne. Ra. H. S. School Jarbuta- 4 Karaikhola,

Surkhet. The students were divided into two halves on the basis of the achievement in the pre-test so as to make equal level of proficiency of the two groups and were termed as 'control' and 'experimental'. The controlled group 'A' was taught without using any other materials, except the textbook, chalkboard and teacher's live voice in terms of teaching listening. Any positive reinforcement was not given to that control group. The chalkboard was used for a few items, only for writing things.

The experimental group 'B' on the other hand, was experimented and taught using different instructional materials, reward, positive reinforcement, including the textbooks and chalkboard. The chalkboard was used frequently applying the effective interactive techniques. Different concerned materials such as real objects, pictures, chart, flash cards, cassettes, positive reinforcement, etc were timely used. The researcher also used these words such as congratulation, well-done, thank you, good, very good, absolutely correct, fine, and ok and so on to reinforce them to read and write.

At the end of the teaching, the post-test was held. The items were the same in the post-test, except slight change in the questions of reading comprehension through the texts were the same. The researcher provided appropriate instructions before commencing the texts.

3.2. Skill Based Comprehension

The individual scores taken from the pre-test and post-test were tabulated under each heading group-wise. The average scores are computed out of the individual scores tabulated. The difference between the average scores of the pre-test and post-test are computed. If it is higher than zero, it shows the progress of the group. The difference is converted into percentage. The two

groups were compared on the basis of progress in average score and percentages as well in the post-test.

In this way, the statistical approaches of percentage (%), average or mean(x) and standard deviation (to qualify the averages) are used to analyze the data. The effectiveness of reinforcement is counted on the basis of increase in average score and the percentage of the groups as a whole. Meanwhile standard deviation (SD) shows the scatterings or dispersion of the scores of each group in post-test. By analyzing the SD value it can be inferred that the higher distribution of SD of the least performance results the more heterogeneous nature of the group of the students. Likewise, the lower distribution of the SD shows the learning group is more homogenous.

3.2.1 Reading Comprehension

Under reading comprehension, read and answer, tick the best answer, answer these questions and making simple sentences were included in the tests.

Reading skill in totality carried 30 marks (for details, see appendix F).

Table: 4
Average Score in Reading Comprehension

Groups	\bar{x} in Pre-test	\bar{x} in Post-test	D	D%	σ (Post-test)
A	18.26	20.20	1.94	10.62	3.93
B	17.13	20.40	3.27	19.08	4.97

According to the table, the average score of group A in pre-test was 18.26 and it increased to 20.20 in post-test. It increased by 10.62 percent or 1.94 average score. Similarly the average score of group 'B' was 17.13 in pre-test and it became 20.40 in post-test. The score increased by 3.27 average score or 19.08%. It shows that group 'B' performed better than group 'A' in reading skill, since the score of group 'A' decreased, but the score of group 'B'

increased by 19.08%. This proved that positive reinforcements are very effective on teaching reading skill.

In terms of dispersion of the score, group 'B' got more scattered scores than group 'A', since the standard deviation of group 'A' and 'B' was 3.93 and 4.97 respectively.

3.2.2 Writing skill

The writing skill was included categorizing into two groups: 'Guided' and 'Free writing'.

3.2.2.1 Guided Writing

Punctuation was incorporated under guided writing in the test. The scores in the guided writing are presented below:

Table 5
Average Score in Guided Composition

Groups	\bar{x} in Pre-test	\bar{x} in Post-test	D	D%	σ (Post-test)
A	3.53	3.13	-0.40	-11.33	0.80
B	3.60	3.33	-0.27	-7.50	0.69

This reveals that the average score of group 'A' in guided composition was 3.53 in pre-test and it decreased to 3.13 in the post-test by -11.33%. Meanwhile, the average of group 'B' decreased to 3.33 in post-test from 3.60 in pre-test. The score decreased by -7.50%. The group 'B' can be claimed to be better than the group 'A' in terms of performance in guided composition.

Likewise, group ‘A’ students had more uniformity in performance in guided composition since its SD value was 0.80 which was higher than 0.69 of group ‘B’.

3.2.2.2 Free writing

Letter writing, paragraph writing and essay writing were included in the tests. The scores of both the groups are shown in the following table in the form of average.

Table 6
Average Score in Free Composition

Groups	\bar{x} in Pre-test	\bar{x} in Post-test	D	D%	σ (Post-test)
A	20.60	14.46	-6.14	-29.80	2.65
B	21.26	18.53	-2.73	-12.84	4.93

The average score of group ‘A’ in free composition was 20.6 in pre-test and it became 14.46 in the post-test. It seems to have decreased by -29.80% and -6.14 scores in average. Whereas, the average score of group ‘B’ was 21.26 in pre-test and it decreased to 18.53 in the post-test. The score decreased by -12.84 and -2.73 respectively in terms of percentage and average score. On the basis of the above fact, the group ‘B’ can be concluded to be relatively better than the group ‘A’.

The table also informs that the student of group ‘B’ had more uniformity in performance than group ‘A’, since the SD value of group ‘A’ is lower than that of group ‘B’.

3.2.3 Speaking skill

Introducing one self, expressing future plan and describing a picture were the activities under speaking skill. In totality, the following was the result of pre-test and post-test in speaking:

Table 7
Average Score in Speaking

Groups	\bar{x} in Pre-test	\bar{x} in Post-test	D	D%	σ (Post-test)
A	9.33	11.66	2.33	24.97	1.19
B	9.60	11.80	2.20	22.91	1.68

According to the table, the group ‘A’ secured 9.33 average score in pre-test and increased to 11.66 in post-test. The progress was the score increased by 24.97 percent and 2.33 score in average. On the other hand, the pre-test average score of group ‘B’ was 9.60 that increased to 11.80 in post-test. The increment in percentage and average score was 22.91 and 2.20 respectively. So 24.97% increase in average score of group ‘A’ against 22.91% of group ‘B’ made it better group in terms of in speaking performance. But, more diversity in performance level could be seen in group ‘B’, since this group had more SD value i.e., 1.68 in comparison to only 1.19 of group ‘A’.

3.2.4 Listening skill

To test the listening competence of the population of this study, listen and match, listen and write, listen and complete and listen and answer activities were administered under the tests. The total achievement of both the groups in listening skill is shown below:

Table 8
Average Score in Listening

Groups	\bar{x} in Pre-test	\bar{x} in Post-test	D	D%	σ (Post-
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					test)
A	11.33	13.06	1.73	15.26	1.52
B	10.60	13.13	2.53	23.86	1.25

This result shows that the group 'A' scored 11.33 in average in pre-test and this increased to 13.06 in post-test. The rate of increase in average score was 1.73 that was 15.26%. Whereas group 'B' scored 10.60 in average in pre-test and this increased to 13.13. The rate of increase in average score was 2.53 i.e., 23.86%. It seems that the students exposed to live voice of the researcher had performed better than recorded materials because the percentage of increase in the score of group 'B' was 23.86 against 15.26% of group 'A' although the average of group 'B' is still high.

Likewise, SD value of group 'B' was also less than that of group 'A'. In number, SD value of group 'A' and 'B' was 1.52 and 1.25 respectively. This means that the group 'A' students had relatively equal level of performance in listening. The result in listening skill seemed to be unexpected. This can be caused due to lack of habit of facing authentic, native like speech in students, as already mentioned in 3.1 units.

3.2.5 Grammar

As the representative of grammar, article, negation, preposition, tag-question, narration and so on were incorporated in the tests. The achievements of the two groups in the tests are presented in the following table:

Table 9

Average Score in Grammar

Groups	\bar{x} in Pre-test	\bar{x} in Post-test	D	D%	σ (Post-test)
--------	-----------------------	------------------------	---	----	----------------------

A	5.80	7.60	1.80	31.03	1.62
B	6.66	7.66	1.00	15.01	1.57

As shown in the above table, group 'A' secured 5.80 average score in pre-test and that reached 7.60 in post-test. The score increased by 1.80 in average or by 31.03%. At the same time, the average score of group 'B' was 6.66 in pre-test and that increased to 7.66 in post. This means the score of students in group 'B' increased by 1.00 in terms of average score and 15.01 in terms of percentage. So, the rate of increase in the score of group 'A' was broader than that of group 'B'. Hence group 'A' performed better and reinforcement is very effective in teaching grammar.

Likewise, group 'A' students had more homogeneity in performance. They had relatively equal score in comparison to the students of group 'B' since the SD value of 'A' and 'B' was respectively 1.62 and 1.57.

3.3 The Holistic Comparisons Based on the Total Average Score

The tests consisted of four language skills and grammar. Different 18 activities were carried out under the four language skills and grammar, in total. The language skills and their weightage of marks is presented in the following table (for detail see appendix F)

Table 10

Skills and Their Weightage

S.N	Skills	Full Marks	Periods Taught
1	Reading	30	7
2	Writing Guided Free	30	7
3	Listening	15	4
4	Speaking	15	4

3	Grammar	10	3
Total		100	25

In this way different activities were presented to measure the proficiency of the students in the language skills, including grammar. In this sub-unit, the achievement of students is observed from bird-eye-view. In other words, a macro level comparison between the achievement of group 'A' and 'B' is presented here. For this, the total score of the student in each group is converted into average.

Table 11

Average Score in Grand-total

Groups	\bar{x} in Pre-test	\bar{x} in Post-test	D	D%	s (Post-test)
A	68.66	70.07	1.41	2.05	10.61
B	67.73	74.86	7.13	10.52	13.35

This table shows that group 'A' students scored 68.66 on average, out of 100 marks in pre-test. That score reach 70.07 in post-test and it increased by 1.41 average score i.e. 2.05 percent. Meanwhile, the group 'B' secured 67.73 average score out of 100 marks in pre-test and it increased to 74.86 in post-test. The increase rate was 7.13 average score that made 10.52 percent. The growth rate of score of group 'A' was only 2.05% which was very less in front of 10.52% of group 'B'. Hence group 'B' performed better and reinforcement remained quite effective on teaching English, since the group 'B' was experimental and the students of that group were taught using positive reinforcement. However, there can be seen more heterogeneity in the performance of the students of group 'B' because the SD value of the score of

that group was 13.35 against 10.61 of group 'A' obviously, all the students in group 'B' did not get the marks increased in equal ratios and their score varied from 57 to 92 in the post-test. This result reminds that equal attention towards all the individuals in the class is one important factor to be taken into account while teaching the English language using positive reinforcement in order to reduce the heterogeneity in the performance of the students.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

This chapter presents the summary of findings, the pedagogical implications of the study and some recommendations based on the study, which are given below under their respective sub-headings.

4.1 Summary of Findings

After the analysis and interpretation of collected data, the following findings have been summed up:

- The teachers at public and community lower secondary schools observed in Jarbuta area of Surkhet district did not use reinforcement i.e., positive reinforcement, except the textbook and blackboard. The use of blackboard was also restricted to writing topic and things.
- According to all the subject teachers of the observed schools, they never hold listening classes and thus: the students were never face a listening test until the SLC sent-up exam. Likewise, in terms of speaking, students never get

opportunity to practice in class using the live voice of teacher. However, the individual interview is the only tool for testing speaking.

- The experimental group which was taught using reinforcement got its average scores increased in reading, speaking, listening and grammar by 19.08, 22.91, 23.86, and 15.01 percent respectively in the post-test. Whereas, the controlled group which was taught without using teaching instructional materials and positive reinforcement. Its average scores increased in the same areas by 10.60, 31.03, 24.97 and 15.26 percent respectively in the post-test. It shows that the progress rate of experimental group was very high in all areas, except grammar and speaking.
- To make a macro level comparison, the students of ‘controlled group’ scored 68.66 in average out of 100 marks in pre-test, that increased to 70.07 in the post-test by 1.41 average score i.e., 2.05 percent. Meanwhile, the ‘experimental group’ secured 67.73 average score in pre-test and it increased to 74.86 in the post-test by 7.13 average score i.e., 10.52%. In this way, 10.52 percent increment in score of ‘experimental group’ against the 2.05 percent of ‘controlled group’ was the result of use of positive reinforcements.
- Holistic comparison in terms of standard deviation in the post-test shows that there was more heterogeneity in the progress among the individuals of ‘experimental group’ because the standard deviation of the scores of that group was 13.35 against 10.61 of ‘controlled group’. Thus, the teachers need to pay positive reinforcement to all the students while carrying out any activity in the classroom.

In fact the findings of all areas related to the experimental group were positively very high. From the different analysis and statistical calculation, it is concluded that the (teaching) instructional materials and positive reinforcements are an integral part of the teaching the English language and they have highly positive impact in learning English.

4.2 Pedagogical Implications of the Study

Reinforcements have very important role to play in teaching and learning the English language. Changes are inevitable part of everything. The same is true with teaching and learning of English, too. As a result, some new trends have entered this process and several changes and reforms have been observed in the English language teaching technique, too.

In such changes, the genuine and effective researchers play vital role. The finding of the present research, 'An Effectiveness of Reinforcement in Language Classroom' was also has some implications on teaching and learning of the English language as a foreign language in Nepal. Some of the important implications are as follows:

- In teaching and learning the English language, the practice of prescribed method and technique only cannot have a positive result in learning. The teacher needs to be innovative and able to use different techniques as well as materials and reinforcements into the classroom to supplement his/her teaching.
- Learning is not sufficient with only one sensory organ. The positively high degree of learning of the experimental group is the evidence of the fact. The teacher to this regard should be able to engage all the senses of the learners e.g. seeing, feeling, hearing, etc by using different activities, materials and reinforcements.
- Similarly, the management of the classroom situation is another mentionable factor to influence teaching and learning. If the classroom is bright, with moveable furniture and wide space to carry out different drills and activities in the classroom, reinforcement can effectively be used and learning of

English is also facilitated. For the implementation of teaching-learning activities in the classroom, the teacher feels comfortable to have bright, wide and well equipped classroom.

- Likewise, the concept of the teacher is worth discussing here. The teachers especially at the public/community schools are not found teaching actively using positive reinforcement. The concerned authorities should find out the factors causing it and this concept should soon be applied.
- By analyzing the standard deviation it can be inferred that the higher distribution of standard deviation of the test performance results in the more heterogeneous nature of the students. The teacher needs individual attention in the heterogeneous group and class structure and the classroom activities may also vary. The lower distribution of the standard deviation shows the learning group is homogeneous and the teacher, to some extent, in his/her endeavor, is at ease. The teacher rather needs to encourage the poor students to take part in the activities conducted in order to raise their performance by using reinforcements.
- In terms of listening, the students should be exposed to authentic speech from the very beginning. If they are exposed to such texts at once in upper grade, they might get puzzled and better perception cannot be expected. So, the concerned authorities should take this factor seriously.

4.3 Recommendations

In a result the experimental group which was taught using positive reinforcement, performed better in all the areas, on the one hand, but none of the teachers at the observed schools used reinforcement, except the textbook

and blackboard on the other. In this situation, analyzing the findings of the study, the following recommendations are presented:

- i. The prime responsibility of the teacher is to use reinforcement abundantly while teaching the English language so as to cause more achievement of students. The teacher needs to use abundant reinforcement and should also be aware of the following things while using reinforcements.
 - a. The teacher is advised to encourage all especially the poor students, to take part in the activities conducted by using reinforcements so as to cause homogeneous performance of the class.
 - b. If there is no availability of listening cassettes at the school, the teacher should make his students practice listening with his own live voice until the requirements are managed.
 - c. The teachers are suggested to check and prepare everything before presenting them in the real classroom.
 - d. Teaching materials and reinforcements should be relatively large and visible to all the students.
 - e. Well instruction should be given so that they could solve the problem very nicely and clearly.
 - f. The teacher should provide them feedback using positive reinforcement.
 - g. He is advised to observe all the students, whether they are concentrated or not.
 - h. He needs to pay attention using negative reinforcement if the students are out of control and so on.

- ii. All the teachers teaching the English are advised to hold discussion on the use of reinforcement to increase the learning outcomes of students in English subject.
- iii. This study shows that in reading, writing, speaking and grammar, the reinforcements are very important in English language teaching. Thus, the concerned authorities need to be very serious for creating the situation to facilitate the use of reinforcement in the above mentioned areas.
- iv. According to this study control group has higher progress rate in listening proficiency than the experimental group according to standard deviation. This means the live voice of the teacher, in presence of reinforcement learning become effective for the students. Thus, if the recorded materials are to be used, they should be used from the lower grades. Otherwise, they should continue teaching listening with the live voice.
- v. In public lower secondary schools of Nepal, the class size was found to be very large. As a result, administration of any interactive technique in the classroom was constrained. So, there should be adequate facilities and division of sections to cause proper use of reinforcements.
- vi. The high teaching load on the teachers is another problem. Thus appropriate number of classes should be assigned to the subject teachers. Similarly other incentives as salary, leave, loans should also be reviewed and reformed that encourages the teacher to use reinforcements positively or negatively according to the time and situations.
- vii. Schools need to allocate budget for purchasing instructional materials for listening. If electricity is not available, by the use of batteries, too, they

should provide their students the opportunity to face authentic speech from lower grades.

- viii. During the experiment the researcher himself felt quite easy to use the student's classroom including the reinforcements. So the English teachers are suggested to make frequent use of reinforcement.
- ix. Psychologists as well as linguists have claimed that teaching was sound using instructional materials. The curriculum designers should be very clear about the use of instructional materials and reinforcements. They should provide a teacher's guide with the list of materials and reinforcements to be used lesson-wise.
- x. Different district level seminar and workshop programmers on the use of reinforcements in the English language teaching should be held under the stewardship of the District Education Office (DEO).
- xi. The class supervision and school supervision need to be focused on availability and use of reinforcements in teaching English. The government should then have a provision of appointing of at least one English specialized supervisor in each district.
- xii. If anything is associated to the local culture those results in a much active participation by the students. Hence, the textbook designed to teach English language should reflect the cultural features of English on one hand and it should be connected to the Nepalese culture, on the other.
- xiii. There should be provision of library in each school and adequate poems, stories, essays, novels, newspaper, journals, etc in English language to reinforce the students timely and effectively by the use of reinforcements.

- xiv. The schools need to manage necessary teaching materials and effective use of reinforcements for teaching the English language.
- xv. In the schools of urban area, where the computers are available for other purposes rather than teaching the English language, it is advised to make the use of computer in ELT, too.
- xvi. It will be very easy to hold regular discussion on English language teaching and to arrange the needed reinforcements jointly if there is any organization to cover all the English teachers of a particular area or district. Hence, it is suggested to establish a teacher's club in a district or an area.
- xvii. There needs to be provision of appointing only trained teachers. The government should provide training to the untrained teachers and to the old teachers so that they could realize that reinforcements are integral part of the English language teaching.

The researcher is of the opinion that if these above mentioned recommendations are taken into account by all the concerned authorities the decrement of the standard of the English language learning in Nepal will be reduced. And at the same time, if the teaching is practiced accordingly using reinforcements, it will certainly aid a positive dimension not only in maintaining the result percent of different tests, but also to the improving of entire language proficiency in English.

APPENDIX A

LIST OF SCHOOLS OBSERVED

1. Shree Ne. Ra. H.S.S School Dhuliyabit, Jarbuta - 1, Surkhet.
2. Shree Ne. Ra. H.S.S School Gagretal, Jarbuta - 1, Surkhet.
3. Shree Ne. Ra. H.S.S School Karaikhola, Jarbuta - 4, Surkhet.
4. Shree Kalika Lower Secondary School, Jarbuta - 4, Guptipur, Surkhet.
5. Shree Ne. Ra. Lower Secondary School Nalkhola, Jarbuta - 8, Surkhet.

APPENDIX B
LESSON PLANS

Lesson plan 1

School–Shree Ne.Ra. H.S.S Jarbuta - 4 karaikhola, Surkhet

Date:

Period

2nd

Grade - 8 Item- Reading Comprehensions

Subject - English

Unit -

Objectives: on the Completion of this lesson, the Students will be able to.

- Carry out the activities based on the text.**
- Use the words: 'peace', 'pilgrimage' and 'Lumbini' in their own Sentences.**

Materials: Blackboard, Sentence Chart, Flash - card and word list

Activities:

I. Ask the Students the following questions to lead in the topic.

- Have you ever been to Lumbini?**
- Do you like to go to Lumbini?**
- Where was Lord Buddha born?**

II. Write the following questions on the board and ask them to read the questions presented. Make sure that they understand the questions. Then ask them to read the text to find out the answer of the questions.

- How far is Lumbini from Chitwan?**
- Where was Lord Buddha born?**
- When was Lord Buddha born?**

III. Let the students read the text again to underline the difficult words if there are. Illustrate the difficult words first by encouraging them to guess the meaning if possible.

IV. Tell the students to read the text again in order to match the following words in column 'A' with their meanings in column 'B'.

Column 'A'

Peace

Pilgrimage

Lumbini

Column 'B'

having lots of pilgrims

Name of religious place in Nepal

Calm area

V. Ask the students to read the text again and tell them to decide if the statements presented are true or false.

I. Lumbini is 136k.m from chitwan ?

II. Lumbini is 30k.m from Bhairawa?

III. Lord Buddha was born in surkhet?

IV. Lumbini is a place of peace and pilgrimage?

VI. Ask the students to make meaningful and correct sentences Lumbini, peace, and pilgrimage

Homework:

Activities for control group:

I. asks some question to lead into the topic.

II. Ask some simple question and tell the students to find out the answers by reading the text .

III. Ask the students to read the text and underline the Difficult words if any. Illustrate the words.

IV. Present some sentences on the board and ask the students to state if they are true or false, after reading the text.

V. Present the following words and ask the students to meaningful and correct words: peace, pilgrimage, Lumbini.

Lesson plan-2

Grade-8

Subject -English

Item-Describing a person (writing)

Objective: On completion of the lesson, the students will be able to describe a person using the given clues.

Teaching materials: sample text and clue -chart.

Activities:

I. Describe about yourself on the basis of height, weight, likes/dislikes, etc.

II. Call a student in the front of the class to find out the clues to describe a person as height, weight, colour, likes, dislike etc, by creating a discussion on him

III. Present the following clues in a chart

Name, age, height, weight, job, occupation, likes/dislikes, aim, etc

IV. Poster a sample text on the wall (read orally) for a few minutes and ask them to read silently.

V. Present again the clue chart and ask them to describe about themselves with the help of the clues.

VI. Ask the students to describe the person they like or admire most.

Homework:

Activities for control group:

I. Describe about yourself.

II. Describe a student.

III. Tell the clues needed to describe a person.

IV. Describe a person orally.

V. Ask the students to describe themselves.

VI. Ask the students to describe the person they admire most.

Lesson plan - 3

Grade - 8

Date-

Subject - English

Unit -

Item - Negation (sentence)

Objective: On the Completion of the lesson, the students will be able to use the negative structure appropriately in their speech.

Teaching Materials: Realia, reinforcement and board

Activities:

I. Ask some question that elicited negative sentences.

II. Speak out Some negative sentences about yourself as: There is a pen in my left hand, but there is not a pen in my right hand.

This is not my book, it is his.

I'm not wearing a cap.

I haven't been to India. Have you ever.....?

I don't go to cinema very often.

III. Ask a student to come in the front and put some realias on the desk.

Tell the students that the things do not belong to her. Present the item using 'not'

T- What is this?

S- A pen

T- Does this belong to her?

S- No

T- No, this doesn't belong to her.

S- No, this doesn't belong to her.

T- Does she have a money purse in her hand?

S- No

T- No, she doesn't have a money purse.

S- No, she doesn't have a money purse.

T- Is she dancing?

S- No

T- No, she is not dancing.

S- No, she is not dancing.

T- (Addressing the whole class) are you dancing now?

S- No

T- No, we are not dancing now.

S- No, we are not dancing now.

IV. Reinforce them to make Sentences using clue chart.

Not/Sing	not/dance
Not/ run	not /eat
not/go	not/ write
e.g. He is not eating	
e.g. He doesn't eat	

V. pair work: write on the board.

Have you got.....? No, I haven't.....

Do you go.....? No, I don't go.....

Are you.....? No, I am not.....

VI. Tell your own dislikes using 'not' conduct group work to express their dislikes. Reinforce the group leaders to express some of their common dislikes in the class Homework:

Activities for control group:

- I. Ask some questions that elicited negative answers**
- II. Speak some negative sentences.**
- III. Describe a student using the negative structures, as 'she is not very old', etc.**
- IV. Speak affirmative sentences first; they change them into negative sentences.**
- V. write affirmative sentences first on the board and ask them to change into negative. Tell your dislikes using 'not' and conduct group work to express their dislikes. Ask the group leaders to express some of their common dislikes in the class.**

Lesson plan 4

Grade - 8

Date

Subject - English

Unit

Item - Describing a picture (speaking) Structure- past

Objective: on the completion of the lesson, the students will be able to describe a picture using simple past tense.

Teaching Materials: picture and strips of a story

Activities:

- I. Tell a short story about an accident.**
- II. Present a picture and ask the class some questions related to the picture. Encourage and help them to answer. Note down the answers of students on the board.**
- III. In the same way, conduct the pair work:**
 - S1:**
 - S2:**
 - S2:**
 - S1:**
- IV. Group work to prepare a story with the appropriate title. Ask the leaders to present the story.**

V. Give the strips of the whole story to the groups (three) and ask them to arrange the story with an appropriate title, reinforcing among the group. The leaders, later, will present the story orally.

Homework:

Activities for control group:

I. Tell a short story about an accident.

II. Ask the students some questions based on the picture. Reinforce and encourage them to write answers.

III. Pair work in terms of asking questions and answering them.

IV. Group work to prepare a story with appropriate title. Ask the leaders to present.

V. Asking the students to describe the picture given.

Lesson plan 5

Grade - 8

Date -

Subject - English

Unit -

Item: If conditional Type 1

Objective: On the completion of the lesson, the students will be able to use if + sub + v¹/ v⁵, sub + will/ shall + v¹.....Structure appropriately.

Teaching materials: chart and usual classroom materials.

Activities:

I. speaks out some sentences using if conditional type 1, as:

- If you remain silent, I will tell you a story.

- If she speaks, I will stop teaching.

- If it rains, I will come with umbrella.

II. Present some sentences (examples) on a chart. Participate students in discussion. Help and reinforce the students to analyze the examples.

III. Ask and encourage the students to find out the rules. If they can't tell, show the rule and sentence structure by the help of flash card.

IV. Repeat the sentences many times and students will follow you.

V. group work: encourage each group to write 5 sentences of if conditional type 1 about their own future. For e.g. If we pass in our exam, we will study opt. Math.

VI. Ask the students to rewrite the following sentences by using correct forms of verbs in the brackets:

(a) If we get late, the teacher (scold) us.

(b) We (beat) them, if they continue teasing us.

(c) If they don't reach camp, they (fail).

Homework:

Activities for control group:

I. speak out some sentences of if conditional type 1.

II. Write two sentences on the board. Hold discussion.

III. If they can't find out the rules, give yourself.

IV. Repeat some sentences, the students will listen to you.

V. Group work: Ask the students to write 5 sentences about their future plan.

VI. Ask some questions to evaluate.

Lesson plan - 6

Grade - 8

Date

Subject - English

Unit

Item - If conditional type 2

Objectives: On the completion of the lesson, the students will be able to use if + sub + v², sub + would /should +vStructure appropriately.

Teaching Materials: charts and usual classroom materials

Activities:

I. speak out some sentences using if conditional type 2, as.

- If you were a bird what would you do?
- If I were a bird, I would fly into the sky.
- If he went to Katmandu, he would study hard.

II. Present some sentences (examples) on a chart. Reinforce the students in discussion and encourage them to analyze the examples.

III. Reinforce the students to find out the rules. If they can't tell, show the rule and sentence structure by the help of flash card.

IV. Repeat the sentences many times and students will follow.

V. Group work: Reinforce each group to write ten sentences of if conditional sentence type 2 about their own sentence. For e.g. If I had a lot of money, I would buy a Hero Honda, etc.

VI. Ask the team leaders to present orally sentences they have made.

VII. Ask the students to rewrite the following sentences by using correct forms of verbs in the brackets.

(a) If you (be) a bird, you would fly into the bird.

(b) If I were you, I (will) marry with you.

Homework:

Activities for control group:

I. speak out some sentence of if conditional type 2.

II. Write two sentences on a board and hold discussion.

III. If they can't find out the rule, give yourself.

IV. Repeat some sentences, the students will listen.

V. Group work: Ask the students to write 10 sentences using the formula if + sub + v², sub + would /should + v¹.....

VI. Ask some questions to evaluate them.

Lesson plan - 7

Grade - 8

Date

Subject - English

Unit

Item - Describing daily routine.

Objective: On the completion of the lesson, the students will be able to describe a daily routine with the help of given table.

Teaching materials: Table and sample text.

Activities:

- I. Describe the daily activities you do, such as I wake up at 4:30 a.m. then I take my breakfast etc.**
- II. Call a student in the front of the class to describe the daily routine of him, such as describing when he wakes up, takes breakfast, starts studying etc .**
- III. Present the table related to the routine of Ellen and poster a sample text based on the table on the wall for a short time and encourages them to read silently.**

IV. Present the table again and reinforce them to write the description of the daily routine of Ellen.

V. Ask them to write the description of their own daily routine.

Homework:

Activities for control group:

I. Describe your own daily routine.

II. Describe one student's daily routine.

III. Ask all the students to write the description of daily routine by giving a table.

IV. Ask everyone to write the description of their own daily routine.

Lesson plan - 8

Grade - 8

Date

Subject - English

Unit

Item - writing story

Objective: On the completion of the lesson, the students will be able to write a story with the help of outlines given.

Teaching materials: sample text and outlines of stories.

Activities:

I. Tell a short story to reinforce them.

II. Present an outline of the story and let the students read that then, present a sample text based on the outline for a short time.

III. Then, conduct group work to write story presenting the outline again.

IV. All the group leaders will present the stories they have developed.

V. Present next outlines of a story and ask everyone to develop stories with the help of the outline.

Homework:

Activities for control group:

I. Tell a story.

II. Present outlines of a story and make story with the outlines.

III. Conduct group work to develop story with the help of given outlines.

IV. The team leader will present the story among the class.

V. present another outline and ask the students to develop story based on the outline.

Lesson plan - 9

Grade - 8

Date

Subject - English

Unit

Item - Experience in future plan.

Objectives: On the completion of the lesson, the students will be able to express their future plans using 'sub + is/am/are + v. ing ' and 'sub + shall/will +v¹ ' structures.

Teaching materials: chart

Activities:

I. Reinforce the students by expressing your own future plan by using the above mentioned, as I'm going to Katmandu in September.

- II. Ask some questions to the students individually to elicit the components of expressing future plans. And present highlighting them among the class.
- III. Present some components of expressing future plan on a chart and tell them to read.
- IV. Conduct group work. Make sure all the individuals among group get opportunity to express their own plans.
- V. Reinforce the students to express their future plans individually, giving situation too.

Homework:

Activities for control group:

- I. Express your own future plans.
- II. Presents and explain the components orally.
- III. Present a model yourself.
- IV. Conduct group work.
- V. Evaluate asking to express future plans orally.

Lesson plan - 10

Grade - 8

Date

Subject - English

Unit

Item - passive simple present.

Objective: On the completion of the lesson, the students will be able to change simple present structure into passive.

Teaching Materials: Flash cards and rellia/chart

Activities:

- I. speaks out some sentences in simple present passive.

- II. Present some sentences of simple present and their corresponding passive forms in a chart. Participate the students in discussion. Reinforce and encourage the students to analyze the example. Let them compare the examples presented.**
- III. Reinforce the students to find out the rules. If they can't tell, show the sentences structure and rules by the help of flash cards.**
- IV. Group work: present some sentences of simple present tense and reinforce them to convert into passive group-wise.**
- V. present many sentences on a chart and make the students change them into passive. Check them individually whether they understood or not.**

Homework:

Activities for control group:

- I. Tell some sentences of simple present passive.**
- II. Tell many sentences of simple present and let them change into passive form.**
- III. Present two sentences on the board and their passive forms. Hold discussion to find the rules.**
- Iv. If the student can't tell give yourself.**
- V. Give two sentences and conduct group work to change them into passive from.**
- VI. Ask the students to change some sentences of simple present into passive form.**

Lesson plan 11

Grad - 8

Subject - English

Date -

Item - Reading

Unit -

Objectives: On the completion of the lesson, the students will be able to:

- Carry out the activities based on the text.

- Be familiar with the world ' archaeology', 'remains', 'uncover' and 'busy'.

Teaching materials; **Sentence chart and picture**

Activities:

I. Ask some question to lead in the topics, as why is lumbini famous for ?

When did a German archaeologist discover the remains of a tall pillar?

Who was Ashoka and when did he visit Nepal?

II. Present some simple questions on the whiteboard and reinforce the student to find the answer by reading fast the text.

III. Tell the students to read the text again to underline the difficult words.

Illustrate the difficult words with the help of the pictures.

IV. Tell those to read again in order to match column 'A' with column 'B' presented in the chart.

V. Ask the students to read the questions and tell them to locate the answers. Ask them the questions orally.

VI. Present some statements on a chart and ask the students to read the text and tell if the statements are true or false.

VII. Present some pictures and ask the students to tell the names of the object.

Homework :

Activities for control group:

I. Ask some leading in questions.

II. Tell to read the text and underline the difficult words. Illustrate the words orally.

III. Read the text and do exercise 1 and 2 . Help them to find the answer.

Lesson plan 12

Grade - 8

Subject - English

Date -

Item - Narration (Reported speech) unit -

Objective: On the completion of this lesson, the students will be able to:

- Change the statements into indirect speech.

Materials - Picture, flash cards, charts.

Activities:

-Reinforcement

- speak out some statements with the help of picture presented. Present the statements in the card and encourage the students to report the given statements to other friends and so on.**
- Reinforce the students to find out the rules by themselves with the help of presented examples. If they are unable to do so, present the structure and rules with the help of flash cards.**
- Conduct group work - present some statements and ask them to convert into indirect speech. And check them individual.**
- Evaluate the students, tell yourself some statements and ask the students to report.**

Homework:

Activities for control group:

- Speak out some statements and ask them to report those to their friends.**
- Write some statements into whiteboard with their corresponding reported forms and encourage them to find out the changes mode.**
- Encourage them to induce the rules. Help them if necessary.**
- Ask them to discuss in group and change the given statements into indirect speech.**
- Encourage them to change the given statements into indirect speech individually and check if necessary.**

Lesson plan 13

Grade - 8

Subject English

Date -

Item - Report instruction.

Unite-

**Objective - On the completion of this lesson, the students will be able to:
Change the simple requests and command into reported speech using
suitable verbs as: ask, tell, say, etc.**

Materials - Flash cards, sentence cards.

Activities:

- **Reinforce the students by revising previous lesson.**
- **Lead into the topic by reporting what you just reported and ordered.**
- **Flash some simple requests and commands on the sentence card on one hand and some reporting verbs as ask. Tell, say, etc. on the other.**
- **Reinforce them to change into reported speech by using given reporting verbs, help them if necessary.**
- **Tell them with examples that 'ask' and 'tell' are used in requests with their respective past form.**

Example: Don't eat too much.

He asked me not to eat too much.

Don't fly too near the sun.

Daedalus told Icarus not to fly too near the sun.

- **Present some more commands and requests on a chart and ask them to work in group to change them into reported speech using suitable verbs.**
- **Reinforce them to solve their problem by discussing with their friends.**
- **Present the rule with example: ask, tell, say + to infinitive.**

Open the window please.

He asked me to open the window.

Come early tomorrow.

He told me to come early next day.

Homework:

Activities for control group:

- Write some requests and command on the board and some reporting verbs, as, ask, tell, say, etc.
- Encourage them to change the original speech given into reported speech using the given into reported speech using the given reported verbs.
- Present the rule inductively as: ask, tell, say + to infinitive.

Open the window.

He told me to open the window.

- Write some more requests and commands in the board and ask them to change into reported speech by discussing with their friends in groups.

Lesson plan- 14

Grade - 8

Subject - English

Date -

Unite-

Item - passive simple past.

Objective: On the completion of the lesson, the students will be able to:

- Change simple past structure into passive form.

Materials: Flash cards and chart.

Activities:

- Speak out some sentences in simple past passive.**
- Present some sentences of simple past and their corresponding passive forms in a chart. Participate the students in discussion.**
- Reinforce them to analyze the example.**
- Ask the students to find out the rules. If they can't tell, show the sentence structure and rule by the help of flash cards.**
- Group work - present some sentences of simple past tense on the board reinforce them to change into passive within their group. Check them individually.**

Homework:

Activities for control group:

- Tell some sentences of simple past passive.**
- Tell many sentences of simple past tense and change in simple past passive form.**
- Present three different sentences on the board and their passive forms. Hold discussion to find the rule.**
- Write two sentences related to simple past tense and conduct group work to convert into passive.**
- Ask the students to change some sentences of simple past into passive voice.**

Lesson plan -15

Date-

Grad -8

Unit-

Subject -English

Item- Reading comprehension

Objectives- On the completion of this lesson, the students will be able to.

- Carry out the activities based on the text.**
- Use this prepositional phrases, 'full of, tried to', 'to save', 'in the centre of ' and 'put on' in their own sentences.**

Materials - Pictures

Activities:

I- Ask the following sentences to lead in the topic.

- Who are inside the wooden horse?**
- Is your sister beautiful?**
- Who was Helen?**
- What is the picture about?**

II. Write the following sentences on the board and reinforce them to read.

Help them understand the sentences presented. Reinforce them to find out the answers of the questions by reading the text silently.

- What is the story about?**
- Who are inside the wooden horse?**

III. Let the students read the text again to find out the prepositional phrase. Illustrate the words first by reinforcing them to guess the meaning if possible.

IV. Tell the students to read the text again in order to match the following words with the pictures.

V. Ask the students to read the questions in exercise-1 and locate the answers of the questions. Ask the questions to the students (individually/ bench-wise/ the whole class).

VI. Present the following prepositional phrases and ask the student to make sensible and meaningful sentences in their own words.

Homework:

Activities for control group:

I. Ask some leading in questions.

II. Ask two or more than two questions related to the text and tell the students to read the text for the answers.

III. Ask the students to read the text and underline some prepositional phrases. Illustrate the phrases.

IV. Ask the students to read the text and give some prepositional phrases to make meaningful sentences in their own words.

Lesson plan-16

Grade-8

Date-

Subject-English

Unit-

Item- Jhimruk power station (Reading comprehension)

Objective- On the completion of this lesson, the students will be able to.

- Carry out the activities based on the text.**
 - Use the words: 'electricity 'generator', 'dam' and 'tunnel' in their own sentences**
- Materials: pictures and flash cards.**

Activities:

I. Ask the students the following questions to lead in the topic.

- Do you have electricity in your house?**
- Where is electricity generated?**
- Why do we use electricity?**
- Do we have power station in our district?**

II. Write the following questions on the board and reinforce them to read the text to find out the answers of the questions.

- In which district is the power station?**
- What are the names of the two rivers?**
- What is a dam?**

III. Ask the students to read the text again to underline the difficult words.

Illustrate the difficult words first by reinforcing them to guess the meaning if possible.

IV. Tell the students to read the text again in order to match the following words in column 'A' with their meanings in column 'B'.

Column 'A'

column 'B'

Electricity

a big, thick high wall built to stop river.

Generator

a very long hole through the ground.

Dam **the machine that makes electricity.**

Tunnel **the thing that gives clear light.**

V. Ask the students to read the text again and tell them to decide if the statements presented are true or false:

- There is the dam across the Jhmruk Khola.**
- Dam is a big, thick high wall built to stop a river.**
- Generator is a very long hole through the ground.**
- Madhi Khola and Jhimruk Khola is the names of two rivers.**

VI. Reinforce the students to read the question which are given at the beginning of this unit and tell them to read the text in order to locate the answers of the questions then ask them individually the whole class.

VII. Reinforce the students to make sensible sentences using these words; electricity. Generator, dam, tunnel

Homework:

Activities for control group:

I. Ask some questions related to the topic

II. Ask some simple questions and tell the students to find out the answers by reading the text.

III. Ask the students to read the text and underline the difficult words. Illustrate the words.

IV. Present some sentences on the board and ask them to find whether the statements are true or false after reading the text silently.

V. put some words on the flash cards and tell them to match them with their pictures.

Vi. Ask the students to make meaningful sentences using these words; Electricity, generator, dam, tunnel.

Lesson plan- 17

Grade - 8

Date-

Subject - English

Unit -

Item - Present perfect tense. (Grammar)

Objective - On the completion of this lesson, the students will be able to make sentences using this structure. (Sub+ has/ have + v3 + obj)

Teaching materials: Relia, Chart

Activities:

- **Speak out some sentences in present perfect tense.**
- **Ask the students many questions by doing real action Eg. The teacher claps, copies like an intoxicated person and ask them what have I just done?**
- **Reinforce them to find out the rule if they can't develop, show the sentences structure and rule by the help of chart.**
- **Group work - Ask them to write as many sentences as they can.**
- **Check their sentences whether they follow the structure or not individually.**

Homework:

Activities for control group:

- **Tell some sentences of present perfect tense.**
- **Tell them to make sentences if possible.**
- **Ask the students to do real action and reinforce them to make sentences using the structure.**
- **Hold discussion to find out the rule.**
- **If the students can't tell give yourself.**
- **Create two real actions and conduct group work to make sentences.**
- **Ask the students to make as many sentences as they can.**

Lesson plan - 18

Grade - 8

Date -

Subject - English

Unit -

Item - listening

Objective: - On the completion of this lesson, the students will be able to carry out the activities based on the text.

I. Pre- listening

Present a picture and ask the students to guess the answers to the given questions based on the picture, e.g. who are the people in the picture and where are they?

Then, play them the tape and ask where they are?

Then, play them the tape and ask them to find out if their guesses were correct or not.

II While- listening

- Play the tape and ask the students to decide whether these statements presented in the chart are true or false.

- Ask the students to read the questions presented and answers the questions listening the text played again, for example which country is bigger than China ? How many people live in China?

- Play the cassette again and tell the students to check if the answers they have found are correct or not. If incorrect, the teacher will reinforce them to find the correct ones.

III. Post - listening

Ask the students if it is good to be overpopulation, with reason.

Homework:

Activities for control group:

I. Pre - listening: Give the background information about the text. This means reinforce them what the text is about.

II. While - listening: let the students do the activities given in exercise 1 and 3 listening the live voice of the teacher.

- Write two questions on the board and read out the text again asking them to answer the questions.

III. Post - listening

Ask the students if it is good to be overpopulation, with reason.

Lesson plan - 19

Grade - 8

Date -

Subject - English

Unit -

Item - Reading comprehension (1-15 lines)

Objectives: On the completion of this lesson, the students will be able to:

- **pronounce and use the following words in their own sentences: hollow, army, appear, celebrate etc.**
- **Answer the questions based on the text.**

Materials: Flash cards and picture.

Activities:

- **Reinforce students by telling a story.**
- **Lead in the students into the topic by showing them a picture and ask to guess the situation as well as story behind it.**
- **Ask them to read out the text silently for 5 minutes and underline the difficult words. (Teacher notes down on the board)**
- **Ask them to pronounce the words underlined and if they aren't able to pronounce, conduct a drill and reinforce them to make their own sentences.**
- **Present a list of comprehension questions and ask the students to go through the text silently again to find out the answers. Help the students where necessary.**
- **Pronounce the following words: hollow, celebrate etc.**

Activities for control group

- **Tell a story.**

- Lead in the students into the topic by asking some related questions.
- Ask them to go through the text and find out the difficult words and help them to pronounce correctly.
- Ask them to make their own sentences from the words underlined.
- Ask them to read out again and find out the answer of the questions in exercise 1.

Lesson plan - 20

Grade - 8

Date -

Subject - English

unit -

Item - letter writing.

Objective: On the completion of this lesson, the students will be able to write a letter to their friend describing something using simple sentences.

Teaching Material: sample of letter chart.

Activities:

I. pre-writing: Ask the students such questions, Have you ever written a letter to your friend or someone else? How do you start to write a letter ? why should we use to write a letter ?

- Ask them to imagine that you are now living in one of the flats you visited . write a letter to your friend describing what it's live living there and what the people there are like ?

II. While- writing: The teacher demonstrates them a sample of letter chart and reinforces them to work in groups.

- The teacher tells them that everybody in each group has to write a sentence and the last person will end the letter.

- III. Post -writing: When they've finished, the teacher asks them to exchange their copy. Then the teacher asks a person from each group to read their sentence aloud then he collects their work and checks.**
- Ask them individually to complete the letter.

Homework:

Rewrite the letter with good handwriting.

Activities for control group:

I. pre-writing

- Ask some questions.
- Ask them to write a letter about any topic.

II. While writing: conduct group work to write a similar type of letter.

III. Post writing: Ask them to exchange their copy and let them to correct.

Ask the students to complete the letter with good handwriting.

Lesson plan - 21

Grade - 8

Date -

Subject - English

Unit -

Item - Language: study simple future.

Objective: On the completion of this lesson, the students will be able to make sentences using this structure (sub + shall/ will + v¹ + obj).

Teaching Materials: flash chard.

Activities:

- Speak out some sentences related to simple future tense.**
- Present some sentences of simple future and participate the students in discussion. Reinforce the students to make as many sentences as they can relate to this topic.**
- Ask the students to find out the rule. If they can't tell show the sentences structure and rule by the help of flash cards.**
- Group work - Reinforce the students to make any five sentences in each groups.**
- Check their task individually.**

Homework:

Activities for control group:

- **Tell some sentences of simple future.**
- **Ask the students to make sentences related to this topic.**
- **Hold discussion to find out the rule.**
- **If the students can't tell give yourself.**
- **Create three different situation related to simple future tens in sign language and ask them to write simple sentences using simple future tense within groups .**
- **Check their class work individually or Groupwise if necessary.**
- **Ask the students to make ten sentences as for their homework using this structure.**

Lesson plan -22

Grade - 8

Date -

Subject - English

Unit -

Item - language: study simple future passive.

Objective: On the completion of this lesson, the students will be able to change simple future structure in passive form.

Teaching materials: flash card and charts.

Activities:

- **Speak out some sentences of simple future passive.**
- **Present some sentences of simple future and their corresponding passive forms in a chart. Participate the students in discussion. Reinforce and encourage the students to analyze the examples and compare the examples.**
- **Reinforce the students to find out the rules. If they can't tell show the sentences structure and rules by the help of flash card.**
- **Present some sentences of simple future tense and reinforce the students to convert into passive group wise.**

- Present many sentences on a chart and make the students change them into passive.
- Check them individually.

Homework:

Activities for control group:

- Tell some sentences of simple future passive.
- Present many sentences of simple future and tell them to convert into passive form.
- Present two or three sentences on the board and their passive forms. Hold discussion to find out the rules.
- If the students unable to tell give yourself.
- Present two sentences and conduct group work to change them into passive.
- Ask them to change some sentences of simple future into passive form.

Lesson plan -23

Grade - 8

Date -

Subject - English

Unit -

Item - Further language : present continuous passive .

Objective : On the completion of this lesson, the students will be able to change present continuous tense into passive form .

Teaching materials: pictures

Activities:

- Reinforce the students to look at the pictures and encourage them what can you see being done? in each pictures .
- Speak out many sentences in present continuous passive.
- Present some sentences of present continuous and their corresponding passive forms in picture. Reinforce them in discussion.
- Reinforce the students to develop the rule. If they unable to develop the rule help them to find out the rule.

- Reinforce students to do the exercise which is given at page no. 145 within groups .

- Check their group task individually.

Homework:

Activities for control group:

- Present some sentences of present continuous passive.

- Present many sentences of present continuous tense and let them to convert into passive form.

- Present two sentences form the text book on the board and their passive forms. Hold discussion to develop the rule.

- If the students can't develop the rule help those to find out rule yourself.

- Put two sentences and conduct group work to convert them into passive form.

- Ask the students to change some sentences of present continuous structure into passive.

Lesson plan -24

Grade - 8

Date -

Subject - English

Unit -

Item - Allesandro Volta (Reading comprehension)

Objectives : On the completion of this lesson, the students will be able to :

- Carry out the activities based on the text.

- Use the words: 'professor', 'separated', 'bulb', 'electric force' and 'battery' in their own simple sentences .

Teaching materials: word list, picture.

Activities:

- Ask the students the following questions to lead in the topic.

Who found battery at first?

Who was Allesandro Volta?

When did he make the first battery?

In which country did Volta live?

What was his job?

- **Write the following questions on the board and reinforce them to read the questions presented. Make sure that they understand the questions. Then ask them to read the text to find out the answers of the questions.**

Which materials did he use to make his battery?

What is volt?

- **Reinforce the students to read the text again and ask them to underline the difficult words if there are. Illustrate the difficult words first by reinforcing them to guess the meaning if possible.**
- **Ask the students to read the question in exercise 1 and tell them to read the text in order to locate the answers of the questions. Ask the questions to the students individually.**
- **Present the following words and reinforce them to make meaningful and correct sentences:**

Professor, separated, bulb, electric force and battery

Homework:

Activities for control group:

- **Ask some questions to lead into the related topic.**
- **Ask some simple questions and tell them to find out the answer by reading the text.**
- **Ask the students to read the text and underline the difficult words if any. Illustrate the words.**
- **Present some sentences on the board and ask the students to find out the real answer of the questions in exercise 1.**
- **Present the following words and ask the students to meaningful and correct words:**

Professor, electric force, separated, battery, bulb.

Lesson plan -25

Grade- 8

Date -

Subject - English

Unit -

Item - Reading comprehension

Topic: If pigs could fly (poem)

Objectives: On the completion of this lesson, the students will be able to :

- Pronounce and use the following words into their own sentences:

cowbells, Ganges, strange, shout

- Answer the questions based on the text.

Teaching materials: Flash cards, picture

Activities:

- Provide them reinforcement to do the activities.

- Lead in the activities by asking such questions as:

Have you ever seen a flying pig?

What is this in the picture?

- **Present the picture and ask them to guess and discuss about what the pig is doing in the picture. Present the general background of the poem.**
- **Ask them to read the poem and find out the difficult words. Reinforce them in pronunciation and making their own sentences.**
- **Present the scrambled lines of the poem and ask them to rearrange them without looking to the original one.**
- **Present some incomplete sentences and ask them to complete it after reading the poem.**
- **Present some comprehension questions and ask them to find out the answer after reading the poem.**
- **Reinforce and encourage them to discuss on the theme of the poem.**
- **Summarize and evaluate if necessary.**

Activities for control group

- **Lead in by asking some related questions on the theme of the topic.**
- **Present the general background of the poem and the poet.**
- **Ask them to read the poem and find out the difficult words. Encourage them to pronounce and using these words into their sentences.**
- **Ask them to read again and answer the questions given in exercise.**
- **Discussion on the poem.**
- **Summarize and evaluate if necessary.**

d) Sita cannot dress up----- (myself, herself, himself)

2. Change the following sentences as directed.

$$6 \times 1 = 6$$

a) Ramita always sings Hindi songs. (into negative)

b) Our head teacher instructed us to wear the school uniform.(into passive)

c) Our team was defeated by the new star club. (Into active)

d) The money belongs to my grand father. (Who question)

e) "I like to listen to Nepali folk songs", said Umesh. (Indirect speech)

f) Umesh asked his brother to play the music. (Into direct speech)

3. Answer the following questions in your own words. Answers should be to the point.

Answer any five questions.

$$5 \times 2 = 10$$

a) What do you mean by LWF? (The Start of the Adventure)

b) How did Icarus fall down into the silent sea? (The story of Icarus)

c) Who was Marcopolo ? (Marcopolo's journey)

d) Where is Gokyo ? (Up to Gokyo)

e) When did people come to Australia from Asia? (Australia)

f) What is the old capital city of kapilvastu ? (Treasures From the Past)

g) What is an encyclopedia ? (Encyclopedia)

4. Read the following passage carefully and write the short answers of the questions given below.

$$4 \times 2 = 8$$

Every year thousands of visitors come to Muktinath. pilgrims from Nepal and India and trekkers from all over the world climb up from the valley of the Kali Gandaki, going eastwards on the path, which goes over the high Thorung Lapass to Manang. The country is like the moon because it's so dry. Nothing

grows. There are only bare brown rocky hill sides. No trees, no grass, just rock. And then there is Muktinath with its tree-line streets and apples, plum and peach or chards. In a peaceful park there are old twisted trees covered with prayer flags and a temple surrounded by a hundred and eight waterspouts. Many people come to see the flame, which never goes out. This is natural gas from underground, which burns continuously.

Question;

- a) Where do the visitors and trekkers come to Muktinath from?
- b) What is the source of the flame that burns continuously?
- c) Which river flows near the Muktinath temple?
- d) Why is the place compared with the moon?

5. Read the following passage carefully and do the activities that follow.

An animal may be said endangered when people begin to kill it indiscriminately. Elephants are killed for their ivory, alligators are killed for their skin, and several kinds of birds are killed for their feathers. If such killing isn't checked, these animals may be extinct.

There is an even more serious threat to animals. When people cut down the trees of the forest the animals living there lose their home. Trees are cut for fuel or for timber, and little by little the forest area diminishes. Sometimes large areas of forests are cleared to make way for a reservoir or a dam. The animals in the area are then pushed out of existence.

a) Write 'T' for true and 'F' false statements. 2x1= 2

I) People clear forest for more cultivation ()

II) Animals can live without forest as we can live without houses. ()

b) Answer these questions

3x2 = 6

I) who kills animals indiscriminately?

II) Why are elephants killed for?

III) Why do we need forest?

6. Use any four of the following words and phrases in sensible sentences of your own.

4x1=4

Favorite, illiterate, look after, explore, luggage, take off

7. Punctuate the following text.

8x0.5= 4

How bigs australia asked shanti

8. Write a short paragraph on a domestic animal you like most.

6

9. Write an essay on any one of the following topics in about 150 words.

1x10=10

a) Your village or town.

b) The person you like most.

c) The newspaper.

10. Write a letter to your friend thanking him/her for sending you some important books.

1x10=10

Listening test

F.M –15

1. Listen to the tape and match the column 'A' words with the information related to them in column 'B'

6

Column 'A'

Recreation

Slopes

Summit

Eruption

Ash

Survive

Column B

live

fire

enjoy

explosion

base

sides

2. Write down the three main things responsible for Surkhet's pollution problems.³

i) -----

ii) -----

iii) -----

3. Listen again and complete the song, then chant it together.

Wash your-----, Wash your-----

Make your -----all bright and-----

If you use-----soap.

All will be the best you have-----

4. Listen again and answer the following questions.

3

i) Where do kangaroos live?

ii) How big are they?

iii) What do they eat?

Speaking test

F.M –15

1. Introduce yourself in brief.

4x1=4

i) What is your name?

ii) Where do you live?

iii) What does your father do?

iv) How old are you?

2. If you pass grade 8 what will you do?

4

3. Describe the following picture using simple past.

7

APPENDIX –C.II

Shree Nepal Rastriya Higher Secondary School
Jarbuta –4 Karaikhola, Surkhet

Post–test Exam 2067

Class–Eight Time –2:30 minutes F.M –70

Subject–English P.M–22

Name:-----Roll No ----

1. Fill in the spaces with the correct word given in the brackets.

4x1=4

- i) Dristi sharma is -----one eyed girl. (a/an/the)
- ii) Grey and Burke died -----cancer. (for/to/ of)
- iii) Bindu Dhamala does her duties ----- (herself/ yourself himself)
- iv) Nobody knew about it ----- (don't they?, did they?, didn't they?)

2. Change the following sentences as directed.

6x1=6

- i) He always goes to school. (Into negative)
- ii) Mina drank tea yesterday. (When question)
- iii) My book was stolen by Harish. (Into Active)
- iv) Pasang has chosen a beautiful girl. (Into passive)
- v) Bina said to Mina, "I took your pen yesterday." (Into indirect speech)
- vi) The teacher told me that the sun rises in the east. (into direct speech)

3. Answer the following questions in your own words. Answer should be to the point. Answer any five questions. 5x2=10

i) What did the headmaster do when the letter arrived?

(The Start of the Adventure)

ii) Why and how did Icarus fall down into the blue sea?

(The Story of Icarus)

iii) What is the main export of Australia?

(Shyam Chaudhary Talks about Australila)

iv) What four things did Marco polo see in china which amazed him? (A Traveler and A Conqueror)

v) Why was kumari's son 'Dil' taken to the health post? (In Jajarkot)

vi) What is encyclopedia? (Encyclopaedia)

vii) How did Ellen help the scots ? (Ellen's Mountains)

4. Read the following passage and answer the question that follows.

4x2=8

Every year thousands of visitors come to Muktinath. Pilgrims from Nepal and india and trekkers from all over the world climb up from the valley of kali Gandaki, going eastwards on the path which goes over the high Thorung la pass to Manang. The country is like the moon because it is so dry. Nothing grows. There are only bare brown rocky hill sides. No trees, no grass, just rock. And then they reach Muktinath with its trees lined streets and apple, plum and peach orchard. In a peaceful park, there are old twisted trees covered with

prayer flags and a temple surrounded by a hundred and eight waterspouts. Many people came to see the flame which never goes out. This is natural gas from underground which burns continuously.

Questions:

- a) Why do the trekkers climb up from the valley of Kaligandaki ?
- b) What is Manang like?
- c) Where are a hundred and eight water spouts?
- d) Why do many people come to see the flame?

5. Read the following passage and do the activities that follow:

The woman with her small baby entered her mango garden. Most of the mangoes were ripe .It could be easily guessed from far away because of smelling. She saw many mangoes fallen on the ground. She put the baby on the ground and began to collect mangoes. When she saw a furious cobra near her baby rearing its head up, she fainted and lay unconscious on the ground. The small baby tried to catch the head of the snake. He played with the snake until it was playing with it as he was playing with a toy. The snake didn't hurt him. When his mother regained consciousness, she found her innocent baby beside her. He had come there by crawling.

(A) Answer the following questions.

5x1=5

- i) What did the woman see on the ground?
- ii) What happened when the woman saw a cobra near her?
- iii) How did the small baby play with the snake?

iv) How did the baby come near his fainted mother?

v) Do you think the snake hurt the baby?

(B) Read the above passage and find out the closest meaning from the text of the given words.

$$6 \times 0.5 = 3$$

i) due to

ii) dangerous

iii) faint

iv) doll

v) Near

vi) Imagined

6. Use any four of the following words and phrases in sensible sentences of your own.

$$4 \times 1 = 4$$

Look after, pile up, take part in, dazzle, because of, and breathe.

7. Punctuate the following text

$$8 \times 0.5 = 4$$

i m a god i ve made men fly shouted daedalus

8. Write a readable story from the following skeleton.

[6]

An old businessman -----five lazy daughters -----not work -----
-always quarrel -----old businessman -----became unhappy -----
before his death -----calls his daughters -----tells them about hidden
treasure in the field -----the old businessman died -----they got a lot of
crops -----became rich -----got married -----moral.

9. Write an essay on any one of the following topics in about 150 words. [10]

(a) My village (b) Dashain festival

(c) The Bulbule garden of Surkhet.

10. Write a letter to your pen friend who lives in Hyderabad in India explaining about your family. [10]

Listening Test

F.M-15

1. Listen to the tape and Match the column 'A' words with the information related to them in column 'B'

6

Column 'A'

Column 'B'

Ruthless

very big

Loot

killed.

Vast

things.

Murdered

without pity.

Goods

to steal everything.

Fellow

friend.

2. Write down the three main advantages of electricity. 3

i) -----

ii) -----

iii) -----

3. Listen again, and complete the following sentences. 3

i) Kangaroos are about -----tall.

ii) They weigh about -----kg.

iii) They can jump -----Meters.

4. Listen again and answer the following questions. 3

i) What is volcano?

ii) Are there any in Nepal?

iii) Do you know any famous ones?

Speaking Test

F.M-15

1. Speak in few sentences about any one of the following topics. 7

i) A book.

ii) An animal.

iii) Your teacher.

2. What are your future plans? 4

3. Describe the following picture using present continuous tense. 4

APPENDIX D
CLASS OBSERVATION FORM

(To be filled up after every class observation)

Name of School:

V.D.C.:

Address:

Time:

Class:

Date:

Subject:

Name of Teacher:

S.N	Observed Items	Excellent	Good	Mediocre	Poor	Remarks
1.	Availability of English text books					
2	Class room situations (attendance, discipline, etc)					
3	Teachers presentation of lessons					
4	Preparation for the task					
5	Mastery of the subject matter					
6	Attention to pupils					
7	Teaching efficiency					
8	Teaching method					
9	Use of reinforcement					

10	Students participation in the class					
11	Teachers questioning technique					
12	Students interest in learning language					
13	Achievement of objectives of curriculum					
14	General evaluation					

APPENDIX - E

GROUP DIVISION PROCESS

S.N.	Average score in pre- test	Group 'A'	Average	Group 'B'	Average
1	9.33 - 10.50	Sunita sunar Sunita B.K. Man Bdr. B.K. Laxima pariyyar	9.33 9.83 10.00 10.16	Hema saru Arjun wagle Ishowari Acharya Roshan subedi	9.66 10.50 10.50 10.16
2	10.60 - 11.50	Hom kumar Sarki Indrawoti Sunar Pampha sunar	10.83 11.50 11.16	Prem lamichhane Lila Gharti Bimala subedi Hasta Bdr. Saru Yam kali Budha Alija Acharya	10.66 11.16 11.50 11.50 11.33 11.00
3	11.60 - 11.99	Nirmala Nepali Harka Bdr. B.k. Arjun sunar	11.66 11.83 11.83	Lalita Acharya	11.83
4	12.00- 12.99	Laxmi sunar Balika B.k. Amrita Pariyyar	12.16 12.33 12.33	Harimaya saru Chandra pangali Meen pd. kandel	12.00 12.00 12.33
5	13.00and	Dilmaya Bohora	13.00	Bishnu Rokaya	13.16

	above	Nabraj B.k.	13.66		
--	-------	-------------	-------	--	--

APPENDIX G
HOLISTIC COMPARISON IN SD VALUE

Group 'A'

Individual scored X	$x (x - \bar{x})$	x^2
70	-0.06	0.0036
65	-5.06	25.60
57	-13.06	170.56
59	-11.06	122.32
58	-12.06	145.44
61	-9.06	82.08
57	-13.06	170.57
66	-4.06	16.48
68	-2.06	4.24
71	0.94	0.88
84	13.94	194.32
82	11.94	142.56
85	14.94	223.20
85	14.94	223.20

83	12.94	167.44
$\sum x = 1051$		$\sum x^2 = 1688.93$

We have, $\bar{X} = \frac{\sum x}{n} = \frac{1051}{15} = 70.06$

$\therefore \bar{X} = 70.06$

We know, $= \frac{\sqrt{\sum x^2}}{n} = \frac{\sqrt{1688.93}}{15} = 10.61$

$\therefore = 10.61$

Group 'B'

Individual scored x	$x(x - \bar{x})$	x^2
57	-17.86	318.97
59	-15.86	251.53
60	-14.86	220.81
58	-16.86	284.25
61	-13.86	192.09
59	-15.86	251.53
78	3.14	9.85
84	9.14	83.53
82	7.14	50.97
84	9.19	83.53
85	10.14	102.81
85	10.14	102.81
89	14.14	199.93
90	15.14	229.21
92	17.14	293.77
$\sum x = 1123$		$\sum x^2 = 2675.70$

We have, $\bar{X} = \frac{\sum x}{n} = \frac{1123}{15} = 74.86$

$$\therefore \bar{X} = 74.86$$

We know,
$$= \frac{\sqrt{\sum x^2}}{n} = \frac{\sqrt{2675.70}}{15} = 13.35$$

$$\therefore = 13.35$$

The SD value of Group A is 10.61 and Group B is 13.35.

Appendix - F
Pre - Test
Result Sheet
Group 'A' (Control)

Skill	Reading						Guided writing					Free writing		Grammar				Speaking					listeni ng		
	Read & Read	Read & Tick the best	answer these	make simple	Total	punctuation total	paragraph	Essay writing	letter writing	Total	fill in the	Transformati	Total	Introducing	Expressing	describing	Total	listen &	listen & write	listen &	listen &	Total	Grand Total		
F.M. Name	10	8	2	6	4	30	4	4	6	10	10	26	4	6	10	4	4	7	15	6	3	3	3	15	100
Nabraj B.K.	9	8	1	2	3	23	4	4	5	9	9	23	2	5	7	3	3	6	12	5	3	2	3	13	82
Dilmaya Bohora	9	4	2	4	4	23	4	4	5	9	9	23	2	5	7	3	3	5	11	4	2	2	2	10	78
Balika B.K.	9	4	1	4	4	22	4	4	5	9	8	21	2	4	6	3	3	5	11	4	2	2	2	10	74
Amrita pariyar	6	8	2	4	2	22	4	4	4	8	8	20	2	5	7	3	3	3	9	4	3	3	2	12	74
Homkumar sarki	7	7	0	1	1	16	4	4	4	8	8	20	2	5	7	3	2	2	7	5	2	2	2	11	65
Arjun sunar	8	7	0	2	1	18	4	4	5	9	9	23	2	5	7	2	3	2	7	4	3	2	3	12	71
Harka Bdr B.k	8	7	1	1	2	19	4	4	5	8	7	20	2	4	6	3	3	5	11	4	3	2	2	11	71
Indra woti sunar	6	4	0	3	7	17	3	3	5	7	8	20	2	4	6	3	2	5	10	4	3	3	3	13	69
Laxmi sunar	8	6	1	4	2	21	4	4	5	8	7	20	2	4	6	2	2	5	9	5	2	3	3	13	73
Nirmala Nepali pamp	5	4	0	4	4	17	4	4	5	9	6	20	2	3	5	2	3	5	10	6	3	3	2	14	70
	5	5	1	2	3	1	3	3	6	9	9	2	2	2	4	2	3	3	8	5	3	2	2	1	6

ha sunar						6						4											2	7	
Laxi ma pariy ar	6	4	1	3	3	17	3	3	5	6	9	20	2	2	4	3	3	2	8	3	2	2	2	9	61
Man Bdr. B.k	7	4	0	2	2	15	3	3	5	9	6	20	2	3	5	3	3	2	8	2	2	3	2	9	60
Sunit a sunar	5	4	1	1	2	13	2	2	4	7	7	18	2	3	5	3	2	4	9	2	2	3	2	9	56
Sunit a B.k	6	4	0	2	3	15	3	3	4	7	6	17	2	3	5	3	3	4	10	3	2	2	2	9	59
Total						274		53				309			87				140					167	1030
Average						1826		353				206			58				933					1183	666

Pre - Test
Result Sheet
Group 'B' (Experimental)

Name	Reading						Guided writing		Free writing				Grammar			Speaking					listening			
	Read & answer	Read & answer	Tick the best answer	make simple sentences	Total	punctuation	total	writing paragraph	Essay writing	letter writing	Total	fill in the spaces	Transformation	Total	Introducing oneself	Expressing future plan	describing a picture	Total	listen & match	listen & write	listen & complete	listen & answer		
M. me	10	8	2	6	4	30	4	4	6	10	10	26	4	6	10	4	4	7	15	6	3	3	3	
shnu kaya	9	8	1	2	3	23	4	4	5	10	9	24	3	5	8	3	2	6	11	3	2	2	2	
en Pd. ndel	8	8	0	2	2	20	4	4	5	9	10	24	2	5	7	3	2	5	10	2	3	2	2	
andra ngali	8	8	1	1	2	20	4	4	5	8	8	21	4	4	8	3	2	4	9	4	3	1	2	
rimaya u	7	8	2	1	2	20	3	3	5	9	8	22	3	6	9	2	3	4	9	3	2	2	2	
mala bedi	7	6	0	2	2	17	2	2	5	9	9	23	2	5	7	3	2	4	9	5	2	2	2	
ita bharya	7	6	1	1	2	17	3	3	6	9	9	24	3	4	7	3	3	4	10	4	2	2	2	
ja bharya	8	7	1	1	1	18	4	4	4	6	7	17	4	5	9	2	2	5	9	3	2	2	2	
mkali dha	8	7	0	2	2	19	4	4	5	7	8	20	3	4	7	3	2	4	9	2	3	2	2	
a Gharti	6	7	1	1	1	16	4	4	5	7	8	20	4	3	7	3	2	5	10	2	2	3	3	
m nichhane	6	7	1	2	1	17	4	4	4	6	9	19	3	2	5	2	3	5	10	2	2	3	2	
shan	6	6	0	1	1	14	3	3	4	8	7	19	2	3	5	4	3	3	10	3	3	2	2	

bedi																								
owari harya	5	5	0	1	1	12	4	4	4	9	6	19	3	3	6	3	3	4	10	5	2	2	3	
sta Bdr. u	7	7	1	2	1	18	4	4	5	9	8	22	2	2	4	3	3	4	10	4	2	3	2	
ma Saru	6	6	0	1	1	14	4	4	4	5	7	16	1	3	4	3	2	4	9	4	2	3	2	
un	5	5	0	1	1	12	3	3	5	7	8	20	2	5	7	3	2	4	9	3	3	3	3	
ngle																								
al						257						319							144					
erage						17.13						21.26							9.60					

Post - Test Result Sheet

Group 'A' (Control)

Skill	Reading					Guided writing			Free writing			Grammar				Speaking			listening				Grand Total			
	Read &	Read &	Tick the best	answer these	make simple	Total	punctuation	total	paragraph	Essay writing	letter writing	Total	fill in the	Transformati	Total	Introducing	Expressing	describing	Total	listen &	listen & write	listen &	listen &	Total		
F.M.	10	8	2	6	4	30	4	4	6	10	10	26	4	6	10	4	4	7	15	6	3	3	3	15	10	0
Nabr aj B.K.	5	8	1	5	2	21	2	2	4	6	6	16	2	5	7	4	3	4	11	5	2	3	3	13	7	0
Dilm aya Boho ra	5	6	1	5	3	20	2	2	4	5	4	13	3	5	8	4	3	4	11	4	2	2	3	11	6	5
Balik a B.K.	4	6	1	4	2	17	2	2	3	4	5	12	3	2	5	3	3	4	10	4	2	2	3	11	5	7
Amri ta pariy ar	4	5	1	3	3	16	3	3	3	4	5	12	2	4	6	4	4	3	11	4	2	2	3	11	5	9
Hom kuma r sarki	4	4	0	4	3	15	2	2	3	4	5	12	3	4	7	4	4	3	11	4	2	3	2	11	5	8
Arjun sunar	3	5	0	3	3	14	3	3	3	5	4	12	4	3	7	3	4	5	12	4	3	3	3	13	6	1
Hark a Bdr B.k	3	3	1	3	3	14	3	3	3	5	4	12	2	3	5	3	3	5	11	5	2	3	2	12	5	7
Indra woti sunar	5	4	2	3	3	20	3	3	3	5	4	12	3	4	7	3	3	5	11	4	3	3	3	13	6	6
Laxm	5	7	2	5	4	23	3	3	4	4	4	14	2	5	7	2	3	5	15	5	2	3	3	11	6	6

i sunar						3						2						0					3	8	
Nirma la Nepa li	5	5	1	6	4	2 1	4	4	4	3	7	1 4	2	5	7	2	5	4	1 1	5	3	3	3	1 4	7 1
Pamp ha sunar	6	7	2	6	4	2 5	4	4	4	6	7	1 7	4	6	1 0	4	4	5	1 3	6	3	3	3	1 5	8 4
Laxi ma pariy ar	7	6	2	5	3	2 3	4	4	4	6	7	1 7	4	6	1 0	4	3	6	1 3	6	3	3	3	1 5	8 2
Man Bdr. B.k	8	7	2	5	3	2 5	4	4	4	6	8	1 8	4	5	9	4	4	6	1 4	6	3	3	3	1 5	8 5
Sunit a sunar	8	7	2	5	3	2 5	4	4	4	6	8	1 8	4	6	1 0	4	3	6	1 3	6	3	3	3	1 5	8 5
Sunit a B.k	7	6	2	5	4	2 4	4	4	4	7	8	1 9	3	6	9	3	4	6	1 3	5	3	3	3	1 4	8 3
Total						3 0 3		4 7				2 1 6			1 1 4				1 7 5					1 9 6	1 0 5 1
Aver age						2 0 .2 0		3 .1 3				1 4 .4 6			7. 6 0				1 1 .6 6					1 3 .0 6	7 0 .0 7

Post - Test Result Sheet Group 'B' (Experimental)

Skill	Reading					Guided writing			Free writing				Grammar			Speaking				listening				G r a n d T o t a l		
	Read & Read	& Tick the best	answer these	make simple	Total	punctuation	total	paragraph	Essay writing	letter writing	Total	fill in the	Transformati	Total	Introducing	Expressing	describing	Total	listen &	listen & write	listen &	listen &	Total			
F.M.	1 0	8	2	6	4	3 0		4	4	6	1 0	1 0	2 6	4	6	1 0	4	4	7	1 5	6	3	3	3	1 5	1 0 0
Nam e																										
Mee n Pd.	4	4	2	3	2	1 5		3	3	2	4	4	1 0	3	4	7	3	3	4	1 0	4	2	3	3	1 2	5 7

Kandel																											
Hari may Saru	4	4	1	3	2	14		2	2	3	5	4	12	3	5	8	3	3	5	11	5	2	2	3	12	59	
Bimala Subedi	4	5	1	3	2	15		3	3	2	6	4	12	3	5	8	3	3	4	10	5	2	2	3	12	60	
Lalita Acharya	4	3	1	3	2	13		2	2	3	6	5	14	3	5	8	2	2	4	8	5	2	3	3	13	58	
Alija Acharya	4	6	2	3	2	17		3	3	3	5	5	13	3	3	6	3	3	4	10	4	3	2	3	12	61	
Yamkali Budha	4	2	1	3	3	13		4	4	3	5	6	14	2	3	5	3	3	5	11	5	2	3	2	12	59	
Lila Gharthi	8	4	2	5	3	22		4	4	6	8	8	22	3	3	6	3	4	5	12	4	3	3	2	12	78	
prem Lami chhane	7	6	1	6	4	24		4	4	5	9	9	23	4	4	8	4	3	6	13	4	3	3	2	12	84	
Roshan subedi	8	6	2	5	4	25		3	3	5	6	8	19	3	4	7	3	4	6	13	6	3	3	3	15	82	
Ishwari Acharya	8	7	2	5	3	25		3	3	5	9	9	23	3	2	5	4	4	6	14	5	3	3	3	14	84	
Hastha Bdr. Saru	8	7	1	4	4	24		3	3	5	8	9	22	4	6	10	3	4	6	13	5	3	3	2	13	85	
Hema Saru	6	8	2	4	3	23		4	4	6	8	8	22	4	5	9	4	4	6	14	5	3	3	2	13	85	
Chandra pangali	6	8	2	5	4	25		4	4	6	9	9	24	4	5	9	4	3	5	12	6	3	3	3	15	89	
Arjun Wagla	6	7	2	6	4	25		4	4	6	9	9	24	4	5	9	4	3	6	13	6	3	3	3	15	90	
Bishnu Roka ya	8	7	2	5	4	26		4	4	6	9	9	24	4	6	10	4	3	6	13	6	3	3	3	15	92	
Total						306			50				278			115				177					197	1123	
Average						20.4			3.33				18.53			7.66				11.80					17.313	4.86	

