CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a must in one's life because it is a means of communication. In order to share feelings, thoughts and ideas, one requires a language. Language is the most widely used means of communication. It is especially human possession. It is an abstraction based on the linguistic behaviour of its users. Regarding this indefinite entity, Sapir (1978:8) says "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols". It is the language that helps us to think, interpret, perceive and express about the world. It is the way of transmitting human civilization, history, thoughts, literature and the whole of human achievement.

Besides the above mentioned definition of language, Widdowson (1978:3) expresses a slightly different concept that "Language is a system of arbitrary vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact". What is striking about this definition in contrast with Sapir's is that it makes no appeal, except indirectly and by implication, to the communicative function of language. Instead, it puts all the emphasis upon its social function; and in doing so, it takes a rather narrow view of the role that language plays in society. Widdowson's definition differs from Sapir's that it brings in the property of arbitrariness and explicitly restricts language to communicative function of language. The term arbitrariness is here being used

in a rather special sense. As far as natural languages are concerned, there is a close connection between language and speech. Logically, the latter presupposes the former: one cannot speak without using language, but one can use language without speaking.

Similarly, Richards et al. (1986:67) state, "Language is the system of human communication by means of a structured arrangement of sound". Although language is symbolic, yet its symbols are arranged in a particular system. All languages have their system or arrangements. Though symbols in each human language are finite; they can be arranged infinitely, that is to say, we can produce an infinite set of sentences by finite set of symbols.

To conclude, on the basis of the above mentioned definitions we can say that language is a system of sounds and words that are arbitrarily or voluntarily used to convey ideas, emotions or desires. It is that unique asset of human beings which separate mankind from other living beings.

1.1.1 Importance of the English Language

A large number of languages are spoken throughout the world. Among them, some languages keep no value beyond their territory, but some others are widely used in the world and are accepted as lingua franca and English is the one and most indispensable of them. "More than 350 million people of the world speak English as their native language" (www.thestar.com retrieved june16). There are also many non-native speakers of it. One who speaks English finds himself as a member of largely spoken language community. People feel proud to use it as a medium to express their thoughts, feelings and ideas because it is considered to be the language of intellectual discourse.

Moreover, English is the international language of diplomacy, business, science, technology, banking, computing, medicine, aviation, UN and NATO armed forces, engineering, tourism, Hollywood films and arguably the best pop and rock music in the world. Nowadays, English has become an indispensable vehicle to the transmission of modern civilization. We can hardly pluck the fruit of the rapid advancement and innovations made in the field of science and technology, industrial development, international relationships, tremendous progress made in the different fields of human knowledge without the proper knowledge of English.

Likewise, the medium of instruction especially in the field of technical education is English and even there is a good opportunity to the person who has good functional knowledge of English. The most multinational companies ask their employees to speak English because it is mostly used for international trade at the moment. These days, people with only one language have no chance to get a well paid job.

Regarding the importance of the English language, Sthapit et al. (1994: Introduction) say "the importance of the English language in the present day world need not to be overemphasized. It is a principal language for international communication and gate way to the world body of knowledge. In the views of these facts the English language is given great importance in the education system of Nepal."

English in Nepal is largely treated as an academic subject in all the educational institutions. In other respects, most of the field such as civil aviation, foreign trade, tourism and international relation require a high level of English proficiency. Thus, English is undoubtedly of vital importance for the acceleration of modernization process of Nepal.

1.1.2 Language Skill

The use of a language in various mode and manners is simply known as language skill. There are four types of language skill. They are:

i. Listening

ii. Speaking

iii. Reading

iv. Writing

Language is chiefly defined as a means of communication. So the purpose of teaching a language is to enable students to communicate in that language. Although listening and speaking skills are sufficient for communication, a person needs to possess all the four skills to be a full fledged communicator in society. One can use all the four skills well when he does mastery over the sounds system, vocabulary and structure of that language.

Among the four language skills, listening and reading come under the category of receptive skill and speaking and writing fall under productive skill which require a type of production on the part of communication. Listening and speaking skills are considered to be prerequisite for reading skill. In natural order, listening skill comes first. One cannot acquire language if he cannot listen or perceive sound segments of that language. Likewise, speaking is the result of listening and comprehension of sounds, vocabulary and structure of the target language. Reading skill comes under the third skill which involves relation between print and speech and thereby involves pronunciation. The last skill of a language is writing skill.

1.1.2.1 The Reading Skill

Reading skill is a total understanding of a message from a text. It is a mental process of securing and reacting to an author's message represented by written or printed symbols. To read, one must recognize words, know the meaning of words, and understand the ideas expressed by the author, sense the mood and the tone of selection, evaluate the accuracy of the ideas and sue or apply them.

According to Grellet (1992:8), "Reading is an active skill; it constantly involves guessing, predicting, checking and asking oneself questions". Reading involves different information processing mechanisms. Both top-down and bottom-up techniques can be used in reading. In top-down processing, the reader draws on his/her own intelligence and experience. We might compare this technique to an eagle's eye view of the landscape. In bottom-up processing the reader builds up a meaning from the black marks on the page recognizing letters and words, working out sentence structures. It can be compared to a scientist examining ecology with a magnifying glass.

Similarly, McDonough and Shaw (2002:89) point out "Reading as a skill, is clearly one of the most important, in fact in many instances around the world. We may argue that reading is the most important foreign language skill, particularly in cases where students have to read English materials for their own specialist subject but may never have to speak the language such cases are often referred to as English as a library language".

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out significance of these messages. Reading does not exist alone because it is interwoven with other

skills, for instance the written script is to be recognized while reading. In the early modes a good reading requires an implicit mastery of the grapheme-phoneme correspondence rules.

To conclude, we can say that reading is the cheapest and best way of gathering information and increasing one's professional knowledge from the graphic symbols and keeping oneself update with the things around us. It serves as a foundation for all learning. It is the basis of every academic subject.

1.1.2.2 Reading Comprehension

Reading comprehension means reading and understanding reading materials. It involves the process of decoding i.e. converting language into message.

Reading is a process that involves recognizing graphic symbols, vocalizing them and getting the message that the writer has expressed by means of those symbols. Reading without understanding is just seeing at prints. So, reading involves understanding or comprehension. Reading is somehow a simpler process than comprehension. Thus, comprehension is a process of understanding and negotiating with the writer by the reader.

Reading comprehension involves making meaning of words, phrases, clauses, sentences and the text. The reader needs to interpret the total organization of the text to comprehend it. Reading and reading comprehension are interchangeably used in the language teaching literature; however, the ability to decode the letters/words in the text does not indicate proper understanding of the text material. Understanding the text results in a mental

representation of the state of affairs the text describes. Thus, reading comprehension includes not only linguistic recognition and cognitive understanding but also tends to be affected by reader's evaluation and appreciation.

Munby (1978 as cited in Grellet 1992: 87) notes the following variety of skills in reading.

- Recognizing the script of a language.

- Deducting the meaning and use of unfamiliar lexical items.

- Understanding explicitly used information.

- Understanding information which is not explicitly stated.

- Understanding conceptual meaning.

- Understanding the communication value (function) of sentences and utterances.

- Understanding the relations within the sentence.

- Understanding relations between the parts of a text through lexical cohesion devices.

- Interpreting text by going outside it.

- Recognizing indicators in discourse.

- Identifying the main point or important information in a piece of discourse.

- Distinguishing the main idea from supporting details.

- Extracting silent points to summarize (the text, an idea etc.)

- Selecting extraction of relevant points from a text.

- Basic reference skills.

- Skimming

- Scanning to locate specially required information.

- Transcending information to diagrammatic display.

Together with the above mentioned sub skills, a detail comprehension is necessary since understanding the gist of a text is not quite enough for a successful reading comprehension. People come across reading variety of texts like novels, short stories, essays, biographies, plays, poems, limericks, letters, post cards, telegrams, newspapers, specialized articles, textbooks, advertisement, travel brochures, puzzles, instructions, directories, maps, statistical diagrams, etc. all these different types of texts do not require the same technique of reading, but reading comprehension is the goal.

1.1.2.3 Types of Reading

A reader may read for different purposes like, reading for pleasures or for information. Types of reading can be referred as the categorization of reading or strategies of reading. Reading can be categorized on the basis of various factors. They are as follow:

a. On the Basis of Speed or Pace

There are three types of reading on the basis of speed. They are:

i. Slow reading: It refers to the slow speed of reading. Generally slow reading occurs in the first stage of reading. If the reader is reading a difficult passage and wants to understand the text in depth, the slow reading occurs automatically.

ii. **Normal reading:** It refers to that reading which is neither slow nor fast. This type of reading is useful while teaching reading skill.

ii. **Fast reading:** It refers to relatively faster reading. Such type of reading occurs while reading a simple text silently by expert native speakers.

b. On the Basis of Noise

There are two types of reading on the basis of noise. They are:

i. **Silent reading:** It refers to the understanding of message through the graphic symbols by our eyes. It is the mental process of receiving message. Silent reading is useful for library reading, self study etc.

ii. **Loud reading:** It refers to the reading a text by producing sounds. It involves both mental and physical processes. Loud reading is useful for the beginners to improve spelling and pronunciation.

c. On the Basis of the Focus of Attention

There are two types of reading on the basis of focus of attention during the reading. They are:

i. **Skimming:** The reading in which the reader quickly runs his eyes over a text to get the gist is known as skimming. It is a type of rapid reading.

ii. Scanning: The reading in which the reader quickly goes through a text to find a particular piece of information. To find the date of birth from the text is an example of scanning.

d. On the Basis of General Purpose

There are two types of reading on the basis of general purpose of reading. They are:

i. Extensive reading: Reading longer texts, usually for one's own pleasure is known as extensive reading. This is a fluent activity mainly involving global understanding. "The purpose of the extensive reading program will be to train the students to read directly and fluently in the foreign language for his enjoyment, without the aid of the teacher."(Rivers, 1968:229)

ii. Intensive reading: Reading shorter texts, to extract specific information is known as intensive reading. This is more an accuracy activity involving reading for detail. It plays a vital role to further progress in language under the teacher's guidance.

1.1.3 Teaching Reading Skill

Teaching reading does not mean excluding speaking, listening and writing. It is a question of focus: some lessons concentrate on reading, others do not. The other skills are always needed to provide variety, to enable the students to learn effectively or to give feedback. So we do not keep language skills in separate boxes. Activities that integrate them reflect our use of

language in real life. The text will be used as a starting point for work on the other skills, just as it always has been. Reading is the focus of attention. It is the most vital skill and provides the most spin-offs for general language learning.

The major point to be noted when practicing reading in the classroom is that it is a silent activity. Therefore, silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. Reading as such is an extremely difficult exercise. However, the way/type of reading depends upon the level of readers. For instance the beginner language learners can not read silently instead they need to verbalize the words.

While teaching reading comprehension in the classroom a teacher should borne in mind that a text is a succession of separate sentences thematically related and that it is necessary merely to deal with the structure and the meaning of the sentences, if reading is to be effective the structure of longer units such as the paragraph or the whole text must be understood. It is not good studying a text as though it is a series of independent units. For this, one should start with global understanding and more towards detailed understanding rather than working the other way round. That means the task given to begin with should be of a global kind within the competence of the learners. Gradually as they read more fluently and get the gist of a text more easily, a deeper and more detailed understanding of the text can be worked towards. If the activities are of global type, the students' confidence may be built up when faced with authentic texts and the students will not get completely lost. To develop the student's skills of inference, anticipation and

deduction, we can start with longer texts accompanied by photographs diagrams, and a number of paragraphs etc.

Ur. (1991:144) points out that teaching reading comprehension activity may be characterized as:

a. Questions given before the text (Passage)

    i. It may provide the learners with a purpose in reading and make the whole activity more interesting and effective.

    ii. We need to know how well our learners are reading and we can get this information conveniently through looking at the results of comprehension task.

b. Passage following questions.

Students read the passage silently and then they answer the questions given below the passage.

1.1.3.1 Stages of Teaching Reading Comprehension

To develop reading comprehension, in the past, the SQ3R technique (survey, questions and read, recite and review) was in use. This was accepted as a useful technique for understanding difficult materials and remembering the learnt materials over a long period of time. But these days, this is out dated. The stages of teaching reading comprehension recently in use are: pre-reading, while-reading and post-reading. The technique for pre-reading stage may not be suitable for other stages. But it does not mean that one technique is used for only one stage. The same technique may be used for other stages too.

a. Pre-reading Stage

It is the first stage of teaching reading. It is also known as preparatory stage. At this stage, the teacher prepares the students to read purposefully and ensures their comprehension by asking appropriate questions and giving appropriate tasks. The main purpose of this stage is to arouse interest to read the text and to take the students in the right direction in the right mood and make them feel interested in reading the text, so it creates interests and motivates the students.

Regarding this stage, Nuttall (1996:154) suggests the following activities.

 - Providing a reason for reading.

 - Introducing the text.

 - Setting a top-down task.

 - Braking up the text.

 - Dealing with new language.

 - Asking signpost questions.

b. While-reading Stage

At this stage, the students actually read the text silently and find out the answer of specific questions or the gist of the text. The teacher is required to watch students and evaluate their activities. The teacher also helps them step by step. Different techniques like elicitation and discussion are also used to

deal with different language items in the group or class mode. Each student works on his own for much of the time because reading process is in essence private. The group work can be done while reading because much of the guidance comes from fellow students. The students read silently and scan the specific information. They read to skim for the general ideas of the text. It is the stage of detailed work and global understanding.

Thus while reading stage is a main body of the reading lesson which involves reading the text and demonstrating the detail comprehension of it answering questions and performing tasks of various types.

c. Post-reading Stage

This is the final stage of teaching reading comprehension. At this stage, some comprehension questions for evaluation and personal response are asked to find out whether the learners have understood the text or not. The teacher can use discussion technique. They are allowed to discuss the topic or the text or questions related to the text. He, if necessary, can ask students to revise the text by reading it silently. He can also ask them to write reports, notes, summary, literary critical appreciation, and collect the essential information.

1.1.4 Folktale: An Introduction

The term folktale means a traditional story that contains an exciting description of an event that is full of adventure. It is direct and indirect artistic representation of realities of society and mental world of people based on the experiences, the imaginations and ideas of their creators. According to Tomlinson and Brown (1993:100), "Folktales are the stories that

grow out of the lives and imagination of people which began as an attempt to explain and understand the natural and spiritual world". They are artistic creation handed down by ordinary people of a nation. They are neither historical documents nor authentic records of social phenomena and yet they are a reflection of lives, activities and psychology of different people at different period in history.

Similarly, Taylor (2000:4) states the term folktale "is used for several related kind of stories. Most narrowly, a folktale is a traditional story that has been passed on by word of mouth - told from parents to child over many generations or passed on by countless storytellers sitting around countless evening fires. No one knows who the original author was, and there are usually different versions of the same story". In its special characteristic, we can say that folktale is a story passed on orally rather than by writing, and thus, partly modified by successive retelling before being written down or recorded.

Folktales are the cultural wealth of every nation. All cultures have folktales. Some scholars argue that folktales were passed country to country through people, for example – "Sailors and soldiers, Slaves and Captives of war, traders" as stated by Sutherland and Arbuthnot in *Children and Book.* The story circulated in consistent, yet shifting form due to the fact that each teller would slightly alter the words or the characters. The plot might have also been changed but, the main idea is still there. "Interestingly the folktales that traveled by land changed a great deal because of retelling process while those that traveled by sea were more similar in version." (www2.scholastic.com). Folklorists agree that most folktales were created at early stage of civilization.
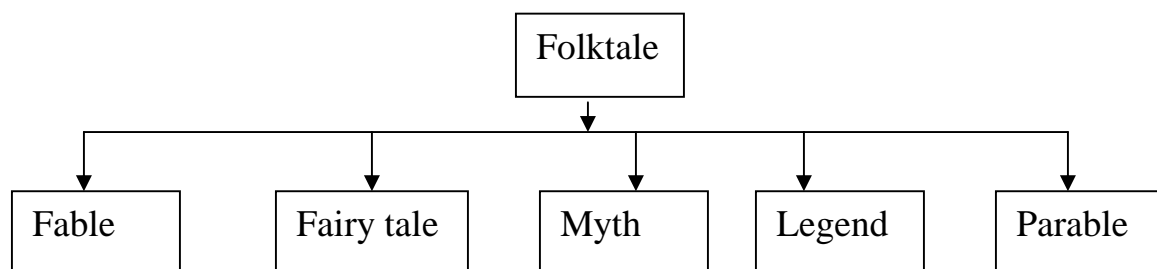
The existence of a great diversity of folk culture is a well known fact today. The realization of its significance has, however, been a slow historical process. It has taken a long time for us to recognize that folk culture is a phenomenon that has been wide spread since the dawn of history. Although we are now starting to turn our attention towards its study, we can often only look in retrospect.

1.1.4.1 Characteristics of Folktale

Generally folktales have the following types of characteristics.

− Use the phrase 'once upon a time' or another phrase that is similar.

− Has good and bad characters.

− Has a happy ending; the good characters win over the bad characters.

− Use repetition of phrases or responses.

− Involves the common people and animals.

− Good characters have a problem to solve.

1.1.4.2 Some Common Types of Folktale

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 ┌────────┐ ┌───────────┐ ┌──────┐ ┌────────┐ ┌─────────┐
 │ Fable  │ │ Fairy tale│ │ Myth │ │ Legend │ │ Parable │
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a. *A Fable* is a short pithy animal tale, most often told or written with a moral tagged on in the form of a proverb. Thus, to convey a moral is the aim of most fables. The tale is the vehicle by which this is done, providing both an illustration of and compelling argument for the moral (www.wikipedia.org).

On the basis of the aforementioned definition, we can conclude a fable as a short story with animals as main characters and with a very obvious moral lesson often summed up in a single line at the end e.g. Fable of Aesop.

b. *A Fairy Tale* is a fictional story that may feature folkloric characters (such as fairies, goblins, elves, trolls, witches, giants and talking animals) and enchantments, often involving a far- fetched sequence of events (www.wiki.answers.com). Fairy tales include some magical elements. They tell simple stories set in forest, sea, or rustic places where queens sew and kings hunt.

c. *A Myth (fallacy)* is a sacred story usually concerning the origins of the world or how the world and the creatures in it came to be in their present form. The active beings in myths are generally gods and heroes. Myths are often said to take place before recorded history begins. A myth is a sacred narrative in the sense that it contributes to the system of thoughts and values, and that people attach religious or spiritual significance to it. Use of the term by scholars does not imply that the narrative is either true or false.

d. *A Legend* is a narrative of human actions that are perceived both by teller and listeners to take place within human history and to possess certain qualities that give the tale verisimilitude (www.wikipedia. com.). Legend, for its active and passive participants, includes no happening that are outside realm of possibility, defined by a highly flexible set of parameters, which may include miracles that are

perceived as actually happened, within the specific tradition of indoctrination where the legend arises , and within which it may be transformed over time, in order to keep it fresh and vital, and realistic.

e. *A Parable* means for a fictitious narrative, generally referring to something that might naturally occur, by which spiritual and moral matters might be conveyed. Example of a parable is one of those told by Jesus recorded in the Bible (www.wikipedia.org).

A parable is one of the simplest of narratives. It sketches a setting, describes an action, and shows the results. It often involves a character facing a moral delima, or making a questionable decision and then suffering the consequences of that choice. As with a fable, a parable generally relates a single, simple, consistent action, without extraneous detail or distracting circumstances.

1.1.4.3 Effective Materials and Folktale

Language learning is a triangular process of teachers, learners and materials. Anything which is used to teach language learners refers to materials. Materials can be in the form of a textbook, a workbook, a cassette, a photocopy handout, a newspaper, a paragraph written on a white/blackboard, a dictionary, and a grammar book. They can also be photographs, food packages, written or discussion between learners, instruction given by the teacher, live talks by invited learners and so on. In other words, they can be anything which is deliberately used to increase the learners' knowledge or experience of the language. This is the broad and pragmatic concept of materials.

Whenever we discuss the effectiveness of teaching materials in language classroom, it is concerned with the value of the materials. We attempt to predict the answer if the learners are able to use them without too much difficulty or they enjoy or not. Most of the linguists accept the view that for materials to be effective, the learning points should be potentially useful to the learners and that the learning procedure should maximize the likelihood of the learners' actual learning as to what they want and need to learn. It means materials are useful and effective only if they facilitate and promote the learning of language.

We cannot find the researchers at a point about the issue relevant to materials development. Tomlinson, (1994:103) claims that many researchers would agree on some of the basic principles of second language learning relevant to the development of teaching of language. They are as follow.

- Materials should achieve impact.

- Materials should help learners to develop confidence.

- Materials should require and facilitate learner self – investment.

- What is being taught should be perceived by learners as relevant and useful.

- Learners must be ready to acquire the points being taught.

- Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.

- Materials should help learners to feel at ease.

- The learner's attention should be drawn to linguistic features of the input.

- Materials should expose the learner's language in authentic use.

- Materials should take into account that the positive effects of instruction are usually delayed.

- Materials should take into account that learners, differ in learning styles.

- Materials should take into account that learners differ in effective attitudes.

- Materials should permit a silent period at the beginning of instruction.

- Materials should maximize the learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left activities.

- Material should rely on too much controlled practice.

- Materials should provide opportunities for outcome feedback.

Regarding the effectiveness of folktale, there cannot be consensus of all the researchers and linguists. But I, as a researcher and language teacher, have noticed a different type of attraction or interest of students to read folktales in the classroom. I still remember the very first day of my teaching career. It was about five years ago, I had been to a private school to teach the students of primary/lower secondary level. As soon as I had entered the class and introduced myself that I was there to teach English, some students handed me the book and requested me to teach one story (folktale) titled *'Little Red Ridding Hood'*. At that time, I did not realize as to why they asked me like that. But now, I realize that folktale is such a material for the students to

read as it requires no motivation at students rather itself motivates the students.

Although folktales are certainly valuable in their own right- as good stories, as literature, as social and cultural expressions, and as moral teaching– folktales have many special characteristics that make them exceptionally good for language teaching. Their frequent repetitions make them excellent for reinforcing new vocabulary and grammar. Many have natural rhythmic qualities that are useful for working on stress, rhythm, and intonation in production. And the cultural elements of folktales help both bridge common ground between cultures and bring out cultural differences- developing cultural awareness that is essential if we are to learn to think in another language and understand the people who speak it.

"Because folktales began as oral stories, they also have many characteristics that make the students easier to understand than other types of literature. Since folktales are often published as children's books with easy language and context- providing illustrations, many are accessible to students with limited language abilities. Yet there are also many more difficult, literary retellings of folktales, This means that folktales provide material for all levels from beginner to advanced, with natural bridges from each level to the next. The varying levels of difficulty also make folktales very useful in the multilevel classroom" (Taylor, 2000:3).

In addition, folktales are especially useful for developing cognitive and academic skills. For example, academic tasks often require students to compare, contrast, and evaluate. Students are required to use these skills at nearly any language level by having them read or listen to different versions

of folktales (for example, the French, Japanese, and Native American versions of Cinderella), identify how they are similar and different, and then consider how important the similarities and differences are . Folktales are similarly well suited for academic skills like analyzing, drawing inferences, synthesizing, summarizing, and noticing underlying text structures.

Folktales also fit well with the growing emphasis on content- based instruction and with communicative approaches that focus on teaching language while communicating meaning. Folktales fit in not only with literature but also with sociology, history, religion, and anthropology.

Folktales, because of their moral nature, fit in with values of education, an aspect that growing number of educators feel has been critically lacking in mainstream language teaching.

Finally, folktales are excellent materials for addressing listening, speaking, reading, and writing – either separately or in integration with each other. Because of the many different versions and the varieties of potential activities, they are especially suitable for use in the multilevel classroom. Because of their flexibility, folktales can also be easily integrated with a variety of approaches to language teaching.

1.2 Review of Related Literature

Up to now different researches have been carried out in 'Reading Comprehension.' Some of them are as follows:

Khanal (1997) carried out a study on the effectiveness of cloze test over conventional objective tests in testing reading comprehension. He found out that the private school students did better in both cloze and objective tests

compared to the government school students. He also found out that private school students did better in Non-Text Material (NTM).

Subedi (2000) carried out a study on reading comprehension of the grade nine students of Kathmandu and Jhapa. He found out that the students of urban schools in Kathmandu had a better performance in higher reading comprehension level in magazines than in newspapers, where as the rural students of Jhapa were better in the same.

Gaulee (2001) carried out a study on English reading speed of Nepalese students. He found out that the average reading speed of the students of lower secondary, secondary and higher secondary levels are 89.10 words per minute. He also found out that there is much difference between the reading speed of the students studying in the government schools and private schools. The students of private schools are far better than those of government schools.

Basnet (2002) carried out a study on the reading text and reading exercises of grade IX English text book. He found out that the texts are free from culture and gender biases. There is a good connection between the texts and exercises. The texts and the exercises and related to different sub skills of reading like: scanning, skimming etc. Rubrics are clear and easy to understand.

G.C. (2002) carried out a study on reading comprehension ability of PCL first year students and found out that average reading comprehension ability of PCL 1st year students was 64.11 percent, and girls and Indo-Aryan native speakers could comprehend better than boys and the Tibet-Burman respectively.

Pattel (2003) carried out a study on reading comprehension ability of the students of Grade X. he found out that the average proficiency of Grade X students of Rauthahat and Makawanpur in comprehending written texts is 56.78%, students' proficiency in comprehending written text in seen texts is higher (62.19%) than that in unseen texts (51.38%).

Poudel (2003) carried out a study on reading comprehension and reading speed of ninth graders. She found out that the average reading speed of the students of grade nine of the public school in Kathmandu was found 41.30 wpm. The students showed better performance on seen text.

Poudel (2005) carried out a research on TOEFL based reading comprehension ability of Bachelor level students. He found out that the students of TU were very poor in reading comprehension ability in terms of the TOEFL standard. He also found out that the students of Institute of Medicine were in the highest rank and the students of Faculty of Management were in the lowest rank in reading comprehension of English texts.

The review above shows that still none of the researches have been carried out on the effectiveness of folktales in teaching reading comprehension. So the researcher has selected this topic for the study.

1.3 Objectives of the Study

This study had the following objectives.

a. To find out the effectiveness of folktales in teaching reading comprehension.

b. To suggest some pedagogical implications of the findings of the study.

1.4 Significance of the Study

This study provides information about organizing and conducting the relevance of folktale as a teaching material in teaching reading comprehension in a classroom situation. It will be useful for those who are involved in the field of language teaching, especially in ELT. It will also be very important for teachers, students, researchers, text book writers, language planners, syllabus designers. Other interested persons like guardians and supervisors will also be benefited from this study. This will have remarkable contribution to the area of teaching reading skill.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology applied during the study. For the fulfilment of the objectives of the study, the researcher adopted the following methodology.

2.1 Source of Data

In this study, the researcher used both the primary and secondary sources for the collection of data. The sources are as follow.

2.1.1 Primary Source

The primary data for the research were taken from forty students of grade nine of Child Nature Boarding School, Baktapur. So, the primary sources were those students. The primary data for the study were collected by administering tests (pre-test and post).

2.1.2 Secondary Source

The secondary sources of data of this study were various books, journals and research works related to ELT and Teaching Language Skills (TLS) e.g. Best and Kahn (2002), Taylor (2000), Nuttall (1996), Grellet (1981), Richards and Rodgers (1986)Young Voices in ELT (2005).

2.2 Population of the Study

The population of the study consisted of all students of grade nine studying in the school of Bhaktapur.

2.3 Sampling Procedure

For the study purpose, the researcher selected Child Nature Boarding School by judgmental non-random sampling procedure. The students of grade nine were taken as the sample of the study. The forty students were divided into two groups i.e. experimental group and controlled group on the basis of the marks they obtained in the pre-test. They were divided into two groups based on odd-even ranking of the individual students' scores of the pre-test.

2.4 Tools for Data Collection

The main tool for the collection of data was a test-paper. The test-items were designed to assess the reading comprehension.

The test paper of 100 full marks was prepared. The test paper included four different unseen texts i.e. text-1, text-2, text-3, and text – 4. Each text carried 25 marks ($25\times4 =100$). The type and the number of question items and their marks allocation in the test-paper were as follow.

S.N	Types of test item	No. of item	Mark per item	Total Marks
1	Completion	2	1	2
2	True/False	3	1	3
3	Multiple choice	3	1	3
4	Matching	3	1	3
5	Re-arranging the words	3	1	3
6	Find the words	3	1	3
7	Short answer/question	4	2	8
Total				25

2.5 Procedure of Data Collection

The researcher, for the collection of primary data applied the following procedure.

1. First of all, he selected a school by judgmental non-random sampling procedure. He met the school authority and got permission to carry out this research there. The researcher also explained the purpose and process of the study. He selected the students of grade nine.

2. Then the researcher prepared an appropriate research tool to find out the students' proficiency level of reading comprehension before and after the experimental teaching.

3. Before administering the pre-test, he met the students in the classroom and explained them the purpose and the importance of the study. He asked all the forty students of grade nine to be regular in the class.

4. The next day, he administered the pre-test. The test was based on the unseen reading comprehension passages. Students had to answer the questions by reading and comprehending them.

5. The test papers were collected, answers checked and marks provided. Then, the rank of the students was determined on the basis of their individual scores. After this, the total students were divided into two groups: Group A (Experimental) and Group B (Controlled) on the basis of odd and even number.

6. After this, both the groups were taught by the researcher for one month separately. The experimental group was taught folktales only (source:

Taylor, 2000), on the other hand, the controlled group was taught the usual materials of grade nine.

7. After the experimental teaching, the post-test was conducted. The same set of test items as in the pre-test was administered to the students. The answer sheets were checked and marks provided. Then the result of the two tests (i.e. pre-test and post-test) were compared for determining the effectiveness of folktales in teaching reading comprehension.

2.6 Limitations of the Study

The study had been limited in the following ways:

1. The study was limited to forty students of grade nine studying in a private school of Bhaktapur district.

2. The primary data for the study was collected only from the written test.

3. The limitation of the time span of the study was approximately one month.

4. Experimental teaching focused only one skill i.e. reading comprehension skill.

5. The statistical tools used for the analysis of the data were average and percentages.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data. The data have been analyzed under the following headings.

A. Holistic Analysis

B. Holistic Comparison in Terms of Items

C. Item Wise Comparison

The individual scores obtained by the students in pre-test and post- test are tabulated under each heading group-wise. The average scores are computed out of the individual scores tabulated. The difference between average scores of pre-test and post-test is computed. If it is higher than 5% it shows the progress of the group. The difference below 5% is statically not significant. The difference is converted into percentage. The two groups are compared on the basis of the percentage.

The group which got higher increment percentage is thought to have better proficiency than that the one which got lower percentage.

Throughout the study, 'Group A' refers to experimental group which was taught folktales only and 'Group B' refers to controlled group which was taught the free passage from the text book of grade nine.

3.1 Holistic Analysis

The test items contained 100 Full marks. It consisted of seven different items of questions. The same test items were used to evaluate the students before and after the actual classroom teaching.

Holistic analysis of the result of both the groups is presented as below.

Table1: Holistic Analysis between Groups A and B

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	67.30	84.50	17.20	25.55
B	66.40	76.25	9.85	14.83

The table shows that the total average score of Group A is 67.30 in the pre-test and 84.50 in the post test. This group increased its average mark by 17.20 or 25.55%.

Group B had the total average score of 66.40 in the pre-test and 76.25 in the post test. This group increased its average mark by 9.85 or 14.83%.

3.2 Holistic Comparison in Terms of Items

The holistic comparison of all the results in different items is given below.

Table 2: Holistic Increment in Terms of Items

Table No.	Item/Category	Group A in %	Group B in %
1.	Completion	21.15	10.09
2.	True / False	5.75	13.48
3.	Multiple Choice	9.52	9.20
4.	Matching	10.14	8.64
5.	Re-arrange the words	38.16	20.68
6.	Find the words	104.95	78.43
7.	Short-answer	28.35	4.48
Total Increment		218.02	145.01
Average Increment		31.14	20.71

The above table exhibits that the average increment percentage in seven different categories of questions of Group A is 31.14 whereas Group B has 20.71. The description above exhibits that Group A's holistic average percentage is higher than that of Group B. There is significant difference between the performance levels of both the groups.

3.3 Item Wise Comparison

The data collected in different categories of questions are analyzed and interpreted as below.

3.3.1 Completion Items

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

Table 3: Completion Item

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	5.20	6.30	1.10	21.15
B	5.45	6.0	0.55	10.09

The above table shows that Group A has the average score of 5.20 in the pre-test and 6.30 in the post- test. Group B has the average score of 5. 45 in the pre-test and 6.0 in the post-test. Group A has increased its average mark by 1.10 or 21.15 % whereas Group B has increased its average mark by 0.55 or 10.09 %

The result shows that Group A made better progress than Group B. However, the result of the pre-test of Group B was a bit better than Group A.

3.3.2 True/False Items

This category consisted of 12 items. Each item carried 1 mark.

Table 4: True/False Items

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	9.55	10.10	0.55	5.75
B	8.50	10.10	1.20	13.48

The above table shows that Group A has the average score of 9.55 in the pre-test and 10.10 in the post-test. This group has increased its average mark by 0.55 or 5.75 % .Group B has the average score of 8.50 in the pre-test and 10.10 in the post test. This group has increased its average mark by 1.20 or 13.48 %.

The result shows that both the groups made progress here. But Group B made better progress than Group A.

3.3.3 Multiple Choice Items

This category consisted of 12 items. Each item carried 1 mark.

Table 5: Multiple Choice Items

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	10.50	11.50	1.0	9.52
B	10.25	11.20	0.95	9.20

The above table shows that Group A has the average score of 10.50 in the pre-test and 11.50 in the post-test. This group has increased its average mark by 1.0 or 9.52 %. Group B has the average score of 10.25 in the pre-test and 11.20 in the post-test. This group has increased its average mark by 0.95 or 9.20 %.

The result shows that both the groups made insignificant progress here.

3.3.4 Matching Items

This category consisted of 12 items. Each item carried 1 mark.

Table 6: Matching Items

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	10.35	11.40	1.05	10.14
B	10.40	11.30	0.9	8.65

The above table shows that Group A has the average score of 10.35 in the pre-test and 11.40 in the post-test. The average score of this group has increased by 1.05 or 10.14 %. Group B has the average score of 10.40 in the pre-test and 11.30 in the post test. The average score of this group has increased by 0.90 or 8.65 %.

The result shows that both the groups made not much significant progress.

3.3.5 Re-arranging the Words Items

This category consisted of 12 items. Each item carried 1 mark.

Table 7: Re-arranging the Words Items

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	6.55	9.05	2.50	38.16
B	7.25	8.75	1.50	20.68

The above table shows that Group A has the average score of 6.55 in the pre-test and 9.05 in the post-test . This group has increased its average score by 2.50 or 38.16 %. Group B has the average score of 7.25 in the pre-

test and 8.75 in the post-test. This group has increased its average score by 1.50 or 20.68 %.

The result shows that Group A made better progress than Group B.

3.3.6 Find the Word Items

This category consisted of 12 items. Each item carried 1 mark.

Table 8: Find the Word Items

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	5.05	10.35	5.30	104.95
B	5.10	9.10	4.0	78.43

The above table shows that Group A has the average score of 5.05 in the pre-test and 10.35 in the post test. This group has increased its average score by 5.30 or 104.95 %. Group B has the average score of 5.10 in the pre-test and 9.10 in the post-test. The average score of this group has increased by 4.0 or 78.43 %.

The result shows that both the groups made good progress here. But Group A made slightly progress than Group B.

3.3.7 Short-answer Question Items

The data under the result in short-answer questions have been analyzed under the following headings.

a. Holistic Analysis

b. Item Wise Analysis

3.3.7.1 Holistic Analysis in Short-answer Question

This category consisted of 16 items. Each item carried 2 marks.

Table 9: Holistic Analysis in Short-answer Question

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	20.10	25.80	5.70	28.35
B	18.95	19.80	0.85	4.48

The above table shows that the average scores obtained by Group A in the pre-test is 20.10 and 25.80 in the post test. The group has increased its average score by 5.70 or 28.35%.

The average score obtained by Group B in the pre-test is 18.95 and 19.80 in the post-test. The group has increased its average score by 0.85 or 4.48 %.

The result shows that both the groups made progress here. But Group A made better progress than Group B.

3.3.7.2 Item Wise Analysis

The item wise analysis in short answer question are as follow.

a. Spelling and Grammar

This category consisted of 16 items. Each item carried 0.5 mark.

Table 10: Spelling and Grammar

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	4.0	5.90	1.90	47.50
B	4.0	4.0	0	0

The above table shows that Group A has the average score of 4.0 in the pre- test and 5.90 in the post test. The average score has increased by 1.90 or

47.50 %. Group B has the same average score of 4.0 in the pre-test and post test. This group here made no progress at all.

The result shows that Group A made better progress than group B here.

b. Content

This category consisted of 16 items. Each item carried 1 mark.

Table 11: Content

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	10.90	13.35	2.45	22.47
B	10.05	10.70	0.65	6.46

The above table shows that Group A has obtained the average score of 10.90 in the pre-test and 13.35 in the post-test. This group has increased its average score by 2.45 or 22.47 %. The average score obtained by Group B is 10.05 in the pre-test and 10.70 in the post-test. The group has increased its average score by 0.65 or 6.46%.

The result shows that both the groups made progress. But Group A made better progress than Group B.

c. Punctuation Marks

This category consisted of 16 items. Each item carried 0.25 mark.

Table 12: Punctuation Marks

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	2.55	3.20	0.65	25.49
B	2.45	2.50	0.05	2.04

The above table shows that the average score obtained by Group A is 2.25 in the pre-test and 3.20 in the post-test. The group has increased its average score by 0.65 or 25.49 %.

The average score obtained by Group B is 2.45 in the pre-test and 2.50 in the post test. The group has increased its average score by 0.05 or 2.04%.

The result shows that Group A made better progress than Group B.

d. The Style of Answering

This category consisted of 16 items. Each item carried 0.25 mark.

Table 13: The Style of Answering

Group	Av. score in Pre-T	Av. score in Post-T	D	D %
A	2.65	3.35	0.70	26.41
B	2.45	2.60	0.15	5.66

The above table shows that the average score obtained by Group A in the pre-test is 2.65 and 3.35 in post-test. The group has increased its average score by 0.70 or 26.41%.

The average score obtained by Group B in the pre-test is 2.45 and 2.60 in the post-test. The Group has increased its average score by 0.15 or 5.66%.

The result shows that Group A made better progress than Group B.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The present study was conducted to find out the effectiveness of folktales in teaching reading comprehension. In order to fulfil the objectives, a practical study was carried out in which two groups of students were taught two different types of material with two different techniques. Group A was taught folktales only whereas Group B was taught free passages from the textbook of grade nine.

The pre-test and post test were administered before and after the real classroom teaching respectively. The result of the both groups were computed and tabulated. After the comparative analysis and interpretation of the data obtained from pre-test and post test, the following findings are drawn and recommendations are put forward.

4.1 Findings

The findings of the research are as follow.

i. The result of the post-tests shows that both the groups are benefited. Comparatively, Group A has higher average increment than that of Group B in all categories of questions except in True/False. However, the difference is not so significant. On the whole, Group A has made better progress in reading comprehension than that of Group B.

ii. The result indicates that if the learners are assigned folktales to read or if folktales are included in the course book, they can make better progress in reading comprehension.

iii. It is found that folktale as a teaching material is more effective than the other free passages.

4.2 Recommendations

On the basis of the finding from the analysis, the researcher has made recommendation for pedagogical implication and for further researches.

4.2.1 Recommendations for Pedagogical Implications

i. The research shows that Group A performed relatively better result in every cases of reading comprehension. Therefore, folktales as a language teaching material are effective here. So, they should be used as an effective material in actual classroom teaching.

ii. Folktales are often closest to the oral tradition that tends to have simple grammar. Such specialty of oral tale makes folktales easier for low-level students to understand, the various level of grammatical difficulty provide natural links to more difficult materials .

iii. Since folktales are often published as children's books with simple language and context-providing illustrations, many are accessible to students with limited language abilities. So, there nuember should be increased in the text book.

iv. Folktales can specially be useful for developing cognitive and academic skill. For example, academic tasks often require students to compare contrast and evaluate. The teacher can require students to use this skill at nearly any language level by having them read or listen to deferent versions of folktales identify how they are similar and different.

On the basis of the above mentioned points, the researcher strongly recommends syllabus designers, textbook writers to use folktales as excellent materials for classroom teaching.

4.2.2 Recommendations for Further Researches

i. The study can be broadened by carrying out a study in a natural setting.

ii. This study was limited only to forty students of a private school of Bhaktapur district and only the 9th graders of the school were taught for 20 days only. It is advisable to carry out further researches taking longer time including larger number of population at different and more schools of different types from different parts of the country.

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

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LIST OF SOME MODEL LESSON PLAN

Lesson Plan No. - 2

School: Child Nature Boarding School

Class: Nine   Date: 064/04/16

Time: 40 mins.

Group - A

Topic: Stonecutter

1. **Teaching objectives:** At the end of the lesson, the students will be able to:

   i) answer the questions based on the story.

   ii) Tell the story in their own words.

2. **Teaching Materials:** The usual classroom materials, i.e. marker, duster etc.

3. **Presentation and Practice:**

   - First of all, the teacher will introduce the topic by writing it on the board and to motivate them, he will simply ask if they have ever seen a stone cutter.

   - After a short discussion, the teacher will ask them to skim the story and to recognize major characters and their respective roles.

   - Finally, the teacher will teach the story helping them with difficult terms in the story. During the explanation he will also put some comprehension questions e.g.

     - Who did fulfill the desire of the stone cutter?

     - Where does the stonecutter go to cut the block of stones everyday?

     - Was the stonecutter finally happy what he had with? etc.

4. **Evaluation:** The students will be evaluated by asking them to summarize the story in their own words.

Group - B

Topic: That little china chip

1. Teaching objectives: At the end of the lesson, the students will be able to:

   i) answer the questions based on the text.

2. Teaching materials: the usual classroom materials.

3. Presentation and practice:

   - The teacher, first of all will write the topic on the board and ask the students to share their comprehension about the topic if they have any.

   - After this, the teacher will ask them to list the difficult vocabulary or terms from the text.

- Then, the teacher will explain the text by helping them with difficult vocabulary and other terms.

- Finally, the teacher will create an environment for discussion among the students. He does it by making questions about the text e.g.

  -What fascinated the writer?

  -Why did the writer's mom keep a little china chip with her?

  -Tell the love story of the writer's mom.

4. Evaluation: To evaluate the students, the teacher will ask the following questions:

- What did the writer find when she opened the dresser?

- What important relationship is in between the writer's mom and the little china chip? etc.

Lesson Plan No. - 4

School: Child Nature Boarding School

Class: Nine   Date: 064/04/18

Time: 40 mins.

Group - A

Topic: The Perfect Wife

1. Teaching objectives: At the end of the lesson, the students will be able to:

   i) answer the questions based on the story.

   ii) tell the story in their own words.

2. Teaching Materials: The usual classroom materials, some photocopies containing the story.

3. Presentation and Practice: The presentation and practice to be followed for this lesson will be as below.

 - The teacher will write the topic of the story on the board and ask the students to make any prediction about the topic

 - After this the teacher will provide each student the sheet containing the story and ask them to skim the story.

 - Finally, the teacher will explain the main characters named Mulla Narrudin. And he will summarize the story including a brief historical background of it.

4. Evaluation: To evaluate the students, the teacher will ask the following questions.

   - Why was the first lady Mulla met not a perfect?

   - How many girls did Mulla meet?

   -Summarize the story in your own words

Group - B

Topic: Dance

1. Teaching Objectives: At the end of the lesson, the students will be able to:

i) Answer the questions based on the text.

2. Teaching Materials: the usual classroom materials and a picture of dancing people.

3. Presentation and Practice:

- The teacher will motivate the students by showing the picture of dancing people and write the topic DANCE on the board.

- After this, the teacher will tell the students to go through the text quickly and to find the gist.

- Then, the teacher will encourage to express what they have comprehended form the text.

- Finally, the teacher will give a detail description of the text. During his explanation, he also puts some comprehension questions. e.g.

  - How did the lady feel when she went disco for the first time?

  - How many young men did purpose her to dance with?

  - Why did she reject each of them?

4. Evaluation: The students will be evaluated by asking them above mentioned questions.

Lesson Plan No. - 6

School: Child Nature Boarding School

Class: Nine   Date: 064/04/20

Time: 40 mins.

Group - A

Topic: Cakes and Cider an Urban Legend

1. Teaching objectives: At the end of the lesson, the students will be able to:

i) answer the questions based on the story.

ii) tell the story in their own words.

2. Teaching Materials: The usual classroom materials.

3. Presentation and Practice:

- The teacher will commence the class with the revision of the previous class in brief.

- Then, the teacher will introduce new story writing its title "Cakes and Cider--" on the board.

- After this, the teacher will encourage the students to share their ideas about 'Legend' if they know.

-After a short discussion, the teacher will provide each of them a sheet containing the real story. The teacher then will ask them to skim the story.

-Finally, the teacher will give detail explanation helping them with difficult terms from the text. His explanation will be followed by some comprehension questions. e.g.

- Why did the professor excuse himself?

- How much money was the student fined? Why?

- What cold war did the professor and the student have in between them?

4. Evaluation: To evaluate the students, the teacher will ask the same above mentioned questions.

Group - B

Topic: My Little Sister (a passage)

1. Teaching objectives: A the end of the lesson, the students will be able to:

i) answer the questions based on the passage

2. Teaching materials: The usual classroom materials.

3. Presentation and Practice:

- The teacher, at first will ask the students to read the passage quickly and answer the following short - questions.

- What is the name of the writer?

- What surprises her most?

- Why does she wish to be like her sister?

- After this, the teacher will ask them to list the difficult terminologies from the passage.

- Finally, the teacher will explain passage helping them with the difficult terms.

4. Evaluation: To evaluate the students, the teacher will ask the following questions.

- Why does the writer sometimes envy her little sister?

Why do people find the baby lovable and fascinating? etc.

Lesson Plan No. - 8

School: Child Nature Boarding School

Class: Nine   Date: 064/04/22

Time: 40 mins.

Group - A

Topic: The man who was found in the well.

1. Teaching objectives: At the end of the lesson, the students will be able to:

    i) answer the questions based on the story

    ii) tell story in their own words.

2. Teaching Materials: The usual classroom materials and picture of a well.

3. Presentation and Practice:

- The teacher initially will motivate the students by showing the picture of a well and ask them to name the picture.

- The, he will introduce the topic 'The man . . ." by writing it on the board.

- After this, the teacher will ask the students to go through the story silently but quickly. And, he also will ask them to find out the major characters.

- The teacher will also ask them to underline the difficult diction form the story.

- Finally, the teacher will explain the story along with the solution to difficult words the students have underlined.

4. Evaluation: The students will be evaluated by asking the following types of questions.

    - Which family had to go far to fetch water?

    - What did Ding's friends hear? etc.

Group - B

Topic: A mother's Warning

1. Teaching objectives: at the end of the lesson, the students will be able to:

    i) Answer the questions based on the text.

2. Teaching Materials: The usual classroom materials.

3. Presentation and Practice:

- First of all, the teacher will introduce the students the topic by writing it on the board.

- Then, he will ask the students to skim the text and to underline the difficult terms.

- To check the students' level of understanding, the teacher will also ask some students to answer these questions.

    - Who is telling the story?

- Who said 'Good Bye' to whom?

- Finally, the teacher will explain the text in detail helping them about their difficulties.

4. Evaluation: The students will be evaluated by asking the following questions:

- What according to police was the cause of the accident?

-What's the mother's message?

- How long did the nightmare last? etc.

Lesson Plan No. - 10

School: Child Nature Boarding School

Class: Nine   Date: 064/04/24

Time: 40 mins.

Group - A

Topic: The Lost Son

1. Teaching objectives: At the end of the lesson, the students will be able to:

i) answer the questions based on the story

ii) summarize the story on their own words.

2. Teaching materials: The usual classroom materials

3. Presentation and Practice:

- The teacher, with some reference to the story will provide the sheet containing the story to each student and ask them to go through the story. He'll also ask them to underline the difficult words.

- After this, the teacher will make an explanation about the story with the solution to the difficult word. The teacher's explanation will be followed by some comprehension questions e.g.

- Which son did ask for money?

- How did the younger son spend all the money?

- Why did the father arrange the party? Etc.

4. Evaluation: The students will be evaluated by asking them to summarize the story in their own words.

Group - B

Topic: Trip to Ilam

1. Teaching Objectives: At the end of the lesson, the students will be able to:

i) answer the questions based on the text.

2. Teaching materials: The usual classroom materials.

3. Presentation and Practice:

- The teacher will divide the class into 4 to 5 groups and ask them to skim the text.

- Then, they will be asked to share and discuss their understanding among their respective groups.

- After this, the teacher will ask some questions e.g.

  - What are women doing?

  - What is Ilam famous far?

- Finally, the teacher will make a detail explanation about the text.

4. Evaluation: The students will be evaluated by asking them the following questions

- What are the five stages of the manufacturing of tea?

- What causes the leaves to become withered? etc.

Lesson Plan No. - 12

School: Child Nature Boarding School

Class: Nine   Date: 064/04/26

Time: 40 mins.

Group - A

Topic: Strong Wind

1. Teaching objectives: At the end of the lesson, the students will be able to:

i) answer the questions based on the story

ii) tell the summary of the story.

2. Teaching materials: The usual classroom materials

3. Presentation and Practice:

- The teacher will give quick revision of the previous lesson in brief.

- Then, he will introduce the next story writing its title on the board.

- After this, he will divide the class into four groups and ask them to skim the story and have discussion about it.

- Some of the students will be asked to share their answers to the questions i.e.

  - Why do you think or not the title of the story is appropriate?

- Lastly, the teacher will explain the story helping them with difficult terms from the story.

4. Evaluation: To evaluate the student, the teacher will ask the following questions:

- What is the name of the great warrior?

- How did the youngest daughter of the chief marry to strong wind?

Summarize the story in you own words.

Group - B

Topic: A Suitable Boy

1. Teaching objectives: At the end of the lesson, the students will be able to:

i) Answer the questions based on the text.

2. Teaching Materials: The usual classroom materials.

3. Presentation and Practice:

- The teacher, first f all, will provide the class roles of characters to perform.

- Then, the students will be asked to perform the role play.

- The students who were only observers will be asked if they understood anything from the performance.

- Finally, the teacher will help the students on difficult diction and explain the text.

4. Evaluation: To evaluate the students, the teacher will ask the following questions:

- What is the name of the woman?

- Why does the man feel ashamed?

- How does he support equality for men and women?

Lesson Plan No. - 14

School: Child Nature Boarding School

Class: Nine   Date: 064/04/28

Time: 40 mins.

Group - A

Topic: Strong Wind

1. Teaching Objectives: At the end of the lesson, the students will be able to:

i) answer the questions based on the story.

ii) Summarize the story in their own words.

2. Teaching Materials: The usual classroom materials.

3. Presentation and practice:

- The teacher in the beginning will provide some reference to the story and the name of main characters by creating some questions. e.g.

  - Do you have any friend who never lies?

  - Do you like to lie? etc.

- Then, the teacher will introduce the title of the story by writing its title on the board.

- After this, the teacher will say to the students to listen the story carefully and he will explain the story. During his explanation, he will also some comprehension questions. e.g.

  - What type of person was George Fox?

  - Why did the two men make plan? etc.

4. Evaluation: The students will be evaluated by asking them to summarize the story.

Group - B

Topic: A Payment Greater than Money.

1. Teaching objective: At the end of the lesson, the students will be able to:

  i) Answer the questions based on the text

2. Teaching Materials: the usual classroom materials.

3. Presentation and Practice.

- First of all, the teacher will ask the class to clarify the title if any knows.

- Then, they will be asked to skim the text and to find the gist. They will also be asked to highlight the difficult dictions from the text.

- Finally, the teacher will help them to comprehend the text in detail. He also asks some short questions during his help. e.g.

  - What does the writer do for his living?

  - How old is he now? etc.

4. Evaluation: The students will be evaluated by asking them the following questions.

  - Why did the writer teacher children?

  - Was he paid for his job by Mr. Cheetry How?

  - Do you think 'A' payment greater than money' a suitable title for the   text? Why?

Lesson Plan No. - 16

School: Child Nature Boarding School

Class: Nine   Date: 064/04/30

Time: 40 mins.

Group - A

Topic: The Man Who was Found in the Well.

1. Teaching objectives: At the end of the lesson, the students will be able to:

   i) answer the questions based on the story.

   ii) Tell the story in their own words.

2. Teaching Materials: The usual classroom materials.

3. Presentation and Practice

 - First of all, the teacher will ask the class if they could make any prediction from the title about the story.

 - After a short discussion, the teacher will ask them to skim the story so that they would know if they were right or wrong.

 - Finally, the teacher will give a detail explanation about the story.

 - Some comprehension questions will also be asked during the explanation

   - Who actually was found in the well?

   - How did the man get into the well? etc.

4. Evaluation: The students will be evaluated by asking the following questions

   - Which family did have no well?

   - What information was transformed from one to another?

   - Summarize the story in your own words.

Group - B

Topic: A Lost Boy

1. Teaching objectives: At the end of the lesson, the students will be able to:

   i) answer the questions based on the text.

2. Teaching materials: The usual classroom materials:

3. Presentation and Practice:

 - First of all, the class will be divided into four groups and the teacher will ask them to read the text quickly and individually.

 - Then, the teacher will ask them to read the text second time and to underline the difficult diction too.

- After this, the teacher will help them providing the solution to the difficult diction.

- Then, the teacher asks group -1 to start the story-group-2 to complete the middle part and group - 3 and 4 to end the text orally.

- Finally, the teacher summarizes the text if necessary.

4. Evaluation: The students will be evaluated by asking the following questions.

- What caused the boys to leave home?

- Where did they go exactly?

- Who brought them back to home? etc.

Lesson Plan No. - 18

School: Child Nature Boarding School

Class: Nine   Date: 064/04/32

Time: 40 mins.

Group - A

Topic: The Gothic Ballad

1. Teaching objectives: At the end of the lesson, the students will be able to:

i) define what a ballad is

ii) interpret the poem

iii) answer the questions based on the poem.

2. **Teaching Materials:** The usual classroom materials and some photocopies containing the poem.

3. Presentation and Practice:

- First of all, the teacher will write the term 'BALLAD' on the boar and asks the students if they could say what Ballad meant.

- If any student tries, the teacher will encourage him/her. If not, the teacher himself will explain the term.

- Then, he will distribute the photocopies containing a ballad to each of the student. And ask them to recite it one by one.

- After this, he will also ask them to highlight the difficult terms from the poem.

- Finally, the teacher will interpret the poem helping them with the solution to the difficult terms. During his interpretation, the teacher will ask the following comprehension questions. e.g.

- Why did the poets walk down the dark road?

- What is the ballad about? etc.

4. Evaluations: To evaluate the students, the teacher will asks them to interpret the poem in their own words.

Group - B

Topic: The Donkey Boys:

1. Teaching Objectives: at the end of lesson, the students will be able to:

i) interpret the poem in their own words.

ii) answer the questions based on the poem.

2. Teaching Materials: The usual classroom materials.

3. Presentation and Practice:

- First of all, the teacher will ask the students to guess about the poem from the given picture.
- Then, he will ask one of the students to recite the poem.
- Next time, he will ask all the students to read the poem silently and to find the difficult dictions from the poem.
- Finally, the teacher will interpret the poem helping them with the solution to difficult terms. During the interpretation of the poem, the teacher will also ask some comprehension questions e.g.
  - Why do the boys come to the seashore?
  - Why do they bring donkey with them? Etc.

4. Evaluations: The teacher will ask some students to interpret the poem for their evaluation.

Lesson Plan No.-20

School: Child Nature Boarding School

Class: Nine   Date: 064/05/02

Time: 40 mins.

Group - A

Topic: A Little Flower

1. Teaching objectives: At the end of the lesson, the students will be able to:

i) interpret the poem

ii) answer the questions based on the poem.

2. **Teaching materials:** The usual classroom materials and some photocopies containing the poem 'A Little Flower'.

3. Presentation and Practice:

-First of all, the teacher will introduce the poem writing its title on the board and distributes the photocopies to each student.

- Then, he will ask one of the students to recite it. Next time, he will ask all the students to read the poem and underline the difficult terms.

- Finally, the teacher will interpret the poem helping them with the solution to difficult terms. During his interpretations, he will ask the following comprehension questions e.g.

    - Where is the flower grown up?

    - How was the flower dead? etc.

4. Evaluation: to evaluate the students, the teacher will ask them to interpret the poem orally.

Group - B

Topic: Touch

1. Teaching objectives: At the end of the lesson, the students will be able to:

    i) answer the questions based on the poem.

    ii) interpret the poem in their won words.

2. Teaching Materials: The usual classroom materials.

3. Presentation and Practice:

- First of all, the teacher will ask the students to guess about the poem from the given picture in the book.

- After they guess about the poem, the teacher will ask one of the students to recite the poem.

- Then, the teacher will again ask all the students to read the poem and to underline the difficult words.

- Lastly, the teacher will interpret the poem helping them with the solution to difficult terms. During his interpretation the teacher will ask the following comprehension questions.

    - Where was the poem written?

    - What does the post want?

4. Evaluation: The teacher will evaluate the students by asking them to interpret the poem in their own words.

APPENDIX- III

THE RESULT OF THE INDIVIDUAL STUDENT OF GROUP A IN PRE TEST AND POST TEST.

	Name of Students	Pre-test	Post-test
1.	Prasiddi Gautam	82	86
3	Ritu Khadka	81	92
5	Chandramallika Shrestha	79	92
7	Raj Dhakal	76	93
9	Aditya Bhandari	75	88
11	Ruja Budhathoki	73	91
13	Suruchi Khadka	72	82
15	Suman Pokhrel	69	85
17	Bikash Gurung	67	91
19	Dipesh Rana	67	79
21	Karuna Puri	65	84
23	Kabita Khadka	65	86
25	Nabin Thapa	63	87
27	Dejeen Sahi	63	82
29	Bishal Moktan	62	81
31	Sujita Khadka	61	88
33	Santosh Poudel	60	69
35	Ranju Thapa	58	83
37	Basanta Khanel	55	74
39	Sanjip Dware	53	77

THE RESULT OF THE INDIVIDUAL STUDENT OF GROUP B IN PRE TEST AND POST TEST.

r	Name of Students	pre-test	post-test
2	Samit Malla	82	88
4	Saugat Khadka	79	89
6	Nirja Shrestha	78	84
8	Bupusha Thapa	76	86
10	Sadikshya Khadka	75	83
12	Saurab Khadka	73	80
14	Kriti Adhikari	69	75
16	Puja Thapa	68	73
18	Sanam Khadka	67	78
20	Curi Shrestha	65	78
22	Bishal Neupane	65	75
24	Muna Lama	64	68
26	Prajwal Raj Bhandari	63	70
28	Sanjiv Bista	62	78
30	Sagun Bajracharya	61	71
32	Prabin Pradhananga	60	74
34	Astha Bhandri	59	79
36	Arati K.C.	57	69
38	Shekhar Shrestha	53	69
40	Aruna Puri	52	58

The Stonecutter

Once there was a poor stonecutter. Each day he went to the mountain and cut blocks of stone, and then took then to the market to sell.

He was quite happy, until one day he looked through the gate of a rich man's house. He saw a rich man sitting in the shade with servants bringing him food to eat.

"Surely the rich man is greater than I am," sighed the poor stonecutter. "If only I were rich man, then I would be truly happy."

The spirit of the mountain heard the stonecutter and gave him what he wanted. At once the stone cutter found himself sitting in the garden of a nice house with servants bringing him food.

"Now I will be truly happy," thought stonecutter. But a few days later the rich man looked out the window. He saw the king's palace. He saw many servants hurrying to obey the king, and he saw how big the king's palace was.

"Surely the king is greater than I am," he sighed. "If only I were a king, then I would be truly happy."

The spirit of the mountain heard the stonecutter and gave him what he wanted. At once the stonecutter found himself sitting on a throne in a great palace, with servants hurrying to do whatever he wanted.

"Now I will be truly happy," thought the stonecutter. But a few days later he was standing outside. The sun was beating down on his head. It was so hot that he had to go inside.

"Surely the sun is greater than I am," he sighed. "If only I were the sun, then I would be truly happy."

The spirit of the mountain heard the stonecutter and gave him what he wanted. At once the stone cutter became the sun, burning in the sky. He shone down in the earth, and people cowered under the heat.

"Now I will be truly happy," thought the stonecutter. But soon a cloud came between him and the earth so that no one could see him.

"Surely the cloud is greater than I am," he sighed. "If only I were the cloud, then I would be truly happy."

The spirit of the mountain heard the stonecutter and gave him what he wanted. At once the stonecutter becomes a cloud, raining upon the earth. When the rain came, people ran for their houses.

"Now I will be truly happy," thought the stonecutter. But he noticed that when the rain beat down on the mountain, the mountain was not affected.

"Surely the mountain is greater than I am," he sighed. "If only I were the mountain, then I would be truly happy."

The spirit of the mountain heard the stonecutter and gave him what he wanted. At once the stonecutter became the mountain, strong and firm.

"Now I will be truly happy," thought the stonecutter. But soon he noticed a small stonecutter coming up the side of the mountain. The stonecutter cut blocks of stone from the mountain and took them away.

"Surely the stonecutter is greater than I am," he sighed. "If only I were a stonecutter, then I would be truly happy."

The spirit of the mountain heard and gave him what he wanted. At once he was a poor stonecutter again. At this he was thankful, and never wished again to be something that he was not.

The Perfect Wife

Mulla Nasrudin was sitting in a tea shop when a friend excitedly came in. "I'm so happy, Mulla" his friend blurted out, "I'm about to get married. Mulla, have you ever thought of getting married?"

Nasrudin answered, "I did think of getting married. When I was young, I very much wanted to. I set out in search of the perfect wife; I traveled far and wide to find her. I went first to Damascus. There I met a beautiful woman who was gracious, kind, and deeply spiritual, but she had no worldly knowledge, so I decided she was not the perfect wife. I traveled further and went to Isphahan. There I met a woman who was both spiritual and wise in the ways of the world … she was beautiful in many ways. But we didn't communicate well. Finally, after much searching, in Cairo I found her. She was spiritually deep, graceful, and beautiful in every way, at home in the world and at home in the realms beyond it. I knew I had found the perfect wife."

His friend started at home, "Then why did you not marry her, Mulla?"

"Alas," said Nasrudin, shaking his head, "She, unfortunately, was waiting for the perfect husband."