

CHAPTER - ONE

1. INTRODUCTION

1.1 General Background

Language is a system of communication with the means of verbal symbols which is uniquely possessed by human beings. It is used to express ideas, thoughts, feelings and desires among human beings. Language is interwoven by different but interrelated skills-listening, speaking, reading and writing. These skills are sequenced systematically to build the complete skeleton of language. So, language works as a vehicle for ideas.

“Language is a system of arbitrary vocal symbols used for human communication”. (Wardhough, 1972:3) as quoted by Brown (1994:4). Language is a special gift for the human beings. It is also a device that human beings use to have things done. “A language is a system used to communicate, comprised of a set of symbols and a set of rules (or grammar) by which the manipulation of these symbols is governed. These symbols can be combined productively to convey new information, distinguishing language from other form of communication”.(www.Google.com/language). Language is extremely rich and creative system of symbols for expressing infinite number of ideas by using the limited means and codes of combination.

There are many languages in the world. Among them English is the most widely used and expanded language. It is the international language, as a medium of international communication. It is used to globalize a network among the people of the world, especially in the field of international politics, commerce, diplomacy and education.

So, English is taught in Nepal as a foreign language. It is limited within schools as a subject but it has never been used as a language of communication within the country frequently. It is learned for some obvious purpose, mostly to communicate with the foreigners.

To learn a foreign language is really a difficult work. Learning and teaching are two different things. What is learning and what is teaching and how do they interact? According to Brown (1980:7) “A search in contemporary dictionaries reveals that learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction”.

Similarly, teaching may be defined as “Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand”, Brown (1980:7). Learning involves some forms of practice, perhaps reinforced practice. It is a change in behavior. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

So, language learning is a life long process and all aspects of language use need constant revision and recycling. Individual person has individual learning styles.

Different approaches and methods have been practiced to teach language. Some old ones have been declined with time and some new ones have been emerging. Understanding a variety of teaching methods and how those methods have changed through history can help teachers tailor their lessons to the needs of the class.

Teachers need to know different teaching methods to become more effective and able to adopt the varying needs of the students. Teachers can find the faults with the traditional methods while they were learning English. In reality, the method that the teachers choose should reflect their own beliefs about how language is learned, their background and experience and of course, the needs of the students in the classroom.

Broadly speaking, approaches and methods have been polarized into the opposite directions such as traditional and current approaches. Traditional methods have been declining and current methods have been emerging.

1.2 Overview of English Language Teaching Approaches and Methods

The grammar translation method originated with the study of classic languages like Greek and Latin and it has been in use for hundreds of years. By using this method teachers assume that students will probably never need to use the language but that just studying a language will be good for them. The grammar translation method puts a high priority on the ability to read literature in a foreign language and translate that literature accurately into the first language. Reading and writing are emphasized ignoring listening and speaking.

Grammar translation method became popular in foreign language teaching from 1840s to 1949s. Then, direct method came from the intensity of contact with the target language. It emphasized that meaning is taught by making a direct connection in the mind of learners through demonstration and action.

Second language utterances are directly associated with the denoted objects, actions, ideas, and expression. Grammar is taught inductively and listening and speaking skills are emphasized. The OSS approach emerged emphasizing oral presentation of language structure in a meaningful situation. It focuses on oral structural drills and situational presentation. On the basis of OSS approaches audio-lingual method came into practice between 1950s to 1960s. The idea behind this method is that students learn best through repetition and drill work. Much attention is paid to listening and memorization and repetition but fluency and appropriateness is not embraced. So, communicative approach came in the field of language teaching in late 1960s. It was fully developed around 1990s. The theory behind this method is that often students do well in the classroom but then struggle to communicate in the real world. Thus, the goal is to make the language classroom as much like the real world as possible. CLT also emphasizes the use of appropriate language. That means teaching is not just ‘how to speak’ but also ‘what to say’ and ‘when to say it’.

Communicative language teaching emphasizes the following:

-) A language can be learned by using it to communicate; using it to learn. It is the strong version of CLT. For this, students should be provided with enough opportunities to use their English for communication purpose, i.e. learning to use.
-) Authentic and meaningful communication should be the goal of classroom activities.
-) Appropriateness and fluency are important dimensions of communication.

-) Communication involves the integration of different language skills.
-) Target language should be the tool for classroom communication about real issues.
-) Games and role plays are common because they are similar to the real world.
-) Language is a process of creative construction and involves trial and error.
-) Errors are considered as natural and acceptable.

- Richards and Rodgers, (2002)

Since its inception, CLT has passed through a number of different phases as its advocates have sought to apply its principles to different dimensions of the teaching/learning process. In its first phase, primary concern was the need to develop a syllabus that was compatible with the notion of communicative competence. This led to proposals for the organization of syllabuses in terms of notions and functions rather than grammatical structures (Wilkins, 1976). In the second phases, CLT focused on the procedures of need analysis and produced the methodology (Munby, 1988). In the third phase CLT focused on the kinds of classroom activities that could be used as the basis of the communicative methodology, such as group work, task-work and information-gap activities (Prabhu, 1987).

Johnson and Johnson (1998) identify five core characteristics that underlie current applications of communicative methodology.

1. Appropriateness

2. Message focus
3. Psycholinguistic processing (learning by doing)
4. Risk taking (guessing and learning)
5. Free practice.

1.3 English Language Teaching (ELT) in Nepal

English Education in Nepal was started when Prime Minister Jung Bahadur Rana returned from Britain in 1904. So far the history of official entry of the English language in Nepal is concerned; it is with the establishment of Durbar High School. It was particularly established for the children of the Ranas. According to Sharma, “The introduction of English in Nepal had a deep vested interest of the Rana autocrats”. He further writes “To ignore English in the present social context of Nepal is to be out of mainstream of social ideal and such person would be seen as odd and eccentric” (Sharma 2006: 25 in NELTA Journal). He quotes Bhattraai and Gautam (2005) “The only factor that has lured the Nepali society, rich and poor alike is the English language, now as a subject and medium both (p.1)”.

Before, New Education System Plan (NESP) 2028 B.S., English was taught following the grammar translation method. NESP started and contained the first coherent policy statement on foreign language needs. It revealed the necessary process for teaching English as the need of modern situation in Nepal. Then, English curriculum and text books were made using OSS approach.

Nowadays, it has been trying to make an identical relation between the emerging methods of teaching and curriculum and textbooks designing.

1.4 Form-Focused Language Teaching

Form focused language teaching refers to the teaching in which forms and structures of language are focused. “Traditionally, language pedagogy has emphasized form-focused instruction. The grammar translation method and the audio-lingual method both involve attempts to teach learners grammar, differing only in how this is to be accomplished”, Ellis (1997:79).

This technique embraces the overt grammar teaching in which grammatical rules are presented and explained. Typical classroom use of language is reflected and the formation of correct examples of language is focused. It displays the explicit knowledge and elicits a careful (monitored) speech style. This technique reflects the controlled performance and practices of the language, out of context. Small samples of language are practiced but authentic communication is ignored.

This technique includes input-based and production-based practice. Traditionally, grammar teaching has emphasized on production. Out of these two instructions, input instruction is considered better than the production-based instruction. According to Ellis (1997), an experimental study was carried out by Bill Van Pattern and Teresa Cadierno. From this study, it was found that input-based instruction remained more effective than production-based instruction. However, these two instructions are related to form-focused teaching which are considered as traditional methods.

So, this technique is concerned with accuracy, monitoring, problem solving and apparently emphasizes on rules, structures, accurate forms and samples of language.

1.5 Task-Based Language Teaching

Every language teacher today realizes the importance and the relevance of the student centered, practical and flexible approach and the worldwide demand for communicative language teaching which helps the learners to understand the language in context and to use it effectively in situations outside the classroom.

Task-based language teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents (Willis, 1996) present it as a logical development of communicative language teaching since it draws on several principles that formed part of communicative language teaching movement from the 1980s.

-) Activities that involve real communication are essential for language learning.
-) Activities in which language is used for carrying out meaningful tasks promote learning.
-) Language that is meaningful to the learner supports the learning process.

According to Nunan (1989), TBLT is teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objective. A task is defined by Nunan, (1989) as “an activity (or technique) where students urged to accomplish something or solve some problem using their language preferably, this activity is open ended; there is no set way to accomplish their goal”.

According to (Willis, 1996), a task is a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by others.

Tasks can be used as the central component of a three-part framework. “Pre-task”, “task cycle” and “language focus”. These components have been carefully designed to create four optimum conditions for language acquisition, and thus provide rich learning opportunities to suit different types of learners (Willis, 1996).

Learners get exposure at the pre-task stage and an opportunity to recall things they know. The task cycle gives them speaking and writing exposure with opportunities for students to learn from each other.

Task cycle also gives students opportunities to use whatever language they have, both in private (where mistakes, hesitations and approximate renderings do not matter so long as the meaning is clear) and in public (where there is a build-in desire to strive for accuracy of form and meaning, so as not to lose face).

Motivation (short term) is provided mainly by the need to achieve the objectives of the task and to report back on it. Success in doing this can increase longer term motivation. Motivation to listen to fluent speakers doing the task is strong too, because in attempting the task, learners will notice gaps in their own language, and will listen carefully to hear how fluent speakers express themselves.

1.5.1 Task as Language Teaching Procedure

A task is a piece of work undertaken for one self or for others, freely or for some reward. Thus, examples of tasks include painting a fence,

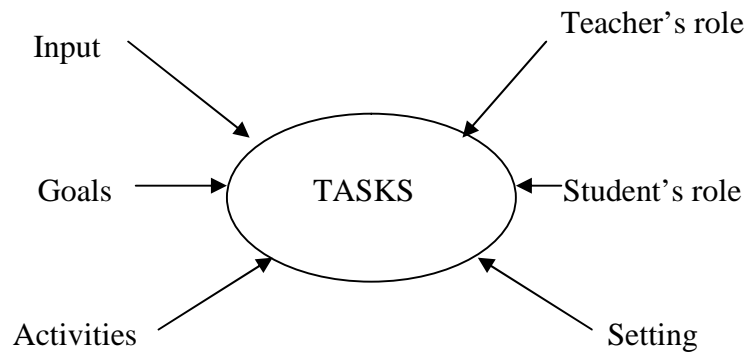
dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between (Long, 1985:89).

In the dictionary of applied linguistics, Richards, (1986:289) defines task as any activity or action which is carried out as the result of processing or understanding language (i.e. as response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative . . . since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (Richards, Platt and Weber 1986:289)

For Breen (1987:27) as quoted by Nunan a task is any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. ‘Task’ is, therefore, assumed to refer to a range of work/plans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making” (Nunan, 1989:10).

According to Nunan (1989:10), the communicative task is “a piece of classroom work which involves learners in comprehending, manipulating producing or interacting in the target language while their attention is principally focused on meaning rather than form”.

So, he suggests that tasks will contain some form of input data which might be verbal or non-verbal (e.g. pictures) and an activity which is in some way derived from the input and which sets out what the learners are to do in relation to the input. Tasks are sequenced coherently. They contain the following components.



(Sources: Nunan 1989:11)

From the above diagram, a task can be viewed as a piece of meaning focused work, involving learners in comprehending, producing and/or interacting in the target language.

1.5.2 Teacher Made Tasks

The task made by a teacher in the classroom situation is called teacher made task in which the language is comprehensible to learners and content is localized and personalized. There is a very great role of environment for learning. The textbook tasks are not equally applicable in local environment

because of diverse language background and socio-linguistic difference. Moreover, textbook tasks are not enough to make adequate and meaningful practice in the English language especially in the less developed areas of Nepal where, adequate and appropriate reference materials are not available. There is lack of workbooks and exposure outside the class that is why teacher made tasks are very important. According to Ur (1996), teacher made work cards or sheets are adequately the best teaching materials. They are relevant and personalized answering the need of learners in a way no other materials can. By personalization, he means the use of interaction based on the students' personal experiences, opinions, ideas and feelings.

According to Krashen (1983), language can be learned from comprehensible input. The teacher tongue is comprehensible for learners. It is the first source of input for second language just as the mother tongue for the first language. Teacher tongue is the bridge between student's level of competence and expected level of competence.

1.5.3 The Theoretical Base

Task-based teaching is based on the assumption that language form is best learned when the learner's attention is focused on meaning rather than form. Grammar construction by the learner is an unconscious process which is best facilitated by bringing about a preoccupation with meaning by saying and doing. The development of competence in a second language requires the creation of condition in which learners are engaged in an effort to cope with communication. Prabhu (1987) says that grammatical conformity in language use is aroused from the operation of some internal system of abstract rules or principles. When the learners are engaged in an effort to understand and express meaning, a process of internal system development

is hypothesized to go on at a subconscious level of their mind. This process of system is activated and furthered by immediate needs to understand and express meaning and need to communicate.

In this way, grammatical conformity is achieved through the practice to solve the problem in the task. Students may commit the mistakes but develop the system of further learning. The intensive exposure caused by an effort to work out meaning content helps cognitive formation of language structures step by step.

Every effort to comprehend or convey meaning involves a development of abstract structure that has already been formed and every instance of development constitutes a step in a further development of those structures.

Linguistically organized activities are not so helpful for grammatical competence. De-contextualized practice or pure rote learning has no use. Language has to be acquired as the result of some deeper experience than the concentration on grammatical point. Students learn language incidentally if they actively involve in reaching solution of the problem in the task. The task has a problem which leads students to do something in the target language using some process of thought, reasoning or self reliance process or (subconscious mind). According to it, language can be learned incidentally, if learners naturally come in contact with language in task based teaching such contact happens because students are actively involved in reaching solution to task.

In teaching/learning grammar, there are two problems: one is students can't learn grammar well. They feel it boring and abstract to learn. The second, the more serious problem is that they can't use this learned

knowledge of grammar in real communication. Task based teaching is the solution of these problems. In the present context grammar is taught using theoretical methods like deductive, inductive and explanation technique. These techniques develop grammatical knowledge but linguistic knowledge is not the second language knowledge when a child participates in a piece of discourse, he himself creates a rule. Language acquisition is the result of the capacity to make sense. The language use is the matrix of language acquisition. Ellis (1997)

Krashen (1983) states, in his input hypothesis (acquisition/learning hypothesis) that adults have two distinct and independent ways of developing competence in a second language. Acquisition, (by using language for the real communication) and learning (learning explicit knowledge of rules). He claims that (i) adults can access the same natural LAD that children use and (ii) that learning doesn't turn into acquisition.

All children acquire language without being taught it and people who live in foreign countries pick up language without actually going to language class. They get lots of language exposure and gradually pick up grammar unconsciously and can use language efficiently. In the same way, students can acquire the grammar if they are exposed lots of comprehensible input. The controlled practice is not enough to help them to stand on their own feet as the user of English. There must be occasion to use language to communicate ideas not just to practice language. In short, the research assumes that LAD is made up of natural language learning ability of human mind, when comprehensible input comes into the mind; LAD processes it and produces the internal grammar of language. The conscious process of learning grammar uses faculties of mind outside the LAD so consciously

learned rules can't be applied for communicative purpose appropriately and fluently. In this way, exercises of grammar and development of grammatical competency are internal self-regulating process. Systematic planned language input or maximization of planned practice can not help to develop this competency. For this the creation of condition in which learners engage in an effort to cope with communication is the first requirement.

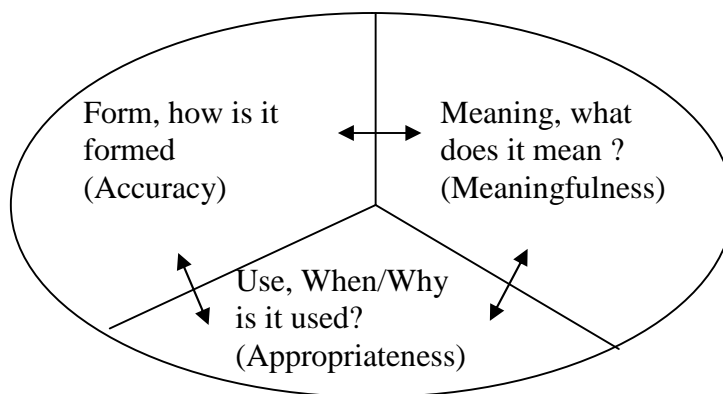
This research attempts to find whether the grammatical form is learned and can be used for communicative purpose through task based teaching where students are engaged in tasks without concentration in grammatical forms.

1.6 Grammar

1.6.1 Introduction

Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. There is a set of rules which govern how units of meaning may be constructed in any language. We may say that a learner who 'knows grammar' is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms.

Grammar involves the three dimensions of what linguists refer to as syntax, semantics and pragmatics. Grammatical structures not only have a morph syntactic form, they are also used to express meaning (semantics) in context and appropriate use (pragmatics). We refer to these as the dimensions of form, meaning and use. Because the three are interrelated that is a change in one will involve a change in another. This can be represented as follows:



Sources: Larsen-Freeman (1994:4)

The knowledge of grammar and its appropriate use is inevitable in language learning but way of learning grammar is controversial. Mainly, there are two points of view/schools of thought in language learning: structuralism and rationalism. So grammar is claimed to be taught in two ways. According to structuralism, grammar should be taught consciously or overtly. Structural pattern should be taught deliberately; first students need to be given details of grammatical rules, if they are to learn language successfully. It is helpful for them to be aware of grammatical information about the language. On the other hand, mentalists believe that learning grammar is an internal and subconscious process and not necessary to teach grammar overtly and consciously.

1.6.2 Covert and Overt Teaching of Grammar (Acquisition vs Learning of Grammar)

The term acquisition refers to the unconscious or sub-conscious process where language is acquired as a result of natural and largely random exposure to language. In this, students form the hypothesis and develop their grammar from random samples of language. The term language learning

refers to conscious process where the exposure is structured through language teaching selected samples of language.

Covert grammar teaching is the way in which students are involved in some communicative activities where new grammar is introduced or practiced but their attention is drawn to the activity or meaning and not to the grammar. With covert grammar, teachers help the students to acquire and practice the language but they don't draw conscious attention to any of the grammatical facts of the language.

Overt grammar teaching means that the teacher actually provides the students with grammatical rules and explanation. The information is openly presented. With overt teaching, teachers are explicit and open about the grammar of the language but with covert teaching, teachers simply get students to work with new language and hope that they will more or less subconsciously absorb grammatical information which will help them to acquire the language as the whole.

So, to find out the effectiveness of teaching methods, a comparative study has been carried out by using both task-based and form-focused teaching.

1.7 Simple Past Tense

Tense refers morphologically to inflection with finite verbs. It indicates the time and aspect of the verb as stated above, grammar has three dimensions: form, meaning and use. Simple past tense has also these dimensions.

I. Meaning:

Simple past tense refers to the completed whole action/event. There is no place to further change and development. It refers to past events. Things already happened in the past time can be represented by simple past tense.

II. Form

The simple past tense is explicitly marked by (-ed,-d,-t) with all persons as 1st, 2nd and 3rd persons.

It is implicitly expressed with the irregular forms of verbs.

Eg: I/you/he/she/it/they took my pen.

Forms of simple past tense

a) Active form: It is formed by (ed/d/t) suffix and it is also formed irregularly.

Form: sub+v(ed/d/t) +objects.

b) Passive form: In the passive, the thing or person that receives the action is in the subject position and takes be — en form of verb. In this way, be—en is the passive marker. In the simple past passive, was/were are the be verbs. In this way, the passive form of the simple past tense is: obj + was/were +V₃ (v-en) + (by) + sub.

e.g. My pen was stolen.

c) Negative form: Negative is formed by adding not (negator) after auxiliary (operator). In the simple past tense, ‘did’ is used as the operator.

The ‘did’ is the tense marker and takes the verb.

e.g. Ram didn’t smoke

Operator addition – not placement

in this way negative form is:

1. Subject+did+not+v₁+obj. (for main verb)
2. Subject + was/ were + not + NP/AP (for be verb)

d) Question form: Yes/No question can be formed by the movement rule called subject operator inversion. This rule moves the operator and the tense marker. In simple past tense, ‘did’ is used as the operator.

For example: Did Hari walk to school?

Wh question is formed by ‘wh’ fronting rule. In this, ‘wh’ word is moved to the beginning of sentence.

e.g. Ram liked English – What did Ram like?

Subject operator inversion

In this way, the interrogative form of simple past is:

- 1) (Wh word/phrase) + did + sub+v₁+-----? (for main verb)
- 2) Wh word/ phrase) was/were +sub -----? (for be verb)

III) Use:

Simple past tense is used for different completed actions/events that happened in the past as follows:

a) Scheduled programme in the past.

E.g. The Minister addressed a meeting.

b) Any event took place in the past.

e.g. The bank was robbed.

c) Habitual action in the past.

e.g. He used to drink wine.

d) Making some sentences using like.

e.g. He ran like a deer.

e) Completion of the sentences by using time adverbial.

e.g. I arrived home at 5 o'clock.

f) Use of conditional clause in the past.

e.g. If I were a bird, I would fly in the sky.

1.8 Review of the Related Literature

Many more researches have been carried out in the field of the English language teaching in the foreign countries and Nepal. Likewise many researches have been conducted in the field of grammar teaching. The related studies to this research are reviewed as follows.

Ur, (1996) made a procedural syllabus consisting of learning tasks like map reading, to be done rather than language itself and even its meaning. She had prepared a piece of paper with a task or tasks. She called work cards or work sheets.

Tasks are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an out come, and tasks generally bear some resemblance to real life language use. So task based instruction takes a fairly strong view of communicative language teaching. (Skehan, 1996:20)

According to Prabhu, (1987), students may learn more effectively when their minds are focused on the task, rather than on the language they are learning.

Sitaula, (1999), conducted a study on teaching passivization in English by using deductive and inductive methods and found that inductive method is more effective and meaningful.

Pandey, (2004), conducted a study on the effectiveness of games in Teaching Grammar and found that games are more effective than general teaching technique especially for teaching grammar.

Rawal, (2004), conducted a study on the effectiveness of drill techniques for teaching passivization and found that drill technique is more effective than using only icon-directed methods included in the textbooks.

Regmi, (2004), conducted a practical study to find out the effectiveness of group work techniques in teaching English tense. He found that group work technique is more effective for teaching English tense.

Panta, (2004), conducted a research on the effectiveness of discovery technique in teaching subject verb agreement in grade nine and found out that discovery technique is relatively more effective and successful than explanation technique for teaching subject verb agreement.

Baral, (2006), conducted a research on the effectiveness of cooperative learning for teaching English to the students of lower secondary school and found that cooperative learning is more effective as a teaching learning technique as compared to the current methods in practice in English.

But, no research has been carried out on the task based and form focused techniques of teaching grammar. So the researcher has carried out this study to find out the effectiveness of these techniques for teaching grammar.

1.9 Objectives of the Study

The objectives of the study are as follows:

- 1) To determine the effectiveness of task based technique of teaching grammar, the simple past tense.
- 2) To compare the effectiveness of task-based technique with form-focused technique for teaching grammar.
- 3) To suggest some pedagogical implications.

1.10 Significance of the Study

The study will be more significant mainly for language teachers (particularly English language teachers) and it will be equally significant for syllabus designers, textbook writers, publishers, students as well as methodologists.

1.11 Definition of Specific Terms

Average score: the score that can be obtained by dividing the total sum of mark obtained in the test.

Control group: the group which was taught through form focused technique in a controlled environment.

Degree of effectiveness: the degree of effectiveness is the increment percentage of the full marks of the test items.

Experimental group: the group which was taught through task-based technique.

Form-focused technique: the technique which is focused on form or grammatical structure.

Increment: Increase in the score. It has been calculated in percentage of the full marks of the test.

Input: Information that is put into the mind.

Operation: The way the principle/ rule works or has an effect.

Pre-test: The test which was taken before the actual class to test the grammatical proficiency.

Post-test: The test which was taken after the actual class to find the increment of the student.

Subject: it refers to something about which a statement or assertion is made in the rest of the sentence (Richards et al. 1985).

Task-based technique: Activity centered technique in which students are engaged to do something in target language with some guidance and monitoring of the teacher

Task: A piece of classroom work which involves learners in comprehending manipulating producing or interacting in the target language which their attention is principally focused in meaning rather than form. (Nunan 1989:10)

Tense: Any of the forms of verbs that show the time, continuance or completion of an action or state that is expressed by the verb.

Verb: In English a word which (a) occurs as a part of the predicate of a sentence (b) carries marker of categories such as tense, aspect, person, number and mood and (c) refers to an action or state (Richards et al. 1985: 305).

CHAPTER – TWO

2. METHODOLOGY

Methodology refers to the systematic study of required steps which are sequenced in the framework to carry out the research. So, the following methodology was used in this study.

2.1 Sources of Data Collection

Both primary and secondary sources of data were used for the collection of data. The sources are as follows.

2.1.1 Primary Sources

For the primary sources of data students of class eight were selected for the study. The teacher himself was involved in teaching.

2.1.2 Secondary Sources

The following books related to tasks based teaching and grammar were mainly consulted for teaching students using task based technique. e.g. Seely, (2002), Harmer (1992), Ellis (1997), Nunan (1989), Richards (2002), Ur (1996), Journals, articles, magazines, internet websites and different researches done in this field.

2.2 Sampling Procedure and Population

The researcher selected Shree Prabhat Vidya Niketan Secondary School of Kanchanpur district by using non-random judgemental sampling procedure. The same procedure was used to select grade eight students. 32 students were taken for the study. These students were divided into two groups. Experimental and control group using systematic random sampling procedure.

2.3 Tools of Data Collection

The main tool for data collection was the test. The test items were designed to assess the effectiveness of task based technique. Both objective and subjective test items were designed. There were 14 test items altogether, which carried 100 marks. The test items consisted of 6 objective items to assess the grammatical knowledge (form) and 8 subjective items to test the ability to use grammatical knowledge for communicative purpose.

2.3.1 Test Items are as Follows

For grammatical knowledge (form of simple past tense)

Types of items	Number of items	Marks
1. writing the correct form of verb from the bracket (active form)	10	1x10=10
2. Choosing the correct voice (active/passive)	5	1x5=5
3. Changing into passive	5	1x5=5
4. Changing into negative	5	1x5=5
5. Changing into questions	10	1x10=10
6. Changing into affirmative	5	1x5=5
Total	40	1x40=40
For testing grammatical use (use of simple past tense)		
7. Writing five sentences using the given words	5	1x5=5
8. Writing four sentences in simple past tense using given table	10	1x10=10

9. Writing a paragraph using the given words	5	1x5=5
10. Completion of the sentences by using like	5	1x5=5
11. Completion of the sentences by using the given phrases	5	1x5=5
12. Writing 5 sentences about previous annual programme	5	1x5=5
13. Writing 10 sentences on the bank robbery	10	1x10=10
14. Writing 5 sentences by using if clause	15	3x5=15
Total	60	60

2.4 Process of Data Collection

- a) At first, a set of test items were made to measure the proficiency of students in grammatical form and use before and after experimental teaching (see appendix II). Lesson plans and teaching materials were developed for teaching the simple past tense (see appendix V).
- b) To determine the grammatical proficiency of students at entry point, a pre-test was taken.
- c) The students were divided into two groups on the basis of odd even ranking of the individual scores. The ranking procedure and group division was as follows:

Pre-test rank	Experimental	Control group
1-10	Odd	Even
11-20	Even	Odd
21-30	Odd	Even
31-40	Even	Odd

- d) The students divided into two groups were taught separately. Experimental group was taught using task-based technique and control group was taught using form focused technique. The experimental teaching was conducted for a month, 6 periods of 45 minutes in a week.
- e) Separate lesson plans and teaching materials were made for both groups (see appendix V).
- f) At the end of the experimental teaching, a post test was taken. The same test items used for the pre-test were used for the post-test.
- g) Then the results were compared to determine the effectiveness of task based technique for teaching simple past tense.

Individual scores of each student in each item were tabulated (see appendix IV) and on the basis of individual scores, average score for each group in each item was calculated and then difference between the average scores of pre-test and post-test was computed and changed into percentage. The achievement of the group was compared on the basis of percentage.

The result was also compared in general on the basis of percentages as well as standard deviation.

The results were compared in the following categories.

- i) Form based categories (grammatical knowledge)
- ii) Use based categories (grammatical use)
- iii) Holistic comparison

2.5 Limitations of the Study

- a) The population of the study was limited to 32 students of class eight of Prabhat Vidya Niketan Secondary School Mahendranagar, Kanchanpur.
- b) It was limited to one month teaching only.
- c) The study was limited to the effectiveness of task based technique for teaching only the simple past tense.
- d) It was limited for teaching form and the use of the simple past tense.
- e) The primary data were collected from written tests only.

CHAPTER - THREE

3. ANALYSIS AND INTERPRETATION OF DATA

3.1 Introduction

This chapter consists of analysis and interpretation of data. While analyzing the data, the researcher calculated the average scores of each group in each item (see appendix IV). The data were analyzed on the basis of percentage of average scores in each item and standard deviation was calculated on the basis of difference in marks of pre-test and post-test of both groups as a whole and lastly, the result was compared to find out the better performance of the groups in question. The achievement of the group was compared on the basis of full marks of the test items.

The analysis of the data was done under two categories: form-based categories and use based categories. These categories were separated by objective and subjective test items. On objective test items grammatical usage was analyzed and on subjective test items grammatical use was analyzed.

3.2 Form-Based Comparison

This category consisted of six test items of forms of simple past tense: writing correct form of the verb, choosing the correct voice (active/passive), changing into passive voice, negative, question and changing into affirmative form. They were analyzed and interpreted as follows:

3.2.1 Result in Writing Correct form of the Verb in Item No. -1

Table No-1

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	4.68	6.12	1.44	30.76%
Con.	4.93	6.93	2	40.56%

This category consisted of 10 items having one mark for each. In this category, the average score of experimental group was 4.68 in the pre-test and 6.12 in the post-test. The mark was increased by 1.44 and increased percentage was 30.76. On the other hand, the average scores of control group were 4.93 in the pre-test and 6.93 in the post test. The mark was increased by 2 and increased percentage was 40.56. This result indicates that control group showed a better performance than that of the experimental group.

3.2.2 Result in Choosing the Correct Voice in Item No. -2

Table No.2

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	3	4.12	1.12	37.33%
Con.	2.75	3.81	1.06	38.54%

This category consisted of 5 items having one mark for each. In this category, the average score of experimental group was 3 in the pre-test and 4.12 in the post-test. The mark was increased by 1.12 and increased percentage was 37.33. On the other hand, the average score of control group was 2.75 in the pre-test and 3.81 in the post-test. The mark was increased by 1.06 and increased percentage was 38.54.

From this comparison, we can say that form-focused technique is also effective because control group got more mark than experimental group.

3.2.3 Result in Changing into Passive Voice in Item No. -3

Table No-3

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	2.93	3.93	1	34.12%
Con.	2.37	3	0.63	26.58%

This category also consisted of 5 items having one mark for each. In this category, the average score of experimental group was 2.93 in the pre-test and 3.93 in the post test. The mark was increased by 1 and its percentage was 34.12. Similarly, on the other hand, the average score of control group was 2.37 in the pre-test and 3 in the post-test. The mark was increased by 0.63 and increased percentage was 26.58. This result indicates that experimental group showed a better performance than the control group.

3.2.4 Result in Changing into Negative in Item No. -4

Table No-4

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	2.44	3.12	0.68	27.98%
Con.	2.18	2.93	0.75	34.4%

This category consisted of 5 items of objective test. There was one mark for each item. In this category, the average score of experimental group was 2.44 in the pre-test and 3.12 in the post-test. The mark was increased by 0.68 and the increased percentage was 27.98%. On the other hand, the average score of control group was 2.18 in the pre-test and 2.93 in

the post-test. The mark was increased by 0.75 and the increased percentage was 34.4%. This result shows that control group showed a better performance than experimental group. So, we can say that form focused technique is also effective for teaching negative forms in the simple past tense.

3.2.5 Result in Changing into Question in Item No. -5

Table No.-5

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	4.68	6.62	1.94	41.45%
Con.	5	6.18	1.18	23.6%

This category consisted of 10 items consisting one mark for each item. Here, the average score of experimental group was 4.68 in the pre-test and 6.62 in the post-test. The mark was increased by 1.94 and the increased percentage was 41.45. On the other hand, the average score of control group was 5 in the pre-test and 6.18 in the post-test. The mark was increased by 1.18 and the increased percentage was 23.6. This result shows that experimental group showed a better performance than control group in changing into questions.

3.2.6 Result in Changing into Affirmative Form in Item No. -6

Table No.-6

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	2.06	2.93	0.87	42.23%
Con.	2.19	2.75	0.56	25.57%

This category consisted of 5 items having one mark for each item. In this category, the average score of experimental group was 2.06 in the pre-test and 2.93 in the post-test. The score was increased by 0.87 and the increased percentage was 42.23. On the other hand, average score of control group was 2.19 in the pre-test and 2.75 in the post-test. The score was increased by 0.56 and increased percentage was 25.57. From this analysis we can say that, experimental group showed the better performance than control group.

3.2.7 Average Increment Percentage of Both Groups in Form-Based Categories (Objective Items)

Table No - 7

Table	Form	Percentage of experimental group	Percentage of control group	Difference between experimental and control group
1	Writing correct form of verb	30.76	40.56	-9.8
2	Choosing correct voice	37.33	38.54	-1.21
3	Changing into passive voice	34.12	26.58	7.54
4	Changing into negative	27.98	34.4	-6.42
5	Changing into question	41.45	23.6	17.85
6	Changing into affirmative form	42.23	25.57	16.66
	Total	213.87	189.25	24.62
	Average increment	35.64	31.54	4.10

While comparing the achievement of both groups in form-based categories. Experimental group made better performance than control group as a whole, because the average increment of experimental group was 35.64 and the average increment of control group was 31.54. The average increment of control group was less than the average increment of experimental group by 4.10. From this result we can say that there was good achievement of experimental group in form based categories than control group or it can be said that task-based technique was more effective than form-focused technique, because grammatical forms were taught to the experimental group by using task- based technique.

3.3 Use Based Comparison

The result of both group in different items of use of the simple past tense was analyzed and interpreted as follows.

3.3.1 The Result in Writing Sentences by Using the Given Words in Item No. -7

Table No- 8

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	1.81	3	1.19	65.74%
Con.	1.62	2.43	0.81	50%

This category consisted of an item of 5 test items having one mark for each. In this category the average score of experimental group was 1.81 in the pre-test and 3 in the post-test. The mark was increased by 1.19 and increased percentage was 65.74. On the other hand, the average score of control group was 1.62 in the pre-test and 2.43 in the post-test. The mark

was increased by 0.81 and the increased percentage was 50. In this category experimental group showed a better performance than control group.

3.3.2 Result in the Description of Scheduled Programme of Education Minister in Item No. -8

Table No - 9

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	3	4.06	1.06	35.33%
Con.	2.93	3.87	0.94	32.33%

This category consisted of 10 test items having 10 marks. In which, the average score of experimental group was 3 in the pre-test and 4.06 in the post-test. The mark was increased by 1.06 and the increased percentage was 35.33. On the other hand, the average score of control group was 2.93 in the pre-test and 3.87 in the post-test. The mark was increased by 0.94 in the post-test and the increased percentage was 32.08. In this category experimental group showed a better performance than control group.

3.3.3 Result in the Description of Bank-Robbery in Item No. -9

Table No - 10

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	3.06	4.75	1.69	55.22%
Con.	2.25	3.25	1	44.44%

This category also consisted of an item having 10 marks. In this category the average score of experimental group was 3.06 in the pre-test and 4.75 in the post-test. The mark was increased by 1.69 in the post-test and

the increased percentage was 55.22. On the other hand, the average score of control group was 2.25 in the pre-test and 3.25 in the post-test. The mark was increased by 1 in the post-test and the increased percentage was 44.44. This result shows that the experimental group made better performance than control group.

3.3.4 Result in Writing a Paragraph about Routine Work in Item No. -10

Table No- 11

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	2.38	3.06	0.68	28.57%
Con.	2.37	2.75	0.38	16.03%

This category consisted of an item having 5 marks. In this category, the average score of experimental group was 2.38 in the pre-test and 3.06 in the post-test. The mark was increased by 0.68 and the increased percentage was 28.57. Similarly, the average score of control group was 2.37 in the pre-test and 2.75 in the post test. The mark was increased by 0.38 and the increased percentage was 16.03. This result shows that the experimental group made the better performance than the control group.

3.3.5 Result in the Description of Annual Programme in Item No. -11

Table No-12

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp.	1.93	2.68	0.75	38.86%
Con.	2.25	2.87	0.62	27.55%

This category consisted of an item having 5 marks. In this category, the average score of experimental group was 1.93 in the pre-test and 2.68 in

the post-test. The mark was increased by 0.75 and increased percentage was 38.86. On the other hand, the average score of the control group was 2.25 in the pre-test and 2.87 in the post-test. The mark was increased by 0.62 and the increased percentage was 27.55. From this result, we can say that there was good performance of experimental group than the control group.

3.3.6 Result in the Completion of Sentences by Using ‘Like’ in Item No. -12

Table No-13

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	2.31	3.18	0.87	37.66%
Con.	2	2.62	0.62	31%

This category also consisted of an item having 5 marks with five sub items. In this category, the average score of experimental group was 2.31 in the pre-test and 3.18 in the post-test. The mark was increased by 0.87 and the increased percentage was 37.66. On the other hand, the average score of control group was 2 in the pre-test and 2.62 in the post-test. The mark was increased by 0.62 and the increased percentage was 31. This result also shows that there was good performance of the experimental group than the control group.

3.3.7 Result in the Completion of Sentences by using Suitable Adverbial Phrases in Item No. -13

Table No-14

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	2.37	3.37	1	42.19%
Con.	2.06	2.68	0.62	30.09%

This category consisted of an item having 5 marks with 5 sub items. In this category, the average score of experimental group was 2.37 in the pre-test and 3.37 in the post-test. The mark was increased by 1 and the increased percentage was 42.19. Similarly, the average score of control group was 2.06 in the pre-test and 2.68 in the post-test. The mark was increased by 0.62 and the increased percentage was 30.09. This result shows that the experimental group made the better performance than the control group.

3.3.8 Result in Conditional Sentences in the Simple Past Tense in Item No. -14

Table No-15

Group	Av. Score in P ₁	Av. Score in P ₂	D	P
Exp	2.81	6	3.19	113.52%
Con.	4.25	6.37	2.12	49.88%

This category consisted of an item having 15 marks. In this item the average score of experimental group was 2.81 in the pre-test and 6 in the post-test. The mark was increased by 3.19 and the increased percentage was 113.52. On the other hand, the average score of control group was 11.25 in the pre-test and 6.37 in the post-test. The mark was increased by 2.12 and the increased percentage was 49.88. This result also shows that the experimental group did better performance than control group which was taught by using task-based technique for teaching conditional sentences in the simple past tense.

3.3.9 Average Increment Percentage of Both Groups in Use-Based Categories (Subjective Items)

The average increment of both groups in each item of grammatical use is presented as follows.

Table No-16

Table	Use	Percentage of experimental group	Percentage of control group	Difference between both experimental and control groups
8	Using given words	65.74	50	15.74
9	Scheduled programme	35.33	32.08	3.25
10	Bank robbery	55.22	44.44	10.78
11	About routine work	28.57	16.03	12.54
12	Annual programme	38.86	27.55	11.31
13	Use of like	37.66	31	6.66
14	Adverbial phrases	42.19	30.09	12.1
15	Conditional sentences	113.52	49.88	63.64
	Total	417.09	281.07	136.02
	Average	52.13	35.13	17.00

The above table shows that the average increment percentage of experimental group was 52.13 and the average increment percentage of control group was 35.13. It shows that the average increment percentage of

experimental group was more than the control group in all items of grammatical use. The increment is more by 17.

3.4 Holistic Comparison

While analyzing the data in general, the researcher analyzed them in terms of average increment percentage obtained in form-based categories and use-based categories as well as standard deviation obtained from the difference of marks of individual scores of all the items (1 to 14) in pre-test and post-test.

Table No - 17

Categories	Percentage of experimental group	Percentage of control group	Difference between both group
Form	35.64	31.54	4.10
Use	52.13	35.13	17
Total	87.77	66.67	21.10
Average	43.88	33.33	10.55

This table shows that experimental group had 43.88 average increment percentage and control group had 33.33 average increment percentage as a whole in the performance of learning the simple past tense. The experimental group had 10.55 average increment percentage more than the control group.

Similarly, the data were analyzed in terms of standard deviation (see appendix - iv). The standard deviation of experimental group was 5.05 and the control group was 4.55. From this analysis, it was proved that experimental group performed better than the control group in learning the simple past tense which was taught by using task-based technique.

CHAPTER - FOUR

4. FINDINGS AND RECOMMENDATIONS

4.1 Findings

Teaching method plays an important role in learning a foreign language. First language is learnt spontaneously in the natural environment. There are adequate exposure and appropriate reinforcement in acquiring a first language.

On the other hand, a second language is learnt mostly in the artificial environment. One can hardly get exposure to learn the second language. Therefore, it is very difficult to teach a foreign language effectively.

English is learnt and taught as a foreign language in Nepal. It is very necessary to use an appropriate method to teach this language in the context of Nepal.

There are many methods developed in language teaching. Among them, communicative approaches are embraced in the field of language teaching. Under communicative approach, task-based language teaching is included. This is an approach which is based on the use of tasks as the core unit of planning and instruction in language teaching.

Therefore, to find out the effectiveness of task based technique a comparative study was conducted with form focused technique (a traditional technique).

In order to find out the effectiveness of these two techniques, practical study was carried out on the basis of analysis and interpretation of primary data presented in the previous section, following findings can be drawn:

1. It shows that task-based technique is very effective in teaching the simple past tense on the whole. The above result shows that task based teaching of grammar is more effective than form-focused teaching of grammar. The degree of effectiveness is 43.88% (10.55% more than the form-focused teaching).
 - a) The effectiveness of task-based technique for teaching form of the simple past tense (grammatical usage) is 35.64 percent (4.10% more than the form-focused technique).
 - b) The effectiveness of task-based technique for teaching the use of the simple past tense is 52.13 percent (17% more than the form-focused technique).
2. The result in the form of the simple past tense shows that grammatical knowledge can be learned by formal teaching of grammar also. But the result of the communicative use of the simple past tense shows that task-based technique is more effective to teach communicative use of grammar which is the most important aspect of teaching grammar.
3. In objective type of test items No 1, 2 and 4 form focused technique was found to be more effective than the task-based technique. But as a whole, task-based technique was found to be more effective.
4. This study shows that grammar can be taught covertly involving students in task oriented activities.
5. The result of writing some sentences about the bank robbery that took place some days ago and annual programme held in the

school shows that students can use grammatical knowledge acquired through task based teaching to communicate freely in the subject matter.

6. From the whole study of this research, task-based technique was found to be more effective than form-focused technique, because in the most of the items, the experimental group performed better than the control group which was taught by applying task-based technique for teaching grammar.

4.2 Recommendations

Following recommendation are suggested on the basis of the findings of the study:

1. Tasks should be used for teaching grammar.
2. Grammar can be learnt more effectively by using task-based technique than traditional techniques.
3. Teaching should be focused on process rather than product.
4. This research was limited for the simple past tense but this technique could be used to teach other aspects of language in a meaningful way.
5. Activities and tasks should be sequenced according to difficulty level of the students.
6. Tasks should be comprehensible and meaningful for students and sample task should be displayed by teacher first.
7. Tasks must be interesting and motivating to the students and there should be variety and flexibility in the tasks.

8. Syllabus and textbooks should be designed using task-based approach.
9. So, it is recommended that task-based technique of teaching grammar is more effective than form-focused technique.

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APPENDIX - 1

Specific Tasks selected for the study

1. Students read the strip-story given by the teacher and put the story in proper order.
2. Students read and interpret the previous school time table.
3. Students can write some sentences about their head teacher's suggestion.
4. Students interpret the previous programme of picnic/field trip/school day.
5. They can describe the given pictures.
6. Students can make chain story.
7. Students can share their previous experience.
8. Students can describe their past photos.
9. Students can match and complete the given task (story)
10. Students look at the picture and write past activities.
11. Students find and compare between person, places, pictures and objects.
12. Students can describe the different activities of annual programme held in their school.
13. Students can interpret their quiz contest held some days ago.
14. Students can list the irregular and regular verb forms in the simple past tense by reading a story.
15. Students can describe their fathers' past habits.

16. They can complete the sentences.
17. Students can interpret bank robbery that took place some days ago.
18. They can describe their long journey during the summer vacation of last year.
19. They can describe their sister's marriage ceremony.
20. They can write free composition by using the forms of verbs in the simple past tense.

APPENDIX - II
QUESTIONNAIRE

Test Items for Pre-test and Post-test

Full Marks - 100

1. Fill in the blanks with correct form of the verb in the bracket. -10

- i) Saroj (go) home yesterday.
- ii) Last year, I (travel) to Japan.
- iii) Alice (play) tennis this morning.
- iv) When (do) they arrive last week?
- v) Sita (take) a lot of pictures on holiday last summer.
- vi) I (live) in Brazil for two years.
- vii) We (wait) for one hour yesterday.
- viii) I (study) French when I was a child.
- ix) They (left/have left) the town five days ago.
- x) Did he (leave/left) the room ?

2. Write the correct form of verb choosing from the bracket. - 5

- i) A snake (killed/was killed) by Ram.
- ii) He (awarded/was awarded) a medal for bravery.
- iii) My money (stole/was stolen) by dacoits.
- iv) I (was invited/invited) to the party.
- v) This poem (was composed/composed) by Laxmi Prasad Devkota.

3. Change the following sentences into passive voice.

-5

i) Farmers ploughed the field.

.....

ii) He stole my pen.

.....

iii) She cut her figure.

.....

iv) They dug the field.

.....

v) Sita sent a letter to Ram.

.....

4. Change the following sentences into negative. - 5

i) Ram was a farmer.

.....

ii) He sold goods.

.....

iii) People used to live in village.

.....

iv) I had a pen.

.....

v) He did hard work.

.....

5. Change the following sentences into questions. -10

i) You were a student (yes/no question)

.....

ii) He lived in Mahendranagar. (where question)

.....

iii) Students played volleyball. (what question)

.....

iv) He spoke slowly (how question)

.....

v) She left the town at 5'oclock. (when question)

.....

vi) Ram broke the window. (who question)

.....

vii) The red pen was mine. (which question)

.....

viii) He went to the hospital because he was sick. (why question)

.....

ix) That was Mohan's elephant. (whose question)

.....

x) He called Sita. (whom question)

.....

6. Change the following sentences into affirmative. -5

i) I did not find the cat.

.....

ii) Nobody could solve this problem.

.....

iii) Did he give any books?

.....

iv) They didn't see the helicopter yesterday.

.....

v) He couldn't pass.

.....

7. Write five sentences using the following words. -5

took, threw, woke, told, came.

.....

.....

.....

.....

.....

8. Write four sentences in simple past tense from this table about the programme of Minister of Education. -10

Time	Place	Programme
On February 23 rd , 2007	at Birgung	Address a meeting
On February 26 th , 2007	at Mahendranagar	Inaugurate a bridge.
On March 1 st , 2007	In India	Visit Prime-minister
On March 3 rd , 2007	In Nepal	Return from India

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9. Write ten sentences about the bank robbery at 11 o'clock yesterday. -10

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10. Write a paragraph about your father's past habits using the following phrases. -5

leave house, drink, fight, return home very late, scold.

.....
.....
.....
.....
.....

11. Write five sentences about your previous annual programme. -5

.....
.....
.....
.....
.....

12. Complete the following sentences by using 'like' -5

- i) He ran
- ii) He could swim
- iii) The poor man was
- iv) They sang
- v) His eyes were

13. Complete the following sentences by using the suitable phrases from the given table. -5

- i) I forgot my homework.
- ii) I arrived home
- iii) I was in grade seven.
- iv) She started school
- v) We began this book

yesterday	last year	at 5 o'clock	in 1994	nine weeks ago
-----------	-----------	--------------	---------	----------------

14. Write five sentences by using 'if clause' in simple past tense

e.g. If I were

.....

.....

.....

.....

.....

APPENDIX - III

Students rank according to the pre-test.

Full marks - 100

Rank	Name of the students	Obtained marks
1	Janardan Joshi	82
2	Yagendra Prasad Bhatt	79
3	Man Mohan Joshi	72
4	Manoj Pal	71
5	Uttam Kunwar	63
6	Prakash Bhandari	56
7	Jagadish Kunwar	54
8	Niraj Thapa	54
9	Karan Ale	53
10	Shova Thapa	53
11	Kiran Bist	47
12	Niraj Rana	45
13	Kalpana Joshi	44
14	Pankaj Upadhaya	40
15	Suman Kunwar	38
16	Gautam Rana	38
17	Gobind B.K.	36
18	Prakash Bhatt	34

19	Santosh Luhar	31
20	Sanjeet Singh	30
21	Puja Bist	25
22	Tara Ale	24
23	Prakash Khati(A)	24
24	Manoj Pujara	24
25	Kamal Thapa	22
26	Kishor Khati	20
27	Sanju Rana	19
28	Biraj Thapa	18
29	Harendra Bist	16
30	Sunil Chand	16
31	Prakash Khati(B)	15
32	Subash Upadhaya	15

Group division according to the odd - even ranking process of the pre- test.

Experimental Group

Rank	Name of the students	Obtained marks
1	Janardan Joshi	82
3	Man Mohan Joshi	72
5	Uttam Kunwar	63
7	Jagadish Kunwar	54
9	Karan Ale	53
12	Niraj Rana	45
14	Pankaj Upadhaya	40
16	Gautam Rana	38
18	Prakash Bhatt	34
20	Sanjeet Singh	30
21	Puja Bist	25
23	Prakash Khati(A)	24
25	Kamal Thapa	22
27	Sanju Rana	19
29	Harendra Bist	16
32	Subash Upadhaya	15

Control Group

Rank	Name of the students	Obtained marks
1	Yagendra Bhatt	79
3	Manoj Pal	71
5	Prakash Bhandari	56
7	Niraj Thapa	54
9	Shova Thapa	53
12	Kiran Bist	47
14	Kalpana Joshi	44
16	Suman Kunwar	38
18	Gobind B.K.	36
20	Santosh Luhar	31
21	Tara Ale	24
23	Manoj Pujara	24
25	Kishor Khati	20
27	Biraj Thapa	18
29	Sunil Chand	16
32	Prakash Khati (B)	15

APPENDIX - IV

Individual Scores of Pre-Test and Post-Test.

Individual scores in item No-1

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	08	09	01	01	12.5
3	08	09	01	02	12.5
5	07	09	02	04	28.57
7	05	07	02	06	40
9	05	07	02	08	40
12	04	07	03	11	75
14	04	06	02	13	50
16	04	05	01	14	25
18	05	06	01	15	20
20	05	05	00	15	00
21	04	05	01	16	25
23	03	05	02	18	66.66
25	03	05	02	20	66.66
27	04	05	01	21	25
29	03	04	01	22	33.33
32	03	04	01	23	33.33
Total	75	98	23		
Average	4.68	6.12	1.44		30.76%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	08	09	01	01	12.5
4	08	09	01	02	12.5
6	07	09	02	04	28.57
8	06	09	03	07	50
10	05	08	03	10	60
11	05	08	03	13	60
13	05	07	02	15	40
15	06	07	01	16	16.66
17	05	07	02	18	40
19	04	06	02	20	50
22	04	06	02	22	50
24	03	05	02	24	66.66
26	03	05	02	26	66.66
28	03	05	02	28	66.66
30	03	05	02	30	66.66
31	04	06	02	32	150
Total	79	111	32		
Average score	4.93	6.93	02		40.56%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁and P₂ , P=Percentage

Individual Score in Item No – 2

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	05	05	00	00	00
3	05	05	00	00	00
5	05	05	00	00	00
7	04	05	01	01	25
9	04	05	01	02	25
12	03	05	02	04	66.66
14	03	05	02	06	66.66
16	03	04	01	07	33.33
18	03	04	01	08	33.33
20	02	04	02	10	100
21	02	03	01	11	50
23	02	04	02	13	100
25	02	03	01	14	50
27	02	03	01	15	50
29	02	03	01	16	50
32	01	03	02	18	200
Total	48	66	18		
Average	03	4.12	1.12		37.33%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	05	05	00	00	00
4	05	05	00	00	00
6	04	05	01	01	25
8	04	05	01	02	25
10	04	05	01	03	25
11	04	04	00	03	00
13	04	04	00	03	00
15	03	04	01	04	33.33
17	02	04	02	06	100
19	01	03	02	08	200
22	02	04	02	10	100
24	02	03	01	11	50
26	01	03	02	13	200
28	01	03	02	15	200
30	01	03	02	17	200
31	01	01	00	17	100
Total	44	61	17		
Average score	2.75	3.81	1.06		38.54%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁and P₂ , P=Percentage

Individual Score in Item No. 3

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	05	05	00	00	00
3	05	05	00	00	00
5	05	05	00	00	00
7	05	05	00	00	00
9	04	05	01	01	25
12	04	05	01	02	25
14	03	04	01	03	33.33
16	02	04	02	05	100
18	02	04	02	07	100
20	02	04	02	09	100
21	02	04	02	11	100
23	02	03	01	12	50
25	02	03	01	13	50
27	02	03	01	14	50
29	01	02	01	15	100
32	01	02	01	16	100
Total	47	63	16		
Average	2.93	3.93	01		34.12%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	05	05	00	00	00
4	05	05	00	00	00
6	03	05	02	02	66.66
8	03	04	01	03	33.33
10	03	04	01	04	33.33
11	03	03	00	04	00
13	03	03	00	04	00
15	02	03	01	05	50
17	02	03	01	06	50
19	02	03	01	07	50
22	02	02	00	07	00
24	01	02	01	08	100
26	01	02	01	09	100
28	02	03	01	10	50
30	01	01	00	10	00
31	00	00	00	10	00
Total	38	48	10		
Average score	2.37	03	0.63		26.58 %

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁and P₂ , P=Percentage

Individual Score on Item No - 4

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	04	04	00	00	00
3	04	04	00	00	00
5	03	04	01	01	33.33
7	03	04	01	02	33.33
9	02	04	02	04	100
12	02	03	01	05	50
14	02	03	01	06	50
16	03	03	00	06	00
18	02	03	01	07	50
20	02	03	01	08	50
21	02	03	01	09	50
23	02	03	01	10	50
25	02	03	01	11	00
27	02	02	00	11	00
29	02	02	00	11	00
32	02	02	00	11	
Total	39	50	11		
Average	2.44	3.12	0.68		27.98%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	04	04	00	00	00
4	04	04	00	00	00
6	03	04	01	01	33.33
8	03	04	01	02	33.33
10	03	03	00	02	00
11	02	03	01	03	50
13	03	03	00	03	00
15	02	03	01	04	50
17	02	03	01	05	50
19	02	02	00	05	00
22	02	03	01	06	50
24	01	03	02	08	200
26	02	02	00	08	00
28	01	03	02	10	200
30	01	02	01	11	100
31	00	01	01	12	
Total	35	47	12		
Average score	2.18	2.93	0.75		34.40%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁and P₂ , P=Percentage

Individual Scores in Items No-5

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	08	09	01	01	12.5
3	08	09	01	02	12.5
5	06	09	03	05	50
7	06	08	02	07	33.33
9	06	08	02	09	33.33
12	05	07	02	11	40
14	05	08	03	14	60
16	05	07	02	16	40
18	04	06	02	18	50
20	04	06	02	20	50
21	03	06	03	23	100
23	03	05	02	25	66.66
25	03	05	02	27	66.66
27	03	05	02	29	66.66
29	03	04	01	30	33.33
32	03	04	01	31	33.33
Total	75	106	31		
Average	4.68	6.62	1.94		41.45%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	08	09	01	01	12.5
4	08	09	01	02	12.5
6	08	09	01	03	12.5
8	06	07	01	04	16.66
10	06	07	01	05	16.66
11	06	07	01	06	16.66
13	06	07	01	07	16.66
15	06	07	01	08	16.66
17	05	06	01	09	16.66
19	05	07	02	11	20
22	03	05	02	13	40
24	03	04	01	14	66.66
26	03	04	01	15	33.33
28	02	04	02	17	33.33
30	02	04	02	19	100
31	03	03	00	19	00
Total	80	99	19		
Average score	5	6.18	1.18		23.6%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁ and P₂ , P=Percentage

Individual Scores in Item No-6

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	03	04	01	01	33.33
3	03	04	01	02	33.33
5	03	04	01	03	33.33
7	02	04	02	05	100
9	02	03	01	06	50
12	02	02	00	06	00
14	02	02	00	06	00
16	02	04	02	08	100
18	02	03	01	09	50
20	02	03	01	10	50
21	02	02	00	10	00
23	02	03	01	11	50
25	02	02	00	11	00
27	02	03	01	12	50
29	01	02	01	13	100
32	01	02	01	14	100
Total	33	47	14		
Average	2.06	2.93	0.87		42.23%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	04	04	00	00	00
4	04	04	00	00	00
6	03	04	01	01	33.33
8	03	04	01	02	33.33
10	03	04	01	03	33.33
11	02	03	01	04	50
13	02	03	01	05	50
15	02	03	01	06	50
17	02	02	00	06	00
19	02	02	00	06	00
22	02	02	00	06	00
24	01	02	01	07	100
26	01	02	01	08	100
28	01	02	01	09	100
30	01	01	00	09	00
31	02	02	00	09	00
Total	35	44	09		
Average score	2.19	2.75	0.56		25.57%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁ and P₂ , P=Percentage

Individual Scores in Item No-7

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	03	05	02	02	66.66
3	03	05	02	04	66.66
5	03	04	01	05	33.33
7	02	04	02	07	100
9	02	03	01	08	50
12	02	03	01	09	50
14	02	03	01	10	50
16	02	04	02	12	100
18	02	03	01	13	50
20	02	03	01	14	50
21	02	03	01	15	50
23	02	03	01	16	50
25	02	03	01	17	50
27	00	01	01	18	
29	00	01	01	19	
32	00	00	00	19	00
Total	29	48	19		
Average	1.81	03	1.19		65.74%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	03	05	02	02	66.66
4	03	05	02	04	66.66
6	02	03	01	05	50
8	02	03	01	06	50
10	02	03	01	07	50
11	02	02	00	07	00
13	02	02	00	07	00
15	02	03	01	08	50
17	01	02	01	09	100
19	01	02	01	10	100
22	02	02	00	10	00
24	01	01	00	10	00
26	01	02	01	11	100
28	01	02	01	12	100
30	01	02	01	13	100
31	00	00	00	13	100
Total	26	39	13		
Average score	1.62	2.43	0.81		50%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁and P₂ , P=Percentage

Individual Scores in Item No-8

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	07	07	00	00	00
3	05	08	03	03	60
5	05	07	02	05	40
7	05	07	02	07	40
9	04	06	02	09	50
12	04	05	01	10	25
14	04	05	01	11	25
16	02	07	05	16	250
18	02	02	00	16	00
20	02	02	00	16	00
21	02	02	00	16	00
23	02	02	00	16	00
25	01	02	01	17	100
27	01	01	00	17	00
29	01	01	00	17	00
32	01	01	00	17	00
Total	48	65	17		
Average	03	4.06	1.06		35.33%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	07	08	01	01	14.28
4	08	09	01	02	12.25
6	04	06	02	04	50
8	04	06	02	06	50
10	04	07	03	09	75
11	03	05	02	11	66.66
13	03	04	01	12	33.33
15	02	03	01	13	50
17	03	03	00	13	00
19	02	02	00	13	00
22	02	02	00	13	00
24	02	02	00	13	00
26	01	01	00	13	00
28	01	02	01	14	100
30	01	02	01	15	100
31	00	00	00	15	00
Total	47	62	15		
Average score	2.93	3.87	0.94		32.08%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁ and P₂ , P=Percentage

Individual Scores in Item No-9

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	08	08	00	00	00
3	06	08	02	02	33.33
5	04	07	03	05	75
7	05	08	03	08	60
9	04	06	02	10	50
12	04	06	02	12	50
14	03	04	01	13	33.33
16	03	05	02	15	66.66
18	03	04	01	16	33.33
20	02	03	01	17	50
21	02	03	01	18	50
23	01	03	02	20	200
25	01	03	02	22	200
27	01	03	02	24	200
29	01	03	02	26	200
32	01	02	01	27	100
Total	49	76	27		
Average	3.06	4.75	1.69		55.22%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	07	07	00	00	00
4	05	08	03	03	60
6	04	06	02	05	50
8	04	05	01	06	25
10	04	06	02	08	50
11	03	06	03	11	100
13	03	05	02	13	66.66
15	02	03	01	14	50
17	02	03	01	15	50
19	01	02	01	16	100
22	01	01	00	16	00
24	00	00	00	16	00
26	00	00	00	16	00
28	00	00	00	16	00
30	00	00	00	16	00
31	00	00	00	16	00
Total	36	52	16		
Average score	2.25	3.25	01		44.44%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁ and P₂ , P=Percentage

Individual Scores in Item No-10

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	05	05	00	00	00
3	05	05	00	00	00
5	05	05	00	00	00
7	04	05	01	01	25
9	04	05	01	02	25
12	04	04	00	02	00
14	04	04	00	02	00
16	04	05	01	03	25
18	01	02	01	04	100
20	01	02	01	05	100
21	01	02	01	06	100
23	00	01	01	07	
25	00	01	01	08	
27	00	01	01	09	
29	00	01	01	10	
32	00	01	01	11	
Total	38	49	11		
Average	2.38	3.06	0.68		28.57%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	05	05	00	00	00
4	05	05	00	00	00
6	04	05	01	01	25
8	04	04	00	01	00
10	04	05	01	02	25
11	04	05	01	03	25
13	04	05	01	04	25
15	01	02	01	05	100
17	01	01	00	05	00
19	01	01	00	05	00
22	01	00	-01	04	100
24	01	02	01	05	100
26	01	01	00	05	00
28	01	01	00	05	00
30	01	01	00	05	00
31	00	01	01	06	
Total	38	44	06		
Average score	2.37	2.75	0.38		16.03%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁and P₂ , P=Percentage

Individual Scores in Item No-11

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	04	04	00	00	00
3	04	04	00	00	00
5	04	04	00	00	00
7	03	04	01	01	33.33
9	03	04	01	02	33.33
12	03	03	00	02	00
14	03	03	00	02	00
16	03	05	02	04	66.66
18	02	03	01	05	50
20	01	02	01	06	100
21	01	02	01	07	100
23	00	01	01	08	
25	00	01	01	09	
27	00	01	01	10	
29	00	01	01	11	
32	00	01	01	12	
Total	31	43	12		
Average	1.93	2.68	0.75		38.86%

Control group

R.N	P ₁	P ₂	D	C. F	P
2	05	05	00	00	00
4	04	05	01	01	25
6	03	05	02	03	66.66
8	03	04	01	04	33.33
10	03	05	02	06	66.66
11	03	05	02	08	66.66
13	03	03	00	08	00
15	03	03	00	08	00
17	02	02	00	08	00
19	02	02	00	08	00
22	01	01	00	08	00
24	01	01	00	08	00
26	01	02	01	09	100
28	01	02	01	10	100
30	01	01	00	10	00
31	00	00	00	10	00
Total	36	46	10		
Average score	2.25	2.87	0.62		27.55%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁and P₂ , P=Percentage

Individual Scores in Item No-12

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	05	05	00	00	00
3	05	05	00	00	00
5	04	05	01	01	25
7	04	05	01	02	25
9	04	05	01	03	25
12	02	04	02	05	100
14	02	03	01	06	50
16	02	05	03	09	150
18	02	03	01	10	50
20	01	02	01	11	100
21	01	02	01	12	100
23	01	03	02	14	200
25	01	01	00	14	00
27	01	01	00	14	00
29	01	01	00	14	00
32	01	01	00	14	00
Total	37	51	14		
Average	2.31	3.18	0.87		37.66%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	04	04	00	00	00
4	04	05	01	01	25
6	03	04	01	02	33.33
8	03	04	01	03	33.33
10	03	04	01	04	33.33
11	03	05	02	06	66.66
13	03	03	00	06	00
15	03	03	00	06	00
17	02	02	00	06	00
19	01	02	01	07	100
22	01	01	00	07	00
24	01	01	00	07	00
26	01	01	00	07	00
28	00	01	01	08	
30	00	01	01	09	
31	00	01	01	10	
Total	32	42	10		
Average score	02	2.62	0.62		31%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁and P₂ , P=Percentage

Individual Scores in Item No-13

Experimental group

Control group

R.N	P ₁	P ₂	D	C.F	P
1	05	05	00	00	00
3	05	05	00	00	00
5	03	05	02	02	66.66
7	03	05	02	04	66.66
9	03	05	02	06	66.66
12	03	05	02	08	66.66
14	03	03	00	08	00
16	03	05	02	10	66.66
18	01	03	02	12	200
20	01	03	02	14	200
21	01	01	00	14	00
23	01	01	00	14	00
25	03	03	00	14	00
27	01	01	00	14	00
29	01	01	00	14	00
32	01	03	02	16	200
Total	38	54	16		
Average	2.37	3.37	01		42.19%

R.N	P ₁	P ₂	D	C.F	P
2	05	05	00	00	00
4	05	05	00	00	00
6	03	03	00	00	00
8	03	05	02	02	66.66
10	03	05	02	04	66.66
11	01	03	02	06	200
13	03	03	00	06	00
15	01	03	02	08	200
17	01	01	00	08	00
19	01	00	-01	07	-100
22	01	01	00	07	00
24	01	01	00	07	00
26	01	01	00	07	00
28	01	03	02	09	200
30	01	03	02	11	200
31	02	01	-01	10	-50
Total	33	43	10		
Average score	2.06	2.68	0.62		30.09%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁and P₂ , P=Percentage

Individual Scores in Item No-14

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	12	12	00	00	00
3	06	12	06	06	100
5	06	12	06	12	100
7	03	06	03	15	100
9	06	09	03	18	50
12	03	06	03	21	100
14	00	03	03	24	
16	00	06	06	30	
18	03	06	03	33	100
20	03	06	03	36	100
21	00	03	03	39	
23	03	06	03	42	100
25	00	03	03	45	
27	00	03	03	48	
29	00	00	00	48	
32	00	03	03	51	
Total	45	96	51		
Average	2.81	06	3.19		113.52%

Control group

R.N	P ₁	P ₂	D	C.F	P
02	09	12	03	03	33.33
04	03	12	09	12	300
06	06	06	00	12	00
08	06	06	00	12	00
10	06	09	03	15	50
11	06	09	03	18	50
13	00	06	06	24	
15	03	06	03	27	100
17	06	06	00	27	00
19	06	06	00	27	00
22	00	03	03	30	
24	06	06	00	30	00
26	03	03	00	30	00
28	03	03	00	30	00
30	02	06	04	34	200
31	03	03	00	34	00
Total	68	102	34		
Average score	4.25	6.37	2.12		49.88%

Note: R.N. = Ranking number, P₁= Pre-test, P₂= Post-test,

D= Difference between P₁and P₂ , P=Percentage

Individual Scores in all the Items No-(1 to 14)

Experimental group

R.N	P ₁	P ₂	D	C.F	P
1	82	87	05	05	6.09
3	72	88	16	21	2.22
5	63	84	21	42	33.33
7	54	77	23	65	2.68
9	53	74	21	86	39.62
12	45	64	19	105	42.22
14	40	55	15	120	37.5
16	38	67	29	149	43.28
18	34	52	18	167	52.94
20	30	48	18	185	60
21	25	42	17	202	68
23	24	43	19	221	79.16
25	22	38	16	237	72.72
27	19	33	14	251	73.68
29	16	26	10	251	62.5
32	15	29	14	275	93.33
Total	632	907	275		
Average	39.5	56.68	17.18		43.49%

Control group

R.N	P ₁	P ₂	D	C.F	P
2	79	87	08	08	10.25
4	71	90	19	27	26.76
6	56	74	18	45	32.14
8	54	70	16	61	29.62
10	53	75	22	83	41.50
11	47	68	21	104	44.68
13	44	58	14	118	31.81
15	38	53	15	133	39.47
17	36	45	09	142	25
19	31	40	09	151	29.03
22	24	33	09	160	37.5
24	24	33	09	169	37.5
26	20	29	09	178	45
28	18	34	16	194	88.88
30	16	32	16	210	100
31	15	19	04	214	26.66
Total	626	840	214		
Average score	39.13	52.5	13.37		34.16%

Average (mean) of Exp. Group=17.18

Average (mean) of Con. Group = 13.37

Standard Deviation of Experimental Group

Marks	Deviation (d)	d ²
5	5-17.18=-12.18	148.35
10	10-17.18=-7.18	51.55
14	14-17.18=-3.18	10.11
15	15-17.18=-2.18	4.75
16	16-17.18=-1.18	1.39
17	17-17.18=-0.18	0.03
18	18-17.18=0.82	0.67
19	19-17.18=1.82	3.31
21	21-17.18=3.82	14.59
23	23-17.18=5.82	33.85
29	29-17.18=11.82	139.71
Total		ϕd^2 X408.33

$$\begin{aligned}
 \text{Since S.d} &= \sqrt{\frac{\phi d^2}{N}} \\
 &= \sqrt{\frac{408.33}{16}} \\
 &= \sqrt{25.52} \\
 &= 5.05
 \end{aligned}$$

Standard Deviation of Control Group

Marks	Deviation (d)	d ²
4	4-13.37=-9.37	87.79
8	8-13.37=-5.37	28.83
9	9-13.37=-4.37	19.09
14	14-13.37=0.63	0.39
15	15-13.37=1.63	2.65
16	16-13.37=2.63	6.91
18	18-13.37=4.63	21.43
19	19-13.37=5.63	31.69
21	21-13.37=7.63	58.21
22	22-13.37=8.63	74.47
Total	ϕd^2 X 331.46	

$$\begin{aligned}
 \text{Since S.d} &= \sqrt{\frac{\phi d^2}{N}} \\
 &= \sqrt{\frac{331.46}{16}} \\
 &= \sqrt{20.71} \\
 &= 4.55
 \end{aligned}$$

APPENDIX - V

Lesson Plans for both the Group

Sample lesson plan No-1 (A) Experimental Group

School: Shree prabhat Vidya Niketan Secondary School, Mahendranagar,
Kanchanpur.

Class-8

Date: 14/01/2064

Teaching Item: About result achieved by students in class seven.

Objective: T enable students to say/write correct forms of verbs in the simple past tense and to use it in communication.

Teaching materials: Usual classroom materials, flash cards, pictures, etc.

Technique: Task-based technique

Activities: Students will do the following activities.

Task 1: Presentation

Teacher will present the task and ask the students to discuss and say their secured marks, position, percentage.

Task 2: Relay the activities

A student will give his/her secured marks, position, percentage in the simple past tense and next student will relay the activities and next student will do the same.....

Task 3: Students will write their obtained marks, position and percentage in the simple past tense and show to each other.

Evaluation: Tell the marks obtained by your brother/sister in class six and say how much time he/she used to study.

Homework: To discuss about their position with their parents.

Sample Lesson Plan No.1 (B) Control Group

Class - 8

Date: 14/01/2064

Teaching item: Introduction of English tense.

Objective: To enable students to define and classify tense.

Technique: Form-focused technique.

Teaching Materials: Usual classroom material.

Activities: Students will do the following activities.

Teacher will explain the meaning of tense and write its types on the board.

Students will copy from the board.

Teacher will explain the different tenses.

Teacher will explain the forms of verbs.

Teacher will give different examples of verb form.

Students will listen to him and remain silent.

Evaluation: Teacher will ask the students to say the types of tense.

Homework: Will be given from the book.

Sample Lesson Plan No-2 (A) Experimental Group

Class-8

Date: 16/01/2064

Teaching Item: About their childhood habits.

Objective: To enable students to say/write correct sentences of their past habits in the simple past tense and to use it in communication.

Technique: Task-based technique.

Teaching materials: Usual classroom materials, flash cards, pictures, etc.

Activities: Students will do the following activities.

Task 1: Presentation

Teacher will ask the students about their previous habits. Students will think about their past habits.

Task 2: Relay the activities

Teacher will say to discuss in their groups and he will show pictures.

Task 3: Students will write sentences in simple past tense about their past habits and share their experiences among their friends.

Evaluation: The teacher will ask any volunteers to say his/her past habits in front of the class.

Homework: To discuss the presented task in class with their brothers.

Sample Lesson Plan No-2 (B) Control Group

Class-8

Date: 16/01/2064

Teaching Item: The simple past tense.

Objective: To enable students to say correct form of verbs in the simple past tense.

Technique: Form focused technique

Teaching materials: Usual classroom materials.

Activities: Students will do the following activities.

Teacher will explain the meaning of the simple past tense and write some rules on the board. Students will copy these rules.

Teacher will give some examples and write on the board and ask students to say the form of verb.

Then he will point the form of verb and explain.

Teacher will write the form of verb on the board and students will copy them.

He will explain the subject and form of verb.

Evaluation: The teacher will ask the students to write five verb forms of the simple past tense.

Homework: To collect 10 verb forms of the simple past tense from dictionary.

Sample Lesson Plan No-3 (A) Experimental Group

Class-8

Date: 17/01/2064

Teaching Item: Interpretation of the previous picnic programme.

Objective: To enable students to explain their previous picnic programme in the simple past tense.

Technique: Task-based technique

Activities: Students will do the following activities.

Task 1: Teacher will present the teaching item on the board.

Task 2: Teacher will ask the students to discuss their previous picnic programme with their friends and share their experience.

Students tell the name of picnic sports, total no. of participants, feeding items, means of transport, returning time.

Task 3: Students will write sentences in the simple past tense about their previous picnic programme and share their experience among their friends and teacher.

Evaluation: The teacher will ask any volunteers to say his/her experience about his any previous programme.

Homework: To discuss the presented task with their friends.

Sample Lesson Plan No-3 (B) Control Group

Class-8

Date: 17/01/2064

Teaching Item: Formation of sentences.

Objective: To enable students to form different sentences in the simple past tense using different regular verb forms.

Technique: Form focused technique

Activities: Teacher will present some regular verb forms and explain about regular verb forms. He will write some sentences on the board using these different verb forms. Students will copy these sentences.

Evaluation: Teacher will ask the students to tell some regular forms of verbs.

Sample Lesson Plan No-4 (A) Experimental Group

Class-8

Date: 20/01/2064

Teaching Item: Strip story in the simple past tense.

Objective: To enable students to put/write the story in proper order.

Teaching Materials: Usual classroom, materials, flash cards, pictures, pieces of strip story.

Technique: Task-based technique

Activities: Students will do the following activities.

Task 1: Teacher will ask students to form different groups of 4 or 5 students and present the topic and say something about the topic.

Distribute the pieces of strip story to the different groups of students. He will ask to read/write the sentences provided to them.

Task 2: Teacher will take the pieces of strip story return and ask the students to put them in proper order.

Task 3: Students will try to put the story in proper order and write in their note copy. Any group leader will express the ordered story.

Evaluation: Teacher will ask any volunteers to say if they have any type of story.

Homework: To discuss about presented story with their parents.

Sample Lesson Plan No-4 (B) Control Group

Class-8

Date: 20/01/2064

Teaching Item: About different irregular verb forms in the simple past tense.

Technique: Form focused technique

Objective: To enable students to write different irregular verb forms and make sentences using them.

Activities: Teacher will explain the different irregular verb forms on the board and explain them orally. He will write some sentences on the board and ask students to write on their copy.

Evaluation: The teacher will ask any volunteer to say five irregular verb forms.

Sample Lesson Plan No-5 (A) Experimental Group

Class-8

Date: 21/01/2064

Teaching Item: Photo description

Objective: To enable students to describe their photos in the simple past tense.

Teaching Materials: Usual classroom, materials, photos etc.

Technique: Task-based technique

Activities: The teacher will do the following activities.

Task 1: He will Present the topic on the board and show his own photo to the students and describe his photo.

Task 2: He will ask students to show their photos to each other and ask any one volunteer to describe his/her photo in the simple past tense. He will ask them to say date, place and by whom it was taken etc.

Task 3: He will ask all these things to write on the copy which were described by different students.

Evaluation: The teacher will ask any student to describe his/her photo in front of the class.

Sample Lesson Plan No-5 (B) Control Group

Class-8

Date: 21/01/2064

Teaching Item: making of Sentences.

Objective: To enable students to make the sentences by using the different verb forms regular and irregular in the simple past tense.

Teaching materials : Usual classroom materials.

Technique: Form focused technique

Activities: The teacher will explain the different verb forms orally and he will write them on the board. He will make some sentences by using them on the board. He will also explain subjects, object and other terms in the sentences. Student will listen him silently and memorize the rules explained by the teacher. They will try to make sentences by using some words. They will ask to each other.

Evaluation: The teacher will ask any students to make sentence with the help of some words given on the board.

Sample Lesson Plan No-6 (A) Experimental Group

Class-8

Date: 23/01/2064

Teaching Item: Interpretation of marriage ceremony.

Objective: To enable students to interpret their relatives marriage ceremony.

Teaching Materials: Usual classroom, materials, and some pictures, flash cards etc.

Technique: Task-based technique

Activities: The teacher will do the following activities.

Task 1: The teacher will present the teaching item on the board and interpret his marriage ceremony orally.

Task 2: The teacher will form four groups and ask to discuss their relative's marriage ceremony if they have heard/seen.

Task 3: The Teacher will ask the student to write some sentences about their relatives' marriage ceremony if they have heard/seen. He will ask any student from different groups to describe it in front of the class.

Evaluation: The teacher will ask any student to interpret his/her uncle's marriage ceremony.

Sample Lesson Plan No-6 (B) Control Group

Class-8

Date: 23/01/2064

Teaching Item: Changing into negative.

Objective: To enable students to change the given sentences in the simple past tense into negative form.

Teaching materials : Usual classroom materials, flash cards and sentence cards.

Technique: Form focused technique

Activities: The teacher will explain the meaning of negative and different form of negative e.g. not, nothing, no ---.

Then he will write some sentence on the board and point the negative form.

He will explain the form of negative in simple past tense.

He will write some rules on the board and students will copy.

Evaluation: Teacher will write some sentences on the board and ask any volunteer to change them into negative.

Homework: He will give 10 sentences in the simple past tense and ask the students to change them into negative.

Sample Lesson Plan No-7 (A) Experimental Group

Class-8

Date: 24/01/2064

Teaching Item: Finding the difference.

Objective: To enable students to find the difference between their past habits.

Teaching Materials: Usual classroom, materials, flash cards and sentence cards.

Technique: Task-based technique

Activities: The teacher will do the following activities.

Task 1: The teacher will present the topic on the board and give some hints.

Task 2: Students will write what they used to like and what they did not use to like. Pictures will be shown on the board and students will say as many differences as they can.

Task 3: Game (finding differences) students will have to find fixed differences between two pictures.

Sample Lesson Plan No-7 (B) Control Group

Class-8

Date: 14/01/2064

Teaching Item: Agreement

Objective: To enable students to use correct form of verb with different persons.

Technique: Form focused technique

Activities: The teacher will explain the person and form of verb with different persons.

Teacher will write some rules on the board and students will write on the copy.

Teacher will show the chart and students will copy some rules from the chart.

Students will do the drill.

e.g. He was my uncle
Ram was my uncle
Hari was my uncle
Shayam was my uncle
They were my friends
You were my friend

Sample Lesson Plan No-8 (A) Experimental Group

Class-8

Date: 25/01/2064

Teaching Item: Interpreting past journey

Objective: To enable students to interpret their Journey in the simple past tense.

Teaching Materials: Usual classroom materials, flash cards, pictures etc.

Technique: Task-based technique

Activities: The teacher will do the following activities.

Task 1: The teacher will present the teaching item on the board. He will interpret his own journey.

Task 2: He will ask student to discuss their journey in the simple past tense. He will divide whole class into different groups and ask to write some sentences about their journey in the simple past tense.

Task 3: He will call the group leader or any other to interpret the discussed task in the classroom.

Sample Lesson Plan No-8 (B) Control Group

Class-8

Date: 25/01/2064

Teaching Item: Passive voice in the simple past tense.

Objective: To enable students to change the given sentences in the simple past tense into passive form.

Teaching materials : Usual classroom materials.

Technique: Form-focused technique

Activities: The teacher will explain the meaning of passive. He will write some forms on the board and write some sentences on the board. He will point out the forms of passive in the sentences.

Students listen to the teacher and copy the rules on their note book. Students memorize these rules and try to change the given sentences into passive form.

Evaluation: The teacher will ask any volunteer to change the sentences on the board into passive form.

Sample Lesson Plan No-9 (A) Experimental Group

Class-8

Date: 26/01/2064

Teaching Item: Previous time table

Objective: To enable students to form question and use in communication.

Technique: Task-based technique

Activities:

Task 1: Teacher will ask questions about their previous time table and students will answer. Then students will talk themselves (in pair) about school time table and their own timetable in class seven.

Task 2: Game: Closing the timetable, students will be asked questions about their teacher, class time and subject. Students will have to answer in Yes/No question form.

Example:

Teacher: In which period did you read Nepali?

Students: Did they read in fourth period? Will be asked to each other.

Task 3: The teacher will ask students many Yes/No questions and students will have to response, like:

Teacher : Did you read English in the first period?

Students : No we didn't read.

Teacher : When was it taught?

Students: It was taught in the second period.

Teacher : Did Kapil teach maths?

Students: No, he didn't teach.

Sample Lesson Plan No-9 (B) Control Group

Class-8

Date: 26/01/2064

Teaching Item: Yes/No question

Objective: To enable students to say the correct form of verb in Yes/No questions in the simple past tense.

Technique: Form focused technique

Activities: Teacher will explain the meaning of Yes/No questions and write some rules on the board. Students will write on the copy and memorize them. Teacher will write some Yes/No questions on the board and point out the form of verb and place of auxiliary in the Yes/No question forms. Then he will explain the form of

Yes/No question. He will write again some rules on the board and ask students to copy them.

Sample Lesson Plan No-10 (A) Experimental Group

Class-8

Date: 27/01/2064

Teaching Item: Description of plane crash that took place in Taplejung District.

Objective: To enable students to interpret the plane crash in the simple past tense.

Teaching materials: Usual classroom materials, flash cards, sentence cards, pictures etc.

Technique: Task-based technique

Activities:

Task 1: Teacher will present the teaching item on the board.

Task 2: Teacher will divide the class into four groups and ask them to remember and discuss about the event that took place in Taplegung District. Students will discuss and ask to each other about the accident.

Task 3: Teacher will ask them to write some sentences in the simple past tense and express them coming a head.

Sample Lesson Plan No-10 (B) Control Group

Class-8

Date: 27/01/2064

Teaching Item: Changing into Wh-question.

Objective: To enable students to change sentences of simple past tense into Wh-question.

Technique: Form focused technique

Activities: Teacher will write a sentence in simple past tense and change it into Wh-question. He will write some rules on the board and explain them.

He will point the subject operator inversion and Wh-fronting rule and students will copy the rules written on the board.

Then teacher will give other examples.

He will explain the did (operator) addition and about form of verb.

He will write some sentences on the board and ask students to change into Wh-questions.

Sample Lesson Plan No-11 (A) Experimental Group

Class-8

Date: 28/01/2064

Teaching Item: Interpretation of last year Dashain.

Objective: To enable students to interpret the last year Dashain in the simple past tense.

Teaching materials: Usual classroom materials, pictures etc.

Technique: Task-based technique

Activities:

Task 1: Teacher will present the teaching item on the board.

Task 2: He will ask student to discuss about their Dashain festival celebrated in the last year. Students will discuss the festival in all forms of the simple past tense. They use different forms of tense in communication. They ask questions to each other.

Task 3: He will ask students to write all the discussed things on the copy. He will ask any student to interpret his/her festival in front of the class.

Sample Lesson Plan No-11 (B) Control Group**Class-8****Date:** 28/01/2064**Teaching Item:** Fill in the blanks.**Objective:** To enable students to fill the correct form of verbs in the simple past tense.**Technique:** Form focused technique**Activities:** Teacher will present the item to be taught and he will write some sentences with blank space. He will fill himself the correct form of the verb. He will explain them some rules and ask them to write on the copy. He will write some blanked sentences on the board. He will himself fill all the blanked sentences. Students will absorb the activity of the teacher. They will try to remember the required forms of the verb.**Evaluation:** The teacher will ask any student to fill the correct form in the blanks after writing some sentences on the board.

Sample Lesson Plan No-12 (A) Experimental Group

Class-8

Date: 30/01/2064

Teaching Item: Academic Calendar.

Objective: To enable students to interpret the academic calendar prepared for last year.

Technique: Task-based technique

Activities:

Task 1: Teacher will show the last year academic calendar and students will find when were the given activities happened in the programme.

Task 2: Student will be asked what programme was there in the given time.

Task 3: Students will describe the frequency of extra curricular activities that happened in the last year.

Task 4: Students will answer such questions:

When was first terminal exam held?

When was Dashain celebrated?

Sample Lesson Plan No-12 (B) Control Group

Class-8

Date: 30/01/2064

Teaching Item: Changing the voice

Objective: To enable students to change the voice into another voice.

Technique: Form-focused technique

Activities: Teacher will ask students to say some verb form and write on the board and then he will ask them to change into past participle form. Then he will write some irregular verbs on the board and students will write.

Teacher will ask students to change some sentences into passive.

Students will change the sentences applying the rule.

Obj+be+V₃

He will explain the rule of pronoun e.g. I becomes me and he becomes him after by. He will show chart and students will copy the required rules from the chart.

Sample Lesson Plan No-13 (A) Experimental Group

Class-8

Date: 31/01/2064

Teaching Item: Interpretation of scheduled programme

Objective: To enable students to say/write some sentences in the simple past tense from the scheduled programme in the given table.

Technique: Task-based technique

Activities:

Task 1: Teacher will present the teaching item and he will warm up the students.

Task 2: He will show the chart of scheduled programme of Minister. He will ask students to discuss each other about the programme.

Task 3: He will ask all the students to write the programme in a paragraph.

Sample Lesson Plan No-13 (B) Control Group**Class-8****Date:** 31/01/2064**Teaching Item:** Negative passive.**Objective:** To enable students to form negative passive from the given table.**Technique:** Form focused technique**Activities:** Teacher will ask students to say a sentence and write on the board. Then he will ask them to change into negative.

Then, he will change into passive and point the steps of process of changing with not.

He will explain the rule and write on the board. Students will copy on their notebook.

He will write some negative sentences on the board and ask students to change into passive.

Sample Lesson Plan No-14 (A) Experimental Group

Class-8

Date: 01/02/2064

Teaching Item: Interpretation of bank robbery.

Objective: To enable students to interpret bank robbery in the simple past tense.

Technique: Task-based technique

Activities:

Task 1: Teacher will present the topic on the board. He will express a real event that took place in his neighborhood some days ago.

Task 2: He will ask students to discuss any event if they have heard/seen anywhere. He will ask to imagine the bank robbery in their neighborhood. Then students will be engaged to discuss about the issue. They will discuss orally and ask some questions to each other.

Task 3: Then the teacher will ask them to write some sentences as much as they can write in the simple past tense.

Task 4: he will ask any volunteer to express any event if he/she has heard/seen anywhere.

Sample Lesson Plan No-14 (B) Control Group

Class-8

Date: 01/02/2064

Teaching Item: Past passive question.

Objective: To enable students to change the simple past question into passive.

Technique: Form focused technique

Activities: Teacher will ask students to say some affirmative sentences of the simple past tense and write on the board.

Then he will ask them to change into Yes/No questions passive. He will point the changed part and write on the board.

Then he will explain the rule of changing. He will write some examples and students change them into passive.

Sample Lesson Plan No-15 (A) Experimental Group

Class-8

Date: 02/02/2064

Teaching Item: Quiz

Objective: To enable students to answer the questions in the simple past tense asked in quiz contest.

Technique: Task-based technique

Activities:

Task 1: Teacher will say the required things to be followed by the students.

Task 2: He will ask questions and students will say the answer but all these questions will be answered in the simple past tense.

He will show the table, picture timetable etc. students will find the answer from the table.

Task 3: A group will ask question and other groups will answer. The students will have to make questions from the table e.g. Group A

will pick up question number, (suppose number 10) then he will make a question then next group will have to answer the question.

Task 4: Students will write the questions and answer in the copy.

Sample Lesson Plan No-15 (B) Control Group

Class-8

Date: 02/02/2064

Teaching Item: Wh-Question

Objective: To enable students to identify the correct form of verb in Wh-questions in the simple past tense.

Activities: Teacher will explain the meaning of Wh-questions. He will write notes on the board and students will write on the copy. Then teacher will ask students to say some sentences in the simple past tense and write on the board.

The teacher will ask students to change into negative and Yes/No question.

After making the Yes/No question, teacher will change it into Wh-question and point out the form of Wh-question. Then he will explain the form of different types of Wh-questions e.g. who, what, when, how.....

Sample Lesson Plan No-16 (A) Experimental Group

Class-8

Date: 03/02/2064

Teaching Item: Anniversary day

Objective: To enable students to express the different activities of anniversary day in the simple past tense.

Technique: Task-based

Activities:

Task 1: The teacher will present the teaching item and show some photos of previous anniversary day.

Task 2: He will ask all the students to make the group division and discuss what happened in the last year anniversary day. Students will ask questions to each other and they will remember the things happened in the anniversary day.

Task 3: He will ask students to write the activities happened in the anniversary day and ask a group leader to express that in the class.

Sample Lesson Plan No-16 (B) Control Group

Class-8

Date: 03/02/2064

Teaching Item: Changing into affirmative

Objective: To enable students to change the given sentences into affirmative.

Technique: Form-focused

Activities: The teacher will write some negative sentences in the simple past tense on the board. He will explain the rule to make affirmative from negative. Students will listen him and he will ask students to write these rules on the copy and he will ask to say some sentences and write on the board and ask other students to change them into affirmative.

Sample Lesson Plan No-17 (A) Experimental Group

Class-8

Date: 04/02/2064

Teaching Item: Using 'like'

Objective: To enable students to use like in communication.

Technique: Task-based

Activities:

Task 1: Teacher will present the topic on the board or orally. He will show a chart paper.

Task 2: He will ask students to interpret the sentences using 'like' students will be engaged in the task and they will try to make the correct sentences using like.

Task 3: Teacher will ask to write as many sentences as they can from the chart. He will ask any students to express his writing.

Sample Lesson Plan No-17 (B) Control Group

Class-8

Date: 04/02/2064

Teaching Item: If clauses

Technique: Form-focused

Activities: Teacher will write a sentence on the board and explain two clauses. He will define the clauses and write notes on the board. Then he will explain the form of verb in both clauses. He will write other examples and point the form of verb in sub ordinate clauses. Students will write notes from the board and remember the required things.

Sample Lesson Plan No-18 (A) Experimental Group

Class-8

Date: 06/02/2064

Teaching Item: Interpreting the last year summer vacation.

Objective: To enable students to interpret the last year summer vacation in the simple past tense and use it in communication.

Technique: Task-based

Activities:

Task 1: Teacher will present the topic on the board and he will ask questions to individual student about their summer vacation in the last year.

e.g. when did you go during your vacation?

Students will answer about their vacation.

Task 2: He will tell all the students to ask question to each other or in pair about their vacation.

Task 3: He will ask students to write the things discussed in the class.

Sample Lesson Plan No-18 (B) Control Group

Class-8

Date: 06/02/2064

Teaching Item: Use of the simple past tense

Technique: Form-focused

Activities: Teacher will write the rules on the board and explain with examples. He will write some sentences on the board and explain the meaning. He will ask students to make some sentences about the programme. He will ask students to use some verbs in the simple past tense to express the programme.
e.g. went, met, played, started.

Sample Lesson Plan No-19 (A) Experimental Group

Class-8

Date: 07/02/2064

Teaching Item: Use of suitable phrases

Objective: To enable students to use the suitable phrases in the required place.

Technique: Task-based

Activities:

Task 1: The teacher will present the topic on the board and he will say something about the task. He will show a chart paper. He will show the list of phrases.

Task 2: He will ask all the students to fill the suitable phrases from the given table.

Task 3: He will ask students to express his task in the class and ask others to comment.

Sample Lesson Plan No-19 (B) Control Group**Class-8****Date:** 07/02/2064**Teaching Item:** changing into Yes/No question.**Objective:** To enable students to change sentences of the simple past tense into Yes/No question.**Technique:** Form-focused**Activities:** Teacher will write an affirmative sentence and change into Yes/No question. He will write some rules on the board and students will copy.

He will explain about did (operator) addition and subject operator inversion rule.

He will write this rule on the board and show with examples and students will write on the copy.

He will explain about form of verb with ‘did’ and give some examples.

He will write some sentences on the board and ask students to change them into Yes/No question.

Sample Lesson Plan No-20 (A) Experimental Group

Class-8

Date: 07/02/2064

Teaching Item: Using ‘if clause’

Objective: To enable students to say/write some sentences in the simple past tense by using ‘if clause’

Technique: Task-based

Activities: The teacher will do the following activities.

Task 1: He will present the topic on the board and make the class silent. He will ask students to discuss each other.

Task 2: He will ask students to write 10 sentences in the simple past tense using ‘if clause’. Students will try to write these sentences. Teacher will facilitate some examples.

e.g. If I were a bird I would fly in the sky.

.....

Task 3: Teacher will ask any volunteer to present his/her sentences in front of the class.

Sample Lesson Plan No-20(B) Control Group

Class-8

Date: 07/02/2064

Teaching Item: Use of the simple past passive

Objective: To enable students to use the simple past passive in practice.

Technique: Form-focused

Activities: Teacher will ask students to say some sentences in the simple past form and ask to change into passive. Then he will explain the meaning and use of passive. He will write the uses of the simple past tense on the board.

e.g. It was celebrated very well.

They were invited to the party.

Students will copy these sentences on their note book. He will ask students to say some example of the simple past passive.

He will ask students to use some verbs in the simple past passive form.

e.g. eaten, broken, stolen etc.