

**EFFECTIVENESS OF MATCHSTICK FIGURES IN
TEACHING VOCABULARY IN GRADE FOUR**

**A Thesis Submitted to the Department of English Education,
In Partial Fulfillment for the Master of Education in English**

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2017

DECLARATION

I hereby declare that this thesis is original and no part of it earlier submitted for the candidature of the research degree to any university.

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ABSTRACT

This research report entitled '**Effectiveness of Matchstick Figures in Teaching Vocabulary in Grade Four**' was aimed to find out the effectiveness of matchstick figures in teaching meaning of words. It has been carried out by observing, interviewing, evaluating practically and comparatively. For this purpose, Lophophorus English School situated in Mechinagar-10, Kakarvitta, Jhapa, Nepal was selected by purposive sampling method and 30 students from grade-4 were taken as sample population. Test items were the main tool for data collection. A pre-test was administered to determine the existing proficiency level of the students. Then, they were divided into two groups; experimental and controlled groups on the basis of odd-even roll no. according to their individual scores obtained in the pre-test. After dividing them into two groups, both groups were taught 30 lessons separately, but the words were same. 'After completion of 30 lessons, a post test was administered using the same test item of the pre-test. Then the performance scores of the students of both tests were compared and analyzed. The main findings of the research is that using matchstick figures was very effective in teaching word meaning at Grade-4 compared to usual traditional ways of teaching. Further evaluation, interview and observation were done to prove it best.

This thesis consists of five chapters. Each chapter is divided in different sub-chapters. The 1st chapter is an introductory chapter. It includes general background, objectives of the study, significance of the study. The 2nd chapter deals review of the related literature. The 3rd chapter deals with the methodology. It includes the sources of data, population of the study, sampling procedure, tools of data collection, process of data collection, and limitation of the study. The 4th chapter deals with analysis, interpretation and presentation of the data. The final or 5th chapter consists of findings and recommendations.

ACKNOWLEDGEMENT

First of all, I would like to express my sincere gratitude to my thesis supervisor, respected teacher Mr. Rabindra Subedi for providing me good guidance, suggestions, instructions, encouragement and continuous supervision to complete this study.

I would like to express my sincere gratitude to Head of the English Department for Mr. Hari Prasad Timsina for supporting overall leadership and instruction to accomplish these thesis activities.

I would like to extend hearty gratitude to campus chief of Kankai Multiple Campus as well as all the lectures who are teaching at Kankai Multiple Campus.

Moreover, I like to thank to Mr. Sagar Gurung, the Principal of Lophophorus English School, Mechinagar-10 Kakarvitta, Jhapa who kindly helped me in teaching Matchstick Figure to collect necessary data and information to prepare this thesis.

Kheraj Thamsuhang

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LIST OF ABBREVIATIONS AND SYMBOLS

A	:	Experimental group
Av	:	Average
B	:	control group
C.B.S.	:	Central Bureau of Statistics
E LT	:	English Language Teaching
ESP	:	Especially
Etc	:	Etcetera
FM	:	Full marks
LAD	:	Language Acquisition Device
No.	:	Number
Per	:	Percent
Post-T	:	Post-Test
Pre-T	:	Pre-Test
Sco	:	Score
S.N.	:	Serial Number
T	:	Test

CHAPTER-I

INTRODUCTION

1.1 General Background

Language is known as a core means of communication. To communicate in fluently, human beings need storage of vocabulary. It should be known the meaning of words, sentences. Language is the system of words or signs that people use to express ideas, thoughts, emotions and feelings to each other. It is gift of nature to human beings. Only human beings use language to communicate each other. Animals communicate by using signs and symbols. But human communications are different than animals. So, language is voluntary vocal system of human communications.

In most of the countries, Language teacher teaches vocabulary to their children first. So, teaching vocabulary is foremost necessary for comprehension. It is not easy task for language teachers. In case of Nepal, English is taught and learnt as a foreign language as L₂ as well as communication language. Therefore, teacher felt a great difficulty to teach vocabulary in primary and secondary levels. Teachers must have knowledge of child psychology, age of children, learning period and teaching aids. It is era of informative technology but still teachers are using speech method in language teaching classroom. Most of the period, teacher talks himself / herself alone in class, they do not engage the students in communication activities. Therefore, students feel boring in language class.

In Nepal, Teaching profession is very challenges and issues because of lack of educational materials, low paid and related technical problems. Till now, fresh, energetic and excellent candidates are not attracted and recruited in teaching services. Recruited teachers have lack of training. There is untrained and low qualified teaching staff and lack of language skill, methodology and the child psychology in primary level. They have lack of knowledge about teaching material. Most of the children come from poor family background.

Therefore, students are not motivated in class and the classes seem unmanaged, houseful and overcrowded. Thus, primary level students are weak in second language. So it is known that not proper care and attention given to the primary level which stages is consider as a based in education and learning period and the age also known as foundation of whole life.

a) E L T Issues and Challenges in Nepal

Since long time the English language has been taught for many years in Nepal. Despite, it's long history but it has some issues and challenges. Some of them can be mentioned to the points as below:

1. Lack of trained teachers.
2. Inactivity and negligence of the trained teachers.
3. Inadequate professionalism in English teachers.
4. Poor physical facilities of the academic institutions.
5. Mixed ability classes.
6. Linguistically heterogeneous classes.
7. Over crowd large classes.
8. Lack of motivation and confidence in learners.
9. Mother-tongue use in English Classes.
10. Over-loaded teachers.
11. Because of second language L₂.

Many teachers teaching English in Nepal are trained but some are left untrained till now. Owing to the lack of professional skills and techniques, untrained teachers are not able to follow modern strategies of teaching English. Even some trained teachers follow traditional methods and technique because of some factors.

They are:

1. Lack of physical facilities (objective material),
2. Over-crowded large classes,
3. Lack of enthusiasm,

4. Teacher's inactivity and negligence,
5. New trained teachers' being discouraged,
6. Lack of proper environment according to second language,
7. Mispronunciation discourages learner in L₂,
8. Lack of phonetic sound in teachers makes confusion to learner.

The next problem existing in English classes in Nepal for ages in mixed ability of the students. For instance, if a trained teacher tries to make his students work in pairs or groups, some gifted students can do but weak one remain idle. Similarly, if students in a class do not share same mother-tongue, it is difficult for the teacher to implement the theory of contrastive analysis while teaching English. In addition to these obstacles, lack of students' motivation to learn English also hinders teaching English language. Some students feel that they cannot get any profit by learning English. They just want to get pass marks in English. Similarly, some students are not willing to learn English because of lack of confidence; they feel that English is a difficult subject which they cannot learn.

The next problem, the teachers teaching English in Nepal has been facing which is the use of students' mother tongue in the class. When a teacher makes his/ her students practice in pairs or groups, some students start speaking in their mother-tongue if the teacher is working with other pairs or groups. In addition to it, some teachers who are used to using the G T method find it easy to use students' mother-tongue in English classes. By the result, students cannot be exposed to English.

In Nepal, school-level English teacher has to teach 5 or 6 periods in a day; in some schools even 7 periods. He/ She feels over-loaded. By the result, s/he cannot manage the materials required, check students' homework, study individual students' problems and so on. S/he is ritually compelled to follow only the GT Method, the easiest way to teach English. So, because of personal in problems also restricted the learner in English language.

But the problems mentioned above can be solved in different ways. The teachers need to analyze the situations and apply the suitable solutions that can be properly used. For example, when a teacher has a problem in correcting students' homework, s/he can use self-correction, or peer correction technique. Despite some hindrances, ELT situation in Nepal is, to some extent, satisfactory.

b) Techniques /Activities for Teaching Listening

Listening is taken as doing efforts to know the vocabulary of convey utter sound. The main aim of teaching listening is to make students able to speak. This suggests listening and speaking are interwoven. While one speaks another listens. The listening has three stages:

1. Pre-listening stage
2. While-listening stage and
3. Post listening stage

Each stage is justified below:

1. Pre-Listening Stage

This is the preparation stage for teaching listening. At this stage, the teacher gives some background. There will be vocabulary introduction. They may look at pictures.

- = The teacher and students together discussing a relevant picture or experience.
- = Discussion of the topic/ situation.
- = An oral question-answer session.
- = Discussion of some vocabulary items.

2. While-Listening Activities

Here students listen to the teacher or a cassette player. They may listen to understand or they may listen to do something. When the teacher is telling a story, their job is to understand and answer the questions.

- = Making/ checking items in pictures.

- = Placing pictures in order.
- = Identifying the topic or any aspect of it.
- = Picture drawing.
- = Carrying out actions.
- = Following a route.
- = Extracting 2-4 pieces of information.
- = Chart/table completion.
- = Sentence completion.
- = True/ false items.
- = Multiple choice questions.
- = Matching items.

3. Post- Listening Activities

At this stage, either speaking or writing takes place. The students either answer the question orally asked by the teacher or write answer to such given question.

- = Giving opinions about the topic on basis of what the students hear.
- = Relating similar experiences to their own life.
- = Role play / simulation based on the listening material.
- = Problem solving and decision making activities.
- = Extending notes.
- = Producing a brief report.
- = Writing a similar text.
- = Debating on one of the issues mentioned in the text.

c) Teaching of Speaking

The Comment from many teacher from their students,- "I can understand my teacher's English, but when I speak to 'real people' outside, I can't understand them."

Speaking is the productive and active language skill. A good language teacher is tactful enough to select or design the appropriate activities according

to the context, classroom size, time available, materials available, need, level and interest of the students. The activities should be communicative in intent and compel students to at least speak something because they can learn speaking after really speaking. Some of the major activities those can be employed in a E L T classroom to teach speaking skill are listed here. They are:

1. Drill:

- (a) Imitation drill.
- (b) Simple Response drill.
- (c) Substitution drill.

2. Pair works:

3. Group work:

4. Role play:

5. Re-citation:

6. Discussions/ Debates:

7. Speeches/ Prepared talks:

8. Impromptu speeches:

9. Talking to the native speakers:

10. Summarizing the newspaper article or news story:

11. Story telling:

12. Describing pictures, maps, charts:

13. Cliffhanger:

d) Techniques / Activities of Teaching Reading Skill

There are three types of reading:

1. Pre- reading activities
2. While-reading activities
3. Post-reading activities

Each reading activities is justified below:

1. Pre-Reading Activities

Reading is expression in rhythmic utter sound with vocabulary skill under following.

- = Guessing topic and content through headlines, illustrations and pictures.
- = Brainstorming about the content, plot and characters.
- = Predicting the theme of the text.
- = Telling the purpose of the text.
- = Presenting new vocabulary items with their meanings which will appear in the text.
- = Giving one/ two S P Q in oral or written form.

2. While-Reading Activities

In course of reading activities under following activities should be followed:

- = Scanning
- = Skimming
- = Answering questions
- = Completing sentences.
- = Completing table/ charts/ grids
- = Labeling picture
- = Matching items
- = True/ false items
- = Multiple choice items
- = Asking questions to each other.

3. Post-Reading Activities

It is the stage where reader or learner expresses their learned knowledge:

- = Converting genre
- = Discussing new and interesting events in the text in group/pair.
- = Debating on controversial issues in topic
- = Doing language exercises based on text

- = Summarizing the text
- = Role playing
- = Project work
- = Relating the text to real life experience.

❖ **Variation of Reading**

1. Reading aloud
2. Silent reading
3. Rapid reading / Fast reading
4. Intensive reading
5. Extensive reading
6. Skimming reading
7. Scanning reading

e) Activities for Teaching Writing Skill or Technique

Writing is the most essential productive language skill which exposed in the form of letter figure like drawing. It involves manipulating, structuring of letters in word, word in sentences for exposing of thought, idea and communication. This skill should be introduced when the pupils get mastery over the previous language skills which comes at the end, viz:

1. Listening
2. Reading and
3. Speaking.

Teacher assigns various types of activities depending upon the level of the students and objectives of the lesson. Different activities are carried out for teaching writing skill. They are:

1. Controlled writing
2. Guided writing
3. Writing par orthotic texts

Each writing is justify under the following form

1. Controlled Writing

It is the basic form of writing which comes in a words, single sentences or in form of paragraph.

- = Combining two words or sentences or paragraphs.
- = Re-producing / re-writing/ copying the text.
- = Completion/ fill in the blanks/ matching halves.
- = Re-ordering the words or sentences.
- = Subtracting words
- = Expanding sentence with modifiers.

2. Guided Writing

It is the second stage of writing which predicts the basic knowledge of story writing which is based under the following points.

- = Paraphrasing
- = Transforming
- = Parallel writing
- = Developing skeleton into a fuller text like, story, paragraph, essay, news story and so on.

3. Writing Par-orthographic Texts

- = Free Writing:
- = Making sentences from given table.
- = Picture description.
- = Writing summary.
- = Note writing.
- = Replying letters
- = Writing advertisements.
- = Applying for the job.
- = Writing letters/ applications.
- = Writing notices of condolence

- = Writing letter of congratulations
- = Rewriting the news story
- = Writing the report
- = Writing the news paper articles.
- = Writing dialogue and story
- = Writing a diary and many more.

❖ Stages of Teaching Writing

1. Planning

- a) Brain-storming.
- b) Consulting resources for data information.
- c) Making notes.
- d) Organizing of notes.

2. Making an outline

3. Preparing the first draft

4. Revising editing, producing the final draft

1.1.1 Child Psychology

Rousseau stated "The Child is a book which the teacher has to learn from page to page."

In 2016 A.D. Nepal government applied new education policy. According to new educational policy, primary level refers to class one to eight where children study from the age of 6 years to 14 years. So, it is known as children are the backbone of the nation. It is the duty to treat them as their requirements in learning and children are basically active and creative by nature because they are never felt tired to learn. In developmental phases of learning stages they spend different life stages among them childhood is the one stage i.e. birth to 10 years.

Learning period of childhood

Learning

Crying

period

birth

Cooing	6 weeks
Babbling	6 months
Intonation patterns	8 months
1-word utterances	1 year
2-word utterances	18 months
Word inflections	2 years
Questions, negative	2 $\frac{1}{4}$ years
Rare or complex constructions	5 years
Mature speech	10 years

On account of learning period in child a great philosopher of Greek Plato stated "A good teacher must know the pupils nature."

The researcher used to do experiment upon grade-four students. So, they belong to childhood stage. This is the age in which physical, mental, social and emotional developments in children take place rapidly. This period is also called critical period hypothesis in the case of language learning. The critical period hypothesis claims that there is such a bio-logical time-table in which children who fail to acquire their language remain linguistically deficient.

For effective learning, it is needed to use suitable teaching technique. For this purpose Matchstick Figures may not be enough for teaching vocabulary of new words to them because their each and every activities lie on playing, questioning, imitating etc. because the nature of their period is capricious. So, whatever teachers do, they repeat the same thing again and again at last master over that. They want to know whatever they face, see and feel. They want to know more than they received the answer. So, it can be said that they are scientific by nature.

Some characteristics / features of childhood age are as follows:

1. Problem age / troublesome age
2. Toy age

3. Schooling age
4. Questioning age
5. Imitative age
6. Play age
7. Creative age
8. Explorative age
9. Caricature age
10. Adopting age

Children think logically but they can apply operations only in terms of concrete objects or figures. Physical appearance of objects may have permanent knowledge in the mind of children which based on doing by learning. So, it can be used Matchstick Figures in teaching, it will be effective. So far, it can be known that mind of a child is not fully developed during childhood period but s/he has the capacity to remember and save in his/her mind by nature. From that point of view s/he can easily notice and learn about the object, which can be taught him/ her through Matchstick Figure. She/ he gets much impression in the mind and easy to understand.

English is difficult for the children to adopt it easily in Nepal because of second language L₂. Teachers need to use different materials, techniques and figures that help to shape knowledge in target language TL of the children. The objects which are used to teach the children are able to keep permanent effect about it throughout their life.

Different psychologists have defined the mind of the children differently. Some have defined it as the blank sheet of paper that is ready to write whatever is wanted.

Some psychologists defined that the mind is already equipped with L A D and these means to modify that mind. Society is the source of knowledge to acquire them. Whatever it is, the case of the mind of the child is mysterious and

undoubtedly powerful means of acquiring and storing the knowledge of language.

1.1.2 Motivation in Learning

Generally teaching and learning task takes place in a classroom. A teacher tries his/ her best to teach the students with the help of different techniques and the students also try to learn whatever the teacher has taught them. To teach any language item effectively, a teacher needs different activities to apply in the classroom. The teacher needs different materials in the language classroom to carry out those activities. The term 'teaching materials' or 'teaching aid' suggests things which brought into the classroom like picture, chart, regalia etc. which helps the teacher to do her/ his job better. In a language classroom, teaching material is must necessary because without using teaching material, a teacher cannot present his/her lesson effectively. Most teachers do not realize it but the truth is that most students fall asleep or yawn in class because they are tired of listening to the monotonous speech teaching methods of the teacher. Visual aids keep them awake and they take interest in whatever happening in the class.

Motivation is the factor that determines a person's desire to do something in foreign language L₂ learning. Unless the learner is willing to learn, nobody can teach him anything. This is fully applicable in the case of language learning. In teaching foreign language, the teacher's primary task is to rouse in his/her pupils, a strong desire to learn the language. The teacher has to keep in mind that unless the students are motivated, the teaching cannot be successful. It is only the motivation, which determines the pupil's desire to do something in foreign language learning. When a child motivated, he is able to fulfill his desire by means of foreign language then he uses it time to time if not, he is hopeless to use it. At first, the teacher should keep in mind how he can teach language effectively to his students. It is only the motivation which makes teaching effective and interesting. The teacher can motivate his students by a number of ways.

A few motivate suggestions are as follows:

1. The teacher should make clear that learning English is not only for passing examination but for communicating in different situations. The teacher can collect some interesting and attractive English stories, songs and rhymes and ask them to read.
2. The teacher can motivate his pupils by conduct various co-curricular activities such as debate, quiz contest, poem recitation, etc.
3. In the beginning, the teacher should collect the information on the subjects of their interest by reading books, magazines and listening to radio programs, audio visual aids and video programs in English. He should be conscious in what activities his pupils are interested.
4. The teacher should make teaching very effective by playing different roles like beggar, doctor, old person, angry person, etc.
5. Teacher should be quick in detecting pupil's error and correcting them.
6. The teacher should be sensitive to the pupil's reactions. If they don't understand his teaching, he should use effective teaching activities for the betterment of the students.
7. The teacher can conduct different activities in the classroom by conducting language games, asking question, answering them, telling them short stories, jokes, songs etc. and asking them to tell as what he does before them, greeting them, praising the students who do well in learning.
8. The teacher should create a pleasing English speaking environment by practicing all four languages skills in as many varied situations as possible.
9. The teacher should tell them that English is a prestigious language and if they know it other people respect them. The teacher should ask his students to listen the news in English and so many other activities in English language.
10. The teacher should ask his students to display artistically written sentences, phrases, proverbs, quotations, etc. on the classroom walls. The

kind of work helps the students to learn new structures and vocabulary.
The teacher should ask them to speak in English among their friends.

The above motivated suggestions are the practical points which can be made the learner mind to turn into language to learn but besides above this point it depends on teacher's behaviors, appearance, sound, treat dress as a whole. It can be said teacher himself as a model of lesson and subject. Otherwise, the teacher cannot get goals without motivating his students even if he/she is a trained and talented teacher.

1.1.3 Approaches, Methods and Techniques of Language Teaching

Language: Language is a means of communication. It is human beings' specific possession that distinguishes them from other animals. It is the most essential property of human life gifted by nature. It primarily functions as the instrument of communication. It is mainly used to express thoughts, ideas, experiences, emotions as well as desires and feelings. It also functions as the means of social control and interactions among the members of the society. It is popularly defined as a voluntary vocal system of human communication.

Approach: An approach is a set of co-relative assumptions dealing with the nature of language teaching and learning. An approach is a philosophy of language teaching and learning. It refers to the theories and principles of language, its nature and its teaching. Approach is just a hypothesis, an untested truth, and it doesn't need be proved, it is abstract. So, an approach is axiomatic. Different people have different views regarding, what language is? How best is it learned? And how is it taught? Thus, the perceptions and views are different in approach.

Method: Method can be defined as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is best upon the selected approach". A method discusses the process and procedure of language teaching, so, it is procedural. A method grows out of an approach. There are many methods within one approach. An approach comes

on the level of theory, whereas, a method comes on the level of design. There are various methods of language teaching which are selected on the basis of-

- a. Age and previous experience of learners.
- b. Nature and aim of the course.
- c. Cultural background of learners.
- d. Experience of the teacher and his mastery over the target language.
- e. Size of the class.

The study of the method is called methodology and a person who does this is methodologist.

Technique: A technique, on the other hand, is "a particular trick-used by the teacher in the classroom to achieve immediate objectives." Technique is implementation activity. Therefore, it takes place in the classroom. It is a particular trick, strategy or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well.

Some of the common techniques in language teaching are role play, drills, games, groups or pair work, discussion, etc. Approach, method and technique are three levels or layers of language teaching. The level at which assumptions and beliefs about language and language learning are specified is called approach. Method is that level at which the theories and principles are planned to put into practice. Finally, what actually it can be seen in the classroom is technique. This can be compared with a tree

Whereas;

Approach	= Stem	= ocean
Method	= Branch	= person
Technique	= Leaf	= swim

1.1.4 Techniques of Teaching Vocabularies

Learning new vocabulary is one of the most important as well as difficult tasks in learning a new language. There are many ways of teaching vocabularies. There are no sufficient methods, so the teacher should decide which method is suitable to teach according to items. The most common methods of teaching vocabulary are as follows :

a) Translation Method

In this the words of teaching language are translated into learner's mother tongue, in other words English words are translated into Nepali in Nepali. Eg., father- बुबा, mother- आमा, Happy- खुसी. This is outdated method and it is not prescribed to teach these days. But it has been widely used throughout the world besides English speaking countries.

b) Giving Synonyms

Some words can effectively be taught by giving their synonyms. But this method is very difficult to apply in very beginning. The teacher should be very careful while giving synonym, eg. Wealthy-rich, Glade- happy. The synonyms should be easier than the words of text, otherwise the teaching makes them puzzle. If a student asks the meaning of rich and if a teacher says glade, perhaps the student can't understand because happy is easier and more frequent than glade. In such a case, the teacher should use other methods.

c) Giving Antonyms

Some words can be taught by giving the words of opposite meaning. Eg., rich=poor, hot= cold etc.

d) Presenting Regalia or Models

Some words can easily be taught by pointing out or showing the real objects. Eg. Pen, marker, door, whiteboard, tree etc.

e) By Blackboard Drawing, Sketches or Matchstick Figure

Some words, for example prepositions, adjectives and adverb can be taught by quick drawings on the blackboard.

f) Demonstration

Some words like run, sleep, sit, stand, and write, hit etc. can be taught by demonstrating or by acting in the class.

g) Picture

Pictures are very useful visual aids to teach new vocabulary. Specially, pictures are useful to teach names of animals, fruits, vegetables, insect and names of the parts of a body.

h) Definition or Explanations

Some words can be taught easily by giving their definition. Eg.- patient – A sick person in hospital, Purse- A small bag for keeping money

i) Word Analysis

Some combined words can be taught analyzing them into parts because the students would have already learnt the parts. Eg- Unhealthy = un+health+y, Misunderstand =mis+understand, Moneybag = money+bag

j) Word Series

Some words can be taught presenting them in s series of word. eg.- zero, one, two, three, four..... , first, second, third, fourth.....

k) Scales

Some sorts of words are best taught by sequencing them along a scale between two anonymous. eg. Never/ sometimes / often/ generally/ always

l) Self Realizing Context

Some words can be taught in creating the situation and making the students realize the situation, eg. Hungry: Gopal has not eaten since yesterday. So, he is hungry.

m) Pointing

Things which are near the classroom and seen from the class can be pointed to teach words. Eg. pointing a mango tree, teacher can say "that is a mango tree."

n) Teaching Pronunciation

Knowing vocabulary items refers to knowing pronunciation, spelling, meaning and use and grammar and usage.

o) Through Modeling

p) Through Visual Representation

q) Through Phonetic Symbols

r) Through Subsidiary Techniques

The following techniques can also be used to teach pronunciation: Singing songs, reciting poems, analyzing long and difficult words and sentences, and loud reading.

s) Teaching Spelling

Phonic method, copying, dictation, focusing trouble spot.

t) Word Study

Analyzing prefix, stem, suffix of words spelling can be taught.

u) Spelling Games

Students are called to take part in spelling games to teach spelling of words.

v) Useful Common Rules

w) Teaching Grammar and Usage

x) Mime, Action and Gesture

It is often impossible to explain the meaning of new word either through the use of real objects or pictures. At that time, action, mime and gesture can work best. For example words like running, dancing. Jumping, singing and playing can be taught easily through the use of mime, action and gesture.

y) Games

Learning a language is not a matter of study only. It is the fun way to build vocabulary skills in English language. The main aim of games is to get new vocabulary while playing. The teacher can conduct the level wise games to

teach vocabulary. Different sorts of games create interest to the learners and lay emphasis on "Learning by doing" resulting long lasting retention in the students. Vocabulary building games, number games, word puzzles, writing words, jumble words, memory game and production game are some examples of games.

z) Enumeration

Making the meaning of a word clear by explaining the class member relationship, for example we can say 'cloths' and explain it by enumerating/ listing various items like shirt, pants, cap, etc.

1.1.4.1 Importance of Teaching Vocabulary

There are different aspects of language such as vocabulary, grammar, etc. Similarly, vocabulary refers to all the words in a particular language. Vocabulary can be defined, roughly, as the words which are taught in the foreign language. Technically, vocabulary refers to a set of lexemes including single words, compound words and idioms. This means that a new item of vocabulary may be more than a single word. For example, post-office and father-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the components words.

Traditionally, vocabulary instruction has focused on having students look up word meaning and memorize them. This teaching approach provides only superficial and short-learning of words. Students who simply memorize word meaning frequently have trouble applying the information in definitions and often make mistakes about the meaning.

It is a fact that teaching vocabulary is significant factor in language teaching. Since words play an important role in expressing learner feelings, emotions and ideas to others during the act of communication, foreign language teachers should attribute importance to teaching vocabulary in their classes. It is evident that communication is a mutual relationship between the

speaker/writer and the hearer/reader. The hearer/reader should comprehend what he / she hears or reads in the target language. Unless he/she has sufficient knowledge of vocabulary, he/she cannot decode the message sent by the speaker or writer. It follows from this that vocabulary is of great important for real communication to take place. Vocabulary is taken as one of the most significant parts of language. To teach language means to teach vocabulary items of that language. The grammatical structure would not be existed in the absence of vocabulary. So, vocabulary is the basic building block of any language though all the languages are different.

1.1.5 Importance of Matchstick Figures in Teaching Vocabulary

Pin men or sticky pictures are also called Matchstick Figures. They are relatively easy to draw in a short time; and they are often blackboard sketches rather than real pictures. Teachers need just a little practice to draw them. So, for this purpose, the researcher attracted to find out the effectiveness of Matchstick Figure in language teaching. It is one of the best and easiest materials for teaching in vocabulary effectively. Pin men are particularly useful for teaching action words like 'swimming', 'running', 'playing', 'eating' etc. such figures can represent both males and females, and young and old. If there are several pin men they can be distinguished by adding such small details as beard, cap stick, and so on. As pin men lack smaller details, drawing faces something helps teacher to clear the situations, particularly when they have to show the emotions, such as happy, sad, angry, and surprised and so no. Equally important is the use of pin men to teach prepositions like 'on', 'in', 'through', 'over', etc. Apart from human beings, teachers can draw animals and objects quickly with square, triangle, circle and essential lines.

Language is not a monolithic object. It is a human phenomenon, which is as complex as human relationship in a society. It is the most valuable single possession of the human race which makes a human the supreme creature of the world. So, language is the specific special gift given to human beings. Language is an arbitrary system of articulated sounds made use of human

beings for communication and expression. Language has sounds, words, sentences and meaning: all the different levels are studied. It is useful to set up different but inter-related levels of analysis to describe the sounds, words, sentences and meaning of human language.

In the field of language teaching, Matchstick Figure i.e. pin men are widely used in the class as follow on:

- i. To teach vocabulary.
- ii. To show actions.
- iii. To show facial expressions
- iv. To teach grammar.
- v. To show things, objects and actions in combinations.
- vi. To show emotion, dreams in speech bubble

Importance of Matchstick Figure

- 1) It adds energy to the teaching activity.
- 2) Interesting, motivating, entertaining and clear for the student.
- 3) Not costly, only chalk and aboard are sufficient.
- 4) Useful for teaching action words like running, dancing, playing, jumping etc.
- 5) Pin men are the means of presenting maximum language items, in minimum period of time.
- 6) Communicative approach to language learning easier and more natural.
- 7) Save time and effort.

There is a productive use of Matchstick Figure a Chinese proverb:

"I hear: I forget

I see: I remember

I do: I understand".

1.2 Statement of the Problem

The problems applying Matchstick Figure teaching Vocabulary in English Language is short, suit, cheap and easy although this technique is not

far from the problems. So some restricted issues in applying Matchstick Figure in lower level are as follows.

- All teachers are not good in drawing figure.
- Sometimes drawing figure cannot expose equal meaning and objective of the text.
- Students are habituated in classical methods so learner cannot mentally attach the drawing figure with the text vocabulary.

1.3 Objective of the Study

The objectives of the study are as follows:

- To find out the effectiveness of Matchstick Figures in teaching of Vocabulary in Grade Four.
- To provide some motivational ways to break the monotony of the students learning.
- To suggest some new pedagogical implementations.

1.4 Significance of the Study

Although this study seems to be a small task, it will certainly deserve the great importance in the field of English language teaching in Vocabulary in lower level. This study will be important to all those who are interested in English language teaching, learning in general and more particularly, those teachers who are involved in teaching vocabulary. It will be significant to school level students, language teaching practitioners, subject experts, curriculum designers and text book writers of ELT. Similarly, it would provide important support to all who are directly or indirectly related to English language teaching and learning in vocabulary.

1.5 Delimitation of the Study

This research has following delimitation:

- This research may be based on secondary data.
- This research may be based on antonym of words in any levels.

- This research may be carried out on real objective without drawing at the board.
- It can be done on local resources material, model objects and modeling performance.

1.6 Definition of Key Terms

Classic: The traditional performance which is applied in teaching activities in language teaching.

Matchstick Figure: A picture drawn at the board in Sticky figure to explain the vocabulary through visual.

Monotony: The usual activities for a long time without change.

Motivation: To develop learning activities on the student by means of various attitudes.

Pedagogical: The procedure or ways is used by the teachers to learner while teaching.

Vocabulary: Alternative words with the same meaning of the first words.

CHAPTER-II

REVIEW OF LITERATURE

A literature review is a critical and in depth evaluation of previous research. It is a summary and synopsis of a particular area of research, allowing anybody reading the paper to establish why you are pursuing this particular research program. A review may be a self-contained unit an end in itself or a preface to and rationale for engaging in primary research. A review is a required part of grant and research proposal and often a chapter in thesis and dissertations. A good literature review expands upon the reasons behind selecting a particular research question.

2.1 Review of Literature

A number of research scholars have carried out several studies on effectiveness of teaching materials. It is one of the most widely researched areas and supposed to be the technique with comparatively few drawbacks.

Sharma and Adhikari (1992) have made an effort to make analytical study of experimental group with post test score obtained from the same grammatical test item" Vocabulary repertoire of the students who have completed the grade Three'. The vocabulary repertoire was satisfactory. It was found that the lower difficulty level, the greater the maturity.

Loschky, (1994) carried out a research to "investigate the effect of comprehensible input and interaction on vocabulary retention and comprehension.' The results of his study showed that negotiation had a positive effect on comprehension but no such claim could be made for retention.

Ellis, Tanka and Yamaraki (1994) conducted a research it investigate the role of Negotiation in vocabulary Acquisition and order. It was found that internationally modified input yielded better comprehension rates and resulted in the acquisition of more words.

Upadhyya, (2000) Carried a research on "achievement of phrasal verbs

of the students of higher secondary levels". The main objective of his study was to find out the proficiency level in phrasal verbs of the students of higher secondary level. This study found that achievement of phrasal verbs at higher secondary level is satisfactory.

Karki (2000) Wrote in his thesis "A study of English Vocabulary Achievement of the students of grade-8" has made an attempt to investigate students' English vocabulary achievement. He attempted to compare vocabulary achievement of nouns and verbs. Along with the English vocabulary achievement, his study found that the achievement in nouns in comparison with verbs seen quite better.

Panday, (2004) has attempted to find our "effectiveness of language games in teaching grammar", and has concluded that the game technique used to experimental group has been so effective that controlled group was excelled by experimental group.

Gyawali (2004) launched a research to find the "Effectiveness of indirect techniques over Direct techniques in teaching Vocabulary," and has come up with a conclusion that the former was effective than the later techniques.

Regmi, (2004) carried out a research entitled: A study of Effectiveness of Group Work technique in Teaching English Tenses". His main objective was to determine the effectiveness of group work technique in teaching English tenses. This is an experimental research. This study found that the students who were taught using group work progressed relatively better that the students who were taught using explanation.

Chaudhary, (2007) carried out a research of "the effectiveness of Teaching vocabulary through songs and rhymes." The study found that teaching vocabulary through songs and rhymes in grade-5 was more satisfactory than usual method.

Acharya (2008) studied "The Effectiveness of teaching vocabulary through real objects and the findings concluded that using objects in teaching vocabulary has relatively better impact.

However, there has not been a single research carried out on the effectiveness of this technique or any of its strategies in Nepalese context.

2.2 Aspects of Learning a Word

While teaching vocabulary, different aspects of a word have to be learnt according to Harmer (1991). They are:

- i) Word meaning
- ii) Word use
- iii) Word formation
- iv) Word grammar

These aspects have to be learnt implies that a teacher has to teach these aspects to the language learners.

i) Word Meaning

A vocabulary item may have more than one meaning according to the context in which it occurs. Eg., the word 'book' refers to 'something that we use to read from a set of printed pages fastened together inside a cover, as a thing to be read.' But according to the learner's dictionary, the same word 'book' has eight different meanings. All these meanings of the word have to be taught while teaching that particular word. Sometimes a vocabulary item has meaning in relation to other words. So, the sense relation of a vocabulary item with other words has to be taught. Eg., students need to know the meaning of 'fruit' to know the meaning of 'apple' and 'orange'. This is the case of hyponymy.

ii) Word Use

What a word means can be changed, twisted, stretched or limited by how it is used and this is something that students need to know. Word meaning is frequently stretched through the use of metaphor and idiom. Word use is also

governed by collocation, i.e. which words go with each other. It is conventional combination of words. Eg.: headache, stomachache similarly, head pain, stomach pain.

Words can be used in certain social and topical context. What can be said it is governed by the style and register in the level wise? For example: He died (informal). He passed away (Formal).

iii) Word Formation

Students need to know (need to be taught) facts about word formation, i.e., how words change their shape and grammatical nature and how to twist words to fit different grammatical context. For example, the same word 'love' may be know in the sentences, "I need your love", and may be verb in sentence, "I love you". Students need to know the parts of speech of the words. They also need to know how suffix and prefix work in a word.

iv) Word Grammar

Students need to know (need to be taught) the distribution of a word in larger constructions. Distinction between countable and uncountable nouns, verbs complementation, phrasal verb, etc should be taught so that they do not come up with erroneous sentences such as 'I must to go.' The position of adjectives and adverbs has to be taught as well.

2.3 What is word?

Word can be defined as a group of letters which has a meaning in written form and a sound or group of sound spaced by pauses in spoken form. A word is the smallest linguistic unit that can occur on its own in speech and writing. A free morpheme can be a word. It is the grammatical unit higher than morpheme and lower than phrase in hierarchical analysis of grammatical unit. By Bloomfield defines it "as minimal free form". Similarly, according to Palmer "Word is the smallest speech unit capable of functioning as a complete utterance". A word carries grammatical, phonological and semantic properties. Orthographic word that is defined as a group of letters and separated by spaces

either the side. It is the definition based on written form. Morphological word is based on morpheme. Lexical word is the lexicon given in dictionary. It is the basic form of word. Semantic words are based on meaning.

Morpheme is the smallest minimal meaningful unit of grammar which cannot be further segmented without altering the meaning. It is the lowest grammatical unit in hierarchy. They are combined to build words. It is functional unit of grammar. Free morphemes are those morphemes which can occur alone or on their own they have meaning in isolation. All the free morphemes are root for example: man, girl, give, snow, pen, etc. A word having two meanings, eg., 'bank', 'book' is considered as two semantic words but single morphological, orthographic and lexical word.

Bank: A financial institution.

Side of river

Book: reading text book

reserved

Two types of word classes:

- (1) Major word classes are also called content word or lexical word. They are noun, verb, adjectives and adverb.
- (2) Minor word classes are also called functional or grammatical words. They are:

i) Pronoun

"The word used instead of noun". There are mainly six types of pronouns in English.

- a) Demonstratives- this, that, these, those.
- b) Interrogative and relatives- what, which, whom, whose, etc.
- c) Distributive pronouns- both of you, all of you, either of you.
- d) Reflexive pronoun- myself, yourself, themselves, yourselves, etc.
- e) Indefinite pronoun-one, none, someone, somebody, nobody, etc.
- f) Personal pronoun- three persons:
 - 1) The person speaking is called first person. Eg. I, we, my, etc.

- 2) The person spoken to is second person, you, your
- 3) The person spoken of 3rd person eg. he, him, they etc.

ii) Preposition

As the name suggests preposition they occur before noun, pronoun especially in English. E.g. **on** the table, **in** India.

iii) Conjunction

Which joints words, phrases, clauses and sentences, eg., 'and', 'but'.

iv) Interjection

Expressing surprise pain. Eg., 'wow ! What a beautiful garden!', 'Oh ! God! What's a pity!'

v) Determiner

It includes articles, numerals and quantifiers.

vi) Intensifier

It is a word which has a heightening or lowering effect in the meaning of other elements in the sentence, eg. very hardly, extremely, terrible, etc.

vii) Classifier

It refers to the words which have a meaning of class or those words which belong to one form or meaning class.

It can be classified word into three types:

1) Simple Words

All free forms (morphemes) are simple words. They are similar to roots. Eg., Go, Look, Play, Dog. etc.

2) Compound Words

When free morphemes are combined together, they become compound words. Eg. Blackboard, Headmaster, wallpaper, etc.

3) Complex Words

They are polymorphemic words. These words can further be divided into derivated, compound and reduplicated words. Derived words are those which made up of adding some bits of language to the root. Eg., unkind, kindly, etc. reduplicated words, as the name suggests, are those in which the base is repeated. If the sound itself suggests meaning, i.ee, if it is onomatopoeic, then it is called phonesthetic, and is called non-phonesthetic if opposite is the case, e.g. ;ding-dong' is onomatopoeic, so it is phonesthetic, and 'bye-bye' is not onomatopoeic, so it is non-phonesthetic. Therefore, 'ding-dong' is a phonesthetic, modified reduplicated words. In other words, complex words are those words which are the result of the combination of free and bond morphemes. Eg., worked, smoking, dislike, unhappiness, etc.

CHAPTER-III

METHODOLOGY

3.1 Methodology

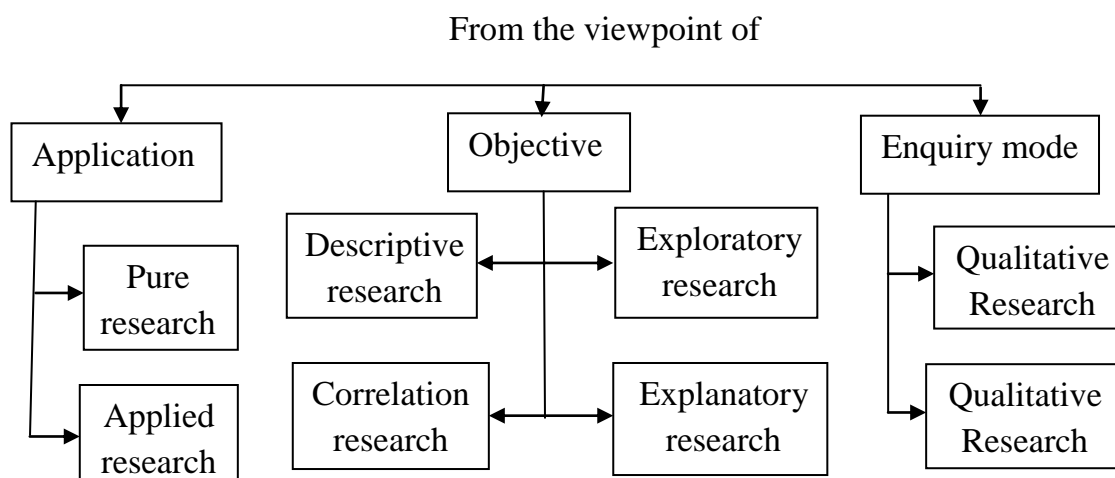
Research is a systematic and organized effort to investigate a specific problem that needs a solution. This process of investigation involves a series of well thought out activities of gathering, recording, analyzing and interpreting the data with the purpose of finding answers to the problem. Thus, the entire process by which can be attempted to solve problems or search the answers to questions is called research.

This chapter deals with the research design, nature and sources of data, data collection procedure and tools and technique of analysis. The study follows the research methodology as described below.

3.2. Research design

Research is a process for collecting, analyzing and interpreting Information to answer questions. But to qualify as research, the process must have certain characteristics: it must, as far as possible, be controlled, rigorous, systematic, valid and verifiable, empirical and critical. (Ranjit Kumar) On the basis of research there are three types of research design.

Figure 1 : Types of Research



On the basis of tools of the research which is based on sampling and marking Enquiry Mode is suited, So, the research is designed on based on Quantitative and Qualitative design i.e. mixed research design.

3.2.1 Tools for Data Collection

In addition to the available data gathered from books, journals and net-based articles, the researcher collected field information using two data-gathering instruments participant observation (In which the researcher observed four (4) weeks in Grade class in Lophophorus English School, Mechinagar-10, Kakarvitta, Jhapa, Nepal) and interview private boarding school teachers, principals and asked questionnaire to take interview about the use of teaching materials in E LT class. By and large, these are the research instruments for data-gathering in qualitative research.

3.2.2 Source of Data

Both primary and secondary sources are used for data collection. They are:

3.2.2.1 Primary Sources of Data

The primary sources of data are the students of Grade- four of Lophophorus English Boarding School, Mechinagar-10, Kakarvitta, Jhapa (Nepal).

3.2.2.2 The Secondary Sources of Data

The secondary sources contain various books, journals, reports, articles etc related to this study.

3.2.3 Population of the Study

Students of Grade-four studying in Lophophorus English Boarding School, Mechinagar-10, Kakarvitta, Jhapa (Nepal) were the sample population of the study. The total populations of the study were 30 students (the researcher had divided them into two groups odd and even number), teacher and principal to whom the researcher had interviewed.

3.2.4 Sampling Procedure

In order to achieve the objectives of the study, one of the private schools in Jhapa district was sampled through purposive sampling procedures. Thirty students of Grade-four from Lophophorus English Boarding School were selected in two groups they are:

- 1: Odd number in experimental group
- 2: Even number in control group

One hundred sorts of different words are selected from the text book of Grade-four. Pre-test and Post- test are taken on two both groups (experimental and control groups) than the scored marks is compared and evaluated on their answer sheet. The test items were the tools for data collection. The test items were vocabulary items likes true / false, multiple choices, matching items, and fills in the blanks and so on.

3.2.5 Process of Data Collection

Through participant observation, the researcher observed (Grade-four, 30 students) the classroom behaviors of those students. After observing their four weeks classes and ascertaining disruptive behaviors. The researcher interviewed to other teachers and school principal to present their views as

- (1) Why those students showed such behaviors?
- (2) Why teaching is not fruitful? and so on.

The researcher collected about available teaching aids, teaching skills and use of Matchstick Figures especially in teaching vocabulary. The researcher made two different groups of the students of Grade-four of Lophophorus English Boarding School, Mechinagar-10, Kakarvitta, Jhapa (Nepal). One was Experimental group and another was control group. Before forming the groups, the researcher conducted a pre-test of the targeted grammatical item for both of the groups. Their answer sheets were scored. Then, the controlled group was taught the same grammatical item using as usual techniques and methods but the experimental group was taught sung

Matchstick Figures technique. Both of groups (experimental and control) were taught at least four weeks and again the test was conducted to find out their progress. The score of the post test were tabulate and they were compare and contrast and verify in T-Test, mean and in percentage figure in order to find out actual progress of the control and experimental groups.

3.2.5.1 T-test for Difference of Means

The t -statistic was introduced in 1908 by William Sealy Gosset, a chemist working for the Guinness Brewery in Dublin, Ireland. A **t -test** is any statistical hypothesis test in which the test statistic follows a Student's t -distribution under the null hypothesis. It can be used to determine if two sets of data are significantly different from each other (scored marks of both groups of pre-test and post-test).

In T-test for difference between the means, the two samples have been assumed to be independent of each other. However, in t-test for difference of means we assume.

- (i) $n_1 = n_2 = n$ (say) i.e. the sample sizes are equal.
- (ii) The sample observations (x_1, x_2, \dots, x_n) and (y_1, y_2, \dots, y_n) are dependent in pairs i.e. the pair $(x_1, y_1), (x_2, y_2), \dots, (x_n, y_n)$ corresponds $1^{st}, 2^{nd}, \dots, n^{th}$ unit respectively.

The steps used in paired t-test for difference of mean are as follows.

Step1. Formulate the null H_0 and alternative H_1 hypothesis.

$H_0: \mu_x = \mu_y$ i.e. there is no significant difference in the observations before and after treatments.

$H_1: \mu_x \neq \mu_y$ i.e. there is a significance difference in the observations before and after treatments.

Step 2. Compute the best statistic. Under H_0 the test statistic is given by

$$t = \frac{\bar{d}}{\frac{s}{\sqrt{n}}}$$

where $d=x-y$, $\bar{d} = \frac{1}{n} \sum d$,

$$s^2 = \frac{1}{n-1} \sum (d - \bar{d})^2 = \frac{1}{n-1} \left(\sum d^2 - \frac{(\sum d)^2}{n} \right)$$

Step 3. Find the level of significance, α (usually $\alpha=0.05$ or 0.01). Decide whether to use two-tail or one-tail test.

Step 4. Write down tabulated value t_α for n_1+n_2-2 degree of freedom (d.f.)

Step 5. Make decision. If $|t| < t_\alpha$ then accept H_0

If $|t| > t_\alpha$, then reject H_0

3.3 Limitations of the Study

This research has following limitations:

- i) The population of the study will be limited to 30 students of Grade-4 from Lophophorus English Boarding School, Mechinagar-10, Kakarvitta, Jhapa (Nepal)
- ii) The study will be limited to English Language used by the teachers, principals, preferably spoken from using teaching aids specifically Matchstick Figures.
- iii) It will be limited to the interview of teachers, principals, conversation between teachers and students.
- iv) Interviews and observation will be limited to find the effectiveness of aids, language vocabularies, word-meanings, functions, structures and the areas of difficulties in the English language of teachers and principals.
- v) The experiment was carried out only for 4 weeks.

- vi) Only 100 words were selected for the study.
- vii) The study was further limit to the analysis of the responses obtained from the respondents only.

3.4 Evaluation System of Primary Level (grade 1-8)

Four skills in communicating through language are often broadly defined as: listening, speaking, reading and writing. The primary curriculum emphasized on communicative approach to language teaching and all the four skills are equally emphasized. This curriculum prescribed CAS (Continuous Assessment System) of each child's achievement of the curriculum items in all four skills is most appropriate. Formal test can be given involving (a) simple, familiar conversation (b) response to oral stimulus (listening activity) and an interesting reading/writing test with new material but familiar methods, vocabulary and language which tests the pupils' ability to read and understand simple sentences and write neatly and correctly. Below are the guidelines showing the relative importance of the different skills:

Skills	Weighting
a) Listening Skills	25%
b) Speaking Skills	25%
c) Reading Skills	25%
d) Writing Skill	25%

CHAPTER-IV

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

4.1 Analysis, Interpretation and Presentation of Data

In order to collect data, the researcher employed observational tool. The researcher prepared a list of behaviors of students to be observed in the classroom. To be more specific, tabulation, interpretation and presentation of data is done in this chapter. It follows an analysis of the effectiveness of Matchstick Figures with the help of the responses obtained from the respondents. The required data from the respondents were collected, checked and rechecked. The result of the pre-test and post test of both groups were tabulated and interpreted to find out the effectiveness of Matchstick Figures . Data are obtained from the due effort of the experimental study. Since it is an experimental research, it requires a lot of information from the practical field. As major objective of this research was to find out the effectiveness of Matchstick Figures in teaching of vocabulary in Grade-4. Two groups of students is divided one with teaching aids (e.g. Matchstick Figures) and another with no teaching aids only usual techniques were taught to obtain the data for analysis. The data were presented comparatively in overall, Group-wise and item-wise respectively by the help of different statistical tools like percentage, tables, charts, diagrams, calculate mean and T-test etc.

4.2 Overall Comparison

The result of both pre-test and post-test of experimental and controlled group is compared that is shown in the following comparative table.

The table no 1, below shows that the average score percentage of group A is 68.73 in the different categories whereas group B has 64.67 average score percentage. Group A performs better than Group B. The average difference between Group A and group B is 4.06 percent. So this result of group A and B

in regard of the sixth test item shown in comparative table asserts that group A has got better achievement than group B.

Table 1 : Overall Performance

S. N	Test Items	F.M.	Group 'A' in %	Group 'B' in %	Difference between 'A' & 'B'
1	Making Sentence	5	36	31.3	4.7
2	True/false items	5	86.7	98.6	-11.9
3	Singular plural items	5	56	48	8
4	Fill in the blanks	10	61.15	44	17.15
5	Multiple choice	5	89.3	97.3	-8
6	Matching item	20	76	66.23	9.77
	Total Score	50			
	Average Score		68.73	64.67	4.06

4.3 Group-wise Comparison

The table two shows the difference between the average score and difference percent of the experimental and control group in pre-test and post test as a whole.

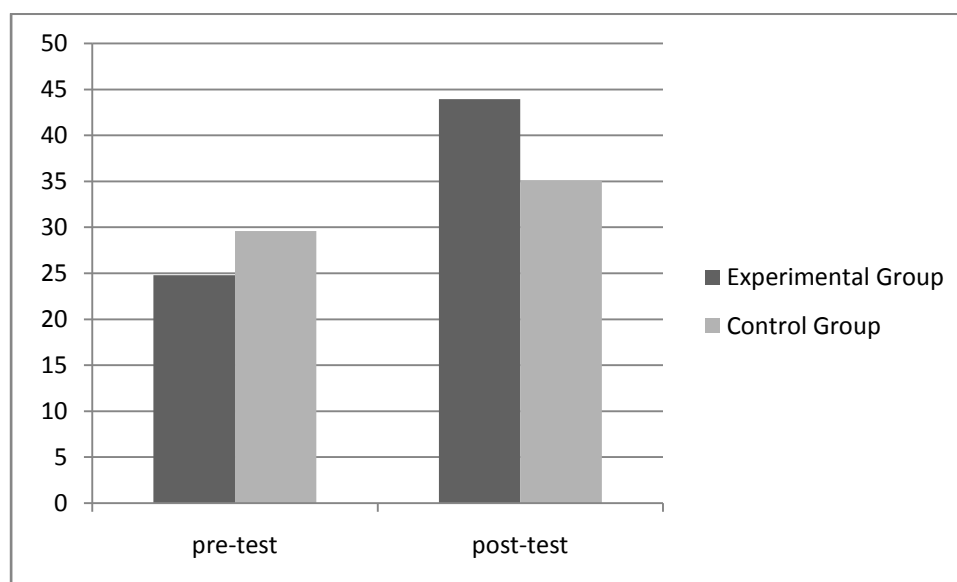
Table 2 : Performances of both Groups in Pre-test and Post- test

Group	F.M.	Pre-test score		Post-test score		Difference	
		Av.	Av. %	Av.	Av. %	In Av	In Av %
A	50	24.8	49.6	43.93	87.86	19.13	38.26
B	50	29.6	59.2	35.07	70.14	5.47	10.94

The above table shows that there is no huge difference between the result of pre-Test and post test of group 'B' but huge difference in case of group 'A'. Group 'A' scored 49.6 percent average score in pre-test and group 'B' score a better mark that is 59.2. But, in post-test, Group 'A' has performed better than Group 'B'. Group 'A' scored 87.86 average marks whereas 'B' had got only

70.14 percent. The difference between pre-test and post-test of Group 'A' is 38.26. But, the difference between pre-test and post-test of group 'B' is only 10.94 as a whole. The following figure presents this comparison.

Figure 2: Performance of Both Groups in Pre-Test and Post –Test



4.4 Item-Wise Comparison

This topic refers to the difference between two groups in two different tests (Pre-test and post- Test) items. In this topic, there are six different comparative tables and each table shows the difference between average score, average percentage etc. between a single test item. For example, table 3 shows the average proficiency of Group 'A' and Group 'B' in pre-test and post- test in making sentences item.

4.4.1 Average Proficiency in 'Making Sentences' Item

The performance of the students in making sentences item in pre-test and post-test is given below.

Table 3 : Average Proficiency in 'Making Sentences' Item

Group	Pre-test score			Post-test score			Difference	
	Total	Av.	Av. %	Total	Av.	Av. %	In Av	In Av %
A	2	0.13	2.6	52	3.47	69.4	3.34	66.8
B	12	0.8	16	35	2.33	46.6	1.53	30.6

This category consists of five items, each item contains 1 mark. The table no. 3 displays that group 'A' has 0.13 average score in pre-test and 3.47 average score in Post-test. Whereas, group 'B' has 0.8 average score in pre-test and 2.33 in post-test. Group 'A' score 66.8 percent difference between pre-test and post-test whereas, group 'B' has scored only 30.6 percent difference between pre-test and post-test. These score percentage shows that there is huge variation between group 'A' (69.4 percent) and group 'B' (46.6 percent)

4.4.2 Average Proficiency in True/ False Item

The proficiency of the students in true/ false item in pre-test and post-test by both group (A and B) is given below:

Table 4 : Average Proficiency in True /False item

Group	Pre-test score			Post-test score			Difference	
	Total	Av.	Av. %	Total	Av.	Av. %	In Av	In Av %
A	55	3.67	73.4	75	5	100	1.33	26.6
B	72	4.86	97.2	75	5	100	0.14	2.8

This category consisted 5 items, each contains 1 mark. The above table displays group 'A' has 3.67 average score in pre-test and 5 average score in post test. Whereas, group 'B' has 4.86 average score in pre-test ad 5 in post-test. There is huge difference between the pre-test ad post-test of group 'A'. Group 'A' score 1.33 differences between the pre-test and post-test whereas group 'B' scored only 0.14 difference between the pre-test and post-test. These score

percentage show that there is no variation between groups 'A' (100 percent) and group 'B' (100 percent).

4.4.3 Average Profitability in the Test Item Singular and Plural

The table 5 shows the average proficiency in the test item changing number in pre-test and post-test performance by group 'A' and group 'B' students.

Table 5 : Score Achieved in Changing Number Items

Group	Pre-test score			Post-test score			Difference	
	Total	Av.	Av. %	Total	Av.	Av. %	In Av	In Av %
A	24	1.6	32	60	4	80	2.4	48
B	25	1.67	33.4	47	3.13	62.6	1.46	29.2

This category consisted of 5 items. Each item carried 1 mark. The above table presents that the group A has 1.6 average score in pre-test and 4 in post-Test. These groups increased by 2.4 average marks between pre-test and post-test. Group B has 1.67 average score in pre-test and 3.13 in post-test. It has high result with the comparison to Group 'A' but it has slight improvement as there is 1.46 average score increase in post-test. Group 'A' has 32 percent in pre-test and 80 average percent in post test. It shows a huge improvement. It increases its mark by 48 percent. Group 'B' has the 33.4 average percent in pre-test and 62.6 in post-test. But 29.2 percent decreased. By this, the above table shows that the group 'A' learned more effectively than group B.

4.4.4 Average Proficiency in the Test Item Fills in the Blanks

The table 6 shows the performance of group 'A' and group 'B' in fill in the blanks test Items in both pre-test and post-test.

Table 6 : Score Achieved in Fill in the Blanks

Group	Pre-test score			Post-test score			Difference	
	Total	Av.	Av. %	Total	Av.	Av. %	In Av	In Av %
A	63	4.3	43	119	7.93	79.3	3.63	36.3
B	50	3.33	33.33	82.	5.47	54.7	2.14	21.4

This category consists of 10 items and each item carries 1 mark. The above table reveals that the average score of group 'A' in pre-test is 4.3 and 7.93 in post- test. The students performed better in post- test i.e. 7.93 average score. Group B has average score in pre-test was 3.33 and 5.47 in post-test. It shows only 2.14 different score between pre-test and post-test. The group 'A' has 43 average percent in pre-test and 79.3 percent in post-test. Group 'A' increased by 36.3 percent in post-test. But, group B increased by 21.4 percent in post test. The overall performance of group 'A' is better than Group B.

4.4.5 Average Profitability in Multiple Choice Items

The Performance of the students in multiple choice items in pre test and post test by both groups (A and B) is given below:

Table 7 : Score Achieved in Multiple Choice

Group	Pre-test score			Post-test score			Difference	
	Total	Av.	Av. %	Total	Av.	Av. %	In Av	In Av %
A	59	3.93	78.6	75	5	100	1.07	21.4
B	72	4.8	96	74	4.93	98.6	0.13	2.6

The above mentioned table shows that Group A has got 3.93 average score in pre-test and 5 average score in post test whereas Group B has 4.8 average score in pre test and 98.6 average score in post-test. The difference between pre-test and post-test of group A is greater (21.4) than the difference between pre test and post test average score of group B. i.e. 2.6 only. The table also makes clear that average parentage of group A obtained in pre-test is 78.6

percent and 100 percent in post test whereas Group B in pre-test in 96 percent and 98.6 percent in post test. It shows that post-test score increased rapidly in Group A. The difference in average percentage of group 'A' is 21.4 percent whereas 'B' has only 2.6. The performance of Group 'B' is higher in pre-test but in post-test group A increased dramatically.

4.4.6 Average Profitability in the Test Item "Matching"

Table 8 shows the average performance of Group 'A' and Group 'B' in pre-test and post- test in the test matching item.

Table 8: Average profitability in the Test Item "Matching"

Group	Pre-test score			Post-test score			Difference	
	Total	Av.	Av. %	Total	Av.	Av. %	In Av	In Av %
A	178	11.87	59.35	278	18.53	92.65	6.66	33.3
B	185	12.33	61.65	213	14.2	71	1.87	9.35

This category consist of 20 items each item carries one mark. The table mentioned above shows the average score of group A in pre-test is 11.87 and 18.53 in post test. Group A increased by 6.66 average mark in post test. The average score of Group B in pre-test seemed higher to group A i.e. 12.33. But it shows lower to group A in post test i.e. 14.2. Similarly, average percentage of group 'A' and 'B' in pre-test are 59.35 and 61.65 respectively and 92.65 and 71 percentage in post respectively. It shows the performance of group A is better to group B in post test.

Table 9: Result of Mean of Experimental and Control Groups on Pre-Test and Post- Test

Group	Mean Achievement		Difference
	Pre-test	Post-test	
A	24.8	43.93	19.13
B	29.6	35.07	5.47

The above mentioned table shows that the mean achievement of group A in pre-test is 24.8 and the mean achievement of group A in post-test is 43.93 whereas, the mean achievement of group B in pre-test is 29.6 and in post-test 35.07. The difference between pre-test and post test in mean achievement of group A is greater by 19.13 which is a huge difference. On the other hand, the difference between pre-test and post test in mean achievement of group B is greater by 5.47. It is normal increment on post-test in mean achievement of group B. It shows that both group learnt effectively but overall performance of Group 'A' is higher than group 'B'.

4.4.7 Test of Significance of Mean Achievement Score (T-test)

T-Test is in fact the way of testing difference between two mean critical values. It is also known as T ratio which is used to test the significance difference of two mean values.

Table 10 : Test of Significance of Mean Achievement of Both Groups Pre-test

Null Hypothesis	Calculate value	Tabulated Value	DF	Level of Significance	Results
There is no significant difference in the mean achievement of both groups on pre-test	1.270	1.761	14	0.05	Accepted

The above table shows that the calculated value of the mean achievement of both groups on their pre-test is 1.270 and the tabulated value of 14 degree of freedom at 0.05 level of significance is 1.761. As we know if the calculated value is less than tabulated value, the null hypothesis is accepted. Here, the calculated value of the test is fewer by 0.491 than tabulated value. So the null hypothesis of the pre-test is accepted. Now, the meaning of null hypothesis acceptance is, there is no significant different in the mean achievement of the students of both groups on pre-test.

Table 11 : Result of T-Test of both Groups on Post-Test

Null Hypothesis	Calculate value	Tabulated Value	DF	Level of Significance	Results
There is no significant difference in the mean achievement of both groups on post-test	9.67	1.761	14	0.05	Rejected

The above table shows that the calculated value of the mean achievement of both groups on their post-test is 9.67 and the tabulated value of 14 degree of freedom at 0.05 level of significance is 1.761. As we know that if the calculated value of the test is greater than tabulated value, the null hypothesis is rejected. Here, the calculated value of the test is greater by 7.909 than tabulated value. So, the null hypothesis of the test is rejected. Now, the meaning of null hypothesis rejected is, there is significant different in the mean achievement scores of the students between experimental and control groups on post-test. In this way we can compare the result of table no 10 and 11 to show the effectiveness of Matchstick Figures in teaching word meaning. In the pre-test, there was not any difference in the mean achievement of both groups. Both, in the post-test there is huge difference in the mean achievement of both group. Therefore, it proves that using Matchstick Figures in teaching word meaning is more effective than traditional teaching.

Table 12: Result of T-Test of Experimental Groups on Pre-Test and Post-Test

Null Hypothesis	Calculate value	Tabulated Value	DF	Level of Significance	Results
There is no significant difference in the mean achievement of experimental groups on pre-test and post-test	13.87	1.761	14	0.05	Rejected

The above table shows that the calculated value of the mean achievement of experimental groups on their pre-test and post-test is 13.87 and the tabulated value of 14 degree of freedom at 0.05 level of significance is 1.761. As we know that if the calculated value is greater than tabulated value, the null hypothesis is rejected. Here, the calculated value of the test is greater by 12.109 than tabulated value. So, the null hypothesis of the test is rejected. Now, the meaning of null hypothesis rejection is, there is significant different in the mean achievement scores of the students between experimental and control groups on pre-test and post-test.

Table 13: Result of T-Test of Control Groups on Pre-Test and Post-Test

Null Hypothesis	Calculate value	Tabulated Value	DF	Level of Significance	Results
There is no significant difference in the mean achievement of control groups on pre-test and post-test	12.5	1.761	14	0.05	Rejected

The above table shows that the calculated value of the mean achievement of control groups on their pre-test and post-test is 12.5 and the

tabulated value of 14 degree of freedom at 0.05 level of significance is 1.761. As we know that if the calculated value is greater than tabulated value, the null hypothesis is rejected. Here, the calculated value of the test is greater by 10.739 than tabulated value. So, the null hypothesis of the test is rejected. Now, the meaning of null hypothesis rejection is, there is significant different in the mean achievement of control groups on pre-test and post-test. Similarly, in test significance of mean achievement score (T-test) the null hypothesis (there is no significant different between the mean achievement scores of experimental and control group on post-test, table no. 11,12 and 13 is rejected. This mean, there is significant difference between the mean achievements score of the experimental and control groups due to uses of Matchstick Figures.

CHAPTER-V

FINDING AND RECOMMENDATIONS

In the light of analysis of the study, the following findings have been drawn. The findings of this study have been derived after rigorous analysis of the data collected. On the basis of findings, some recommendations have been made and pedagogical implications have been suggested.

5.1 Findings

- a. The study shows that using Matchstick Figure technique in teaching vocabulary is more effective in comparison to the traditional ways of teaching. Except true / false and multiple choices, the experimental group out done well than controlled group.
- b. The overall performance of Experimental Group is 68.73 in different categories whereas Control Group has 64.67 in average score percentage. The average difference in the percentage of Experimental and Control group is 4.06 percent. So the Matchstick Figures technique in teaching Vocabulary had better impact.
- c. The average proficiency in true/false test item shows that group A and group B have huge difference in Pre-Test by 3.67 and 4.86 average score respectively.
- d. The average percentage of Experimental Group in Pre-Test was 49.6. But, It reached 87.86 after treatment with Matchstick Figure for four weeks whereas Control Group increased by 59.2 percent to 70.14 percent in Pre-Test and Post-Test respectively after treatment with usual technique.
- e. The Matchstick Figure technique had better impact on the performance of Experimental Group in changing number item in Post-Test by 80 percent average score whereas the Control Group scores 62.6 percent in Post-Test.
- f. Using Matchstick Figure in teaching Vocabulary has relatively better impact in the test item in Fill in the Blanks. Group A increased 36.3 percent in Post-Test. But, Group B increase 21.4 percent in Post-Test.

- g. It also reflects the positive attitude towards Experimental Group in the test item matching. The Experimental Group out score in Post-Test by 33.3 percent average percentage but the Control Group scored no more than 9.35 percent in Post-test. So, the teaching vocabulary with Matchsticks Figure is more effective technique than usual technique.
- h. The average proficiency in making sentences item reveals that Experimental Group achieved 2.6 percent average score in Pre-Test. It reached 69.4 on Post-Test whereas Control Group achieved 16 percent in Pre-Test. It reached 46.6 percent on Post-Test. It shows that the performance of Experimental Group is better than Control Group.
- i. The Matchstick Figures technique had better impact on the performance of Experimental Group in Multiple Choice items in Post-Test by 100 percent average score whereas the Control Group scored equal to Experimental Group i.e. 98.6 percent in Post-Test.
- j. In the test significance of Mean achievement, Experimental Group increased from 24.8 to 43.93 in average score whereas Control Group only increased from 29.6 to 35.07 in average score. It also shows better performance of Experimental Group.
- k. Similarly, in test significant of Mean achievement score (T-Test), the null hypothesis (there is no significant difference between the Mean achievement score of Experimental and Control group on Post-Test. Table no. 11,12 13 is rejected. This means, there is significant difference between the Mean achievement score of the Experimental and Control Group due to uses of Matchstick Figures.

5.2 Recommendations

On the basis of the finding of the study the following recommendations are made:

- a. This research reveals that treatment of student with Matchstick Figures performed relatively better in teaching an aspect of 'vocabulary' than other technique. So, teaching with Matchstick Figures should be used to teach

noun and verb to all the students of grade-4. This implies that this technique should be used for teaching vocabulary.

- b. The result is very encouraging for teachers who want to implement this teaching technique.
- c. To implement this technique for making classes effective, it should be introduced in the course book and the teacher should be trained in using it and provided with sufficient teaching materials.
- d. The syllabus designer and methodologists should encourage the use of Matchstick Figures in teaching vocabulary. Even though, it may be difficult to present Matchstick Figures for each and every language items given in the test book and syllabus, it is inevitable to mention Matchstick Figures in the right time and place.
- e. Since the use of Matchstick Figures motivates students to speak/use English and makes the classroom lively, teacher should use it while teaching vocabulary.
- f. This study is limited to teach of words in meaning in lower classes only. So, further studies can be carried out to explore other aspects and skills of language.

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Appendix-1

Questionnaire for Teacher

Name of teacher: Kamal Dhungel

School: Lophophorous English School

1. Do you use teaching materials while teaching in the class?

Ans: Yes, I use teaching material while teaching in the class according to lesson.

2. Have you got any training?

Ans: Yes, I have got training.

3. How many periods do you take in a day?

Ans: I take six periods in a day.

4. How much time do you provide for a student testing speaking skill?

Ans: I provided two minutes for a student testing speaking skill.

5. Do all the students answer well in the speaking test?

Ans: No, Some are not well in the speaking test.

6. Are they serious about the test? If not why?

Ans: Yes, they are serious about the test.

7. What do you do if a student doesn't speak at all in the speaking test?

Ans: I take dictation orally turn by turn if a student doesn't speak at all the speaking test.

8. Do you think listening-speaking tests fulfill the goal of the curriculum?

Ans: Yes, If fulfill the goal of the curriculum.

9. Do you use a cassette player or you own voice while taking listening test?

Ans: I use cassette player while taking listening test.

10. Are the voice recorded in the cassette comprehensive to the students?

Ans: Yes, the voice recorded in the cassette comprehensive to the students.

Appendix-II
Model questions for Pre-test and post Test

Name of Student:.....

Date:

Class : Four

Roll No.

Full Mark: 50

1: Make sentences using the following words. 5

- a) Winter
- b) Basket
- c) Square
- d) Table
- e) Red

2: Put the tick mark (✓) for the correct sentences and the cross mark (×) for incorrect. 5

- a) We play cricket in pitch. ()
- b) We wear sweaters and Jackets in summer. ()
- c) Dog is national animal of Nepal. ()
- d) We have a shower every day in winter. ()
- e) Birds live in Kennel. ()

3: Change these words into plural. 5

Singular	Plural
Child
Mouse
House
Man
Ox

4: Fill in the blanks choosing the correct words from the bracket. 10

- a) A lion haslegs. (four / two/ three)
- b) We got milk from (cow / cat / dog)
- c) has horn on its nose. (Rhino / Deer/ tiger)
- d) is the biggest vegetable (pumpkin / potato / tomato)

- e) flower is used for making garland. (marigold / lotus / rose)
- f) Cotton plant gives us (cotton / wood / food)
- g) Lion lives in the (Jungle / hose / nest)
- h) In Nepal a football field is Shaped. (rectangular / Oval / square)
- i) A snake lives in (nest/hole/ pen)
- j) Capital city of Bhutan is (Thimpu/ Colombo/ Male)

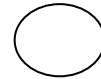
5: Circle the odd one.

5

- a) Kathmandu Pokhara Biratnagar Kalkatta
- b) Boy girl man cow
- c) Football driver player game
- d) Cannel sty nest book
- e) Coke pepsi sprite milk

6: Match the following words with suitable figure.

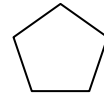
a) Hexagon



b) Pentagon



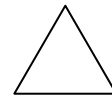
c) Line



d) Circle



e) Square



f) Rectangular



g) Ball



h) Fishing



i) Cycle



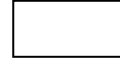
j) Cat



k) Triangle



l) Glass



m) Bird



n) Sunflower



o) Puppy



p) baby



q) Table



r) Player



s) Flower



Appendix III

Model Lesson Plan for control and Experimental Groups

Class:– Four

Time:– 40 min.

Sub: –English

Period:–

Topic: – Fishing

Teaching item: vocabulary

Specific Objective:

At the end of this lesson the students will be able:

- i) To tell out the words correctly.
- ii) To make meaningful sentences by using the words and so on.

Group 'A' (Odd /Experimental Group)

Teaching Materials:

Matchsticks figures, flash card and other daily using materials.

Activities:

Students follow up the teacher in systemic sound simple way. Repeat the difficult words and stanza.

Evaluation:

Give the students to read the stanza and write turn wise, ask them too. If not able to display the related questions, once repeat on nest day.

Home work:

Remember word meaning poem and write poem one time.

Group 'B': (Even /Control Group)

Teaching Materials:

Daily using materials.

Activities:

Teacher leads the student with simple reading and main words.

Evaluation:

Ask the pupils from the figure drawn like meaning and theme. If not able repeat the lesson once more.

Home work:

Remember word meaning and poem, write one time too.

Appendix IV
Name of Students

S. N.	Name	Obtained Marks	S. N.	Name	Obtained Marks
1.	Akriti Bajgain	29	16.	Nabin Rai	30
2.	Aemima Allay Magar	29	17.	Nishan Rai	29
3.	Arpana Koirala	23	18.	Nischal Bhandari	30
4.	Anjili Oli	29	19.	Pratik Shrestha	28
5.	Alisha Rai	23	20.	Prince Rai	29
6.	Bidhya Rai	28	21.	Purvashri Adhikari	28
7.	Bishal Dumjan	23	22.	Reshmi Ojha	29
8.	Bibek Sharma	29	23.	Rinju Thapa	29
9.	Bivek Subba	24	24.	Roshan Shrestha	26
10.	Iksha Gurung	23	25.	Samikchha Siwakoti	26
11.	John Gautam	24	26.	Samir Sherpa	28
12.	Khushi Subedi	28	27.	Sanjay Gautam	26
13.	Kishore Khatri	25	28.	Shesheling Limbu	22
14.	Knissamna Gurung	28	29.	Shringa Adhikari	30
15.	Kushal Thapa	28	30.	Sujak Shrestha	27

Appendix V
Students of Experimental Group

S.N.	Name
1.	Akriti Bajgain
2.	Arpana Koirala
3.	Alisha Rai
4.	Bishal Dumjan
5.	Bivek Subba
6.	John Gautam
7.	Kishore Khatri
8.	Kushal Thapa
9.	Nishan Rai
10.	Pratik Shrestha
11.	Purvashri Adhikari
12.	Rinju Thapa
13.	Samikchha Siwakoti
14.	Sanjay Gautam
15.	Shringa Adhikari

Appendix VI
Students of controlled Group

S.N.	Name
1.	Aemima Allay Magar
2.	Anjili Oli
3.	Bidhya Rai
4.	Bibek Sharma
5.	Iksha Gurung
6.	Khushi Subedi
7.	Knissamna Gurung
8.	Nabin Rai
9.	Nischal Bhandari
10.	Prince Rai
11.	Reshmi Ojha
12.	Roshan Shrestha
13.	Samir Sherpa
14.	Shesheling Limbu
15.	Sujak Shrestha

Appendix VII

Pre-test Score of Students of Experimental Group

S. N.	Name	Item -I	Item -II	Item -III	Item-IV	Item -V	Item -VI	Total
1.	Akriti Bajgain	0	4	2	6	3	14	29
2.	Arpana Koirala	0	2	0	5	4	12	23
3.	Alisha Rai	0	2	1	2	4	14	23
4.	Bishal Dumjan	0	3	1	0	5	14	23
5.	Bivek Subba	0	4	1	3	4	12	24
6.	John Gautam	0	4	2	3	4	11	24
7.	Kishore Khatri	0	2	1	3	4	15	25
8.	Kushal Thapa	0	5	3	6	4	10	28
9.	Nishan Rai	0	3	3	9	2	12	29
10.	Pratik Shrestha	0	4	2	4	5	13	28
11.	Purvashri Adhikari	1	5	2	4	4	12	28
12.	Rinju Thapa	0	4	2	7	4	12	29
13.	Samikchha Siwakoti	0	4	1	3	4	14	26
14.	Sanjay Gautam	0	4	1	4	4	13	26
15.	Shringa Adhikari	1	5	2	4	4	14	30
Total		2	55	24	63	59	178	372
Average		0.13	3.67	1.6	4.3	3.93	11.87	24.8

Appendix VIII

Pre-test Score of Students of Control Group

S. N.	Name	Item -I	Item -II	Item -III	Item -IV	Item -V	Item -VI	Total
1.	Aemima Allay Magar	2	5	3	3	5	11	29
2.	Anjili Oli	1	5	2	3	5	13	29
3.	Bidhya Rai	0	5	2	3	5	13	28
4.	Bibek Sharma	0	5	1	3	5	15	29
5.	Iksha Gurung	0	5	2	3	5	8	23
6.	Khushi Subedi	1	5	2	3	5	12	28
7.	Knissamna Gurung	1	5	2	3	5	12	28
8.	Nabin Rai	1	5	2	3	4	15	30
9.	Nischal Bhandari	0	5	1	5	5	14	30
10.	Prince Rai	1	5	2	4	5	12	29
11.	Reshmi Ojha	1	5	1	3	5	14	29
12.	Roshan Shrestha	1	4	2	3	3	13	26
13.	Samir Sherpa	3	4	2	6	5	8	28
14.	Shesheling Limbu	0	5	0	2	5	10	22
15.	Sujak Shrestha	0	5	1	3	5	13	27
Total		12	73	25	50	72	185	444
Average		0.8	4.86	1.67	3.33	4.8	12.33	29.6

Appendix IX

Post-test Score of Students of Experimental Group

S. N.	Name	Item -I	Item -II	Item -III	Item -IV	Item -V	Item -VI	Total
1.	Akriti Bajgain	4	5	5	10	5	17	46
2.	Arpana Koirala	4	5	4	9	5	19	46
3.	Alisha Rai	5	5	5	7	5	19	46
4.	Bishal Dumjan	4	5	5	8	5	19	46
5.	Bivek Subba	5	5	4	8	5	19	46
6.	John Gautam	3	5	4	10	5	19	46
7.	Kishore Khatri	4	5	4	8	5	19	45
8.	Kushal Thapa	4	5	4	8	5	19	45
9.	Nishan Rai	4	5	3	8	5	19	44
10.	Pratik Shrestha	0	5	4	4	5	15	33
11.	Purvashri Adhikari	3	5	4	8	5	19	44
12.	Rinju Thapa	3	5	4	9	5	19	45
13.	Samikchha Siwakoti	1	5	3	5	5	19	38
14.	Sanjay Gautam	3	5	3	8	5	18	42
15.	Shringa Adhikari	5	5	4	9	5	19	47
Total		52	75	60	119	75	278	659
Average		3.47	5	4	7.93	5	18.53	43.93

Appendix X

Post-test Score of Students of Control Group

S. N.	Name	Item -I	Item -II	Item -III	Item -IV	Item -V	Item -VI	Total
1.	Aemima Allay Magar	3	5	3	7	5	15	38
2.	Anjili Oli	3	5	3	6	5	13	35
3.	Bidhya Rai	2	5	4	5	5	15	36
4.	Bibek Sharma	2	5	3	7	5	15	37
5.	Iksha Gurung	2	5	4	5	5	12	33
6.	Khushi Subedi	2	5	5	5	5	15	37
7.	Knissamna Gurung	3	5	3	5	5	13	34
8.	Nabin Rai	3	5	2	6	5	15	36
9.	Nischal Bhandari	2	5	3	5	5	16	36
10.	Prince Rai	2	5	3	4	5	14	33
11.	Reshmi Ojha	2	5	3	5	5	15	35
12.	Roshan Shrestha	2	5	3	5	4	15	34
13.	Samir Sherpa	3	5	3	8	5	10	34
14.	Shesheling Limbu	2	5	3	5	5	15	35
15.	Sujak Shrestha	2	5	2	4	5	15	33
Total		35	75	47	82	74	213	526
Average		2.33	5	3.13	5.47	4.93	14.2	35.07

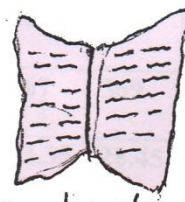
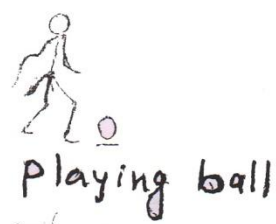
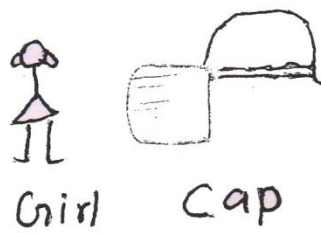
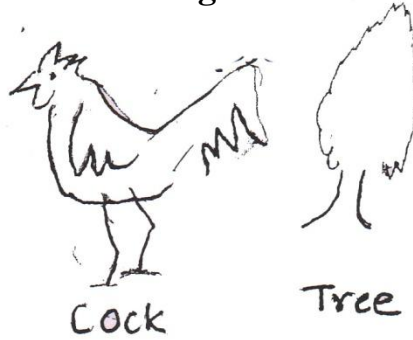
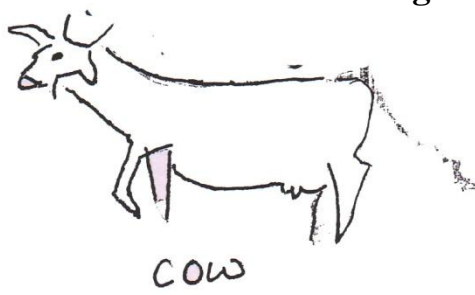
Appendix XI

Words Used in Teaching Learning Activities for this Research

chicken	pot	walk	delight
dig	splash	add	working
king	leaf	table	sitting
girl	fish	river	truck
sleep	fat	road	quiet
summing	room	laying	table
he	bottle	rainbow	pant
hare	receive	bicycle	grassing
chain	computer	skeletal	Nose
happy	leg	teacher	reading
baby	sadness	finger	bike
dance	dancing	tree	bulb
eyes	village	jeep	tie
old	sleeveless	dog	horn
trousers	roads	running	Playing
walk	pray	cock	wire
tear	book	puppet	diamond
flower	eat	mountain	cap
tool	weep	jumping	learn
house	die	hear	people
grass	rock	fall	orange
music	dragon	sad	cat
climbing	writing	door	old man
window	sheep	cut	drink
ear	mouth	desk	white board

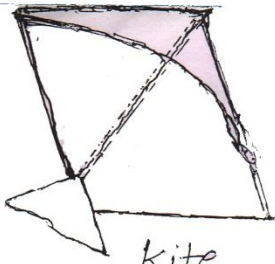
Appendix XII

Some Matchstick Figures Used in Teaching Activities

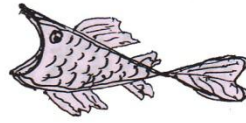




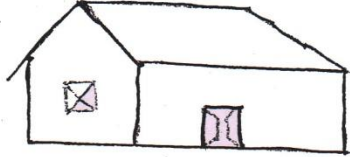
Watch



kite



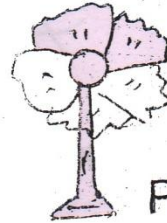
Fish



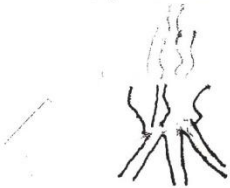
House



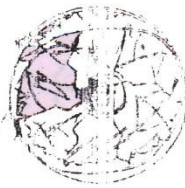
Glass



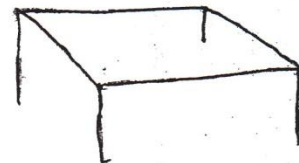
Flower



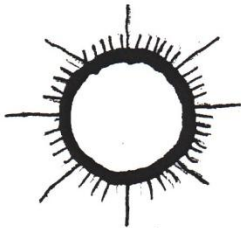
Fire



Ball



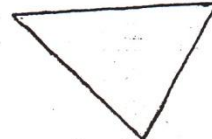
Table



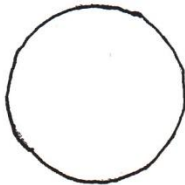
Sun



Rectangular



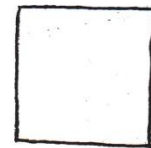
Triangle



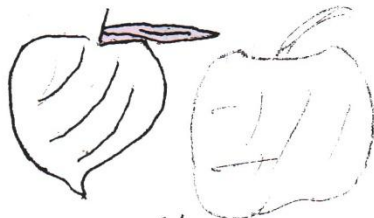
circle



pentagon



square



Fruits



pen



cup

Appendix XIII

Matchstick Figures for Lesson Plan



Walking



Running



Swimming



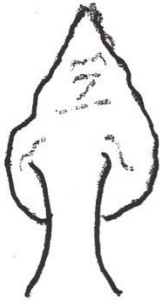
Cup



Gilass



Bread



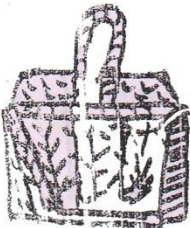
Tree



Catterpillar



Flower



Basket



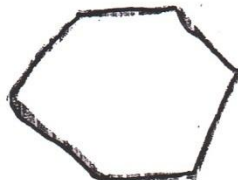
Bird



Circle



pentagan



Hexagan

Appendix XIV

Questionnaire for Principal

Name of Principal: *Mr. Sagar Gurung*
School: *Kophorous English Boarding School.*

1. Do you make teacher to prepare a compulsory lesson plan in each class wise and subject wise?

Ans: *Yes*

2. How many terms do you take examination in the school?

Ans: *4 Terms.*

3. Are the trained and qualified according to subject wise and level wise?

Ans: *Yes.*

4. Are they applied speech method or teaching aids method in vocabulary (language) class?

Ans: *Teaching Aid*

5. Which methods have you ever felt in scoring good mark?

Ans: *Teaching Aid*

6. In which methods have you found the class motivative and silence?

Ans: *Teaching Aid method.*

7. How do you behave and treat in vernacular language in vocabulary class?

Ans: *I teach them to repeat the same in English Language.*

8. How do you felt in match stick figure method in vocabulary?

I think it is a very good and helpful method.

Appendix XV

Another Lesson Plan

Class:– Four

Time:– 40 min.

Sub: –English

Period:–

Teaching item: vocabulary

Specific Objective:

At the end of this lesson the students will be able:

- i) To tell out the words correctly.
- ii) To make meaningful sentences by using the words.

Group 'A' (Odd /Experimental Group)

Teaching material: Sticky figure, act like model of tiger and its behavior

Activities: The teacher conduct, imitation and drill of vocabulary of spelling of tiger, money, food, forest, eats and so on.

Evaluation: Let them to read aloud, let to ask themselves to each other like word meaning and spelling. If the teacher found able on them its ok or repeat the lesson once more the same lesson the next day.

Homework: Ask meaning and spelling as well. Write same spelling and meaning two times.

Group 'B' (Even / Control Group)

Teaching material: act like model of tiger and its behavior.

Activities: Firstly the researcher identifies the difficult words through spelling and meaning. Lead the student by the teacher in simple reading ways. And often ask cross questions.

Evaluation: Ask them questions answer, word meaning with spelling a few in numbers if not produced the questions word meaning and spelling properly once repeat the same lesson thoroughly on next class.

Homework: Give one or two questions and to write meaning of the words.