CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most advanced and powerful means of human communication. It is species specific and species uniform possession of human beings. It is the universal medium to express human thoughts, feelings, ideas and emotions. The vast knowledge in different fields of human activity is accumulated and stored by the use of language. Most of the activities of the world are carried out through language such as, transmitting human civilization, literature, political and diplomatic activities and human achievements. According to Richards et al. (1985), "language is the system of human communication by means of structured arrangement of sounds to form larger units" (p. 153). The definition shows that language refers to the system of sound and words by human to express their thoughts and feelings. In this regard Jesperson (1994) writes:

> Language is not an end in itself, just as little as railway tracks, it is a
>
> way of connection between souls, a means of communication . . .
>
> language is the most complete, the richest, the best means of communication
>
> it bridges the physical chasm between individuals . . . (p. 4).

This shows that it is essential for an individual to get mastery over any languages to survive in a society. There are so many languages in the world. Among them, the English language is the most prestigious and dominant one. According to Harmer (2003), it is an international language and a vital tool for any student to become successful in communication (p. 18). For him (ibid), although English is not a language of the largest number of native or first language speakers, it has become a lingua franca because of historical, economic, and cultural factors which have influenced and sustained the spread as the language.

1.1.1 Teaching Aids

Teaching aids are generally defined as any materials that can be used in the classroom to facilitate learning. Teaching aids are teaching devices, such as charts, graphs, diagrams, table, picture, etc. They are used to enhance and promote teaching learning possess. OHP, Multimedia projector, films, T.V., video, etc. are also the teaching aids. Visual and audio aids which can be useful to the teacher of English as a foreign language are known as teaching aids. Teaching aids are those which help the teacher to do his job better.

Araby (1974, p. 2) says,

> Teaching aids are designed to help the teacher save time and effort.
>
> Many of them can be effectively used in large classes. Some of them
>
> relieve the teacher from many routine tasks. All of them make the class
>
> lively and more interesting for the teacher and the students. Teaching
>
> aids make the class lively and more interesting for the teacher and the
>
> students in a certain period of time. There is no more effort in the part
>
> of both teacher and students in both teaching and learning.

Burton (*1963)* as cited in Agrawal (1996 p. 134) says "teaching aids are those sensory objects or images which simulate and reinforce learning". His experiment on teaching aids indicates the importance of learning with an involvement of sense (mainly visual materials) as taste obtained 1, touch-1.5, smell-3.5, hearing-11 and sight-83 learning achievement.

Strevick (1957) (as cited in Sharma and Phyak (2006, p.300)) concludes that "anything audible or visible which helps your students learn the language more quickly and more accurately ... is teaching aids."

The definition clearly says that teaching aids could be of two types -audio which appeals to the sense of hearing, audiovisual which appeals to the sense

of seeing. Thus, picture, blackboard, OHP, etc. fall under visual aids whereas tape recorder, language lab, radio etc will come under audio aids.

Hence we conclude that language teachers can easily arouse the interest of their students, make them express their ideas clearly and make good use of teaching aids.

1.1.2 Importance of Teaching Aids

Teaching aids have great importance on teaching and learning process. Teaching learning process without using teaching aids will be meaningless. In this regard, Wright (1986, p.46) mentions the following importances of teaching aids:

) They make communicative approach to language learning easier and more natural.

) They can be used for decorative purposive for creating variety and for making lesson more interesting.

) They shorten teaching learning process.

) The use of aids to teach word meaning is obvious.

Similarly, Aggrawal (1997, p.36) mentions the following merits of teaching aids:

) They develop a sense of reality and vividness.

) They develop a sense of objectivity.

) They provide a kind of convenient and motivating environment.

) They arouse curiosity among the students.

) They provide opportunity for useful mental experience and imagining comparing, analyzing and drawing inferences.

) They provide interest in the study of the subjects

) They promote functional knowledge.

) They supplement classroom lesson.

The description of these two scholars on the importance of teaching aids shows that the importance of teaching aids and material in language teaching is immense.

1.1.3   Types of Teaching Aids

Teaching aids can be divided into different ways. Agrawal (1996) as cited in Sharma and Phyak (2008, p.301) categorizes the teaching aids in the following ways:

Audio Materials	Visual Materials	Audio-Video Materials
- Language laboratories - Radio - Sound distribution system sets - Tape and disc recording	Bulletin boards Chalk boards Charts, drawing etc, Exhibits, films strips Flash cards Flannel boards Flip book Illustrated books Magnetic board Maps, model Picture, posters, photographs, silent films, slides	Demonstration - films - printed materials - printed materials with recorded sounds - sound filmstrips - study trips - Television - Videotapes

Similarly, Rai (1999 as cited in Sharma and Phayk 2008, p.301) categorizes the teaching aids into display devices, visual materials and supplementary materials. The following chart shows this:

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In the same way, El -Araby (1974, p. 10) mentions the following types of teaching materials:

i.   Aids to Aural comprehension

    a.   The Gramophone

    b.   The tape recorder

    c.   The language laboratory

ii.   Aids to speech production

a.   Two dimensional aids

- Bulletin - board displays.
- Demonstration lesson
- Pronunciation lesson.
- Pronunciation chart
- Chalkboard, flannel board, magnet board.
- Wall pictures
- Clock-dial
- Slides and filmstrips.

b.   Activity programme

- Field trips
- Dramatization
- Language games.

c.   Recorded materials

- Guided conversation
- Grammar practice
- Repetition drill
- Expansion exercise
- Reduction Exercise
- Controlled changes
- Vocabulary practice
- Free expression

iii. Reading Aids

a.   Aids for visual Recognition

- Flash cards
- Reading cards
- Reading Lab
- Comic magazines and posters.
- Teacher and students made materials

b.   Mechanical aids for reading

- OHP
- Reading
- films
- Epidiascopes etc.

iv. Writing Aids

- chalk board and OHP
- Motion picture
- T.V
- Radio
- Newspapers and Magazines

Among them, picture is one of the most important visual aids. Picture is a representation or image of painted drawn, photographed or otherwise rendered on a flat surface. A visible image especially one on a flat surface or screen. The picture reflected in the lake; focused the picture on the movie screen. Similarly, picture is a visual representation of something, such as the person or scene, produced on a surface as in photograph and painting. Picture provides us a mental image or clear picture of events. Picture shows a verbal description especially one that is vivid. Picture helps to describe vividly in words, make a verbal picture of their heroism in glowing language.

1.1.4 Developing Writing Skills

Writing is a productive skill in the written mode. There is no doubt that it is the most difficult skills for L2 learner to master. It seems to be the hardest skills,

even for the native speakers of the language since it involves not just a graphic representation of speech, but the development and presentation of the thought in a structured way. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling pronunciation word, choice and so on.

The main purpose of teaching language is to develop the four basic language skills viz. listening, speaking, reading and writing. Francis Bacon (1561) (as cited in Sharma and Phyak, (2006, p.245)) says that, "writing attracts special attention because reading maketh full man, conference a ready man and writing an exact man." Writing is one of the most important skills for learning a new language. Being a productive skill, this needs proper handling of the mechanics of writing to make sensible sentences and paragraphs, it can be more clearly looked at in terms of sub skills of writing. According to Munby (1979) (ibid p.255) the sub skills of writing are:

i.   Manipulating the script of a language

      a.   Forming the shape of letters.

      b.   Using the spelling system.

      c.   Using punctuation.

ii.   Expressing information explicitly

iii.   Expressing information implicitly through

      a.   Inference

      b.   Figurative language.

iv.   Expressing the communicative value of sentence and utterances

v.   Expressing relations with in a sentence using.

a.   Elements of sentence structure

b.   Modal auxiliaries

c.   Intra-sentential connectors.

vi.   Expressing relation between parts of a text through lexical cohesion devices.

vii.   Expressing relations between parts of a text through grammatical cohesion.

viii.   Using indicators in discourse for
   a.   Introducing an idea.
   b.   Developing an idea
   c.   Transition to another idea
   d.   Concluding an idea
   e.   Emphasizing a point
   f.   Explanation of point already made.
   g.   Anticipation an objection

ix.   Reducing the text through avoiding irrelevant information.

Writing skill plays a significant role in each and every sector in the business world, in politics, in educational sector etc.

1.1.4.1 Activities for Developing Writing Skills

There are various activities for the development of writing skills. In this context, for the students of secondary level, there are some appropriate types of activities.

I.   Controlled Writing

Controlled writing refers to the activity which is carried out under the direct supervision of the teacher. The exercises are designed in such a way that students have virtually no freedom to make errors. Such activities are particularly helpful for the beginners. Controlled writing includes such activities: combining reproducing and completing. For example:
   - Combining words/sentence
   - Reproducing the similar text/ paragraph
   - Completion item (fill in the blanks)

II.   Guided Writing

Guided writing stands as a bridge between controlled and free writing. It includes any writing for which students are given assistance such as a model to

follow, a plan or outline to expand from etc. In such activities, students will be given some freedom in the selection of lexical items and structural patterns for their writing exercise. They can begin with outlines which allow for some individuality, but which also help them to keep to what they have learned. Typical types of activities that can be done for guided writing are: paraphrasing, parallel writing, and developing skeleton into a text. For example:

- Transformation items (active/ passive/ affirmative/ negative, direct, indirect)
- Paraphrasing (dialogue into narrative or vice versa, poetry to prose or vice versa)
- Parallel writing (reproducing the similar text, copying etc.) Developing skeleton into a fuller text. (Writing a text paragraph)

III. Para- orthographic Text Writing

Para- orthographic text writing displays the information more vividly and accurately. They save time and energy for the readers, such as charts, diagrams, table map etc. Students are required to change para- orthographic texts into orthographic texts and vice-versa. This activity helps to develop writing skill in a concise and accurate way. For example:

- Finding the way through map, writing the way to go.
- Interpreting the tables or charts

IV. Free Writing

In free writing, students are given a topic to write on as per their choice. Free writing exercises promote students' feelings emotions and desires, etc. Free writing involves the individual relation of vocabulary and structure for the expression of personal meaning; however the teacher may help the students in the collection of ideas, developing an outline, supplying some language materials, etc. Free composition is open-ended. For example:

- Writing a letter, novel, story, poem etc.

- Writing paragraph, essay daily routine.
- Report writing.
- Dialogue writing, etc.

1.1.5 Writing a Paragraph

A paragraph is a piece of writing that consists of several sentences. A paragraph should always have complete, correct, and concise sentences. As well it should be easy to read and well organized. The paragraph itself should focus on one subject, theme, or central idea.

A paragraph could be about an object such as a young boy. If the paragraph starts out talking about the boy, it must stay the same throughout. For example, if the writer were to talk about where a young boy lives and then go on to describe what the boy looks like these are two separate ideas.

According to Abidi (2005, p.31), writing paragraphs are in fact, the most basic structure in any writing. So understanding how to write effective and intriguing paragraphs can improve your writing greatly. For him, a paragraph should contain some structure and particular elements. The elements are of major five types as listed below in relative order:

1. A Topic sentence motivates the reader to want to read more.
2. The First main point proves backs up, or explains the topic sentence.
3. The Second main point usually provides a reason for the first point made.
4. The Third main point can help prove the topic sentence or back up the   first or second main point of the paragraph.
5. The Conclusion sums up the main points or ideas and it usually completes the topic.

So just to recap, normally a paragraph starts out with a topic sentence or idea. The topic sentence is followed by the first, second, or third main points and then details are added in between each point in order to explain the idea fully. Once one idea or concept has been described the paragraph is brought to a

conclusion by usually summing up the main points or making a transition into the next paragraph. For Example, the following paragraph consists of all the topic sentence, the first, second and third main point and the conclusion in a cohesive way:

The poodle makes a perfect pet because poodles offer their owners a companionship for life, not to mention that they have a loveable personality. Poodles are sweet, smart, playful, and well mannered and they love to be around people. They are always willing to lend their unquestionable love and loyalty when you need the most and they are yours for life. Apart from being a happy spirited dog and a great companion, the poodle is small and doesn't require a lot of room, so they are ideal for apartments or city settings. The poodle is suited to most environments and lifestyles; whether it'll be living in the suburbs or downtown, with one person or a couple, or even living with a family and children, the poodle fits right in. The poodle is a dog that warms your heart with its character. It becomes a part of your family no matter where you live and it can provide you with love and companionship that you won't want to do without. In fact, you can't ask for a better dog.

To quote Abidi (2005, p.33), there are certain rules one should follow in order to write a paragraph. As regards this, Abidi writes,

> The first sentence should be a topic sentence and should contain the topic and an opinion on the topic. It should strictly not contain any supporting ideas which MUST feature in the next sentence. One should write at least three sentences supporting the ideas, with facts, reasons, examples, statistics, comparison, or an anecdote. Last, you should have a concluding sentence which reasserts your opinion, but does not have the same wording. Going by these helpful rules will lead to good paragraph writing.

Abidi has suggested four stages in which we have categorized paragraph writing so as to make it a lot easier for us to learn the art. The four stages are:

-) Prewriting Paragraphs
-) Writing Paragraphs
-) Editing Paragraphs
-) Publishing Paragraphs

The prewriting stage is when the writer thinks carefully and organizes the ideas for his/her paragraph before s/he begins writing. He has suggested six prewriting steps as below:

1. Think carefully about what you are going to write

Ask yourself: What question am I going to answer in this paragraph? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph interesting? Do I need more facts on this topic? Where can I find more facts on this topic?

2. Open your notebook

Write out your answers to the above questions. You do not need to spend a lot of time doing this. Just write enough to help you remember why and how you are going to write your paragraph.

3. Collect facts related to your paragraph topic

Look for and write down facts that will help you to answer your question.

4. Write down your own ideas

Ask yourself: What else do I want to say about this topic? Why should people be interested in this topic? Why is this topic important?

5. Find the main idea of your paragraph

Choose the most important point you are going to present. If you cannot

decide which point is the most important, just choose one point and stick to it throughout your paragraph.

 6. Organize your facts and ideas in a way that develops your main idea

Once you have chosen the most important point of your paragraph, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your paragraph. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the paragraph. Write down your own note set that you can use to guide yourself as you write your paragraph.

The writing stage is when the writer turns his/her ideas into sentences. There are five writing steps as below:

1. Open your notebook and word processor.

2. Write the topic sentence, supporting sentences and closing sentence.

3. Write clear and simple sentences to express your meaning.

4. Focus on the main idea of your paragraph

5. Use the dictionary to help you find additional words to express your ideas.

The editing stage is when the writer checks his/her paragraph for mistakes and corrects them. Mainly grammar and spelling and style and organization are looked at in this stage. There are certain activities in each of these points as below:

(i) Grammar and Spelling

1. Check your spelling.

2. Check your grammar.

3. Read your assignment again.

4. Make sure each sentence has a subject.

5. See if your subjects and verbs agree with each other.

6. Check the verb tenses of each sentence.

7. Make sure that each sentence makes sense.

(ii) Style and Organization

1. Make sure your paragraph has a topic sentence.

2. Make sure your supporting sentences focus on the main idea.

3. Make sure you have a closing sentence.

4. Check that all your sentences focus on the main idea.

5. See if your paragraph is interesting.

Lastly, the publishing stage is when the writer produces a final copy of his/her assignment to hand in. The three most vital publishing steps are:

1. Make a paper copy of your paragraph.

2. Show your work to your teacher, tutor or parents.

3. Ask them for hints on how to improve your writing.

According to Wikipedia, the free encyclopedia, a paragraph (from the Greek *paragraphos*, "*to write beside*" or "*written beside*") is a self-contained unit of a discourse in writing dealing with a particular point or idea. It consists of one or more sentences.The start of a paragraph is indicated by beginning on a new line. Sometimes the first line is indented. At various times, the beginning of a paragraph has been indicated by the pilcrow. Professionally printed material typically does not indent the first paragraph, but indents those that follow. For example, Robert Bringhurst (2005, p.39) states that we should "set opening paragraphs flush left. According to Johnson (2003, E-Book, #467), a paragraph should be in detail. In literature, a "detail" is a small piece of information within a paragraph. A detail usually exists to support or explain a main idea.

To quote Driscoll and Brizee (2010, p. 83),

> A paragraph is a collection of related sentences dealing with a single
>
> topic. Learning to write good paragraphs will help you as a writer stay
>
> on track during your drafting and revision stages. Good paragraphing
>
> also greatly assists your readers in following a piece of writing. You can
>
> have fantastic ideas, but if those ideas are not presented in an organized

fashion, you will lose your readers (and fail to achieve your goals in
writing).

They talked about the basic rule in writing a paragraph as well. Driscoll and
Brizee (2010) further write that

> The basic rule of thumb with paragraphing is to keep one idea to one
> paragraph. If you begin to transition into a new idea, it belongs in a new
> paragraph. There are some simple ways to tell if you are on the same
> topic or a new one. You can have one idea and several bits of supporting
> evidence within a single paragraph. You can also have several points in
> a single paragraph as long as they relate to the overall topic of the
> paragraph. If the single points start to get long, then perhaps elaborating on
> each of them and placing them in their own paragraphs is the route to go
> (p. 83).

Thus, a paragraph is a collection of related sentences dealing with one topic. It
has a topic sentence which expresses the main idea of a paragraph. It is usually
the first sentence of a paragraph and contains the central idea. A topic sentence
usually comes at the beginning of a paragraph; that is, it is usually the first
sentence in a formal academic paragraph. Not only a topic sentence is the first
sentence of a paragraph, but, more importantly, it is the most general sentence
in a paragraph.   The topic needs a supporting sentence which Develops,
explains and supports the main idea of the paragraph. It contains facts,
examples and details and explains why the main idea it is true. A good
paragraph should be concluded well in advanced. For this, it should have a
concluding sentence. It is usually the last sentence of the paragraph which
restates the main idea and is used to finish the paragraph or to prepare the
reader for the following paragraph.

1.1.5.1 Elements of a Paragraph

According to Driscoll and Brizee (2010, p. 84), to be as effective as possible, a paragraph should contain each of the following: Unity, Coherence, a Topic Sentence, and Adequate Development. As we see, all of these traits overlap using and adapting them to individual purposes; it will help to construct effective paragraphs.

Unity: The entire paragraph should concern itself with a single focus. If it begins with a one focus or major point of discussion, it should not end with another or wander within different ideas.

Coherence: Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.
(i) Logical bridges: The same idea of a topic is carried over from sentence to sentence and the successive sentences can be constructed in parallel form.
(ii) Verbal bridges: Key words and synonymous words can be repeated in several sentences. Pronouns can refer to nouns in previous sentences and transition words can be used to link ideas from different sentences.

A topic sentence: A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although all paragraphs do not have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. Regardless of whether the writer includes an explicit topic sentence or not, s/he should be able to easily summarize what the paragraph is about.

Adequate development: The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to

paragraph, depending on the author's purpose, but writers should beware of paragraphs that only have two or three sentences. It's a pretty good bet that the paragraph is not fully developed if it is that short.

Driscoll and Brizee (2010, p. 85), suggested some methods to make sure that the paragraph is well-developed. Their suggestions in points are as below:

⌡ Use examples and illustrations
⌡ Cite data (facts, statistics, evidence, details, and others)
⌡ Examine testimony (what other people say such as quotes and paraphrases)
⌡ Use an anecdote or story
⌡ Define terms in the paragraph
⌡ Compare and contrast
⌡ Evaluate causes and reasons
⌡ Examine effects and consequences
⌡ Analyze the topic
⌡ Describe the topic
⌡ Offer a chronology of an event (time segments)

1.1.5.2 When to start a new paragraph?

Paragraphing needs speciall skill. A rampant paragraphing does not give any good sense. Thus, certain rules should be followed to make a paragraph meaningful. According to Driscoll and Brizee (2010, p. 87)**,** a writer should start a new paragraph when:

⌡ **When you begin a new idea or point.** New ideas should always start in new paragraphs. If you have an extended idea that spans multiple paragraphs, each new point within that idea should have its own paragraph.

⌡ **To contrast information or ideas.** Separate paragraphs can serve to contrast sides in a debate, different points in an argument, or any other difference.

) **When your readers need a pause.** Breaks in paragraphs function as a short "break" for your readers—adding these in will help your writing more readable. You would create a break if the paragraph becomes too long or the material is complex.

) **When you are ending your introduction or starting your conclusion.** Your introductory and concluding material should always be in a new paragraph. Many introductions and conclusions have multiple paragraphs depending on their content, length, and the writer's purpose.

There are no hard-and-fast rules for how long a paragraph should be. Instead, we should make sure that there are natural breaks. Each paragraph should contain one main idea and whatever writing supports it. If a paragraph looks like it is getting too long, we should rephrase it or simply separate the paragraph into two new ones. The writer should adjust his/her writing to its purpose i.e., he/she should write in a style that suits the aim. As important as writing the parts that are important are leaving out things that are not related. If it does not fit or is not relevant, leave it out. To make it good, the writer should format the paragraphs appropriately and consistently

1.1.5.3 Steps in Developing a Paragraph

Reid (1994, pp. 51-52) suggests nine different steps in developing a paragraph. According to him, the steps are as below:

1. **Determine the purpose of your paragraph**: This is the most important part. This is the step in which the paragraph should communicate what the writer wishes to say. It should express:
o What topic are you discussing
o Who is the audience for your paragraph, what do they need to know and what do they already know?
o Why are you writing? Are you telling a story, giving instructions, arguing a point? If you're making a point, state the point explicitly and prominently

where it will get noticed as a point: either near the beginning or at the very end.

2. **Start the paragraph with the main idea**: Asking a question is a good way to draw readers in. You may also start with a general statement and give details to back it up or expand on the point. The main idea could be stated using one of the four types of sentences.

o Hint that you have an answer to the question and invite the reader to carry on reading. Depending on the writing, the opening paragraph may be a "teaser" designed not give away too much information.

o By contrast, the first paragraph of a well-written newspaper article will almost always give a concise summary of the basic facts of the story.

3. **Develop the idea further in the next few sentences**: Go into more detail on one or two aspects mentioned in the opening paragraph. Try not to cover more than one (or two) main idea in each paragraph.

4. **Address each new idea or group of ideas in a new paragraph**: Start each paragraph with a topic sentence and build it with supporting sentences.

5. **Use transition words to show the relationship of different ideas in the writing**: Transition words can help to compare and contrast, show sequence, show cause and effect, highlight important ideas, and progress smoothly from one idea to the next. See the external links for a list of these helpful words.

6. **Vary the structure of the sentences**: If the sentences started with the same structures, rephrase them.

7. **Tie together any loose ends in a final, concluding sentence**

8. **Reread and proofread the writing**: The writer should change it if it does not say what s/he intended.

9. **Practice**: Like any process, writing paragraphs gets easier as the writer do more of it.

Writing effective sentences is an art and a discipline. People often ask how they can become better writers. When one play a sport, s/he becomes better the more they practice. The same is true about writing. Lynne (2011, p. 37) gives a few writing tips on how to practice as four simple rules, and says that if we memorize them and use these ideas as we write, we can soon be writing effectively

Rule-1: Write sentences that have different lengths
Typically English sentences are 15-25 words (10-40 words are the extremes). If you have many sentences with more than 30 words you need to revise in order to break some of those sentences up into two sentences. A more common problem with writers is having many sentences with 15 words or less. In order to fix this problem, you need to combine your sentences.

Rule-2: Start every sentence in a paragraph with a different word
Ineffective writers often start several sentences in a paragraph with the same word. That is how we talk in English but putting what we say into writing makes us sound like poor writers. Your writing will sound much more professional if you pay attention to the first word in each sentence. No sentence in the same paragraph should start with the same word. Correct this by going through your writing and circling the first word in every sentence. If you find two words that are the same in a paragraph, change one of them.

Rule-3: Use Questions and Commands
While you do not want to overuse questions or commands, these types of sentences can occasionally be used to great effect. Questions can often be used to start a paragraph and introduce the idea that your paragraph will answer.
) Do you understand how to write effective sentences now?
Commands are a great way to conclude your writing and tell your reader what you want them to do!
) Be sure to practice these rules in your writing!

Rule-4: Use Appositives and Adjective phrases to pack information into a sentence

Appositives are when you have two interchangeable names for one person (example: Douglas, my brother, is a lawyer.). Commas set off the second "name." Appositives which are adjective phrases are an easy way to include a lot of information in a short space

⟩ *Bernard, my youngest and most stylish brother, is a lawyer.*

In those ten words, the writer tells about his name, his relationship to him, his age (relative to him), a personality trait and his occupation. Since he has only used ten words so far, he could easily add more information like that:

⟩ *Bernard, my youngest and most stylish brother, is a lawyer in Los Angeles, California, where all the girls are blondes and all their mothers are on Prozac.*

1.2 Review of the Related Literature

As the effectiveness of teaching materials is concerned, a number of researches have been carried out in the Department of English Education. Some of the important and related ones are reviewed as below:

Chapagain (1999) carried out his study entitled "Use of Teaching Materials and its Impact in English Language Learning". The purpose of his research was to determine the impact of the teaching materials by comparing the Grade Six students' achievements that is taught using the teaching materials with those who are taught without using them. To fulfill the purpose, he used co-relation co-efficient to two variables viz. performance difference between the pretest and post-test of the controlled group and the performance difference between the pre-test and post-test of the 'experimental group' was calculated. The finding shows that the teaching materials are an integral part of English language teaching and they have highly positive impact on language teaching. Likewise, Pande (2004) also carried out an experimental research entitled "The Effectiveness of Project Work Technique in Developing Writing Skill."

The main objective of the study was to find out the effectiveness of project work technique in developing writing skill. The finding showed that the use of project work technique in classroom teaching is slightly more effective than conventional teaching.

There are many researches carried out as regards the effectiveness of teaching aids. Adhikari (2005), Khakurel (2005), Ghimire (2007), Niure (2008), Neupane (2008), Dahal (2009), and Shrestha (2010) all carried out the researches to find out the effectiveness of teaching aids in various angles of language teaching. Their common finding was that the use of teaching aids was effective to foster learning of the students.

A number of researches have been carried out to find out the effectiveness and role of different methods, techniques and tools in developing the language proficiency in the students in the Department of English education. However, only some studies in writing skills have been carried out yet. This study varies from these reviewed studies in a sense that this is the first study on the effectiveness of pictures in writing paragraphs in which an attempt has been made to find out how effective role the picture plays in developing writing skill in English.

1.3 Objectives of the Study

The study had the following objectives:

      a) To find out the role of pictures in writing paragraph in English.

      b) To suggest some pedagogical implications.

1.4 Significance of the Study

The study is very important as it has dealt with the ways related to teaching writing skill. It has provided some insight into the practical aspects of teaching 'writing paragraph'. A paragraph consists of a topic sentence, the main ideas, and the conclusion. The use of picture in teaching helps the students to memorize and focus in these three elements as the pictorial materials are prepared keeping the focus of these elements in mind. Further, it makes the

class lively and provides the students ease to memorize the series of events/incidents in more lievly. Thus the findings of the study will be important for the students and teachers of ELT as it may function as a path finder for their academic journey. Further, its findings and recommendations will be helpful to the textbook writers, curriculum designers, language planner and policy maker, researchers as well as for all the others who use English as a second or foreign language and are directly and/or indirectly related to language teaching, especially the teaching of writing skill at school level.

CHAPTER TWO
METHODOLOGY

The following methodological strategies were used to fulfill the objectives of the study:

2.1 Sources of Data

The researcher used both primary and secondary sources of data to collect necessary information. The sources of data were as below:

2.1.1 Primary Sources

The students of Grade 9 from a public school of Bhojpur district were the primary source of the data for this study. I myself was involved in the experiment. A comprehensive test item was designed and administered as both pre- and post-test to collect required data for the study.

2.1.2 Secondary Sources

I made use of secondary sources of data as well in the study. Some of them were Nunan (1992), Brown (1994), Ur (2001), Pande (2004), Adhikari (2005), Khakurel (2005), Ghimire (2007), Niure (2008), Neupane (2008), Harmer (2008), Dahal (2009), Shrestha (2010) and so on.

2.2 Population of the Study

The students of Grade 9 of secondary level public school were the population of the study for this research work.

2.3 Sample and Sampling Procedure

Thirty students of grade 9 of Shree Manedanda Secondary School, Bhojpur were taken as the sample of the study. The students were sampled through judgmental non-random sampling procedure for teaching and testing purpose. The selected students were divided into two (controlled and experimental) groups and they were studied in depth.

2.4 Tools for Data Collection

Test item was the tool of primary data collection. Secondary data were collected through document study. The reserch tool is kept in the appendix-I of the report.

2.5 Process of Data Collection

First of all, I visited the selected school and met the concerned authority. A good rapport was established and the purpose and process of research was explained. The English teacher of Grade 9 of the school was consulted and the students were explained about the purpose and process of the research work. Then, the test items to be used in the pre- and post test was developed along with the task to be used for treatment. A pre-set test item was administered for the purpose of pre-testing the student's knowledge. The test item was examined and scored. Students were divided into two groups (controlled and experimental) on the basis of their pre-test score. Then, the same teaching items were taught to the both groups. Experimental group got special treatment (taught with the help of picture) whereas the control group did not. The post-test was administered after the teaching of 21 days. Finally, the result of post-test was compared with the result of pre-test. Gender was also a veraible taken into account in the study. The scores of both the tests were analyzed and interpreted so as to derive the findings.

2.6 Limitations of the Study

The study was limited only to:
  i.   The Grade nine students of Shree Manedanda Secondary School, Bhojpur.
 ii.   The learning of writing skill in English as a foreign language in the classroom setting.
iii.   The experiment of 21 days in classroom setting.
 iv.   The teaching of the paraagraph writing.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of collected data. The data have been analyzed keeping them in a holistic comparison. Before starting the presentation, analysis and interpretation of the collected data; the basic information associated with the analysis and interpretation has been given below in brief:

3.1 Holistic Comparison of Student's Score

After collecting the test items of both the pre- and post-tests, scoring was made. The tests were of 50 full marks. The table below presents the average score of students' achievement in both the tests.

Table No. 1

Comparison of Students Score

Group	Average score (pre-test)	Average score (post-test)	Difference	Difference %
A	22.66	27.33	4.67	9.34
B	22.20	31.60	9.40	18.80
Total	22.43	29.46	7.03	14.07

The information presented in the table above shows that the pre-test score of both the groups (22.66 and 22.20) was the same. It has the average of 22.43 marks. As the average post-test score is concerned, Group A increased it by 4.67 marks in average (i.e., 9.34 %) whereas Group B increased it by 9.40 marks (i.e., 18.80%). Here, the average post test score is 29.46 which is 7.03 marks (i.e., 14.07 %) more than that of the pre-test. The difference between them is mainly due to the treatment (teaching). To put it another way, the result of Group A had only a little progress whereas Group B made better progress in

comparison to Group A in the post test which signifies the effect of treatment. It is mainly due to the intervention used while teaching them.

3.2 Analysis of Test Scores

The test items of the pre-test were scored before the observation period. The group was divided on the basis of the rank of their scoring. As the result of the pre-test is concerned, the students obtained the following averag result:

Table No. 2

Pre-test result of group A

SN	Teaching item	FM	Score
1	Making plans	5	2
2	Describing places	5	2.5
3	Describing habitual past	5	3
4	Describing past events	15	6.5
5	Expressing ideas	10	4.5
6	Suggesting	5	2
7	Arguing	5	2.5
Average score in total		**50**	**23**

The data presented in the table above shows that altogether seven items were incorpurated in the test items containing 50 full marks. Group A has obtained 23/ (22.66) marks in average in the pre-test. As item wise scoring is concerned, the students have obtained 2 marks in making plans, 2.5 marks in describing places and 3 in describing habitual past. Similarly, they have obtained 6.5 marks in describing past events, 4.5 marks in describing ideas and 2 marks in suggesting. Accordingly, student's average score in arguing is 2.5. As the pre-test result of group B is concerned, their average obtained marks were as follow:

Table No. 3

Result of Pre-test of group B

SN	Teaching item	FM	Score
1	Making plans	5	2.5
2	Describing places	5	2
3	Describing habitual past	5	2.5
4	Describing past events	15	6
5	Expressing ideas	10	5
6	Suggesting	5	2
7	Arguing	5	2.5
Average score		**50**	**22.50**

According to the data presented in the table above, the students of group B have obtained 22.50 marks in the test item in average. The data shows that they have obtained 2.5 marks in making plans, 2 marks in describing places, 2.5 marks in describing habitual past and 6 marks in describing past events. Similarly, their score in expressing ideas is 5, suggesting is 2 and arguing is 2.5 in average. That is they obtained 2 in lowest and 6 in highest marks. The table shows that the pre-test scoring of both the groups is approximately same and alike. This signifies that both of the groups have equal performance in the pre-test.

The pre-test result was interpreted in terms of the gender as well. The table below presents a glimpse of the gender wise performance of the students in the test:

Table No. 4

Gender-wise Result of the

Group	Pre-test		Post-test	
	Male	Female	Male	Female
A	21.40	24.64	26.62	28.14
B	20.60	23.50	30.00	33.42
Average	21.00	25.07	28.31	30.78

According to the data presented in the table above, the difference between the scoring of the pre-test of the male and female in group A is 3.24. i.e., male students have obtained 3.24 marks less than the female counterpart. As same as this, the pre-test scoring of the male students of group B is also 2.90 marks less than their female counterpart. This shows that the test score of the female students is somehow better than that of the male students in both the groups which signifies that the overall performance of girls in the pre-test is better than the boys.

After the observation of 21 days, the same test item was used for the purpose of post-testing the students' performance. The test items were scored after their administration. According to the information presented in the table, the post-test scoring of group A varies from the scoring of group B. That is, group A has scored 4.27 marks less than the group B. This signifies that the effect of using picture during the observation period caused the result difference in the test scoring.

To make the analysis detail and comprehensive, the post-test scoring has also been interpreted in terms of the gender. So far as the data presented in the table is concerned, female students of both the groups have scored better marks than the male counterpart. As the group A was a controlled group, only a little progress (1.52 marks) due to the treatment can be observed between the two genders. However being an experimental group, group B has better scoring than group A in both the gender-wise groups due to special treatment during the observational period. Although being so, the performance of female students seems better than the male students as having 3.42 marks more than the male counterpart. This as a whole, shows that the performance of the female students is somehow better than the male students in the test scoring.

3.3 Comparison of Test Result in Terms of Teaching Items

Twenty one lessons related to paragraph writing were taught for 21 days so as to find out the effect of treatment/intervention. The use of pictures was the

independent variable used in the study and the main objective of the research study was to find out the effectiveness of the use of picture in writing paragraph. Both the control and experimental groups were taught the same lesson. The test items have covered the seven main items among the items taught. Being based on student's response on writing test, the following item-wise achievement was found:

Table No. 5

Item-wise Comparison of Test Result

SN	Teaching item	FM	Score of group A		Score of group B	
			Pre-test	Post-test	Pre-test	Post-test
1	Making plans	5	2	2.5	2.5	2.5
2	Describing places	5	2.5	3	2	2.5
3	Describing habitual past	5	3	3.5	2.5	3.5
4	Describing past events	15	6.5	7.5	6	11.5
5	Expressing ideas	10	4.5	5	5	6.5
6	Suggesting	5	2	2.5	2	2.4
7	Arguing	5	2.5	3.5	2.5	2.5
	Average score	**50**	**23**	**27.50**	**22.50**	**31.50**

So far as the data presented in the table above is concerned, the teaching item-wise average scoring of the students in both the pre- and post-test is not the same and alike. It is clear from the table that Group A (the controlled group) has 23 average pre-test scoring whereas the post-test average scoring is 27.50. It shows 4.50 percent increment in the post-test. As the increment of 5 percent in the post test does not signify the effect of the intervention, the 9 percent increment means only a little improvement from the pre test due to the effect of the intervention/treatment (teaching). So far as the scoring of Group B (the experimental group) is concerned, its average pre-test scoring is 22.50 whereas the average post-test scoring of this group is 31.50 (i.e., 9 marks more than that of the pre-test). It shows that the post-test result has 18 percent increment than the average scoring of the pre-test of the group.

According to the data presented in the table above, students have felt difficulties in suggesting and expressing ideas. They obtained below 50 percent marks in average in these items. Narrating past events and describing habitual past were found the two items that students have coped up with almost high sounding. The data show moderate type of (average) scoring in writing paragraph whereas the post test result shows the effect of using picture in the scoring of students test items.

According to the aforementioned descriptions, the students have similar type of learning rate in almost all the functions taught so far. The difference between the post-test score of Group A and Group B is mainly due to the difference between the intervention/treatment that was applied during the observational period. That is, Group B (experimental) was taught with the help of picture whereas it was lacking in the group A. This is why, the performance in writing paragraph very to the groups.

3.4 Gender-wise Comparison

An attempt has been made here to compare and analyze the student's test result in terms of the gender.

Table No. 6

Gender-wise Comparison

Group	Gender	Average score (pre-test)	Average score (post-test)	Difference (with %)
A	Male	21.40	26.62	5.22 (10.44%)
	Female	24.64	28.14	3.50 (7.0%)
B	Male	20.60	30.00	9.40 (18.80%)
	Female	23.50	33.42	9.92 (19.84%)

According to the data presented in the table above, there is the remarkable difference between the scoring of the male and female students. As the data is concerned, the average pre-test scoring of male student (21.40) of group A is 3.24 marks less than the average pre-test scoring of female student (24.64). Similarly, the average pre-test scoring of male student of group B (20.60) is 2.90

marks less than the average pre-test scoring of female student (23.50). The data shows that the post test score of male students of group A (26.62) is 9.38 marks less than the post test score of the male students of group B which signifies the effect of the use of pictures in teaching. As same as this, the post test score of female students of group A (28.14) is 5.28 marks less than the post test score of the female of group B (33.42). This as a whole shows both the pre- and post-test score of female students is better than that of the male students.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

As this study was conducted to find out the effectiveness of picture in teaching and learning paragraph writing in English, a practical study of 21 days was conducted so as to find out the effect of the treatment. This chapter has dealt with the findings and recommendations of the study which was drawn from the analysis and interpretation of the collected data. For the convenience of the study, the findings and recommendations have been given in two different sub-headings as below:

4.1 Findings

The major findings of the study are as below:

I. As the analysis of the scoring of the test items is concerned, the average increment percentage of group B is 9.46 percent to compare with the average achievement of Group A. That is, Group B has achieved 4.27 marks more than that of the Group A in post-test. It implies that the result of Group B in English paragraph writing was better than group A. Through this evidence, it is found that the use of picture in teaching is a requirement for successful learning of writing paragraphs.

    a. The post–test result of both the groups in average [27.33 (A) and 31.60 (B)] is found better than the pre-test result of both the groups [22.66 (A) and 22.20 (B)] as a whole. It shows that the increment on post-test is due to the introduction of an independent variable and the treatment during the period of observation.

    b. The study also shows that the performance of writing paragraph is influenced by the gender of the students. It is proved as both the pre- and post-test score of female students is better (33.42) than that of the male students (30.00) in the test result.

    c. Among the items taught so far, students obtained the highest score in describing past events and lowest score in suggesting in the post test. It

also shows that use of picture is influential in descriptive items in compare to the other items.

d. The average scoring of student's in the pre-test was 22.43 as having 22.66 of group A and 22.20 of group B. This shows that the students had similar and equal performance in the pre-test.

4.2 Recommendation

Following recommendations for pedagogical implications have been suggested on the basis of aforementioned findings of the study:

a. The present study's scope was spread only to the 9th graders of a public school in Bhojpur district who were taught English paragraph writing for 21 days. Thus, it is suggested to carry out further researchers having large sample and longer time. Further studies should be carried out in different levels and also in different skills, aspects and functions of the language so as to generate more valid, accurate and authentic finding of the study. It is also suggested to conduct such types of other studies in the large scale for the betterment and authenticity of the study.

b. The study was related only to the teaching and learning of paragraph writing in English which is in fact a small item to teach and learn at Grade nine. Thus, it is recommended for further researchers to carry out further studies in other functions and aspect such as vocabulary, grammar, communicative functions etc. in more detailed. If it is so, it will also have more pedagogic implecation.

c. It is also suggested that the main aim of teaching in class should be to develop communicative competence at learners. If the teaching became able to foster it in the learners, the teaching would be more meaningful and the learning would be more permanent and effective.

d. It is suggested to the syllabus designers, textbook writers, teacher trainers as well as to the language teachers that the focus in using effective teaching materials at class can make the teaching and learning language more productive and purposeful.

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