

EFFECTIVENESS OF COMMUNICATIVE METHOD IN TEACHING READING COMPREHENSION

**A Thesis Submitted to the Department of English Language
Education, University Campus, Kirtipur
In Partial Fulfilment of Master's Degree in Education**

By

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**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

2008

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ABSTRACT

This study aims at finding out the relative effectiveness of communicative method in teaching reading comprehension in English. It has been done practically and comparatively.

Forty students of Grade IX studying at Shree Narayani Vidhya Mandir Higher Secondary School, Shivanager -1, Chitwan are the sample population of this work. A pre-test was taken to determine their proficiency in reading at the entry point. They were ranked from the 1st to 40th position on the basis of the result of the pre-test. They were divided into two groups on the basis of the results of the pre-test.

Then one group was taught through communicative method and the other was taught applying conventional method. Each group attended 15 lessons/classes. Then a post-test was taken to determine the relative effectiveness of communicative method for teaching reading comprehension in English. On the whole, it was found that communicative method is relatively more effective than the conventional method in teaching reading comprehension.

This thesis is divided into four chapters. Each chapter in turn is divided into necessary sub-sections.

The first chapter includes a brief introductory survey of the related area of the study.

The second chapter deals with the methodology adopted during the study. Under this chapter, there are sources of data, sampling procedures, population of the study and tools of data collection.

The third chapter deals with analysis and interpretation of data. They have been mainly analyzed and interpreted on the basis of difference between the average score in the pre-test and post-test.

The last or fourth chapter comprises findings and recommendations of the study.

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ABBREVIATIONS AND SYMBOLS

| | |
|-----------------|---------------------------------|
| % | Percentage |
| 1 st | First |
| AV/av | Average |
| C.A | Communicative approach |
| CLT | Communicative Language Teaching |
| D | Difference |
| D% | Difference in Percentage |
| EFL | English as a Foreign Language |
| eg | Exempli gratia (for example) |
| etc | etceteras |
| F.M | Full marks |
| G.T. | Grammar Translation |
| M.Obt. | Marks Obtained |
| NEC | New Education Commission |
| NFSP | New Education System Plan |
| No. | Number |
| P.M | Pass marks |
| Post-T | Post-test |
| Pre-t | Pre-test |

CHAPTER – I

INTRODUCTION

1.1 General Background

Language is species specific and species uniform possession of man. Man alone uses language for communication. It is God's special gift to mankind. Without language human civilization, as we now know it, would be impossible. Language is a means of communication and storehouse of knowledge. Language helps to transfer knowledge from one person to another and from one generation to another. It is the use of language that makes life bitter or sweet. Lyons (1970, in Syal and Jindal 2005: 5) says that "Languages are the principal system of communication used by particular group of human beings within the particular society (Linguistic community) of which they are members." Sapir (1921, in Lyons 1981: 2) defines "language as a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." Likewise Derbyshire (1967, in Syal and Jindal 2005: 4) states "Language is undoubtedly a kind of means of communication among human beings. It consists primary of vocal sounds. It is articulatory, systematic, symbolic and arbitrary."

There are innumerable languages spoken in the world. Of all the languages in the world today, English deserves to be regarded as a world language. It is the world's most widely spoken language. It is the common

means of communication between the people of different nations. English today is not only the window of the world, but the door to success, social power and prestige. Whether we like it or not, English has evolved as the language of opportunity in the fast changing situation of our country. English in Nepal is taught as a foreign language and is in fact being utilized as a second language. Ever since the opening of Durbar School in Kathmandu, the English system of education has confirmed the dominant role of the English language as a medium of instruction as well as subject of study. so, it has significant role in the field of language teaching and learning throughout the world.

1.2 Language Teaching

Language teaching involves the teaching of all the skills and aspects of language. Though language teaching involves the teaching of both the first language and the second or foreign language, here we are concerned with foreign/second language teaching.

Language teaching has been influenced by different philosophical, psychological and linguistic schools of thoughts developed in different countries and in different times. Different methods like G.T. method, direct method, audio-lingual method, communicative method etc. are used in language teaching in harmony with different schools of thoughts and approaches of language teaching.

1.3 Language Skills

We can make use of language in its various modes and manners. These modes or manners are called language skills. To be able to use any language well, one needs to develop all the four skills of language.

The four basic skills of language are:

- i. Listening
- ii. Speaking
- iii. Reading

iv. Writing

The above mentioned skills are in natural order in the development of language skills. Those four skills can be classified into two types. They are:

- i. Receptive skills
- ii. Productive skills

Receptive skills are involved in receiving a message whereas productive skills are involved in the production of language for conveying a message.

Among the four skills listening and reading are receptive and speaking and writing are productive. These skills are related to one another. In language acquisition receptive skills precede the productive ones. It is impossible to develop productive skills without developing receptive skills. These language skills are integrated not only while teaching and learning but also in real life situation while using these skills for various purposes. Reading skill plays a vital role in the field of academic life.

1.4 Teaching Reading

Teaching reading is an important aspect of language teaching. Reading opens the gates of knowledge. Reading generally means understanding or making sense of a given text. It is the total understanding of a message in a text. This means the meaning is not merely lying in the text waiting to be passively observed. On the contrary, the reader will have to be actively involved and will have to work to get the meaning out.

Reading involves variety of skills. Munby (1978: 126-131) has identified the following sub-skills of reading.

- Recognizing the script of language
- Deducing the meaning and use of unfamiliar lexical items

- Understanding information explicitly stated
- Understanding information when not explicitly stated (connotative, associative meaning etc.)
- Understanding conceptual meaning (Generalizing the ideas related to reading materials.)
- Understanding the communicative value of sentences and utterances
- Understanding relations within the sentences
- Understanding relations between the parts of a text through lexical cohesion devices
- Understanding relations between parts of text grammatical cohesion devices
- Interpreting text by going outside it
- Recognizing the main point or important information in a place of discourse
- Distinguishing the main idea from the supporting details
- Extracting salient points to summarize (the text, an idea etc)
- Selective extraction of relevant points from a text
- Basic reference skills – understanding and use of graphic presentation, cross-referencing, table of contents and index.
- Skimming- To read the text quickly in order to get the gist.
- Scanning: To read the text quickly in order to locate the specific information.
- Transcoding information to diagrammatic display.

Generally we can say that people read for studies, examinations, knowledge, information, pleasure, pass time, special purposes and various other reasons. As we pass through the roads and streets we see signs, notices, billboards writings on walls and buildings. In passing we read these too and gather meanings from these. In all types of reading it is

comprehension, which is essential. Comprehension is the ability of readers to construct meaning from a piece of written text. Comprehension instruction should be an integral part of beginning reading instruction, (Asmad, 2006: 67).

Regarding the stages of reading Ahmad (2006: 69) has assigned the following stages.

- First, the symbols and letters have to be perceived and then decoded.
- Second, we have to understand the words to understand the text.
- Third, from this understanding we gather meaning from the text.

Being able to decode letters and symbols does not signify reading, neither does pronouncing the words aloud. The more incomprehensible the text is the longer it takes to read it. Reading a second/foreign language is a difficult task. Teachers have to be aware of these factors as they proceed in their instructions.

Doff (1998) and Nuttall (1996) have suggested following three stages as a procedure for teaching reading comprehension (Cited in Sharma and Phyak, 2006: 242).

Pre-reading Stage

Pre-reading stage takes place before the students go through the actual reading materials. The aim of this stage is to make the students easier to understand the text. The purpose of the activities in pre-reading stage is to arouse interest in the students, motive them and prepare them for the text they are going to read. The following activities usually take place at the pre-reading stage.

- Guessing the topic and context through headlines, illustration, pictures etc.
- Presenting some new words which will appear in the text.

- Giving brief introduction to the text.
- Brain storming about the context, plot or character of the text.
- Giving one or more sign-post questions (Doff 1998: guiding questions).
- Telling the purpose of the text.
- Giving illustrations from different texts.

While-reading Stage:

Actual reading takes place at this stage. Students read the text to find the answers of the questions or to get the gist of it, etc. While reading activities may include one or more of the following activities:

- Scanning the passage to locate some specific information.
- Skimming for general idea. (Gist of the text)
- Answering the questions asked to them.
- Completing the incomplete sentences.
- Labeling the pictures.
- Matching halves.
- Choosing the appropriate answer among the alternatives.
- Asking questions to each other.

As the students read and do the task, the teacher can move around the class and help those students who need help.

Post-reading Stage:

This is the evaluation stage. Here, the teacher asks some comprehension questions to check the students understanding. The teacher may ask the students to do some other language activities related to the topic. For example, if the reading text is a story, the teacher may ask the students to write a letter to their parents in which they will tell the story they have read or he may ask some of them to narrate the story.

Post-reading activities may include one or more of the following activities.

- Discussing the new and interesting event in the text.
- Discussing and debating about the controversial topic in the text.
- Doing the language exercises based on the text.
- Summarizing the text orally or in written form.
- Role-playing or improvising the scenes of the text.
- Students carrying out a project work based on the text.

Harmer (2001) and Bhandari (2006) present a five stage model for teaching reading comprehension.

- **Lead in:** The teacher motivates the students and familiarize them with the topic of the reading actively.
- **Directing comprehension task:** Here, the teacher explains and directs the students' purpose for reading.
- **Reading by the students :** The students perform the activities as the teacher directs eg. they may scan or skim the text as the teacher directs.
- **Feedback cited :** The teacher checks the students comprehension and suggests different activities.
- **Follow up:** Here, the teacher organize some kind of follow up task related to the text.

1.5 Backgrounds and Origin of ELT Methods

We learn languages consciously and unconsciously from different sources. The learner learns the target language consciously. Language learning and teaching is not an easy task; it is a complex process. A teacher can not teach a language to the students in a short span of life. It takes lot of time and efforts. Without applying approaches, methods and techniques, a teacher cannot teach the pupils effectively. A teacher will be successful, if s/he applies different methods in the classroom.

Moreover, a teacher should know all the methods, approaches and techniques for the upliftment of students. There are some useful methods, approaches and techniques in language learning and teaching. Mainly, they are G.T. method, direct method, audio-lingual method, communicative method, communicative approach (Communicative language teaching), situational approach, structural approach, natural approach, developmental approach, drill, role-play, simulation, pair work, group work, dramatization etc.

No method can suit in all circumstances. It is true to say that there is no perfect method in teaching language. Due to the change in the world, some of the methods are out dated, old fashioned today. They were only popular in those days, so these methods are limited in history, but some of the methods are more applicable now.

Grammar translation method, which makes use of translation and grammar study as the main teaching and learning activities, is a traditional method of teaching a second or a foreign language. This method was used to teach Greek and Latin in past. In the 19th century when European languages such as English, German, French were started to be taught, G.T. method was used and it is still being used in its modified form.

Johann Seidenstucker, Karl Plotz, H.S. Ollendorf, Johann Meidinger etc. were the leading exponents of G.T. method. G.T. method came into Nepal along with the English education system in the late 19th century and remained quite popular until the implementation of New Education System Plan (NESP) in 1971 A.D. /2028 B.S.

In the late 19th century the applied linguistics in Europe realized that the G.T. method did not teach language but only about the language. In the words of Rouse (In Richards and Rodgers 2001: 5). G.T. method makes "to know everything about something rather than the thing itself".

So a reform movement came in the field of methodology with the assumptions that a second language should be taught with the direct association with it. This method came to be known as direct method and this method was widely accepted during the early part of the 20th century as an improvement over G.T. method. According to Frank (1884), a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration and pictures.

Though this method enjoyed its popularity over a decade later on it was criticized on its methodological principles by British applied linguist Henry Sweet and others. This method overemphasized the similarities between naturalistic 1st language learning and classroom foreign language learning and failed to consider the practical realities of the classroom. Moreover, this method was too much challenging for the teachers. It required teachers who were native speakers or who had native like fluency in the foreign language. It was largely dependent on the teachers' skill, rather than on a textbook and not all the teachers were proficient enough in the foreign language to adhere the principles of this method. Strict avoidance of mother tongue was also the drawback of the principle in direct method.

After the 2nd world war Americans wanted its people to learn many languages in a short time for which the direct method could not cater the needs. At the same time 'behaviourism' in psychology and 'structuralism' in linguistics had a good influence in the USA and in Europe. They

believed that (i) language is speech not writing, (ii) language is a set of habits, (iii) teach the language not about the language, (iv) the language is what its native speakers say not what someone thinks they ought to say (Rivers, 1978: 37). With these slogans emphasizing the oral-aural skills a method came into existence in 1950s out of structural approach, which was popularly known as audio-lingual method. This method focused on oral presentation of structures in meaningful situation. This method was used to teach new languages to the army, so it is sometimes known as 'the army method'. Audio-lingual method is the first method, which was based on the principles and theories and gave full treatment of all aspects.

The reform movement in methodology continued and new views on language and linguistics appeared. Noam Chomsky rejected the structuralist approach in language description as well as behaviouristic theory of language learning. "Language is not a habit structure. Ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and patterns accordance with rules of great abstractness and intricacy (Chomsky 1966: 153 in Richards and Rodgers 2001). In the late 20th century, language was considered as a vehicle for communication, and the aim of language teaching was to develop communicative competence and to develop communicative competence/ability communicative method came into existence.

1.6 Communicative Competence

The term communicative competence was coined by an American sociolinguist Hymes (1972, in Khaniya, 2005: 25), who defined "communicative competence" as "the intuitive mastery that the native speaker possesses to use and interpret language appropriately in the process of interaction and in relation to social context."

Hymes “communicative competence” is different from Chomsky’s “Linguistic Competence” which is confined to internalized rules of syntax. Chomsky’s notion of linguistic competence does not include social rules of language use, which is very crucial in Hymes’ notion of communicative competence. It should be noted that both the notions give adequate importance to linguistic competence but Hymes’ gives sufficient focus on the social and cultural meanings that are associated with utterances. The argument is that without being able to appreciate the social and cultural meanings of an utterance, effective communication can not take place no matter how competent someone is in terms of linguistic competence.

“Communicative Competence” was developed by Canale and Swain (1980) and revised by Canale (1983), which distinguishes communicative competence from communicative performance, which is the realization of these competencies and their interaction in the actual production and comprehension of utterances. This model was highly accepted. The Canale and Swain (1980 and 1983) model includes following four competencies:

- a. Grammatical Competence: It is concerned with the knowledge of formal system of language which involves the knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics and phonology.
- b. Sociolinguistic Competence: It is concerned with the knowledge of appropriateness of utterances within the sociolinguistic context.
- c. Discourse Competence: It is concerned with the knowledge of processing language beyond sentence level in different modes. It is generally related with cohesion and coherence.

- d. Strategic Competence: It is concerned with verbal-nonverbal strategies for effective communication.

Staphit's (2000) model of "Communicative Competence" broadly involves following three components:

- a. The Extended Linguistic Competence: It involves both linguistic competence and discourse competence.
- b. The extra-linguistic Competence: It captures the non-verbal behaviour system that is used as an integral part of communication, i.e., haptics, aculesics, proxemics, kinesics, olfactics, chronemics etc.
- c. Pragmatic Competence/Language Sensitivity: It involves the ability to use language appropriately in a given situation. It is the language user's ability to assess the context of communication as a whole which includes sensitivity and knowledge of the environment.

1.7 Communicative Method

Communicative method which is based on communicative approach or Communicative Language Teaching (CLT) came in the late 1960s particularly by British applied linguists (eg John Firth, M.A.K. Hallidary etc.) away from situational language teaching (Richards and Rodgers 2001).

Communicative method is one of the famous methods in the field of language teaching. It lays emphasis on developing communicative competence, which demands not only correctness in the use of language but also appropriateness in the use of it. What is appropriate in a particular context is emphasized not only linguistically acceptable in terms of underlying structure. Littlewood (1981: 1) states, "One of the most characteristic features of communicative language teaching is that it

pays systematic attention to functional as well as structural aspects of language."

This method is fundamentally different from other earlier methods in that it emphasizes on communication. The main idea under this method is that only the knowledge of structure, vocabulary and function is not sufficient in language learning but the students must be able to apply this knowledge in conveying the meaning or communicative message according to the demand of the situation.

Communicative method of language teaching aims to develop communicative competence/ability to the learners. It views language as a vehicle for communication and all language skills are treated equally from the very beginning of language learning. This method views errors as a sign of learning and errors in the forms are tolerated as they are natural outcome of the development of communicative skills. For this forms, meanings and functions are equally important. In CLT the teacher plays the role of facilitator, participant, researcher, need analyst, counsellor (Richard and Rodgers 2001). According to Larsen – Freeman (2000: 132-133) only the authentic materials are used though it may not be possible in all situations. But according to Richards and Rodgers (2001: 168-170) three kinds of materials e.g., text based materials, task based materials and Relia are used in CLT. Communicative method uses functional or communicative syllabus and adopts integrative test. The teacher evaluates not only the accuracy but also the fluency. Both formal and informal systems are used to evaluate the students and students' mother tongue has no role in the communicative language teaching though it is not totally rejected in CLT.

The most obvious characteristics of the communicative method is that almost everything is done with a communicative intent. Students use the language a great deal through communicative activities such as

games, role-plays, peer and group work, problems solving tasks. This method enormously enhances motivation. Instead of learning to manipulate language items in a vacuum, the students will be able to recognize the practical value of the language.

Larsen-Freeman (2000: 132-135) has observed the following classroom techniques used in communicative language teaching.

Authentic Materials

Authentic materials are real texts designed not for language students, but for the speakers of the language. Such materials, if used for language teaching, are extracted from naturally occurring communication in the native-contexts following the standard native norms. Such texts may be real newspaper articles and reports, advertisements, cooking recipes, horoscopes, editorials, live radio and television broadcast etc. These materials expose to the learners the real language in real life and meaningful communication (Awasthi, 2006: 2).

Scrambled sentences

The students are given a passage (text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order. This type of exercise teaches students about the cohesion and coherence properties of language.

Language games

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practices.

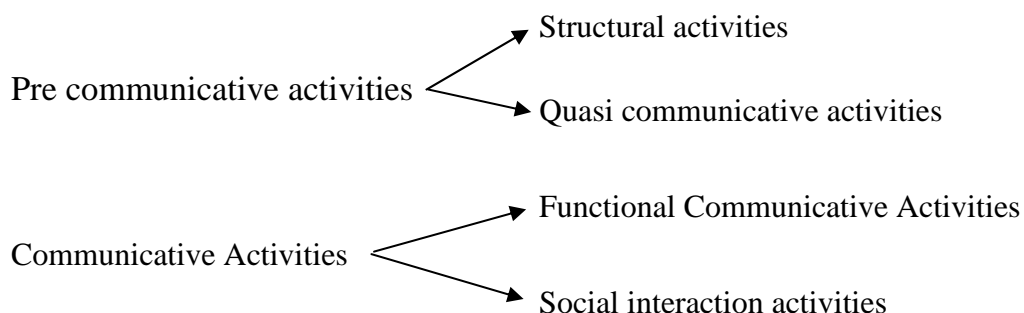
Picture Strip Story

Many activities can be done with picture strip stories. Problem solving tasks work well in CLT because they usually include the three features of communication: information gap, choice and feedback. They give students practice in negotiating meaning.

Role Play

Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles.

Littlewood (1981:86) gives the following diagram for communicative language teaching.



According to him pre-communicative activities are pre-requisite for communicative activities.

We can simply equate Littlewood's pre-communicative activities with Chomsky's linguistic competence and communicative activities with Dell Hymes' communicative competence

In pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the learner with opportunities to practice them separately. The learners are thus being trained in the part skills of communication rather than practicing the total skill to be acquired.

In communicative activities, the learner has to activate and integrate his pre-communicative knowledge and skills, in order to use them for the communication of meanings.

1.8 Review of Related Literature

Various attempts at comparing methods in terms of their effectiveness have been made. Regarding this, Richards and Rodgers

(1986: 105) write "The most difficult kind of data to provide is that which offers evidence that one method is more effective than another in attaining program objectives." Moreover, they (1987: 165) write, "Since the 1950s a number of ambitious attempts have been made at testing the comparative effectiveness of specific methods. Most often, researches have been unable to demonstrate the effectiveness of specific methods. For example, a major large scale investigation of audio-lingual method (Smith: 1970), like other studies before it, failed to demonstrate that the audio-lingual method had any significant impact on improvement of language learning" (In Ghimire, 2001). Some of the research works reviewed by the researcher are as follows:

Ghimire, D. (2001) carried out a research entitled "A comparative Study on Effectiveness of Grammar Translation Method and Communicative Approach." He has conducted his research in a lower secondary school of Lamjung district at grade seven and his finding showed that communicative approach was found comparatively better than G.T. Method.

Sharma, Y. (2002) carried out a research entitled "Effectiveness of the role play technique in teaching communicative functions: A practical study." He has concluded that the role-play technique has significant role in teaching and learning language behaviour.

Gyawali (2004) did M.Ed. thesis on the topic of "A Study on Vocabulary Teaching through Direct and Indirect Techniques": A Practical Study. He has suggested that indirect technique is suitable for intermediate and advance level and direct technique is more applicable for the secondary level but we may use both techniques in all levels.

Joshi (2006) carried out a study on the topic of "A Study on effectiveness of Signpost Technique in Teaching Reading

comprehension". He has concluded that signpost technique is relatively more effective than the conventional technique. In average signpost technique is better by 1.52 or 65.86% compared to the latter technique.

Besides them, there are also some other researchers who did their M.Ed. thesis on different titles, but till now no one has done research study on the effectiveness of the communicative method in teaching reading comprehension. So the researcher is interested to find out the effectiveness communicative method in teaching reading comprehension in selected school of Chitwan district in standard IX.

1.9 Objectives of the Study

The objectives of the study are as follows:

- a. To find out the effectiveness of communicative method in teaching reading comprehension.
- b. To point out the pedagogical implications of the study.

1.10 Significance of the Study

As no research work has been carried out yet to measure the effectiveness of communicative method in the students of grade IX studying in the government schools; this work is first on in this particular area carried out for the specific purposes.

This study is expected to be significant to all those who are interested in language teaching and learning in general, and more particularly to the teachers, students, syllabus designers, textbook writers and producers of materials. The researcher hopes that the finding will provide significant support to any effort to be made in order to improve the methodology in language teaching and learning.

CHAPTER II

METHODOLOGY

This chapter deals the methodology adopted during the study. The study was carried out as follows:

2.1 Source of Data Collection

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

2.1.1 Primary Source

Forty students studying at Shree Narayani Vidhya Mandir Higher Secondary School, Shivanagar 5, Chitwan were taken for the purpose of carrying out the research. The primary data for this study were collected by administering a pre-test and post-test. The pre-test was taken before the actual classroom teaching and the post-test was taken after teaching. The researcher himself was involved in teaching the students of grade IX.

2.1.2 Secondary Sources

The researcher consulted and studied different books thesis, articles, journals, newspapers etc, which are related to the research works. (For detail see bibliography)

2.2 Sampling Procedure

The researcher selected Shree Narayani Vidhya Mandir Higher Secondary School of Chitwan District by using Non-random Judgemental sampling procedure. The same procedure was applied to select the students of grade IX as well. Forty students of grade IX were selected by using Fishbowl/Lottery method (Systematic random sampling).

2.3 Tools for the Collection of Data

The main tool for the collection of data was a set of questionnaire. It consisted of 64 items altogether and carried 100 marks. The types of item and the number of items in each type are as follows:

Subjective-test

| S.N. | Type of items | Number of items | Weightage of items |
|------|---------------|-----------------|--------------------|
| 1 | Short answer | 8 | 2.0 |

Objective-test

| S.N. | Type of items | Number of items | Weightage of items |
|------|-------------------------------|-----------------|--------------------|
| 1 | True/false items | 15 | 1.5 |
| 2 | Matching items | 15 | 1.5 |
| 3 | Multiple choice | 10 | 1.5 |
| 4 | Fill in the blanks/completion | 10 | 1.5 |
| 5 | Ordering | 6 | 1.5 |

See Appendix-I.

2.4 Process of Data Collection

The processes of data collection were as follows:

1. At first the researcher visited the selected school and explained the purpose and processes to the authority and got permission to carry out the research work.
2. The researcher administered the pre-test before the teaching and the post-test after the teaching. A pre-test was administered to identify the level of proficiency in reading comprehension prior to the experiment. The students were divided into two groups in such a way that both the groups were equal in terms of their reading comprehension ability. The students were ranked for first (1st) to last (40th) position on the basis of the merit list prepared after the pre-test. The ranking procedure and group division was as follows:

| Pre-test | Group 'A' | Group 'B' |
|----------|-----------|-----------|
| 1-10 | Odd | Even |
| 11-20 | Even | Odd |
| 21-30 | Odd | Even |
| 31-40 | Even | Odd |

3. The researcher taught the students of group 'A' using the communicative method and using conventional method to group 'B', the controlled group. He taught 15 periods and each period lasted (for) 40 minutes.
4. At the end of classroom teaching, a post-test was taken using the same set of tests used in the pre-test and the results of the two tests were compared to determine the relative effectiveness of the communicative method for teaching reading comprehension in English.

2.5 Limitations of the Study

1. The population of the study was confined to 40 students studying in grade nine in only one government school (Shree Narayani Vidhya Mandir Higher Secondary School) of Chitwan district.
2. The researcher in this study taught only three weeks in the mentioned school.
3. The study was mainly based on the textbook of grade IX.
4. The research intended to measure only the reading proficiency of the students.
5. The study was bound only to find out the effectiveness of communicative method (over conventional method of language teaching).

CHAPTER III

ANALYSIS AND INTERPRETATION

This chapter deals the analysis and interpretation of data. The data are analyzed and compared under two different headings. They are as follows:

- i. **Holistic comparison**
- ii. **Test based comparison**

The sub-sections I and II were analyzed on the basis of the score. The individual scores of pre-test and post-test were taken and tabulated group-wise. The marks of each student in the pre-test were subtracted from the marks of post-test to find out the outcome of these methods. Then, the result is converted into percentage. The two groups have been compared on the basis of percentage and average score.

After comparing the groups in each items the effectiveness of the method is determined .The group which has higher percentage than the other is regarded as a better method than the other one.

3.1 Holistic Comparison

Tests : Subjective + Objective

Total Item: 64

| Group | Av. score in pre-test | Av. score in post-test | D | D% |
|-------|-----------------------|------------------------|------|-------|
| A | 64.425 | 71.625 | 7.2 | 11.17 |
| B | 64.275 | 68.725 | 4.45 | 6.92 |

The test included 64 items which carried 100 marks. The table given above reveals the fact that the average marks obtained by group 'A' in the pre-test is 64.425 and 71.625 in the post-test. The group has increased its average marks by 7.2 or 11.17 %.

Similarly, the average mark obtained by group 'B' in the pre-test is 64.275 and 68.725 in the post-test. The group has increased its average marks by 4.45 or 6.92 %.

This analysis helps to conclude that in general the performance displayed by group 'A' is greater than group 'B'. This showed as a whole or in general communicative method is relatively more effective than the conventional method of teaching reading comprehension on the related school in general.

3.2 Test-Based Comparison

A. Objective test

| Group | Av. score in pre-test | Av. score in post-test | D | D% |
|-------|-----------------------|------------------------|-------|--------|
| A | 55.725 | 62.85 | 7.125 | 12.78% |
| B | 55.5 | 58.95 | 3.45 | 6.21% |

This category consisted 56 items and each (item) carried 1.5 marks. Group 'A' has the average score of 55.725 in the pre-test and 62.85 in the post-test. This group has increased its average marks by 7.125 or 12.78%.

Group 'B' has the average score of 55.5 in the pre-test and 58.95 in the post-test. This group has increased its average marks by 3.45 or 6.21%. It shows that group 'A' performed better than group 'B' in objective item.

B. Subjective test

| Group | Av. score in pre-test | Av. score in post-test | D | D% |
|-------|-----------------------|------------------------|-------|--------|
| A | 8.7 | 8.775 | 0.075 | 0.86% |
| B | 8.775 | 9.775 | 1.0 | 11.39% |

This category consisted of 8 items and each item carried 2.0 marks. Group 'A' has the average score of 8.7 in the pre-test and 8.775 in the post-test. This group has increased its average marks by 0.075 or 0.86 %.

Group 'B' has the average score of 8.775 in the pre-test and 9.775 in the post-test. This group has increased its average marks by 1.0 or 11.39%.

Group 'A' has increased its average score by 0.86% in the post-test but the group 'B' has increased its average by 11.39%. It shows that group 'B' performed better in subjective test than group 'A'.

3.2.1 Individual Item-Based Comparison

Test : A

Item: True/False items

| Group | Av. score in pre-test | Av. score in post-test | D | D% |
|-------|-----------------------|------------------------|------|------|
| A | 16.2 | 17.1 | 0.9 | 5.55 |
| B | 15.525 | 15.97 | 0.44 | 2.83 |

In test 'A' students had to choose true/false on the basis of the given text. This test item consisted of 15 items and carried 22.5 marks.

Group 'B' has the average score of 15.525 in the pre-test and 15.97 in the post-test. This group has increased its average marks by 0.44 or 2.83%.

The above table shows that group 'A' has the average score of 16.2 in the pre-test and 17.1 in the post-test. Group 'A' has increased its average marks by 0.9 or 5.55%.

This shows that the group 'A' is comparatively better than group 'B' in their performance in the post-test. Therefore, we can conclude that the method used in teaching group 'A' is better for teaching true/false item than the method used in teaching group 'B'.

Test : B

Item: Matching items

| Group | Av. score in pre-test | Av. score in post-test | D | D% |
|-------|-----------------------|------------------------|-------|-------|
| A | 15.15 | 17.25 | 2.1 | 13.86 |
| B | 15.225 | 16.5 | 1.275 | 8.37 |

In test 'B' students had to match the column 'A' and column 'B' appropriately. This item also adapted from the text. Here, students could match one item to another by showing the arrow or the other signs. This test item consisted of 15 items and each item carried 1.5 marks.

The above table mentions that the group 'A' has the average score of 15.15 in the pre-test and 17.25 in the post-test. This group has increased its average marks by 2.1 or 13.86 %.

Group 'B' has average score of 15.225 in the pre-test and 16.5 in the post-test. This group has increased its average marks by 1.275 or 8.37%.

The fact shows that the group 'A' which was taught applying communicative method, did better than the other group 'B', which was taught applying conventional method. So, we conclude that communicative method is better for teaching matching items.

Test: C

Item: Multiple choice items

| Group | Av. score in pre-test | Av. score in post-test | D | D% |
|-------|-----------------------|------------------------|-------|-------|
| A | 10.825 | 11.175 | 0.35 | 3.23 |
| B | 10.725 | 10.575 | -0.15 | -1.39 |

In test 'C' student had to tick the best answer out of four alternatives given. This test item consisted of 10 items and each item carries 1.5 marks.

The above table shows that group 'B' has not performed better. This group has reduced its average marks by 0.15 or 1.39 %. On the other hand group 'A' has increased its average marks in post-test by 0.35 or 3.23%. So, group 'A' did better in multiple choice, item in comparison with the students of group 'B'.

Test: D

Item: Fill in the blanks (completion)

| Group | Av. score in pre-test | Av. score in post-test | D | D% |
|-------|-----------------------|------------------------|-------|------|
| A | 8.7 | 10.875 | 2.175 | 25 |
| B | 9.3 | 9.9 | 0.6 | 6.45 |

In test D students had to fill in the gaps according to the given texts in the test paper. This test item consisted of 10 items and each item carries 1.5 marks.

The above table shows that group 'A' has the average score of 8.7 in the pre-test and 10.875 in the post-test. This group has increased its average marks by 2.175 or 25%.

Group 'B' has the average score of 9.3 in the pre-test and 9.9 in the post-test. This group has increased its average marks by 0.6 or 6.45%.

The fact tells that group 'A' is comparatively better than group 'B' in their performance in the post-test. Therefore, we can conclude that the teaching reading comprehension through communicative method is better for fill in the blanks items than the conventional method of language teaching.

Test: E

Item: Ordering

| Group | Av. score in pre-test | Av. score in post-test | D | D% |
|-------|-----------------------|------------------------|-------|-------|
| A | 4.8 | 6.45 | 1.65 | 34.37 |
| B | 4.725 | 6.0 | 1.275 | 26.98 |

In test 'E' students had to order the scrambled sentences in appropriate order on the basis of the given text. The test consisted of 6 items and each item carries 1.5 marks.

The above given table shows that group "A" has the average score of 4.8 in the pre-test and 6.45 in the post-test. This group has increased its average marks by 1.65 or 34.37%.

Group 'B' has the average score of 4.725 in the pre-test and 6.0 in the post-test. This group has increased its average marks by 1.275 or 26.98 %.

This shows that group 'A' did better performance than the group 'B' in ordering item. Therefore, we can say that the communicative method is better to apply for teaching ordering items than any other conventional methods.

Test: F

Item: Short answer

| Group | Av. score in pre-test | Av. score in post-test | D | D% |
|-------|-----------------------|------------------------|-------|-------|
| A | 8.7 | 8.775 | 0.075 | 0.86 |
| B | 8.775 | 9.775 | 1.0 | 11.39 |

In test 'F' students had to write short answers of the questions given in the test based on the texts. The test consisted of 8 items and each question carries 2 marks.

In test 'F' group 'A' has the average score 8.7 in the pre-test and 8.775 in the post-test. This group has increased its average marks by 0.075 or 0.86 percent.

Similarly, the average score of group 'B' in the pre-test is 8.775 and 9.775 in the post-test. This group has increased its average marks by 1.0 or 11.39%.

The above table shows that group 'B' which was taught applying conventional method in teaching reading comprehension showed better performance than the group 'A' which was taught applying communicative method. In conclusion we can say that communicative method is not much useful for teaching short answer questions.

CHAPTER IV

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The findings of this study are derived from analysis and interpretation. The findings are made on the basis of the group responses rather than of individual student. The main findings of this research work can be summarized in the following points:

A. Test-based comparison

Under test-based comparison, there is mix result. The objective item showed that group 'A' has better performance than the group 'B'. It means that the communicative method was found comparatively better than the conventional method of in teaching objective type items.

In objective test, group 'A' has the average score of 55.725 in the pre-test and 62.85 in the post-test. The group has increased its average marks by 7.125 or 12.78 %. Likewise, group 'B' has average score of 55.5 in the pre-test and 58.95 in the post-test. The group has increased its average marks by 3.45 or 6.21 %. So in totality in objective test group 'A' has greater average increment percentage. It shows that group 'A' performed better. So the method used to teach them automatically proved as better method in teaching reading comprehension.

In subjective test, group 'A' has average score of 8.7 in the pre-test and 8.775 in the post-test. This group has increased its average marks by 0.075 or 0.86 %. On the other hand group 'B' has the average score of 8.775 in the pre-test and 9.775 in the post-test. This group has increased its average score by 1.0 or 11.39 %. So in totality in subjective test group 'B' has greater increment percentage. It shows that group 'B' made relatively a better improvement than group 'A'. So the method used in teaching the students of group 'B' proved as a better method for teaching subjective test.

B. Individual item-based comparison

There is a mixed result in item-based comparison too.

i. Group A performed better in the following type of tests items:

- a. True/false
- b. Matching
- c. Fill in the blanks
- d. Multiple choice and
- e. Ordering

Group 'A' performed better in true/false, matching, fill in the blanks, multiple choice and ordering items than group 'B' in the test A, B, C, D and E. Group 'A' has increased its average marks by 5.55 %, 13.86 %, 3.23 %, 25 % and 34.37 % respectively in test A, B, C, D and E. While group 'B' increased its marks by 2.83 % 837 %, -1.39 %, 6.45 % and 26.98 % respectively in text A, B, C, D, and E.

ii. Group 'B' performed better only in the subjective test item and that is short answer questions.

Group 'A' has increased its average marks by 0.075 or 0.86 % in test 'F' while group 'B' has increased its average marks by 1.0 or 11.39 % in test 'F'.

iii. Among 5 objectives items used in the test set ordering and fill in the blanks items are found the most difficult and true/false, matching and multiple choice items are the least difficult for students while teaching reading comprehension. Similarly, subjective item is much more difficult than the objective ones as a whole. Thus, while testing reading, comprehension test item also play vital and effective role; and results accordingly.

On the whole group 'A' has higher average marks than the group 'B'. It means that the communicative method is found relatively better than conventional method of teaching reading comprehension.

The findings of the study were determined on the basis of the results of a group, not of an individual. The results showed that both the groups were benefited in most of the cases. Group 'A' was taught through communicative method and group 'B' was taught through conventional method. In both groups, the reading proficiency was determined to measure the effectiveness of communicative method. So that the group 'A' was able to perform the tests better than group 'B'. It implies that group 'A' did better in reading comprehension.

Therefore, communicative method is relatively more effective than the conventional method in teaching English (particularly reading comprehension) in general.

4.2 Recommendations

The following recommendations have been made on the basis of these findings. The findings of this study have been following pedagogical implications.

1. Group 'A' performed relatively better in teaching reading skill/comprehension. Therefore, the communicative method is more preferable than the conventional method for teaching reading comprehension.

However, it is better to use conventional method in case of short answer items.

2. Unseen text form different sources in English certainly promote the students reading comprehension level. Therefore, the researcher would like to request the English teachers, respective sectors and individuals to use such texts for teaching.
3. The teachers have to create English speaking environment in the class. Moreover, the participation of the students in learning English in the classroom should be compulsory and

communicative. The teacher should motivate the students in learning English.

4. The syllabus designers and methodologists should encourage the communicative language teaching. The teachers have to apply the communicative method in most of the cases and even conventional method as well if the situation demands.
5. In the context of Nepal, the communicative method is highly important but the teachers in government aided schools and even private schools as well applying grammar-translation method, audio-lingual method etc. Due to the lack of teaching time (40 minutes a day), a large number of students in the class, lack of training to the English teachers, negligence of the students towards English subject, less attention of the guardians towards the school etc. are the responsible factors for the betterment to teaching English. So the concerned sectors and individuals have to take into account these to improve the situations.
6. This study was conducted in one of the government aided schools of Chitwan district. It was limited to only forty students. So, it can not be claimed that the findings of the study are applicable to all the schools and all the students of Nepal in teaching reading skill. Therefore, it is suggested that further research in different schools (government aided and private) should be carried out and a large number of students to make the findings more reliable and valid.

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APPENDIX-III

Groupwise Test- Based Tables for pre-Test and Post-Test Result

Group 'A' :

Pre-test

| S.N. | Name | True/false | Matching | Multiple choice | Filling | Ordering | Q.A. | Total |
|---------------|--------------------|------------|----------|-----------------|---------|----------|--------|---------|
| 1 | Pratiksha Paudel | 19.5 | 19.5 | 15 | 12 | 6 | 14 | 86 |
| 2 | Barsa Neupane | 22.5 | 16.5 | 13.5 | 10.5 | 9 | 9.5 | 81.5 |
| 3 | Prakash Adhikari | 15 | 6 | 9 | 6.0 | 4.5 | 5.5 | 80.5 |
| 4 | Prbain Pandey | 16.5 | 15 | 12 | 12 | 9 | 13.5 | 78 |
| 5 | Amrit Sedhain | 13.5 | 22.5 | 12 | 12 | 6 | 11.5 | 77.5 |
| 6 | Santosh Sunar | 19.5 | 22.5 | 10.5 | 10.5 | 1.5 | 12.5 | 77 |
| 7 | Roshan Gyawali | 18 | 19.5 | 12 | 10.5 | 0 | 12.5 | 72.5 |
| 8 | Kushal Paudel | 12 | 16.5 | 12 | 12 | 9 | 10 | 71.5 |
| 9 | Kusmita Silwal | 18 | 15 | 9 | 12 | 3 | 11 | 68 |
| 10 | Hird Bd. Tamang | 19.5 | 15 | 10.5 | 7.5 | 9 | 5 | 66.5 |
| 11 | Bhawani Shahi | 21 | 16.5 | 13.5 | 6 | 1.5 | 5 | 83.5 |
| 12 | Krishna Raj Pandey | 13.5 | 18 | 9 | 7.5 | 9 | 4.5 | 61.5 |
| 13 | Tej Raj Pandey | 12 | 15 | 9 | 12 | 4.5 | 7 | 59.5 |
| 14 | Alisha Lama | 15 | 12 | 9 | 9 | 3 | 8 | 56 |
| 15 | Supreme Grung | 15 | 13.5 | 7.5 | 9 | 1.5 | 9.5 | 56 |
| 16 | Srijana Sapkota | 9 | 13.5 | 12 | 6 | 1.5 | 10.5 | 52.5 |
| 17 | Pragati Chapagain | 16.5 | 13.5 | 10.5 | 1.5 | 3 | 6.5 | 51.5 |
| 18 | Jamina Subedi | 19.5 | 19.5 | 12 | 10.5 | 9 | 10 | 46 |
| 19 | Pratima | 16.5 | 4.5 | 9 | 6.0 | 3 | 4 | 43 |
| 20 | Shova Adhikari | 12 | 9 | 10.5 | 1.5 | 3.0 | 4 | 40 |
| Total marks | | 324 | 303 | 217.5 | 174 | 96 | 174 | 1288.5 |
| Percentage | | 72% | 67.33% | 72.5% | 58% | 53.33% | 54.37% | 64.425% |
| Average marks | | 16.20 | 15.15 | 10.825 | 8.7 | 4.8 | 8.7 | 64.425 |

Post-test

| S.N. | Name | True/false | Matching | Multiple choice | Filling | Ordering | Q.A. | Total |
|---------------|--------------------|------------|----------|-----------------|---------|----------|--------|---------|
| 1 | Pratiksha Paudel | 21 | 19.5 | 15 | 12 | 9 | 13.5 | 90 |
| 2 | Barsa Neupane | 19.5 | 22.5 | 10.5 | 12 | 9 | 8.5 | 82 |
| 3 | Prakash Adhikari | 15 | 15 | 9 | 7.5 | 1.5 | 5.5 | 53.5 |
| 4 | Prbain Pandey | 18 | 22.05 | 12 | 10.5 | 9 | 9.5 | 81.5 |
| 5 | Amrit Sedhain | 19.5 | 21 | 13.5 | 13.5 | 9 | 14 | 90.5 |
| 6 | Santosh Sunar | 21 | 22.5 | 13.5 | 10.5 | 9 | 10 | 86.5 |
| 7 | Roshan Gyawali | 15 | 15 | 12 | 12 | 9 | 9 | 72.0 |
| 8 | Kushal Paudel | 19.5 | 16.5 | 12 | 15 | 3 | 10.5 | 79.5 |
| 9 | Kusmita Silwal | 16.5 | 22.5 | 12 | 13.5 | 9 | 12.5 | 86 |
| 10 | Hird Bd. Tamang | 19.5 | 22.5 | 12 | 12 | 9 | 10.5 | 85.5 |
| 11 | Bhawani Shahi | 13.5 | 7.5 | 9 | 12 | 3 | 7.5 | 52.5 |
| 12 | Krishna Raj Pandey | 22.5 | 18 | 13.5 | 10.5 | 6 | 6 | 76.5 |
| 13 | Tej Raj Pandey | 18 | 19.5 | 13.5 | 12 | 9 | 7.5 | 79.5 |
| 14 | Alisha Lama | 13.5 | 13.5 | 12 | 9 | 9 | 9 | 66 |
| 15 | Supreme Grung | 16.5 | 22.5 | 10.5 | 13.5 | 9 | 7.5 | 79.5 |
| 16 | Srijana Sapkota | 18 | 10.5 | 12 | 7.5 | 0 | 8 | 56 |
| 17 | Pragati Chapagain | 13.5 | 15 | 7.5 | 6 | 4.5 | 6 | 52.5 |
| 18 | Jamina Subedi | 19.5 | 22.5 | 13.5 | 10.5 | 9 | 9.5 | 84.5 |
| 19 | Pratima | 15 | 3 | 3 | 6 | 3 | 4 | 34 |
| 20 | Shova Adhikari | 7.5 | 13.5 | 7.5 | 12 | 0 | 7 | 47.5 |
| Total marks | | 342 | 345 | 223.5 | 217.5 | 129 | 175.5 | 1432.5 |
| Percentage | | 76% | 76.66% | 74.5% | 72.5% | 71.66% | 54.84% | 71.625% |
| Average marks | | 17.1 | 17.25 | 11.175 | 10.875 | 6.45 | 8.775 | 71.625 |

Group 'B'

Pre-test

| S.N. | Name | True/ false | Matching | Multiple choice | Filling | Ordering | Q.A. | Total |
|---------------|--------------------|----------------|----------|--------------------|---------|----------|--------|---------|
| 1 | Saroj Adhikari | 21.0 | 22.5 | 13.5 | 12.0 | 3.0 | 13.5 | 85.5 |
| 2 | Madan Panta | 18.0 | 16.5 | 10.5 | 13.5 | 9.0 | 12.5 | 80.0 |
| 3 | Sima Pun | 18.0 | 16.5 | 13.5 | 10.5 | 9.0 | 12.5 | 80.0 |
| 4 | Sijan Gurung | 18.0 | 16.5 | 13.5 | 10.5 | 6.0 | 13.5 | 78.0 |
| 5 | Rajan Ale | 16.5 | 19.5 | 12 | 13.5 | 6.0 | 9.5 | 77.0 |
| 6 | Anil B.K. | 18.0 | 19.5 | 12.0 | 12.0 | 3.0 | 11.5 | 77 |
| 7 | Sandip Panta | 21.0 | 15.0 | 12.0 | 6.0 | 9.0 | 9.5 | 72.5 |
| 8 | Chirinjibi Neupane | 13.5 | 16.5 | 10.5 | 12.0 | 3.0 | 10.0 | 71.5 |
| 9 | Sudip Timilsina | 13.5 | 18.0 | 10.5 | 10.5 | 3.0 | 13.0 | 68.5 |
| 10 | Divakar Poudel | 13.5 | 19.5 | 12.0 | 13.5 | 1.5 | 6.5 | 66.5 |
| 11 | Anupa Adhikari | 16.5 | 12.0 | 13.5 | 9.0 | 3.0 | 9.5 | 63.5 |
| 12 | Punam Sapkota | 15.0 | 12.0 | 12.0 | 9.0 | 9.0 | 3.5 | 60.5 |
| 13 | Damodar Pudasaini | 10.5 | 16.5 | 12.0 | 10.5 | 4.5 | 5.5 | 59.5 |
| 14 | Nirmala Rana | 13.5 | 9.0 | 12.0 | 9.0 | 3.0 | 9.5 | 56.0 |
| 15 | Namrata Lama | 12.0 | 19.5 | 12.0 | 4.5 | 0 | 7.5 | 55.5 |
| 16 | Asmita Thapa | 16.5 | 12.0 | 4.5 | 9.0 | 1.5 | 98.0 | 52.5 |
| 17 | Som Bdr. Gurung | 15.0 | 12.0 | 9.0 | 4.5 | 6.0 | 5.5 | 52.0 |
| 18 | Rammohan Rana | 16.5 | 9.0 | 6.0 | 9.0 | 1.5 | 4.5 | 46.5 |
| 19 | Sajani Mijar | 10.5 | 13.5 | 7.5 | 4.5 | 3.0 | 4.0 | 43.0 |
| 20 | Sandhya Chapagain | 13.5 | 9.0 | 6.0 | 3.0 | 4.5 | 4.0 | 40.0 |
| Total marks | | 310.5 | 304.5 | 214.5 | 186 | 94.5 | 175.5 | 1285.5 |
| Percentage | | 69% | 67.66% | 67.66% | 62% | 52.5% | 54.84% | 64.275% |
| Average marks | | 15.525 | 15.225 | 15.225 | 9.3 | 4.725 | 8.775 | 64.275 |

Group 'B'

Post-test

| S.N. | Name | True/ false | Matching | Multiple choice | Filling | Ordering | Q.A. | Total |
|---------------|--------------------|----------------|----------|--------------------|---------|----------|--------|---------|
| 1 | Saroj Adhikari | 22.5 | 22.5 | 15 | 13.5 | 1.5 | 12.5 | 87.5 |
| 2 | Madan Panta | 15 | 18 | 12 | 12 | 9 | 10 | 76 |
| 3 | Sima Pun | 19.5 | 15 | 13.5 | 13.5 | 9 | 12 | 82.5 |
| 4 | Sijan Gurung | 15 | 19.5 | 13.5 | 15 | 9 | 12.5 | 84.5 |
| 5 | Rajan Ale | 18 | 19.5 | 12 | 9 | 9 | 8 | 75.5 |
| 6 | Anil B.K. | 15 | 19.5 | 13.5 | 12 | 9 | 10 | 79 |
| 7 | Sandip Panta | 18 | 19.5 | 12 | 13.5 | 1.5 | 9 | 73.5 |
| 8 | Chirinjibi Neupane | 19.5 | 22.5 | 15 | 10.5 | 9 | 11 | 87.5 |
| 9 | Sudip Timilsina | 13.5 | 16.5 | 10.5 | 9 | 4.5 | 6.5 | 6.5 |
| 10 | Divakar Poudel | 19.5 | 19.5 | 12 | 12 | 9 | 6 | 78 |
| 11 | Anupa Adhikari | 16.5 | 19.5 | 7.5 | 15 | 9 | 9 | 76.5 |
| 12 | Punam Sapkota | 15 | 22.5 | 13.5 | 4.5 | 4.5 | 5 | 65 |
| 13 | Damodar Pudasaini | 16.5 | 12 | 6 | 9 | 3 | 12 | 58.5 |
| 14 | Nirmala Rana | 15 | 15 | 10.5 | 7.5 | 9 | 9.5 | 66.5 |
| 15 | Namrata Lama | 12 | 21 | 15 | 7.5 | 9 | 10.5 | 75 |
| 16 | Asmita Thapa | 12 | 9 | 9 | 9 | 3 | 8 | 50 |
| 17 | Som Bdr. Gurung | 13.5 | 12 | 7.5 | 10.5 | 4.5 | 8 | 56 |
| 18 | Rammohan Rana | 15 | 6 | 3 | 1.5 | 4.5 | 14 | 44 |
| 19 | Sajani Mijar | 9 | 12 | 6 | 9 | 0 | 10 | 46 |
| 20 | Sandhya Chapagain | 19.5 | 9 | 4.5 | 4.5 | 3.0 | 12 | 52.5 |
| Total marks | | 319.5 | 330 | 211.5 | 198 | 120 | 195.5 | 1374.5 |
| Percentage | | 71% | 73.33% | 70.5% | 66% | 66.66% | 61.09% | 68.725% |
| Average marks | | 15.97 | 16.5 | 10.575 | 9.9 | 6.0 | 9.775 | 68.725 |

APPENDIX - II

Group Based Tables for Pre-test and Post-test Results

1. Rank of students According to pre-test result

| Rank | Name of the students | Obtained marks | Remarks |
|------|----------------------|----------------|---------|
| 1 | Pratiksha Poudel | 86.0 | |
| 2 | Saroj Adhikari | 85.5 | |
| 3 | Barsa Neupane | 81.5 | |
| 4 | Madan Panta | 81.0 | |
| 5 | Prakash Adhikari | 80.5 | |
| 6 | Sima Pun | 80.0 | |
| 7 | Prabin Pandey | 78.0 | |
| 8 | Sijan Gurung | 78.0 | |
| 9 | Amrit Sedhain | 77.5 | |
| 10 | Rajan Ale | 77.0 | |
| 11 | Anil B.K. | 77.0 | |
| 12 | Santosh Sunar | 77.0 | |
| 13 | Sandip Panta | 72.5 | |
| 14 | Roshan Gyawali | 72.5 | |
| 15 | Chirinjibi Neupane | 71.5 | |
| 16 | Kushal Poudel | 71.5 | |
| 17 | Sudip Timesena | 68.5 | |
| 18 | Kusmita Silwal | 68.0 | |
| 19 | Divakar Poudel | 66.5 | |
| 20 | Hira Bdr. Tamang | 66.5 | |
| 21 | Bhawani Shahi | 63.5 | |
| 22 | Anupa Adhikari | 63.5 | |
| 23 | Krishan Raj Pandey | 61.5 | |
| 24 | Punam Sapkota | 60.5 | |

| | | | |
|-------|--------------------|------|--|
| 25 | Tej Raj Pandey | 59.5 | |
| 26 | Damodar Pudasaini | 59.5 | |
| 27 | Alisha Lama | 56.0 | |
| 28 | Nirmala Rana | 56.0 | |
| 29 | Supreme Gurung | 56.0 | |
| 30 | Namrata Lama | 55.5 | |
| 31 | Asmita Thapa | 52.5 | |
| 32 | Srijana Sapkota | 52.5 | |
| 33 | Som Bdr. Gurung | 52.0 | |
| 34 | Pragati Chapagain | 51.5 | |
| 35 | Ram Mohan Rana | 46.5 | |
| 36 | Jamuna Subedi | 46.0 | |
| 37 | Sajani Mijar | 43.0 | |
| 38 | Pratima Chapagain | 43.0 | |
| 39 | Sandhaya Chapagain | 40.0 | |
| 40 | Shova Adhikari | 40.0 | |
| Total | | 2574 | |

II. Pre-test and Post-test Result of Group 'A'

| Rank | Name of the students | Obtained marks in Pre-test | Obtained marks in post-test |
|---------------|----------------------|-------------------------------|--------------------------------|
| 1 | Pratiksha Poudel | 86.0 | 90.0 |
| 3 | Barsa Neupane | 81.5 | 82.0 |
| 5 | Prakash Adhikari | 80.5 | 84.5 |
| 7 | Prabin Pandey | 78.0 | 81.5 |
| 9 | Amrit Sedhain | 77.5 | 90.5 |
| 12 | Santosh Sunar | 77.0 | 86.5 |
| 14 | Roshan Gyawali | 72.5 | 72.0 |
| 16 | Kushal Poudel | 71.5 | 79.5 |
| 18 | Kusmita Silwal | 68.0 | 86.0 |
| 20 | Hira Bdr. Tamang | 66.5 | 85.5 |
| 21 | Bhawani Shahi | 63.5 | 52.5 |
| 23 | Krishna Raj Pandey | 61.5 | 76.5 |
| 25 | Tej Raj Pandey | 59.5 | 79.5 |
| 27 | Alisha Lama | 56.0 | 66.0 |
| 29 | Supreme Gurung | 56.0 | 79.5 |
| 32 | Srijana Sapkota | 52.5 | 56.0 |
| 34 | Pragati Chapagain | 51.5 | 52.5 |
| 36 | Jamuna Subedi | 46.0 | 53.5 |
| 38 | Pratima Chapagain | 43.0 | 34.0 |
| 40 | Shova Adhikari | 40.0 | 47.5 |
| Total marks | | 1288.5 | 1432.5 |
| Average score | | 64.425 | 71.625 |

Note: SN means serial number on the basis of the rank of the students.

III. Pre-test and Post-test Result of Group 'B'

| Rank | Name of the students | Obtained marks in pre-test | Obtained marks in post-test |
|---------------|----------------------|-------------------------------|--------------------------------|
| 2 | Saroj Adhikari | 85.5 | 87.5 |
| 4 | Madan Panta | 80.0 | 76.0 |
| 6 | Sima Pun | 80.0 | 82.5 |
| 8 | Sijan Gurung | 78.0 | 84.5 |
| 10 | Rajan Ale | 77.0 | 75.5 |
| 11 | Anil B.k. | 77.0 | 79.0 |
| 13 | Sandip Panta | 72.5 | 73.5 |
| 15 | Chirinjibi Neupane | 71.5 | 87.5 |
| 17 | Sudip Timislsena | 68.5 | 60.5 |
| 19 | Divakar Poudel | 66.5 | 78.0 |
| 22 | Anupa Adhikari | 63.5 | 76.5 |
| 24 | Punam Sapkota | 60.5 | 65.0 |
| 26 | Damodar Pudasaini | 59.5 | 58.5 |
| 28 | Nirmala Rana | 56.0 | 66.5 |
| 30 | Namrata Lama | 55.5 | 75.0 |
| 31 | Asmita Thapa | 52.5 | 50.0 |
| 33 | Som Bdr. Gurung | 52.0 | 56.0 |
| 35 | Ram Mohan Rana | 46.5 | 44.0 |
| 37 | Sajani Mijar | 43.0 | 46.0 |
| 39 | Sandhya Chapagain | 40.0 | 52.5 |
| Total marks | | 1285.5 | 1374.5 |
| Average score | | 64.275 | 68.725 |

APPENDIX-IV

Group 'A' Subjective –Test

Table No. 1

Test-based tables of pre-test and post-test result

| S.N. | Pre-test | Post-test | D | D% |
|---------------|----------|-----------|-------|-------|
| 1 | 14.0 | 13.5 | -0.5 | |
| 3 | 9.5 | 8.5 | -1.0 | |
| 5 | 5.5 | 9.5 | 4.0 | |
| 7 | 13.5 | 9.5 | -4.0 | |
| 9 | 11.5 | 14.0 | 2.5 | |
| 12 | 12.5 | 10.0 | -2.5 | |
| 14 | 12.5 | 9.0 | -3.5 | |
| 16 | 10.0 | 10.5 | 0.5 | |
| 18 | 11.0 | 12.5 | 1.5 | |
| 20 | 5.0 | 10.5 | 5.5 | |
| 21 | 5.0 | 7.5 | 2.5 | |
| 23 | 4.5 | 6.0 | 1.5 | |
| 25 | 7.0 | 7.5 | 0.5 | |
| 27 | 8.0 | 9.0 | 1.0 | |
| 29 | 9.5 | 7.5 | -2.0 | |
| 32 | 10.5 | 8.0 | -2.5 | |
| 34 | 6.5 | 6.0 | -0.5 | |
| 36 | 10.0 | 5.5 | -4.5 | |
| 38 | 4.0 | 4.0 | - | |
| 40 | 4.0 | 7.0 | 3.0 | |
| Total marks | 174.0 | 175.5 | 1.5 | |
| Average score | 8.7 | 8.775 | 0.075 | 0.86% |

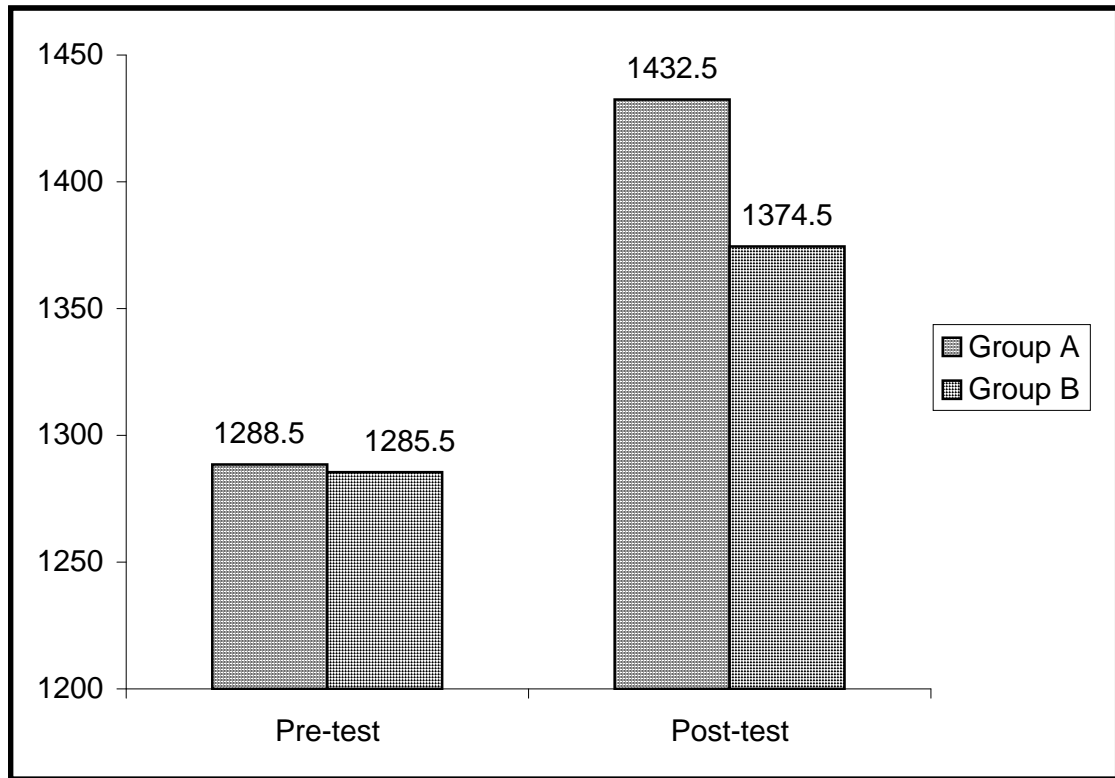
Group 'B'

Table No. 2

| S.N. | Pre-test | Post-test | D | D% |
|---------------|----------|-----------|------|--------|
| 2 | 13.5 | 12.5 | -1.0 | |
| 4 | 12.5 | 10.0 | -2.5 | |
| 6 | 12.5 | 12.0 | -0.5 | |
| 8 | 13.5 | 12.5 | -1.0 | |
| 10 | 9.5 | 8.0 | -1.5 | |
| 11 | 12.5 | 10.0 | -2.5 | |
| 13 | 9.5 | 9.0 | -0.5 | |
| 15 | 10.0 | 11.0 | 1.0 | |
| 17 | 13.0 | 6.5 | -6.5 | |
| 19 | 6.5 | 6.0 | -0.5 | |
| 22 | 9.5 | 9.0 | -0.5 | |
| 24 | 3.5 | 5.0 | 1.5 | |
| 26 | 5.5 | 12.0 | 6.5 | |
| 28 | 9.5 | 9.5 | | |
| 30 | 7.5 | 10.5 | 3.0 | |
| 31 | 9.0 | 8.0 | -1. | |
| 33 | 5.5 | 8.0 | 2.5 | |
| 35 | 4.5 | 14.0 | 9.5 | |
| 37 | 4.0 | 10.0 | 6.0 | |
| 39 | 4.0 | 12 | 8.0 | |
| Total marks | 175.5 | 195.5 | 20 | |
| Average score | 8.775 | 9.775 | 1 | 11.39% |

APPENDIX-IV

Graphic presentation of obtained marks in pre-test and post on the basis of graphs



APPENDIX-VI: DAILY LESSON PLAN

LESSON PLAN NO. 1

School: Shree Narayani Vidhya Mandir Higher Secondary School,
Shivanagar, Chitwan

Date: 2064-06-01

Class: Nine

Subject: Our English Book

Group 'A'

Period: Second

Method: Communicative

Time: 40 mins.

Topic: Read and Answer

Specific objectives: On completion of this lesson the students will be able to read the passage and answer the questions based on it.

Teaching aids: Usual classroom materials, flash cards picture.

Activities

Pre-reading activities

After motivating the students the teacher asks different questions about the picture that help them to comprehend the text/story easily.

For example

- What do/can we see in the picture?
- Who are they?
- Where are they?
- What are they doing?

The teacher picks up some difficult and key words from the passage e.g. exhausted, shouted, damp, vanished, supper, hot etc. and makes their meanings clear by using flash-cards and following different linguistic and non-linguistic techniques as well. e.g.

Exhausted: We can't work any more because we are exhausted. (Very tired)

Shouted: Cried loudly

Damp: Our classroom is damp so please open the door and windows to make it dry. (Moist, not dry)

Vanished: Bire vanished among the trees so Tej is looking for him. (Disappeared).

Supper: We eat supper before going to the bed. (Evening meal)

Hut: The poor people live in hut because they don't have money to built building. (Small house)

The teacher also shows the picture of a hut on the flash card. While teaching vocabularies the teacher acts whenever possible in the classroom.

While-reading activities

The teacher tells the students to scan the text in order to find the answer to the following questions.

- Who have given a lot of trouble to the policemen?
- What did they do in the hut?
- Who feel asleep first?

The teacher initiates the students to negotiate the meanings of difficult words and the text itself if necessary.

Post-reading activities

Here, the students are told to read the text again. At this time they read the text intensively and carefully to answer other detail questions. The teacher uses the questions on exercises and also adds some more questions, for example

i. Put the following sentences in the correct orders.

- A. The boys cleaned out the hut.
- B. Human voices woke Tej up.
- C. The two boys were tired of walking.
- D. Bire feel asleep quickly but Tej watched the flames for a long time.
- E. They found a hut among the trees.

F. A policeman appeared at the door to take them back home.

G. They lit a fire.

ii. Write a summary of the story/text

The teacher helps the students if they fail to answer to questions.

Evaluation

In order to evaluate the students' comprehension the teacher asks such questions. e.g.

- Who vanished among the trees?
- Why did the boys lit the fire?
- Who were standing in the doorway near the boys?

Homework

- Write a short description about a journey that you have ever travelled.
- What would you do if you were Bire in the story?

LESSON PLAN NO. 2

Method: Conventional

Date: 2064-06-01

Topic: Read and answer

Specific Objectives: On completion of this lesson the students will be able to read the passage correctly and answer the questions based on it.

Teaching aids: Usual classroom materials

Activities

Pre-reading activities

The teacher lists the difficult words of the passage/story. e.g. exhausted, shouted damp, hut, supper etc on the blackboard with their Nepali equivalents. The students copy them and read about 5-10 minutes. The teacher conducts drill in order to improve the students' pronunciation.

While-reading activities

The teacher reads the story line by line (sentence by sentence) and translates in their mother tongue. The students listen their teacher attentively. The students may ask the questions if they don't comprehend the text.

Post-reading activities

Here, the teacher tells the students to read the text silently and to ask questions if necessary .

Evaluation

The teacher tells 1-2 students to read the text loudly to check their pronunciation and he also asks such questions to evaluate the students' comprehension e.g.

- Who vanished among the trees?
- Why did the boys lit the fire?
- What did they do in the hut?

- The teacher also asks the Nepali equivalents of few words. e.g. exhausted, vanished, damp.

Homework

Solve the questions given in your textbook and recite all the vocabularies listed on the chalkboard with their Nepali equivalents.

LESSON PLAN NO. 3

Method: Communicative

Date: 2064-06-02

Topic: Read and answer

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

- read the passage and answer the questions based on the passage.
- involve in mouth-to-mouth resuscitation practically.

Teaching aids

Usual classroom materials, pictures, flash cards etc.

Activities

Pre-reading activities

The teacher motivates the students by revising the previous class briefly. He shows a large picture by hanging it on the wall and asks few questions about the picture that helps them to comprehend the text e.g.

- What is happening in the picture?
- What might be the text about?

The teacher picks up some difficult and key words and makes their meanings clear to the students. The teacher adopts different techniques to help the students to comprehend the meanings of different vocabularies. e.g.

Resuscitation: It is a process for restarting breathing. It involves clearing the airway (throat), starting breathing and circulation (ABC).

Patient: Sick person

Firm: Hard/not soft

Pinch: To press tightly between the finger and thumb (in order to block something)

Seal: Block

Expand: Get better

The teacher helps the students to comprehend difficult words with the help of flash cards, picture and dramatization in the classroom. The teacher also tells the purpose of the lesson.

While-reading activities

The teacher tells the students to scan the text in order to find the answer to the following questions. e.g.

- Why is it important to seal the patient's nose?
- What should be used to pinch the patient's nose?

Post-reading activities

Here, the teacher tells the students to read the text again. At this time the students read the text intensively and carefully to answer other detail questions on exercises and procedures for mouth-to-mouth resuscitation.

The teacher divides the class into 5 groups and each group has a group leader. The teacher distributes each strip with a picture to each group. They discuss each other and arrange the pictures in sensible order. He also tells few students to play the role of doctor and patient for mouth-to-mouth resuscitation.

Evaluation

i. Find the words and fill in the crossword puzzle.

Across

1. Re-starting breathing
4. Escape of air or liquid.

Down

2. Close off completely
3. Instantly
5. Get bigger

[illegible]

ii. Put the following scrambled sentences in the correct order.

- a. Shut the patient's nose with your mouth.
- b. Take out anything, which is in the patient's mouth.
- c. Repeat the process 10-15 times per-minute.
- d. Blow air into the patient's lungs.
- e. Close the patient's nose firmly with your fingers.

Homework

Solve the following questions.

- What is the purpose for mouth-to-mouth resuscitation?
- Why is it important to clear food from the patients' mouth?

LESSON PLAN NO. 4

Method: Conventional Method

Date: 2064-06-02

Topic: Read and answer.

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

- read the passage and answer the questions based on it.
- involve in mouth-to-mouth resuscitation practically.

Teaching aids: Usual classroom materials.

Activities

Pre-reading activities

The teacher lists the difficult words e.g. Resuscitation, firm, leakage, escape, seal etc on the blackboard with their Nepali equivalents. The students are told to copy the list and read for about 5-10 minutes. The teacher conducts drill in order to improve the pronunciation of the students.

While-reading activities

The teacher reads and translates the text line by line in Nepali. The students listen their teacher attentively. The students may ask questions if they don't comprehend the text.

Post-reading activities

The teacher tells the students to read the text silently and helps them if they fail to comprehend the text.

He asks two students to play the role of the doctor and the patient for mouth- to- mouth resuscitation.

Evaluation

-) He tells 1-2 students to read the text loudly in order to check their pronunciation.
-) He also asks few questions from the text.
 - Why is it important to clear the food from patients nose?
 - What should be used to pinch the patient's nose?

Homework

Read the text and recite the procedures for mouth-to-mouth resuscitation.

LESSON PLAN NO. 5

Method: Communicative

Date: 2064-06-03

Topic: Read and answer

Specific Objectives: On completion of this lesson the students will be able to read the passage and answer the questions based on it.

Teaching aids: Usual classroom materials, flash cards

Activities

Pre-reading activities

The teacher motivates the students by revising the previous class briefly. He asks few questions about the picture given on their text and some additional questions, which help them to know the background of the text. e.g.

- How many persons are taking part in conversation?
- What are they doing in the picture?
- How will your parents feel if you or your brother/sister leave the house being angry with them?

The teacher lists some difficult and key words of the text. e.g. worry, handed, note, attention, fault, terrible advertisement etc and makes their meanings clear to the students.

Worry: Lokesh parents are worried about their son. (Anxious about something.)

Note: Lokesh wrote a note to their parents about his feelings (Short piece of writing)

Fault: It was Harriram's fault that he couldn't understand his son's desire. (Mistake)

Terrible: The terrible bomb accident in Mandi killed 41 innocent people. (Great-fear, harm, unhappiness)

The teacher also creates different situations to make the meanings clear.

He briefly explains about the characters of the story.

While-reading activities

The teacher tells the students to read the story quickly and silently. They skim the story and get the gist of the story. The teacher asks them such questions e.g.

What is the text about?

The teacher initiates the students to negotiate the meanings of vocabularies and the text itself if necessary.

Post-reading activities

Here, the teacher tells the students to read the story again. At this time the students read the text intensively to answer the detail questions.

- Why is Chanda in tears?
- What would you do if you were the father of Lokesh?
- What do you think Lokesh will say to his father?

The teacher also asks the students to put the following scrambled sentences in the correct order.

1. The note told them that Lokesh was angry with his father.
2. When he came home she handed him a note.
3. Lokesh went to school and didn't return home.
4. Harriram and his wife didn't know what to do.
5. His mother phoned her husband Harriram in his office.

Evaluation

1. Here, the teacher provides the hints and tells the students to fill the crossword puzzle. e.g.

Across:

1. Note in a Newspaper or announcement on TV.
4. A short letter
5. Crying noisily

Down

2. Gave
3. Interest

[illegible]

The teacher also asks few questions as well.

- Why did Lokesh leave the house?
- Why is Chanda in the story in tears?

Homework

What will you do if your parents reject to pay you for a picnic arranged by your school?

LESSON PLAN NO. 6

Method: Conventional

Date: 2064-06-03

Topic: Read and answer

Specific Objectives: On completion of this lesson the students will be able to read the passage and answer the questions based on it.

Teaching aids: Usual classroom materials

Activities

Pre-reading activities

The teacher lists difficult vocabularies e.g. worry, note, fault, terrible, ignore, attention etc. with their Nepali equivalents on the chalkboard and tells them to copy and read in order to recite them for about 5-10 minutes. He conducts drill to improve the pronunciation of the students.

While-reading activities

The teacher reads the text sentence by sentence and translates in Nepali. The students listen their teacher attentively.

Post-reading activities

The teacher tells the students to read the text/story silently and helps them if they find any difficulties.

Evaluation

The teacher asks few questions in order to evaluate the students' comprehension e.g.

- Who left the house?
- Who telephoned to Lokesh parents?
- Why was the Chanda in tears?

Homework

Solve the questions given on your exercise book.

LESSON PLAY NO. 7

Method: Communicative

Date: 2064-06-06

Topic: Read and answer

Specific Objectives:

On completion of this lesson the students will be able to read the text and answer the questions based on it.

Teaching aids: Daily used materials, picture, pocket chart, flash cards etc.

Activities

Pre-reading activities

The teacher attracts the students' attention by showing the picture of the Taj-Mahal with the help of pocket chart. He asks few (Signpost) questions about the picture to prepare students for the text.

-) What is the name of the temple and who made it?
-) Where does this temple lie?
-) Have you ever visited the Taj-Mahal or any other places?
-) Are you planning to visit the Taj-Mahal or somewhere else?

The teacher picks up some difficult and key words of the text e.g. monument, beach, beloved emperor etc and makes their meanings clear to the students by using flash cards and obtaining different linguistic techniques. Moreover the teacher tries to create different situations in the classroom that may help the students to decipher the meaning of these words. e.g.

Monument: Building to keep the memory of someone alive. (Ram's wife died last year and he made a temple on the monument of his wife.)

Beloved: Much loved, very dear, e.g. darling, husband etc (Krishna became shocked on his beloved wife death)

Beach: Area covered by sand or small stones besides the sea or lake. (Sides of the rivers, sea etc.)

Emperor: Great king (Prithivi Narayan Shah was the emperor of Nepal)
etc.

While-reading activities

The teacher tells the students to read the text quickly and silently.
They scan the text to find the answers to the questions. e.g.

- What is the name of emperor who built the Taj-Mahal?
- Who is going to Jomson?

The teacher helps the students if they find any other difficult words
or to locate the answer of these questions.

Post-reading activities

Here, the students are told to read the text again. At this time, they
read the text intensively and carefully to answer other detail questions on
exercises and the teacher added some more questions. e.g.

- Who haven't seen the sea yet?
- Why do they like traveling?

The teacher tells few students to play the role of Neelam and Arati
and he also provides different situations for conversation.

The teacher helps the students if they fail to achieve the goal.

Evaluation

In order to check the students' comprehension the teacher asks the
following questions. e.g.

(i) Match the word in column 'A' with their meaning in column 'B'

A.

monument

emperor

beach

holiday

cave

B.

sandy bank of the sea

large hole in the side of a hill.

great king

building to keep the memory of someone alive

leave

The teacher also asks some more questions:

- What does Arati want to do in Mumbai?
- Who likes boating on Phewa Tal and Visit the Mahendra cave and David falls?
- The teacher also asks 1-2 students to read the text loudly.

Homework

If your parents ask you for a trip which place will you choose and why?

LESSON PLAN NO. 8

Method: Conventional

Date: 2064-06-06

Topic: Read and answer.

Specific Objectives: On completion of this lesson the students will be able to read the text correctly and answer the questions based on it.

Teaching aids: Daily used materials.

Activities

Pre-reading activities

The teacher lists the difficult words e.g. monument, beach, emperor, beloved, cave etc. with their Nepali equivalents on the blackboard. He tells the students to copy and read the words for about 5-10 minutes. Then he conducts drill to improve the pronunciation of the students.

While-reading activities

The teacher reads the text line by line and translates in Nepali. The students listen to their teacher attentively.

Post-reading activities

The teacher tells the students to read the text silently. If the students find any difficulties then he helps them.

Evaluation

The teacher tells a few students to read the text loudly and checks their pronunciation.

He also asks some questions e.g.

- i. Where are Arati and Neelam planning to go?
- ii. Who built the Taj-Mahal and why?
- iii. Where is Taj-Mahal situated? Etc.

Homework

- i. Recite the Nepali equivalent meanings of the words listed on the check-board.
- ii. Solve the questions given on the exercise.

LESSON PLAN NO. 9

Method: Communicative

Date: 2064-06-07

Topic: Read and answer.

Specific Objectives: On completion of this lesson the students will be able to read the text and answer the questions based on it.

Teaching aids: Usual classroom materials, flash cards etc.

Activities

Pre-reading activities

The teacher motivates the students by revising the previous class briefly. He asks few questions, which help them to understand the text.
e.g.

- Do you enjoy traveling? Why?
- Have you ever visited Muktinath? etc.

The teacher picks up some difficult words from the text e.g. fossils, peak, orchard, overnight, trekking, etc. and makes their meanings clear to the students using flash cards and following different linguistic techniques e.g.

Fossils: Remains of an animal or plant that have hardened and turned into rock.

Peak: Pointed top of the mountain

Orchard: Field where apples trees grow

Trekking: A journey on feet

Overnight: One night etc.

While-reading activities

The teacher tells the students to read the text quickly and silently. They scan the text to find the answer of these questions. e.g.

- Where does Neelam stay in Jomson?
- How long are they staying in Thakali-Hotel?

The teacher helps the students if they fail to achieve the goal.

Post-reading activities

Here, the students are told read the text intensively and silently to answer the questions on exercise and teacher added some more questions.

e.g.

- Why do Neelam and her parents want to stay at a Thakali Hotel?
- What will Neelam and her parents want to see in Muktinath?
- If your school plans for a trip which place will you choose and why?

The teacher helps the students if necessary.

Evaluation

In order to check the students' comprehension the teacher asks the following questions.

(i) Match the words in column 'A' with column 'B'

A.

fossils

orchard

trekking

peak

B

pointed top of the mountain

a journey by foot.

field where apple trees grow.

remains of an animal or plant that
hardened and turned into rock.

The teacher also asks some more questions. e.g.

- Why does Neelam like traveling?
- Where will they get nice food and clean rooms in cheap price?

Homework

Do you like traveling? Give as more reasons as you can.

LESSON PLAN NO. 10

Method – Conventional

Date: 2064-06-07

Topic: Read and answer

Specific objectives: On completion of this lesson the students will be able to read the text correctly and answer the questions based on it.

Teaching aids: Daily used materials

Activities

Pre-reading activities

The teacher lists some difficult words e.g. Fossils, Orchard, Trekking, Peak etc. with their Nepali equivalents on the blackboard and tells the students to copy and read for about 5-10 minutes. Then he conducts drill to improve the pronunciation of the students.

While-reading activities

The teacher reads the text line by line and translates in Nepali. The students listen their teacher attentively.

Post-reading activities

The teacher tells the students to read the text silently. If they find any difficulties he helps them.

Evaluation

The teacher tells few students to read the text loudly and checks their pronunciation.

He also asks few questions to evaluate the students e.g.

- Where do Neelam and her parents planning to stay in Jomson?
- What will they see in Muktinath?
- Why does Neelam like traveling?

Homework

Solve the questions given in exercise.

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