

**A STUDY ON THE EFFECTIVENESS OF TEACHERS' GUIDE OF
GRADE NINE ENGLISH IN TEACHING READING
COMPREHENSION**

A Thesis Submitted to the Department of English Education, University,
Campus, Kirtipur
In Partial Fulfillment of the Master's Degree in Education
(Specialization in English Education)

By
Bishwo Raj Sharma

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2007

T.U. Regd. No: 7164-93

Campus Roll No: 364

Second Year Exam Roll No: 28142/059
2063/12/25

Date of Approval of the

thesis proposal: 2061/4/31

Date of Submission:

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bishwo Raj Sharma** has prepared the dissertation entitled "**A Study on the Effectiveness of Teachers' Guide of Grade Nine English in Teaching Reading Comprehension**" under my guidance and supervision.

I recommend this dissertation for acceptance.

Date:

.....

Dr. Jai Raj Awasthi

Professor of English

Department of English Education

Faculty of Education

University Campus

T.U. Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

The following '**Research Guidance Committee**' has recommended this dissertation for evaluation.

Dr. Chandreshor Mishra

Reader and Head,

Department of English Education

Tribhuvan University, Kathmandu

.....

Chairperson

Dr. Jai Raj Awasthi (Guide)

Professor of English

Department of English Education

Tribhuvan University, Kathmandu

.....

Member

Dr. Bal Mukund Bhandari

Lecturer

Department of English Education

Tribhuvan University, Kathmandu

.....

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following '**Thesis Evaluation Committee**'

Dr. Chandreshor Mishra

Reader and Head

Department of English Education

Tribhuvan University, Kathmandu

.....

Chairperson

Dr. Jai Raj Awasthi (Guide)

Professor of English

Department of English Education

Tribhuvan University, Kathmandu

.....

Member

Dr. Bal Mukund Bhandari

Lecturer

Department of English Education

Tribhuvan University, Kathmandu

.....

Member

Date:

DEDICATION

To my parents and brother who patiently devoted their entire lives to make me what I am today. I will always cherish their love, care, affection and unforgettable support to provide me with quality education.

Bishwo Raj Sharma

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to Prof. Dr. Jai Raj Awasthi, professor of the Department of English Education, Faculty of Education, University Campus, Kirtipur who as my research supervisor provided me with all sorts of basic ideas and techniques essential for carrying out this research work from the very beginning to the end. Without his regular guidance encouragement, co-operation and invaluable suggestions, I would not have been able to present this thesis in this form.

I am extremely grateful to Prof. Dr. Shanti Basnyat, Chairman of English and Other Foreign Languages Subject Committee; T.U. and Dr. Chandreshwor Mishra, the Head of Department of English Education, University Campus, Kirtipur for their invaluable inspiration that led me to carry out this research work.

I would like to express my deep sense of respect to Prof. Dr. Govind Raj Bhattarai, Assistant Dean, FOE, T.U., Prof. Dr. Tirth Raj Khaniya and Dr. Anjana Bhattarai, for their kind suggestion during this study.

My heartfelt gratitude goes to Dr. Bal Mukund Bhandari for his inspiration, constructive suggestions, friendly behaviour, spiritual affection and a great support in carrying out this research work.

Similarly, I am equally grateful to Mr. Vishnu S. Rai, Mr. Padam Lal Bishowkarma, Mr. Ram Ekwel Singh, Mr. Lekhnath Pathak, and other lecturers of the Department of English Education for their valuable suggestions and encouragement.

I am also thankful to the Headmaster and other teachers of Vaishnavi Secondary School for their kind help and co-operation during the period of carrying out this research.

Likewise, I feel pleasure to express my thanks to my colleagues Mr. Ananta Lal Bhandari, Mr. Shishir Pandey, Mr. Dammar Rayamajhi, Mr. Shiva K. Gyawali, Mrs. Radhika Suvedi, who constantly helped me to carry out this research work.

Last but not the least, I would like to extend my thanks to Mr. Sujeen Shrestha of Sajha Computer Center, Kirtipur for his neat and decent computer work.

Bishwo Raj Sharma

ABSTRACT

This study aims at finding out the effectiveness of Teachers' Guide in teaching Reading Comprehension of grade nine English textbook. For carrying out the research forty students of grade nine of a government school in Kathmandu district were taken as the sample population. A test paper was prepared and administered to the students. Before administering the test for experiment a pilot test was done for the validity and reliability of the test paper. A pre-test was given to them in order to test their reading comprehension ability. On the basis of the pre-test result the students were divided into two groups based on odd-even ranking of the individual student's scores of the pre-test. Both the groups were taught for about a month keeping in different classes.

Group A was named experimental group and was taught using the teachers' guide and group B, non-experimental or controlled group, was taught without using it in a usual way. Both the groups were taught the same teaching items, using the same medium of instruction and instructional materials side by side in two different time periods. For teaching different types of reading comprehension texts, such as: stories, essays, drama, newspaper articles, notices, poems, were selected from the grade nine English textbook. Twenty-four lesson plans were prepared but the lesson plans were slightly different for each group. Since the lesson plans for group A were based on the instruction in the Teachers' Guide, necessary instructional materials were prepared and demonstrated in the class.

At the end of the experimental teaching both the groups were given post-test at the same time period in the classroom and the result of both the tests (i.e. pre-test and post-test) were compared to determine the

effectiveness of the Teachers' Guide in teaching reading comprehension at grade nine.

The result shows that the use of Teachers' Guide is very much effective and beneficial for the teachers teaching English at this level.

This thesis consists of four chapters:

The first chapter deals with the general background of the study. It includes the importance of the English language, a brief history of ELT in Nepal, the role of teaching materials in teaching English, use of teachers' guide in Nepal and a brief account of secondary level English curriculum and teachers guide, a brief account of reading skill and reading comprehension. It also consists of the review of related literature objectives of the study and significance of the study.

The second chapter deals with the methodology adopted for the study. It includes sources of data, population of the study, sampling procedure, tools and process of data collection and limitations of the study.

The third chapter deals with analysis and interpretation of the data obtained. The data have been interpreted under two main headings:

- i) Text-based Analysis and
- ii) Holistic Analysis

The findings and recommendations have been presented in the last chapter i.e. chapter four. Finally, the recommendations have also been made.

ABBREVIATIONS

App	- Appendix
BPEP	- Basic Primary Education Project
CDC	- Curriculum Development Centre
CUP	- Cambridge University Press
Diff.	- Difference
ELT	- English Language Teaching
EPC	- Education Planning Commission
et al	- and others
FOE	- Faculty of Education
GTM	- Grammar Translation Method
JEMC	- Janak Education Material Unit Centre
NESP	- National Education System Plan
NNEPC	- Nepal National Education Planning Commission
No	- Number
OALD	- Oxford Advanced Learners Dictionary
OSS	- Oral Structural Situational
OUP	- Oxford University Press
PCL	- Proficiency Certificate Level
PCTDU	- Primary Curriculum and Textbook Development
R.N.	- Roll Number
S.N.	- Serial Number
SLC	- School Leaving Certificate
T.U.	- Tribhuvan University
TG	- Teacher Guide
VIZ	- namely
Vol.	- Volume

TABLE OF CONTENTS

	Page No.
RECOMMENDATION FOR ACCEPTANCE	II
RECOMMENDATION FOR EVALUATION	III
EVALUATION AND APPROVAL	IV
DEDICATION	V
ACKNOWLEDGEMENTS	VI
ABSTRACT	VIII
ABBREVIATION	X
CONTENTS	XI
LIST OF TABLES	XIV
CHAPTER - ONE: INTRODUCTION	1-22
1. General Background	1
1.1.1 Importance of the English Language	2
1.1.2 A Brief History of ELT in Nepal	4
1.1.3 Teaching English and The Role of Teaching Materials	7
1.1.4 Teachers' Guide: Introduction and Importance	8
1.1.4.1 Teachers' Guide: Historical Perspective	9
1.1.4.2 Secondary Level English Curriculum and TG: Introduction and Objectives	12
1.2 Language skills	14
1.2.1 Reading and Reading Comprehension	16
1.3 Review of Related Literature	19
1.4 Objectives of the Study	22
1.5 Significance of the Study	22

CHAPTER - TWO: METHODOLOGY	23-29
2. Methodology	23
2.1 Source of Data	23
2.1.1 Primary Sources	
2.1.2 Secondary Sources	
2.2 Population of the Study	24
2.3 Sampling Procedure	24
2.4 Tools for Data Collection	24
2.5 Pilot Test	26
2.6 Procedure of Data Collection	27
2.7 Limitations of the Study	29
CHAPTER - THREE: ANALYSIS AND INTERPRETATION	30-36
3. Analysis and Interpretation	30
3.1 Text-based Comparison	30
3.1.1 Comparison of Reading Comprehension Text-A: Advertisement	31
3.1.2 Comparison of Reading Comprehension Text-B: Notice	32
3.1.3 Comparison of Reading Comprehension Text-C: Poem	33
3.1.4 Comparison of Reading Comprehension Text-D: Essay	34
3.1.5 Comparison of Reading Comprehension Text-E: Story	35
3.2 Holistics Comparison	36
CHAPTER- FOUR: FINDINGS AND RECOMMENDATIONS	38-41
4.1 Findings	38
4.1.1 Findings based on the Comprehension Texts	38
4.1.2 Findings based the Holistic Comparison	39
4.2 Recommendations	40
4.2.1 Recommendations for Pedagogical Implications	40
4.2.2 Recommendations for the further Research	41

References	42-44
Appendices	45-53
Appendix: I	45
Test Paper	
Appendix: II	54-113
A List of Lesson Plans	
Appendix: III	114-119
Table of Pre-test and Post-test Results	
Appendix: IV	120-129
Text-based Tables of Pre-test and Post-test Results	
Appendix: V	130-134
Sample Answer Sheets	

LIST OF TABLES

	Page No
Table 1: Mark Scheme of the Text - A	25
Table 2: Mark Scheme of the Text - B	25
Table 3: Mark Scheme of the Text - C	25
Table 4: Mark Scheme of the Text - D	26
Table 5: Mark Scheme of the Text - E	26
Table 6: Odd-even Rank of the Students	28
Table 7: Comparison of Scores on Text A (Raiding Adv.)	32
Table 8: Comparison of Scores on Text B (Raiding Notice)	32
Table 9: Comparison of Scores on Text C (Raiding Poem)	33
Table 10: Comparison of Scores on Text D (Raiding Essay)	34
Table 11: Comparison of Scores on Text E (Raiding Story)	35
Table 12: Holistic Comparison of the average marks of all the Reading Comprehension texts.	36