

CHAPTER-ONE

INTRODUCTION

This is the study on **The Effectiveness of Using Short Stories in Teaching Vocabulary**. This chapter includes the background of the study, statement of the problem, objectives of the study, hypotheses, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is primarily a means of communication through which human ideas, feelings, thoughts, emotions are expressed. In the absence of language human cannot communicate with each other.

Language is the unique possession of mankind. Hornby (2000.p.72) defines language as “a system of using sounds and words to communicate to human being”. It means, human beings are distinguished from all other living creatures by language. Although some languages may be more important than that of others according to time, place, situation, content, people, etc. all languages are equally important in terms of communicative values. Among different languages, English is the most important language because it is widely used language all over the world. So, it is also called international language. Now, almost every country has given a great emphasis on English language and so has Nepal. It is taught as a compulsory subject from primary level to Bachelor's level throughout the country.

Learning is a goal- directed act. Learning is either acquiring new knowledge, or modifying and reinforcing existing knowledge behaviors, skills, values or preferences. It may involve synthesizing different types of information. Learning is not a compulsory; it is contextual. Learning may be viewed as a process, rather than a collection of factual and procedural knowledge.

According to Chickering and Gamson (1987, p.7):

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increase involvement in learning. Sharing one's own ideas and responding to learning is other's reactions sharpens thinking and deepens understanding.

The above statements present that learning is more like a team effort than a solo race where sharing one's own ideas and responding to other reactions sharpens thinking and depends understanding. It is a way of improving knowledge skills and attitudes on aspects and skills of language.

Vocabulary is the most significant aspect of language because without achieving a higher number of vocabularies, we cannot express our ideas clearly and also cannot understand others ideas clearly. So, students have to achieve higher number of vocabulary. Vocabulary is the tool of thinking and medium of exchanging ideas. Vocabulary has been defined as the total number of words which make up a language. Vocabulary is one of the important building blocks of language. Different vocabulary items have different meaning. Some vocabulary may have innumerable denotations and connotation; two vocabularies may have same meanings. It is, therefore, very difficult but important to have knowledge and information to play with words. There will be stretching and twisting of meaning by the stretching and twisting of words in learning vocabulary. An English teacher needs to select and grade vocabularies according to the level and capacity of the students. Use of vocabulary in contexts brings change in meaning. There are different kinds of word meaning e.g. literal, metaphorical, rhetorical, connotative and denotative. Language students need to learn the lexis of the language. They need to learn what words mean and how they are used in different contexts. Vocabulary can be presented by means of exploiting wide range of resources, materials and activities. They

can be best presented via song and rhymes, newspaper advertisement, news articles, poetry, short story. Short stories are assumed to be effective in sound vocabulary knowledge of the students, so this study concerns with the effectiveness of teaching vocabulary through the use of short stories.

1.2 Statement of the Problem

Language teaching and learning has got its independent status due to its various aspects and areas of application. Vocabulary is the vital aspect of language without which a language cannot exist in the word. Each language consists of vocabulary items which are the main instrument to express the ideas. However, all the language may be rich in vocabulary items. The more the vocabulary items we have, the more we can express our ideas in different fields.

Vocabulary items have the great important place in any language. Due to such importance of vocabulary in language learning, this study tries to state the problem of how to teach vocabulary effectively to the students in our language classrooms.

Similarly, teaching vocabulary is not an easy job; rather, it requires a number of supporting materials, by the use of which students encounter a myriad of lexical entries. It means we have to use different resources, materials and activities in teaching vocabulary, for example, we can teach them through songs, rhymes, puzzles, metaphor, poetry, short story. So, the next problem to be stated in this study is what can be the best resources or materials in teaching vocabulary.

A challenging task for the teachers is to help students come up with the volume of unfamiliar vocabulary items. In such cases, short stories can be the assets for teaching unfamiliar vocabulary and for expanding vocabulary power of the student. Thus, another problem to be stated in this study is whether the use of short stories in teaching vocabulary becomes effective or not. As I experienced those short stories possess a wide range of vocabulary which is both interesting and provoking. If we exploit them in students teaching, they will have good results. One of the reasons behind the lack of adequate vocabulary in students

writing in our context may be the teaching without resources. Hence, this study will fully be concentrated on the problem of teaching vocabulary and using story as an effective aids material.

1.3 Objectives of the Study

The present study had the following objectives:

- i) To find out the effectiveness of using short stories in teaching vocabulary.
- ii) To suggest some pedagogical implications of the study.

1.4 Hypotheses

This research Studyhypothesized to provide appropriate concerns to word the use of short stories in teaching vocabulary. This present study aimed to experiment on the following hypotheses regarding the role of short stories in teaching vocabulary:

- a) The use of short storieshave effective role in teaching vocabulary.
- b) Students are supposed to develop more vocabulary power after the intervention through the use of short stories.

1.5 Significance of the Study

Teaching vocabulary plays vital role in developing language proficiency of the students. The use of short stories in teaching vocabulary facilitates the students to expand their vocabulary and the use of those vocabularies in their communication and writing. This study will be significant for developing vocabulary knowledge, meaning, use. It will be significant to those who are interested in language teaching, curriculum designers, course developers, material developers, syllabus designers, text book writers, publishers, students as well as methodologists to make the practice of vocabulary more effective. More specifically, it will be significant to those teachers and students who are directly and indirectly involved in teaching or learning vocabularies in language teaching. Similarly, the present study will be useful for the further researchers who want to carry out similar type of research in the similar field.

Furthermore, it would be reformative measure in the field of vocabulary teaching.

1.6 Delimitations of the study

The present study had following limitations:

- i. This study was limited to the students of Jhapa district.
- ii. It was limited to the experiment of using short stories in teaching vocabulary.
- iii. Only one school of Jhapa district was selected for the experiment.
- iv. Only 30 students of Karnali Education Foundation studying at grade seven was selected purposively for the experiment.
- v. The data was collected through the pre and post-test items in this study.

1.7 Operational Definition of the key Terms

Effectiveness: The word effectiveness in this study refers to the impact or influence of using short stories to the achievement of the students in vocabulary learning.

Aspects of vocabulary: The aspect of teaching vocabulary in this study is related to the teaching of pronunciation, spelling, meaning and use of vocabulary in course of language learning.

Vocabulary: here, vocabulary refers to the lexical items, word combinations and multi word expressions used in My English book of grade seven.

Register: It refers to the variety of language use in terms of the area of uses, e.g. law, education, science and literature.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is based on the review of all available related literatures of the study. So, the review of the related theoretical literature, empirical literature, implication of the review for the study and conceptual framework are mainly discussed in this chapter. In the same way, the review of the theoretical principles, theories and concepts related to teaching vocabulary are the major parts of discussion in this section.

2.1 Review Related Theoretical Literature

A literature review provides the researchers to get key points or they are on the particular research topic. The literature review presents what he/ she tries to convey directly and indirectly as researcher has been doing the research to related field. I am doing research on the topic “The Effectiveness of Short Stories in Teaching Vocabulary”. I am working with different ideas from the different books and different research papers. This section consists of the discussion on the English language teaching in Nepal, vocabulary and its definition, types of vocabulary, importance of teaching vocabulary, aspects of learning words, ways of teaching vocabulary techniques of teaching vocabulary and short stories in teaching vocabulary. So, this chapter incorporates thematic and theoretical review of related literature. They are mentioned below in separate headings.

2.1.1 The English Language Teaching in Nepal

The importance of English is increasing day by day in the world. English is known as a key to success in science, technology and world culture for most developing countries like Nepal. It can be assumed that English was started in Nepal during the period of Bhimsen Thapa. The British government opened

"Gorkha British Kendra" (an office of Joint British Army) during his prime minister ship. The people who came to Nepal to select the army spoke English. Nepalese people who joined the British Army received a good salary. Therefore, people in Nepal were attracted to words English language (Giri, 1993).

The teaching of English language in Nepal was formally introduced with the establishment of "Durbar High school" in 1853A.D. the first English medium school in Nepal. Prime Minister Jung Bahadur Rana established this school after returning from England, to give formal education to his children and the children of other ruling Rana family members. However, it was opened for the general public in 1910 B.S. After establishment of Tri-Chandra College in 1975 B.S, English became a compulsory subject in the higher education in Nepal. A number of school and colleges established after the over throw of autocracy in 1951 A.D. Then, the common Nepali people also started to get opportunity to have modern education. English is learnt for international purpose; that is for using it as a lingua- Franca. It is used to communicate with the outside world through the English language. In fact, English is a window through which we peep at the world outside.

Realizing the growing importance of English, now, the government of Nepal has made English language a compulsory subject from one to bachelor's education. It has been applied in both compulsory and specialization subjects the curriculum. The curriculum has allotted 100 full marks for English subject in those very grades. Accordingly, it has occupied an important place in the academic world. So, it has gained high prestige in both government and non-government sector in Nepal. We need English to work in tourism, foreign affairs and international trade. To know English well, we have to know the English vocabulary, their meanings and use.

2.1.2 Vocabulary

Language is the systematic, structured and organized form of communication. A language includes an array of the words, lexical chunks and idioms which are collectively known as vocabularies. Communication is almost impossible in the absence of the lexical items. It can be defined as the total number of words, which make up language. In this respect, Crystal (1995, p. iii) states, "Vocabulary is the Everest of a language". So, while teaching and learning of vocabularies, the questions on the criteria selection and need of the learners should be properly considered.

Learning a foreign language is a matter of learning the vocabulary of that language. In this regard, Wallace (1982, p.9) says, " It has often been remarketing how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically matter of learning the vocabulary of that language."

Vocabulary plays an important role in expressing complex thoughts and ideas. Words constitute the element of language structure and a proper knowledge this is essential for one and all. Without language structures make up the skeleton of having an adequate language fluency and appropriacy, people feel frustrated when they do not find the appropriate words while speaking the target language.

Even though vocabulary is the core part of language, it is relatively neglected area or it is thought that learning a foreign language is automatically learning vocabulary items. It is essential to deal with vocabulary items separately to advance vocabulary repertoire so that the person can command over language. Harmer (2008, p. 229) says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An any potential for expressing meaning unless words are used."

Vocabulary are to be practiced or learnt and they may be used differently in different situation. Regarding the differences in the use of words, Hornby (2000, p. 147) defines them in different ways as;

- 1) All words that a person knows or used are found as active and passive vocabulary.
- 2) All the words are not used in a particular language.
- 3) The words that people use in their talks.
- 4) List of words with their meanings. From the above far concepts, we can infer that vocabulary is the list of words use in particular language. The language classroom, we set out to teach or practice specific area of vocabulary.

2.1.3 Types of Vocabulary

Vocabularies can be classified in various forms based on the different criteria. Various scholars have classified them into different types, which are discussed here in this section. According to Harmer (1997, p. 159), vocabulary is classified into two types: active and passive.

Active vocabulary refers to the vocabulary that the students have been taught to learn and which they are expected to be able to understand, pronounce and use constructively in speaking and writing. Passive vocabulary refers to the words which the students recognize when they occur in a context but which they will probably not be able to produce. Active vocabulary is used in day to day communication. So, it seems to be productive in its nature. On the other hand, passive vocabulary is only in competence level. So, it seems to be receptive in its nature.

Similarly, Fries (1975, p. 40) classified English words into four groups: function words, substitute words, grammatically distributed words and content words. The function words, primary perform grammatical function, e.g. do signals questions. The substitute words e.g. 'he, she, it, they. replace class of

words and several classes. Grammatically distributed words, e.g. some, any, show unusual grammatical restriction in distribution.

On the other hand, Arts and Arts (1986, p. 22) classify words into 'major' and 'minor' word classes. The former is also called open class; its membership is unrestricted and indefinitely large since they allow the addition of new members. Later is also called class; its membership is restricted since they do not allow the creation of new members. Moreover, the number of items they comprise is so small that they can be listed easily. In English, there are four major classes; noun, verb, adjective and adverb. The minor word classes are conjunction, article, pronoun, preposition and interjection.

Richards, Brown and Johnson (1985, p. 61) state, "The words which refer to thing, quality, state, an action and which have meaning in isolation are known as content words, but the words which have little meaning on their own, but show grammatical relationship in between sentences are known as function words."

On the basis of the structure, there are three types of words; simple, compound and complex. Simple word consists of a single free morpheme followed, or not by an inflection affix, such as play, plays, played. Compound words consist of two or many free morphemes where they constitute themselves and constitute are words, e.g. black board. Compound is a lexical item composed of two or more parts written (-) where the parts the selves as a word, e.g. bus park, school girl. And, complex words consist of a root plus one or more derivational affixes, e.g. boy hood, determination.

2.1.4 Importance of Teaching Vocabulary

Although sounds are the building blocks of language, word is probably the most important unit of language. A sound in itself has no meaning at all whereas a word is always meaningful. Without words, we cannot send our message, i.e. communication is impossible without words. So, language learners need to learn the lexis of the language. By right choice of words, a speaker creates good impression on the hearer. So, the vocabulary teaching is essential.

Language includes both the grammar and vocabulary. Without absence of one element language cannot be meaningful or comprehensible. Both of these components of language are equally important for communication to be successful. We can produce infinite number of structures on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in the case of vocabulary because a word may be used differently in different situation. Hence, a vital question arises. Which of the two is more important: Grammar or vocabulary? Thus, vocabulary teaching is essential.

When one acquires a language, he/she acquires vocabulary automatically. This implies that language learning is a matter of learning the vocabulary of that language. So, when we want to express our feeling, thoughts and ideas. We need sound vocabulary power. When we do not have vocabulary power, we fail to communicate the ideas. In this regard, Wallace (1982, p.9) says:

It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find words they need to express their

thoughts, ideas and feelings while communicating in the target language, so, it needs adequate number of vocabulary to engage in communication.

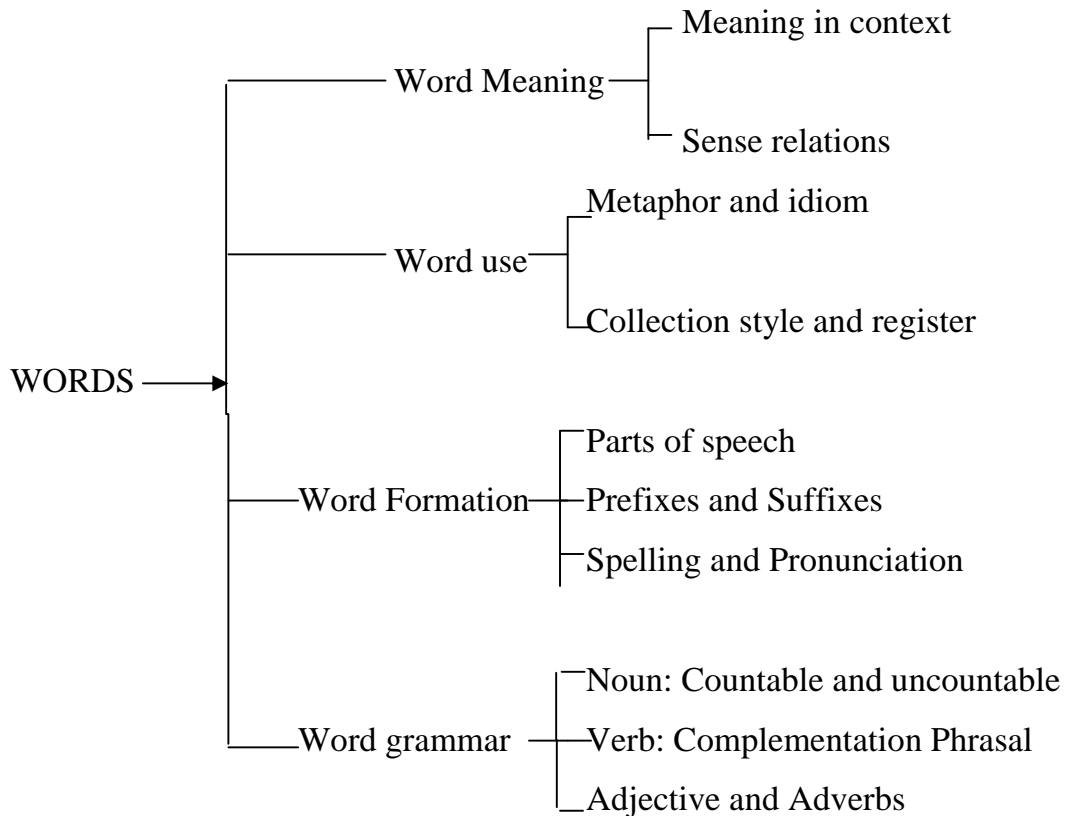
Learning a word is often considered as learning the meaning but it is not true. In order to know truly how to use a word appropriately in English, a speaker needs to know much more than simply the meaning of a word. Thus, vocabulary teaching must be the basic unit of language teaching and it should not be neglected.

2.1.5 Aspects of learning words

Teaching vocabulary is an entire notion which contains various aspects of vocabulary. For instance, word meaning, word use, word formation and word grammar. Unless the learner commands over these aspects of word, his/ her learning remains incomplete.

It is obvious that some words are more frequent in use than others due to which we should lay emphasis on the selection of words. They can be selected in terms of having high frequency, range, coverage and learnability. While teaching vocabulary items, we should be aware of which vocabulary items should be taught to the students for better communication. Regarding this, Harmer (1991, p. 158) has summarized the aspects of knowing words in following way:

Figure No. 1



2.1.5.1 Word Meaning

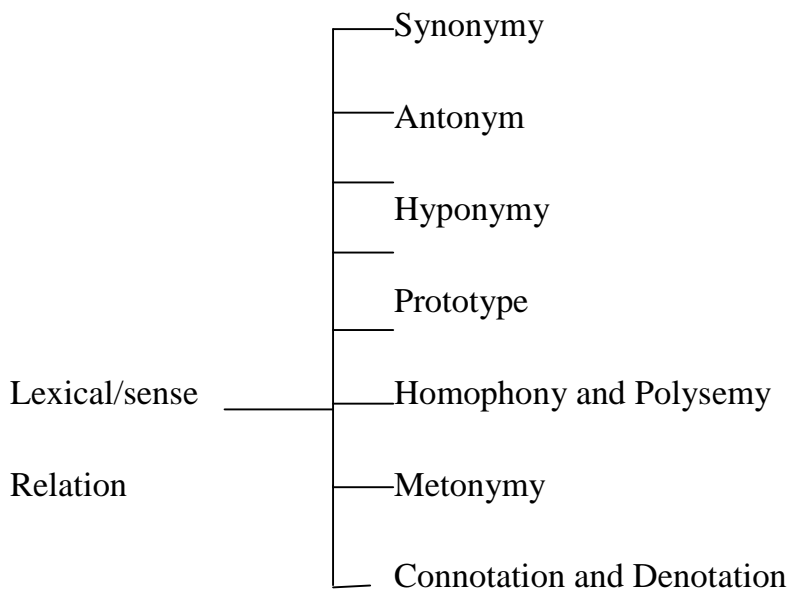
Most of the words have more than one meaning. So, we cannot decipher the meaning of word in isolation. It needs the context in which it is used.

For example, the word 'run' obviously means noun (e.g. the batsman made 12 runs). But it has more than 30 different meaning while combining it with different prepositions (which are called phrasal verbs) we decipher the meaning of a word by looking at the context in which it is used and by looking its other words. For example, the word 'Bank' refers to the place where we keep money in one sense and, it has next meaning the coastal area of a riven if we see a man drawing out his cheque book and saying 'I am going to the bank' the word 'bank' refers to

financial institution' but if a man on a boat says, I am going to the bank; it refers to the coastal area of a river (Todd, 1987, p. 27).

Thus, while teaching the word 'bank', it has different meaning in different context. The next significant aspect of word meaning is sense relation. Sense relationship refers to the various ways in which the meanings of words may be related. The relationship might be of sameness or similarity of meaning in which case, it is called synonyms or it might be opposite meaning in which case it is antonyms. "The meaning of a word can be understood and learnt in terms of the relationship with other words in language", Gairns and Redman (1988, p. 82). Likewise, Yule (2007, p. 118) says, ' words are not only the meaning containers and role players but they are the relations of relationship. There are various such relationships. Yule (ibid) presents the following features that the sense relationship incorporates.

Figure No. 2



2.1.5.2. Word Use

What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. The meaning of a word can be frequently extended and stretched though following elements;

Metaphor and Simile

Metaphor refers to a figure of speech which makes use of comparison of descriptive term for a person and thing which is literally impossible. Richards et al. (1985, p 106) state that in a metaphor, no function words are used. Something is described by stating another thing with which it can be compared. In "His words stabbed at her heart," the words did not actually stab, but their effect is compared to the stabbing of knife.

Simile is a kind of figure of speech under which literal or usual meaning is not separated. Something is expressed by stating another thing with which it can be compared. Thus, a simile is an expression in which something is compared to something else by the use of function word, such as like or as. For example, "Iollie's eyes are like purple of the sky." Here, Iollie's eyes are compared with the purple of the sky (Yule, 2007).

Idiom

It refers to a sequence of words which is semantically and often syntactically restricted so that they function as a single unit. From a semantic point of view, the meanings of the individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. Hence, idiom is an expression which function as a single unit and whose meaning cannot be worked out from its separate parts. For example, "it's raining cats and dogs," does not permit it's raining a cat and a dog.

Collocation

The collocation makes a particular combination sound 'right' or 'wrong' in a given context. So, it is another piece of information about a new item. While introducing words like 'decision' and 'conclusion' For example, we may note that you 'take' or 'make' but usually 'come' to the other. Similarly, we say 'throw' a ball but toss a coin; we may talk about someone being 'dead tired' but it sounds odd to say 'dead fatigued';

Style

Style usually varies from casual to formal according to the type of situation, the person/ persons addressed, the location, the topic discussed. According to Wallace (1985,p.112), "It is however a protean word which is used in so many ways by so many different writers that it is not difficult to use it with any technical meaning because of style. The learners should know the use of style of using words in formal and informal situation.

Register

Register refers to a speech variety used by a particular group of people, usually sharing the same occupation or the same interests. Register often distinguishes it from other register by having a number of distinctive words, by using word or phrases in a particular way.

A distinction is often made between style and register. In this regard, Thornbury (2002, p. 11) says, "A register of English is a variety of the language as used in specific contexts. Such as legal English, academic English or technical English discrepancies in style and register are as disconcerting as unusual collocation".

2.1.5.3 Word Formation

Word formation is another aspect of teaching vocabulary. Students need to know about word formation and how to twist words to fit different grammatical contexts. "Vocabulary item, whether one word can often be broken down into their component ' bits; exactly, how these bits are put together is another piece of useful information perhaps mainly for more advanced learners" (Ur, 1996, p. 62)

Similarly, Yule (2007, p. 64) states, "The study of the processes where by new words come in to the relatively insight forward process for the changing of their structure." So, we can say that word formation is the process to make constant evolution of language in terms of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of the language users.

Yule (2007) has categorized word formation process in different ways. He mentions that student should recognize well with the knowledge on ways of words written style and change inform and meaning. Two words can be combined to make one item: a single compound word or two separate, sometimes hyphenated words (book-case, follow-up). Again, new coinages using the kind of combinations are very common. Two words can be blended to form one new word, i.e. called a blend, for example,

Hotel+ moter= motel

Breakfast + lunch= brunch

In the same way, a word can be co-opted from one part of speech and used as another process called conversion. Typically, nouns are converted into verbs as we watered the garden. She watered up and left (preposition verb). A balloon flight is an absolute must (verb noun). Additionally, new words can be coined by shortening/ clipping longer words. For example, Flu from Influenza.

Forming a new word by the removal of an affix from the existing word is called backformation. For example, 'televise,' from 'television,' 'peddle' from 'paddler'. Likewise, words can be formed by borrowing from another language. For example, 'Voyager' is borrowed in English from French language. The technique of grouping initial letters to form a new word is known as acronym. For example, UNESCO from United Nations Educational, Scientific and cultural organization.

Derivation of a word from another word by changing a sound segment/ spelling, foot-feet, man-men.

Reduplication is the process of word formation in which prefix or suffix reflects certain phonological characteristics of the root, for example, ding-dong, tip-top. Affixation is the morphological process whereby grammatical or lexical information is added to a stem. Crystal (1995) divides affixation into two types: inflectional and derivational. The uses of inflectional and derivational affixes make variation in the structure and meaning of words in different situations. By means of inflection and derivation the grammatical value of a word also can be changed which the instructor has to make clear to his learners. Students should be well acquainted with how the content words are formed in different ways by means of the affixed and how the structural words bring entire change in meaning. The inflectional suffixes do not make any change in class of a word and basic meaning while they are used with the stem. But the derivational affixes bring change in meaning and word class. Each of the two processes is equally important to expand the vocabulary of a language.

2.1.5.4 Word Grammar

Another important aspect of learning words is word grammar. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with

other words in sentences, it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, we might give its past form, if this is irregular or regular, and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (mouse, mice) or draw learners' attention to the fact it has plural at all (advice, information). We may present verbs such as want and enjoy together with the verb form that follows them (want to enjoy or enjoy together with the verb form that follows them) or adjectives or verbs together with their following prepositions.

There are many other areas of grammatical behavior that students need to know about it. Such as,

What are phrasal verbs and how do they behave?

How are adjectives ordered?

What position can adverbs be used in?

Thus, some of our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. We can draw the inference from the above description that knowing a word does not mean only recognizing meaning but also knowing word use, formation and grammar. So, while teaching words, the teacher should lay emphasis on teaching all the aspects of vocabulary items.

2.1.6 Ways of Teaching Vocabulary

A number of ways to teach vocabulary items have been found, however, broadly speaking, there are two ways of teaching words: direct and indirect (Ur, 2008, p. 20-21).

a) Direct way of Teaching Vocabulary

Direct way of teaching vocabulary refers to that process in which individual items are learned consciously, i.e. focusing the attention to the targeted items.

In this process, either the teacher selects the difficult items or asks his/her students to select them. Then, s/he supplies the meaning of words with the help of a number of techniques-translation, synonym, antonym, definition, explanation, demonstration, etc. Then, s/he exemplifies the item in sentence. As a next step, the teacher asks his students to study the meaning and sentences for a while and try to produce similar sentences. Lastly, s/he asks the student to produce their own sentences. The process shows that there must be three steps to learn a vocabulary item directly. In the first step, the meaning and the illustration are presented. In the second step, the same are practiced and in the third, the new sentences with the newly exposed items are produced. The teacher has to be active in the first step. S/he must be helping the students in understanding the meaning and in trying to produce the similar sentences. He is supposed to be a judge in the third step observing and confirming the student's production.

b) Indirect way of Teaching Vocabulary

Indirect way of Teaching Vocabulary refers to that process in which the students learn the targeted items without directly focusing on it. In this technique, they are exposed to a series of reading materials and encourage reading the materials on their own so that they can form the habit of guessing the meanings from the context. Inferred meaning is verified and confirmed when the items recur again and again. The belief behind indirect learning is that the foreign language learners can acquire the targeted items as naturally as they do in their mother tongue, that is, without being conscious about the targeted items. The teacher's role in this process is just like that of a guide or a facilitator from the beginning to the end.

2.1.7 Resources for Teaching Vocabulary

Obviously speaking, technique refers to presenting items to the students in an understandable way. The main aim of teaching vocabulary is to make students

find out word meaning them in different context. So, vocabulary items should be taught in a way that must help learner to use it in proper and suitable context as vocabulary items in language play on important role in framing our ideas in a continuous flow. The teacher should be aware of the fact that a simple carelessness leads the learners falling in learning vocabulary items. So, the techniques should be perfect.

Regarding the techniques of teaching vocabulary different writers have given different views. But we follow the following techniques while teaching vocabulary.

1. Realia (Real objects)

Realia refers to the actual object, which can be brought and used in the classroom for teaching. The name of many things can be easily taught by showing objects or models. For example, words like, ball, watch, ruler.

2. Pictures

Pictures are very useful means of teaching vocabulary. There is one saying, "A picture is worth ten thousand words". We can generalize the importance of pictures by this sentence. Moreover, blackboard drawing, cutouts, wall posters, etc. can be used for teaching vocabulary in classroom.

3. Mime, action and gesture

Explaining the meaning of words through the use of relia or pictures, sometimes, becomes impossible. For example, words like running, jumping, smoking, can be best taught through the use of mime, action and gesture but not through the use of relia and picture.

4. Contrast

We can also teach meaning of words by contrasting them with another word. Such as, 'big' contrasting with 'small', narrow with broad.

5. Translation

We can also teach meaning of words translating into students' mother tongue. It is an easy and quick way. It is useful in teaching meaning of abstract words.

6. Demonstration

It is not always possible to teach the meaning of words either through the use of real objects or pictures. Simple action can be performed to act out the meaning of several words. The word may refer to different kind of movements e.g. working running, laughing. Teaching vocabulary through demonstration will help students understand easily.

7. Game

Vocabulary can be best taught by creating vocabulary game as it creates interest on the part of students. This technique also lays emphasis on learning by doing resulting in long lasting retention in the students. So, there are lots of game such as word puzzle, jumble word.

8. Songs and Rhymes

Songs and rhymes occupy important place in vocabulary teaching particularly in teaching young students because they love songs.

Songs and they also help to motivate, create interest break the monotony classroom. When we teach vocabulary to our students by using songs and rhymes, they will pronounce the word correctly and use them in a lively and unconscious way. So, it can be developed as one of the technique of teaching vocabulary.

2.1.8. Using Literary Texts (Short Stories) as the Materials for Teaching Vocabulary

Literature has always been an important resource or tool for teaching and learning of language. The assumption that exposure to literature in this various forms such as thymes, poems, short stories, essays, dramas, etc. will naturally lead to the development of language ability and vocabulary power in the students which they can put to use for their communicative purpose. Jha (1983, as cited in Regmi, 2004) says, "There is no other way of acquiring a sophisticated command of language except through assiduous study of its literature. By using an array of literary texts as the reading materials, student can learn more words and their miraculous use in language and thus they expand their vocabulary knowledge. As a part of literary texts, short stories provide rich linguistic and socio-cultural information to the students. We can see various short stories included in our school and university levels' courses and textbooks.

2.1.9 Importance of Teaching Vocabulary Through Short Stories

Short stories are taken as supplementary materials for teaching English language. But since this study is based on the research work to find out the effectiveness of teaching vocabulary through short stories, it has been proved that short stories also can be taken as one of the technique of teaching vocabulary item. Moreover, other aspects of language can also be taught through short stories. We can provide story completion task to fill up appropriate words in the prompts given to the students. Short stories occupy important place in vocabulary teaching particularly in teaching young learners because they love listening and telling stories, memorizing other's stories and telling to their friends. Like other aids, they help to motivate, create interest and break the monotony of the class. The important thing is that the students will pronounce the words and use that very word in a lively and unconscious way.

Short stories also help students to know and understand the culture of English. So, they can be also developed as a technique of teaching vocabulary item.

Furthermore, short stories offer pleasant and relax environment after intensive language work, and also help to have an excellent way of developing pupils' creative use of language. It means short stories can be used to teach all the aspects of word. They are particularly useful when structured with vocabulary chosen for a certain level. We can use them for consolidation and practice. Similarly, Ur (1996) writes, "I am, in principle, in favor of including short stories in courses, not only as rich source of language, but also because of its intrinsic educational and aesthetic value and its contribution to motivation and enjoyment."

Short stories can not only be used for aspects of teaching word but also teaching all the skills of language like listening, speaking, reading and writing. Importance of short stories can be observed by following points.

1. Short stories help pupils to learn a better living and also give them aesthetic pleasure.
2. Pupils improve their creativity and fluency of English through short stories.
3. They create interest in learning English language.
4. They help to understand the English culture.
5. Short stories are often extremely popular among the young. So, teacher can make use of this fact to get his pupils to learn the English words.
6. Pupils can develop all four skills through short stories
7. Pupils can have a chance to encounter a wide range of vocabularies that provide morale to them.
8. Short stories describe something at a moment of crisis.

In this way, short stories can be a good asset for enriching learners' vocabulary in language teaching. They can be the good resources, can provide wide range of activities to do and even function as the technique of teaching words.

2.2 Review of Related Empirical Literature

A number of research works have been conducted by many researchers for academic development. It is also better say that every new task needs the knowledge of previous studies which can help and direct to each of the new target for finding out new things or ideas. Some of the related major empirical research works to this study are reviewed here below:

Sharma (2009) made an effort on 'Analytical study of vocabulary repertoire of the students who have completed the class three.' The study aimed to analyze the vocabulary repertoire of the grade four students. He selected the 40 students of two primary schools of Banke district purposively. The observation checklist was used as the research tool and the researcher observed the vocabulary used by the students and analyzed them. He found that the vocabulary repertoire was satisfactory. It was found the greater the maturity, the lower the difficulty level.

Similarly, Chudal (2014) studied 'The vocabulary achievement of the students of grade six.' The objective of this study was to explore the student's achievement of English vocabulary used in the English textbook of grade six and to make gender wise comparison of the vocabulary achievement. He selected twenty boys and twenty girls following simple random sampling procedure as the sample. Questionnaire was used as the tool for data collection. The finding was that the achievement level was poor. The students of urban area had better result than that of rural area. Girl's proficiency was better in rural area than that of boys but vice-versa in urban area.

In the same way, Pandey (2014) carried out a research on 'The effectiveness of teaching vocabulary through games.' The study aimed at finding out the effectiveness of teaching vocabulary through games. The study was experimented in NamunaMachindra Higher Secondary School of Kathmandu valley. Thirty students of grade nine were selected purposively. Pretest and posttest items were used as the tools. From the study, it has been found that the

games technique of teaching vocabulary is quite effective than usual technique of teaching vocabulary.

Likewise, Chaudhary (2015) studied on 'The effectiveness of teaching vocabulary through songs and rhymes.' The objective of the study was to find out the effectiveness of teaching vocabulary through songs and rhymes in developing learners' vocabulary. It was experimental research design. The researcher selected Pragyan Secondary School of Banke district purposively and 30 students of grade far of some school were the sample. Test items were used as the tool to collect the data. The main finding of this study was that teaching vocabulary through songs and rhymes at grade far was become more effective than teaching without using songs and rhymes.

Bhandari (2015) carried out a study on 'The Resources Used by the Teachers to Teach Vocabulary to the Primary Levels Students'. The objectives of his study was to find out the resources used by the teachers while teaching vocabulary to the primary levels students. He selected 20 teachers of primary levels from Kaski district using purposive non random sampling strategy. Classroom observation checklist was used as the tool of data collection and he observed twenty classes of the teachers. He found that teachers used songs and rhymes, realia, mime, pictures and glossary of the textbook as the resources for teaching vocabulary.

Though various research studies have been carried out in teaching and learning vocabulary in the Department of English Education, this present research is different from other research because there is no such study carried out on the effectiveness of teaching vocabulary through short stories. Therefore it will be a new venture itself.

2.3 Implications of the Review for the Study

While carrying out this study, I have reviewed both the existing theoretical and empirical literature. As my study is on the 'Effectiveness of Teaching

Vocabulary Through Short Stories', I got theoretical information from the above review related to the teaching and learning vocabulary and the introduction and importance of short stories in teaching a language skill or aspect. Similarly I got methodological knowledge on how to conduct this kind of research systematically from the empirical review of literature.

Out of the above six different empirical review, four were conducted relating to the effectiveness of teaching vocabulary through song, game, rhyme and so on, and other two were related to repertoire and learners' vocabulary. Among those reviewed researches, most of the researches conducted through experimental research design and two of them were conducted through survey research.

After reviewing those studies, I got the following ideas:

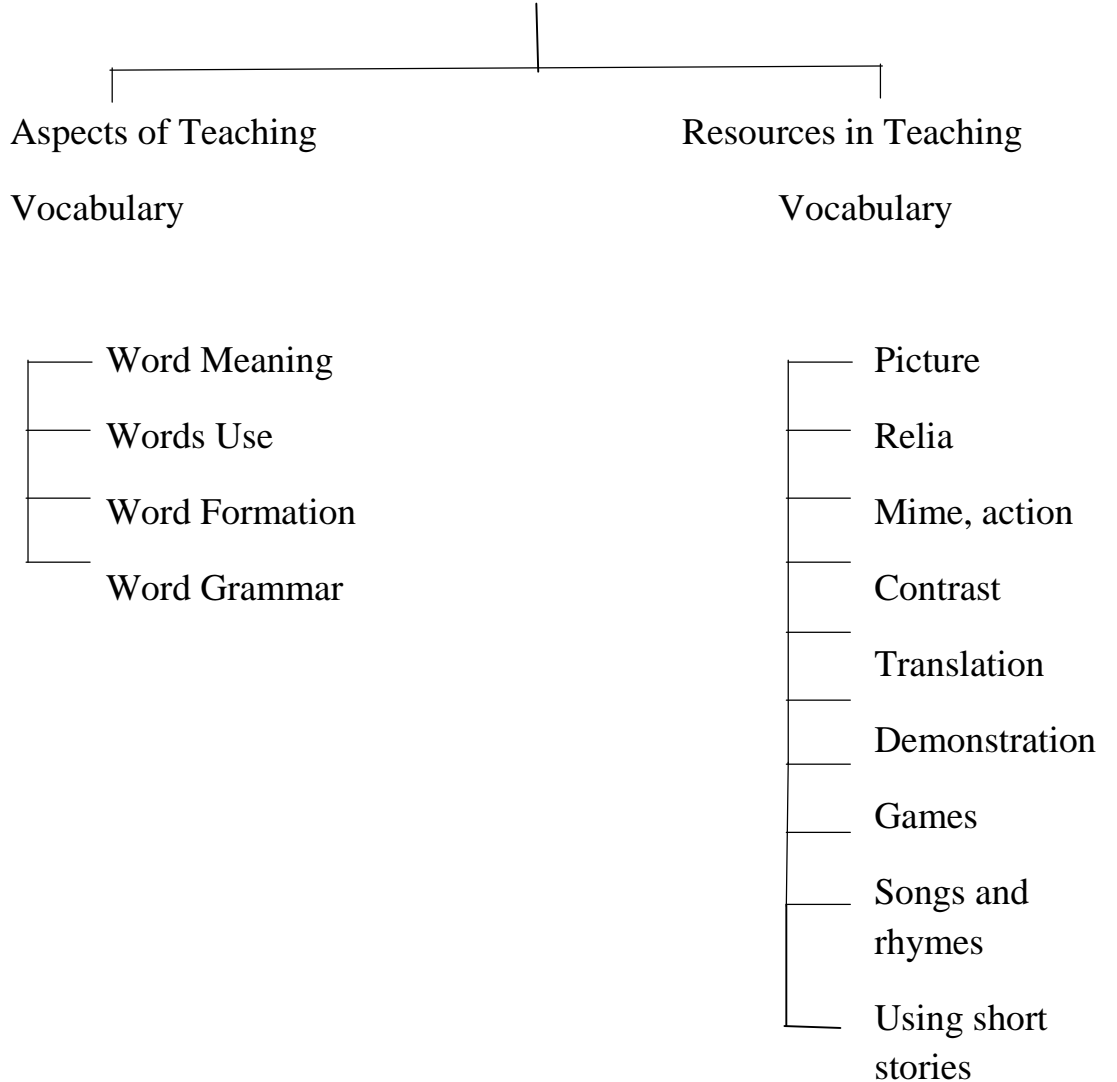
- a. Firstly, I got theoretical concept of my study about vocabulary, techniques and aspects of teaching vocabulary and so on from Harmer (1991), Yule (2005), Wallace (1985) and Ur (1996).
- b. Secondly, I got insights on research process of experimental by reviewing books by Nunan (1992), Cohen and Manion (1985) and Kumar (2009).
- c. Thirdly, from the study of Sharma (2009), Chudal (2014) and Chaudhary (2015), I got ample information about design and method, the data collection tools, sample and sampling procedures and so on.
- d. I got the ideas about the resources that can be used in teaching vocabularies from the study of Bhandari (2015).
- e. Fourthly, I got the idea about the data analysis and interpretation on procedures from those studies.

2.4 Conceptual Framework

A conceptual framework 'a graphic diagram of research topic.' It is employed to sketch the overall theme of this study. The present research entitled 'A Study on the Effectiveness of Teaching Vocabulary Through Short Stories' aims to find out how short stories are effective in teaching vocabulary. In order to carry out this experiment, the following conceptual framework will be follow:

Figure No.3

Teaching Vocabulary



Effectiveness of short stories in

Finding the meaning of words

Selecting correct grammatical form of the words

Change the words class

Establishing sense relation (synonymy and antonym of words)

Using words in sentences

CHAPTER- THREE

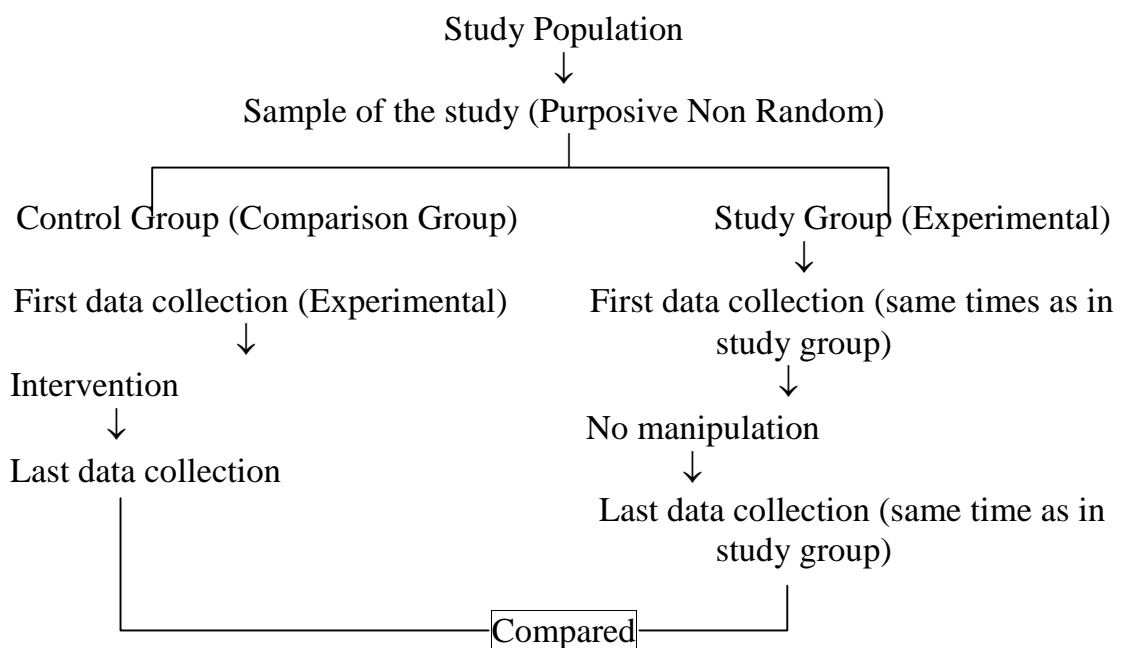
METHODS AND PROCEDURES OF THE STUDY

Under this heading, I have presented the design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures.

3.1 Design and method of the Study

In fact, research method refers to the procedures or the way of carrying out the study in order to achieve the objectives efficiently in the fix time frame. It can be said the outline on the basis of which the study proceeds ahead. To identify the effectiveness of using short stories in teaching vocabulary, I adopted experimental research design in general and pre-test, post-test experimental in particular. In an experimental research, the procedures of data collection were as follows:

Figure No. 4
Design of the Research



In an experimental research, the researcher creates an artificial situation and conducts experiments to find out cause effect relationship between dependent and independent variables. Experiment is an activity which intervenes the natural situation and aims at verifying the existing truth and finding out something new. In experimental research, the researcher deliberately controls and manipulates one or two independent variables, thereby intervening the natural situation and creating artificial situation. The main purpose to carry out experimental research is to find out the cause effect relationship between two or more variables either by testing the hypothesis or by verifying the existing or established theory. In the present study, I divided the students into two groups: control group and experimental group. Before starting the teaching to the students, pretest was taken to each group. The results helped to know their actual vocabulary knowledge which was the first data collection.

Then, the control group was taught without using short stories or in usual way. The teacher presented the vocabularies with their meanings on the board that s/he was going to teach the students and asked them to memorize those vocabularies and we them later on. However, the experimental group was taught through the use of short stories as the resources and technique. Later on post-test was assigned to each group and their results were collected as last data. Both first and last data were compared and effectiveness was measured.

Thus, in an experimental research, a researcher creates an artificial situation and conducts experiments to find out cause effect relationship between dependent and independent variable. In such research, the researcher deliberately controls and manipulates one or two independent variables, thereby intervening the natural situation and creating artificial situation.

3.2 Population, Sample and Sampling Procedures

The population of this study was all the students of Shree Karnali Education Foundation School of Jhapa district studying at grade seven. Since it is not possible to include those universe for an experiment, the sample consist of only

30 students. The school and the sample students are selected by using purposive non random sampling procedure.

3.3 Study Area/Field

The area of this study was conducted in the Jhapa district. Shree Karnali Education Foundation was chosen as the experiment and the field of this research is teaching and learning vocabulary through the use of literary resources.

3.4 Data Collection Tools and Techniques

The test items were the tools for data collection. Before preparing the set of test items, vocabularies from the textbook of grade seven was collected and a set of test items prepared. The test items administrated to the students included multiple choice item, fill in the blanks item, antonyms and synonyms, word formation, arranging the word, sentence making, matching items and pluralization items. The test items were only included the words which were used in those short stories.

3.5 Data Collection Procedures

1. First of all, I went to the selected school, talked to the teachers and established rapport. Then, I requested the headmaster and the class teacher for providing the class to administer the test.
2. Then, I prepared a set of written test and visited the selected school. For the test items, I selected 75 vocabulary items out of the 270 words selected from the grade seven "Our English Book" for experimental classes.
3. A written pre-test was administered to determine the actual vocabulary level of the students. They were given two hours' time to attempt the questions. Then, their written responses were marked.

4. Next, I determined the rank of the students on the basis of odd-even roll number according to their individual obtained marks. The procedure of the group division was as follows :

Group A (Experimental)	Group B (Controlled)
Odd	Even

5. The students divided into two groups weretaught side by side. Group A were taught vocabulary through short stories and group B were taught without using short stories (i.e. through the usual classroom techniques).
6. Each group was taught six days in a week, they were instructed in one period in a day and each period was last for forty five minutes. Experiment was carried out approximately in a month.
7. After the experiment, a post-test was administered using the same test used in pre-test.
8. Finally, the performance of the groups were compared and analyzed in order to explore the effectiveness of using short stories in developing students' vocabulary.

3.6 Data Analysis and Interpretation Procedures

The collected data were presented in tables, charts, diagrams and lists if it is needed. The data were analyzed and interpreted descriptively using simple statistical tools. The data collected through pre-test and post-test items was analyzed and interpreted quantitatively. The individual score of the group was compared and described by using statistical tools like percentage, average and mean valuation.

CHAPTER- FOUR

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The primary sources of data were obtained through a pre- test, three progress tests and a post-test. Data were obtained from the due effort of the experimental study and since it was an experimental research it required a lot of information from the practical field. The main aim of this research was to explore the effectiveness of using short stories in teaching vocabulary.

4.1 Analysis of Data and interpretation of Results

In this section, I have analyzed and interpreted the collected data from primary sources. The data have been presented comparatively in holistic, group wise and item wise forms.

4.1.1 Holistic Comparison

The pre-test was administered before starting teaching which was designed covering all key vocabulary items used in short stories which were taught during the field study. But post-test was administered after teaching all thirty lessons. The question items were the same of the pre-test and post-test. The both test were taken in Fifty full marks. But the percentage and average score of the students in those tests were very different. The comparison of the score obtained by the students in pre and post-tests is shown in the following table:

Table 1

Holistic Comparison of the Pre- test and Post-test Score

Group	Full mark	Average score in pre-test	Average score in post test	Difference	%
A	50	21.7	36.7	15	30
B	50	21.6	29.5	7.4	15.8

Note: Group A refers to experimental group and group B refers controlled group.

The above table shows that the average score secured by the students of group 'A' in the pre-test was 21.7 and 36.7 in the post test. The difference was 15 which is 30percent.

Similarly, Group 'B' obtained 21.6 marks in the pre-test and 29.5 in the post test. Here the difference between pre-test scores and post-test scores is 7.4 which is 15.8percent.

The above comparative table clearly shows that Group A students have progressed better than Group B students. The average scores of both the groups in the pre-test are similar, i.e. there is not much difference but in the post-test the difference is high. So, it reflects that the students are more interested in learning vocabulary with the help of short stories rather than without using the stories.

4.1.2 Item-wise Comparison

In this research, I have used different types of questions to collect the data. The following categories of questions were used as:

- Multiple choice items
- Synonym antonym items
- Fill in the blank items
- Changing words class items
- Arranging jumbled letters
- Using the words and matching items.

The analysis and comparison of these items is as follow:

4.1.2.1 Average Proficiency in 'Tick the Best Meaning'

I asked the students to tick the best meaning and match the similar meaning in the test items administered in pre-test and post- test. The data related to these items is presented in the table below:

Table 2

Score Achieved in ‘Tick the Best Meaning’

Group	F.M.	Avg. score in Pre-test	Avg. Score in Post-test	Difference	%
A	10	6.15	8.9	2.75	27.5
B	10	6.5	8.2	1.7	17

Above table reflects that the average score obtained by Group A in this item is 6.15 in the pre-test and 8.9 in the post test. The difference is 2.75 in their performance and increased percentage is 27.5. On the other hand, the average score secured by group B in this item in the pre-test is 6.5 and in the posttest 8.2. The difference here is 1.7 and the increased percentage is 17.

The above analysis shows that Group A has improved the score than the Group B in this category, which clearly shows that teaching vocabulary with the help of short stories is more effective.

4.1.2.2 Average Proficiency in ‘Similar Meaning and Opposite Meaning’

In this category, students had to write five similar meaning of given words and five opposite meanings. Altogether ten vocabulary items were selected. The table below shows the average marks of both the groups:

Table3

Score Achieved in Finding out Similar and Opposite Meaning

Group	F.M.	Avg. Score in Pre-test	Avg. score in Post-test	Difference	%
A	10	6.5	9.55	3.05	30.5
B	10	5.1	7.15	2.05	20.5

This table clearly shows that the average score obtained by Group A is 6.5 in the pre-test and 9.55 in the post- test in this type of item. The difference here is 3.05 and the increased percentage was 30.05.

On the other hand, Group B had obtained 5.1 average marks in the pre-test and 7.15 average marks in the post-test. Here, the difference is 2.05 which is 20.5 percent. This analysis clearly shows that Group A is comparatively better than Group B which proves that teaching vocabulary with the help of short stories is more effective than without using them in the class.

4.1.2.3 Average Proficiency in ‘Fill in the Blanks’

In this type of category, five questions were given to the students. They had to choose the correct words from the brackets and fill in the blank spaces. This category helps to assess their capacity of using correct words in an appropriate place. The following table shows the actual performance of both the groups:

Table4

Score Achieved in Fill in the Blank Items

Group	F.M	Avg.Score in Pre-test	Avg. Score in Post-test	Difference	%
A	10	6.65	8.15	1.5	15
B	10	5.05	6.7	1.05	10.5

The table given above shows that the average score obtained by the students of group 'A' in the pre-test is 6.65 and 8.15 in the post test. Their marks increased by 1.5. The increased percentage is 15.

Similarly, Group B obtained 5.05 marks in pre-test and 6.1 in the post-test. Here, the difference is 1.05 and the increased percentage is 10.5. It shows that the effectiveness of using short stories in teaching vocabulary. The students of group A were instructed using short stories and the students of group B were instructed without using them. Group A excelled the group B in the score.

4.1.2.4 Average Proficiency in ‘Change Word Class’

Similarly, the students were also asked to change the word order in the test items used in pre and post-tests. There were five words given to the students to

change their word class. The full mark was five. The performance of both of the groups is presented in the table below:

Table5

Score Achieved in Change Word Class

Group	F.M	Avg.Score in Pre-test	Avg. Score in Post-test	Difference	%
A	5	2.1	4.5	2.4	48
B	5	1.8	3.01	1.21	24.2

The above table shows that group 'A' obtained 2.1 average marks in the pre-test and 4.5 in the post test. Their marks were increased by 2.4 and the increased percent was 48. In the same way, Group B obtained 1.8 average mark in the pre-test and 3.01 marks in the post test. The mark increased mark is 1.21 and the increased percentage is 24.2. This analysis shows that Group A improved far more better than Group B. it can be taken as a good impact of short stories used at the time of intervention.

4.1.2.5 Average Proficiency in ‘Arrange the Jumbled Letters’

In this type of item, students were given five jumbled letters and they had to arrange them to make suitable words. It was also of five marks. The table below shows the detail of average marks of the both groups:

Table6

Average Score Achieved in Arrange the Jumbled Letters

Group	F.M	Avg.Score in Pre-test	Avg. Score in Post-test	Difference	%
A	5	3	4.5	1.5	30
B	5	3.45	3.8	0.35	7

From this table, it is reflected that Group A obtained 3 average marks in the pre-test and 4.5 in the post-test. The marks increased by the group is 1.5 and the

increased percentage is 30. On the other hand, Group B obtained 3.45 average marks in the pre-test and 3.8 in the post test. Their marks increased by 0.35 and the increased percentage is 7. It shows that teaching vocabulary through the use of short stories is more effective than using any other resource.

4.1.2.6 Average Proficiency in ‘Using the Words in Sentence

In the same way, the students were also asked the items related to the use of words in sentence in the pre and post test administered to them. In this category, students had to use ten words in their own sentences. It was of ten marks. The table below shows the average marks of both the groups in this item.

Table 7

Average score Achieved in Using the words in Sentences

Group	F.M	Avg.Score in Pre-test	Avg. Score in Post-test	Difference	%
A	10	5.55	8.95	3.4	34
B	10	3.75	6	2.25	22.5

The above table shows that Group 'A' obtained 1 average score in the pre-test and 5.55 in the post test. The students have increased the average score by 8.95 which is 34 percent. On the contrary, Group B obtained 3.75 average marks in the pre-test and 6 in the post-test. This group has increased the average score by 2.25, which is 22.5 percent.

The above analysis reveals that Group A has progressed more than Group B because Group A has got 11.5 more mark than Group B. It can be taken the effectiveness of using short stories to teach vocabularies to them.

4.2 Summary of the Findings

The present study is on the effectiveness of using short stories in teaching vocabulary. The main objective of the study was to find out the effectiveness of

using short stories in teaching vocabulary to the students. The data for the study was collected through pre-test and post-test items. The collected data was analyzed and interpreted from both qualitative and quantitative point of view. After the analysis, I come up with the following major findings:

- i. From the comparison of total performance by both the groups, it is found that Group A (Experimental) has greater average increment percentage than Group B (Controlled) by 14.2. So, by means of the marks secured by experimental group, it can be claimed that teaching vocabulary through the use of short stories is more effective than the usual way of teaching it.
- ii. The test items ‘multiple choice and ‘match the following’ were supposed to evaluate the students’ ability to choose the best alternative that could make the meaning of the given word clear and from the comparison of total performance by both the groups, it is found that Group A (Experimental) has greater average increment percentage than Group B (Controlled) by 10.5.
- iii. To assess the students’ ability to write the similar and opposite meaning, the test item ‘synonyms and antonyms’ was used. In this item, Group A has progressed significantly as it has excelled group B by 10 average increment percentage which clearly show the effectiveness of teaching vocabulary through short stories.
- iv. The test item ‘fill in the blanks’ was supposed to evaluate the students’ ability to use the words in appropriate situations. Group A has secured 9.5 more average increment percentage than Group B in this item. This depicts the fact that teaching vocabulary through short stories has been the most effective in case of ‘fill in the blank’ test item.

- v. To evaluate the students' ability about 'word formation' the test item 'change the word class' was selected. In this test item also Group A has greater average increment percentage than Group B by 23.8 which clearly shows the effectiveness of short stories in this type of test item.
- vi. The test item 'arranging jumble words' was designed to examine the spelling aspect of the vocabulary. It has been obtained that Group A has excelled Group B by 23 more average increment percentage. So, it can be said that short stories are the good resources for teaching vocabulary.
- vii. Word use is the main aspect of vocabulary teaching. So, the test item 'using the words in meaningful sentences' was designed to examine this aspect of vocabulary. It has been found that the experimental group secured 11.5 more average increment percentage than the control group.
- viii. While teaching vocabulary by using short stories, the students were found highly motivated so that there was active participation of the students whereas Group B seemed a bit passive during my intervention to them. So, it was found that the students of group A learnt in a better way.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter begins with the conclusion drawn on the basis of findings and ends with the possible recommendations made for the policy makers, ELT practitioners and further researchers on the basis of the findings of the study.

5.1 Conclusions

Teaching is an action of deliberating content, skill and knowledge to the students. Communicative language teaching and learning has become the cry of day. Language teaching includes the teaching of literature, language, art, culture and so on. Teaching literature communicatively to the students is not an easy task. Short stories are the short pieces of writing about interesting and imaginary subject. They are the motivating resources in teaching English. As they are motivating, of course they can be the effective resources for developing vocabulary power of the students. Having this faith, I studied on the effectiveness of using short stories in teaching vocabulary in this study. I experimented the effectiveness in my one month intervention by the use of short stories to the grade seven students of the selected school. From my experiment, I have drawn following conclusion regarding the effectiveness of short stories in teaching vocabulary:

- i. From the comparison of total performance by both the groups, it is found that Group A (Experimental) has greater average increment percentage than Group B (Controlled) by 14.2. So, by means of the marks secured by experimental group, it can be claimed that teaching vocabulary through the use of short stories is more effective than the usual way of teaching it.
- ii. In multiple choice items, Group A has progressed significantly as it has excelled group B by 10.5 average increment percentage which

clearly show the effectiveness of teaching vocabulary through short stories.

- iii. Group A has secured 9.5 more average increment percentage than Group B in fill in the blanks items. This depicts the fact that teaching vocabulary through short stories has been the most effective in case of 'fill in the blank' test item.
- iv. In word formation items also Group A has greater average increment percentage than Group B by 23.8 which clearly shows the effectiveness of short stories in this type of test item.
- v. Similarly, in using words in sentences, synonyms and antonyms, arrange the jumble letters in words and matching items, experimental group excelled the control group in average increment. So, it is concluded that short stories are the effective means of teaching vocabulary to the students.

I have presented the overall study into five different chapters. In first chapter, I have mentioned the introduction of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations and the definitions of key terms. In the second chapter of the study, I have reviewed the existing theoretical concepts related to my topic and the empirical literature available. I have also discussed the implications of the review and presented the conceptual map of the study. In the third chapter of this study, I have mentioned the glimpse of methodology adopted in this study. The design of the study, population, sample and sampling strategies, study area, data collection tools, procedures of data collection and data analysis and interpretation included in this chapter helped me to complete this study.

In the same way, in fourth chapter, I have presented the details of data analysis and interpretation of collected data and the summary of findings. In the final chapter, I have drawn the conclusion and recommended some points of

recommendations to be applicable at policy, practice and research levels of application.

The study concludes that the use of short stories in teaching vocabulary really seemed effective to the students' progress in the use of vocabulary items.

5.2 Recommendations

Taking evidence from the findings of this study, here, I would like to present some recommendations. The recommendations have been made to be applicable for the policy related, practice related and further research related area of applications.

5.2.1 Policy Related

This is the highest level of implementation. The things that are implemented at this level can change the entire educational system. The following recommendations have been made from this study at this level:

- i. The findings of this study show that teaching vocabulary through the use of short stories becomes more effective than usual classroom techniques and resources. So, the policy makers are recommended to include a variety of short stories in the textbook of English to the students.
- ii. The syllabus designers and methodologists should encourage the use of short stories in teaching a foreign language, vocabularies, collocations, lexical chunks and so on. So that in a language classroom a language teacher can present the vocabulary items by making the active participation of the students.
- iii. As the study revealed the effectiveness of short stories to extend the word power of the students, the concerned authorities should

selected and include the short stories on various theme and cultural message in the course book used in teaching.

5.2.2 Practice Related

From the study, I would like to provide following practice related recommendations:

- i. From this research, it becomes clear that group A performed relatively better in every aspect of a word. Thus, the use of short stories should be encouraged in the classroom teaching and learning from the side of the practitioners.
- ii. The result of intervention proves that short stories can be effective resources for teaching vocabulary. So, the teachers and students are suggested to utilize short stories as learning material and resources in the classroom.
- iii. While teaching vocabulary by using short stories, the students were found highly motivated so that there was active participation of the students whereas Group B seemed a bit passive during my intervention to them. So, I would like to recommend the teachers and learners to use short stories as motivating aids in language teaching and learning.

5.2.3 Further Research Related

The present research will be very much helpful for the new researchers who will be interested to carry out further research in similar topics. I would like to recommend following points to the new researchers:

- i. As this research was limited to the 30 students of a government school, it cannot be, however, claimed that the findings of this study are applicable for all schools of Nepal or they are complete in

themselves. So, in order to test the validity of research's findings, it is suggested to carry out further research in this area by involving more and more number of schools and students.

- ii. The further researchers have to address the issues that are not raised and not solved in this today. For instance they have to study on effectiveness of short stories in reading comprehension, writing and in speaking proficiency.
- iii. Since this study is a small scale study taking evidence from thirty students and thirty classes, it may not be able to provide actual practice of short stories. So, the new researchers are suggested to carry out action based studies on the aspect of teaching vocabulary.

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Appendix- I

Pre-test and Post-test Items

Name:

Full Marks: 50

1. Tick the best meaning of the following words or phrases. $10 \times 1 = 10$

a. Blossom:

- a. flower b. fruit c. seeds d. branch

b. Ornament worn in wrist or arm:

- a) ring b) bracelet c) necklace d) anklet

c. Harvest:

- a) Afforesting b) irrigation c) sowing d) gathering grains

d. Wonderful:

- a) Surprising b) disappointing c) touching d) grieving

e. Beautiful:

- a) Ugly b) dull c) nice looking d) kind hearted

f. Place where we take bath:

- a) Study room b) office room c) bathroom d) bed room

g. Eating grass by animal is called:

- a) Grazing b) chewing c) drinking d) eating

h. Causing great fear means:

- a) Anonymous b) beautiful c) helpful d) dreadful

i.Crooked:

- a) Curved b) straight c) stretched d) thin and lean

j.Summer:

- a) Name of seasons b) name of months c) name of days d) name of colours

2.Fill in the blanks choosing the correct one from the brackets.10×1=10

- a. I.....to go Lumbini to observe the temple of Buddha. (want/went)
- b. Ram.....sorry to his father for misdeed. (said/asked)
- c. I.....a horrible movie yesterday. (watched/saw)
- d. Thieves.....ornaments from the jewellery shop. (steal/still)
- e. I always.....a beautiful song on a radio. (hear/listen)
- f. The captain sails the.....(sheep/ship).
- g. Give me your.....to write. (pain/pen)
- h. Various.....make curry tasty. (species/spices)
- i.your name on the answer sheet. (write/right)
- j. How.....you to touch me. (dear/dare)

3.Write down the similar and opposite meaning of given words.10×1=10

- a. Similar meaning ;
cold b. dark c. day d. slow e. forget
- b. Opposite meaning;

- a. Kids b. quick c. wise d. room e. near

4. Change the following words as indicated in the bracket. $5 \times 1 = 5$

- a. Educate(noun) b. hunger(adjective)

- c. particularl(adverb)d. teach(noun)

- e. Honest(adverb)

5. Arrange

the jumbled words meaningfully. $5 \times 1 = 5$

- a. Roop..... d. denglo.....

- b. Teerst.... e. nwod.....

- c. Aryujuan...

6. Make sensible sentences using these words. $10 \times 1 = 10$

- a. Grace.....

- b. Bracelet.....

- c. Noise.....

- d. Gift.....

- e. Difficulties.....

- f. Dreadful....

- g. Extraordinary....

- h. Humorous.....

- i. Tremble....

- j. Kidnap....

Appendix-II

Lesson Plan No.1

Objectives of the Lesson: Students will be able to pronounce the words: studying, every, home, waited, meet, walk, correctly and use them in proper context.

Teaching Items: studying, every, home, waited, meet, walk,

Teaching Aids: Set of word cards, a story and usual teaching materials.

(**Note:** Group B will be the experimental and the group A will be the control one)

The students will be provided following short story at first

Going Home

I am from Sankhuwasabha. I was studying in Kathmandu and in every Dashain I used to go home. It was a time I waited longingly for every year. That was when I would meet my family. It is a 45-minutes flight from Kathmandu to Tumlingtar. Then, I had to walk for about three hours to reach my home in Khandbari.

Group B

Activities

As soon as teacher enters the classroom, she will tell the story of a thirsty crow to motivate the students. Then, she will ask about the story given in the book before teaching. The students are asked to find out the difficult words and guess the meaning of word and students are also asked to practice pronounce the words correctly. Then, the teacher will read the story with correct pronunciation and describe its meaning. Later, the students will be asked to read the story and write beautiful sentences using these words.

Group A

Activities

Initially, the teacher writes the difficult words on the board and writes their meaning translating into mother tongue. Then, the students are asked pronounce the words and memorize the meaning of those words written on the board. After sometimes, teacher will ask the meaning of words one by one. At last, students are asked to pronounce the words correctly and make sentences using these words.

Lesson Plan No. 2

Objectives of the Lesson: Students will be able to tick the best meaning of the words, go, time, family, flight and reach, and make sensible sentences by using those words.

Teaching Item: go, time, family, flight reach.

Teaching Aids: As usual teaching materials like textbook, chalk, duster, board.

The students will be provided following short story at first

Going Home

I am from Sankhuwasabha. I was studying in Kathmandu and in every Dashain I used to go home. It was a time I waited longingly for every year. That was when I would meet my family. It is a 45-minutes flight from Kathmandu to Tumlingtar. Then I had to walk for about three hours to reach my home in Khandbari.

Group B

Activities

First of all, teacher will read out the story given in their textbook line by line with correct pronunciation as a model and students are asked to follow her immediately after her. After reading the story, teacher provides the meaning of the words by providing synonyms, antonyms, defining and so on separately and one by one and then the teacher will write the words on the board. The students will be asked to point the meaning of given words and make sensible sentences of those words one by one. If they make any mistake, teacher will check them out. After that, teacher will write few examples of sensible sentence using the above given words. At last, students are asked to make more sentences.

Group A

Activities

First of all, teacher will write the words on the board and then she will write the meaning of the word and then, the teacher will show the examples of sensible sentences and students are also asked to make sensible sentences using the words. If students make any mistake, teacher will help them out. Further, the teacher will ask them to tick the best meaning of those words on the basis of the alternatives given in the exercises of theirs book.

Lesson Plan No. 3

Objectives of the Lesson: Students will be able to find out the similar and opposite meaning of the words from the story.

Teaching Items: year, my, family, about, etc.

Teaching Aids: Word cards, word circle and chart

Going Home

The students will be provided following short story at first

I am from Sankhuwasabha. I was studying in Kathmandu and in every Dashain I used to go home. It was a time I waited longingly for every year. That was when I would meet my family. It is a 45-minutes flight from Kathmandu to Tumlingtar. Then I had to walk for about three hours to reach my home in Khandbari.

Group B

Activities

First of all, the teacher will provide a paragraph of a story and ask the students to read it out. She will also ask them to underline the difficult words. Then, she will present the difficult words with their similar and opposite meaning in word chart and ask them to guess the respective words that equal with their meaning to motivate them. Then after, she will explain the story and provide the similar and opposite meanings of each word through word cards and practice the students on them. Later, she will divide the students into similar and opposite group and ask them to find out the meaning of the words.

Group A

Activities

Here, the teacher will write down the difficult words of the selected story on the board. Then, she will ask them to guess the similar and opposite meaning of those words. Next, she herself will provide the similar and opposite meaning of those words. The students will be asked to memorize the meanings of words. Later, they will be asked to explore the more opposite and similar meaning of those words and write them down in their exercise books.

Lesson Plan. 4

Objectives of the Lesson: Students will be able to arrange the jumbled words meaningfully and to match the words with their meanings.

Teaching Items: anlep, ofeerb, notrahe, thirg, etc.

Teaching Aids: Exercise cards and the list of meanings.

Going Home

The students will be provided following short story at first

When I was studying in class seven, I could not get the plane tickets. I had to go by bus. It used to be a two-day walk to Khandbari from Hile in Dhankuta. I had never walked that way before and was afraid that I would not reach home.

First we went to Dharan from Kathmandu. Then we took another bus to Hile. I had some friends with me until I got Hile but from there I was alone. The first hurdle was finding the right path to take. I had a cup of tea and some biscuits in a local shop. While having tea and biscuits, I talked to the shopkeeper.

Group B

Activities

First of all, the teacher will present a short story and clarify the meaning of the key words given in the story. She will present some jumbled words and ask them to arrange them meaningfully. Then, she will present the meanings of the words in the form of word list and ask them to match the respective words that equal with their meaning to motivate them. Then after, she will provide the more jumbled words with their meanings through word cards and practice the students on them. Later, she will ask them to arrange the jumbled words and match the meanings with the words.

Group A

Activities

Here, the teacher will write down a few jumbled words of the selected story on the board. Then, she will ask them to guess the appropriate forms of those words. Next, she will provide the list of the words having their meanings. The students will be asked to match the meanings of words. Later, they will be asked to arrange the jumbled words in appropriate forms and to match the meaning of those words with others given in the list of the word.

Lesson Plan No.5

Objectives of the Lesson: Students will be able to match the similar meaning of the words to make sensible sentences using the following given words.

Teaching Items: bus, afraid, friends, alone, right.

Teaching Aids: usual teaching materials

The students will be provided following short story at first

Going Home

When I was studying in class seven, I could not get the plane tickets. I had to go by bus. It used to be a two-day walk to Khandbari from Hile in Dhankuta. I had never walked that way before and was afraid that I would not reach home.

First we went to Dharan from Kathmandu. Then we took another bus to Hile. I had some friends with me until I got Hile but from there I was alone. The first hurdle was finding the right path to take. I had a cup of tea and some biscuits in a local shop. While having tea and biscuits, I talked to the shopkeeper.

Group B

Activities

After entering the classroom the teacher will motivate the students of group 'A' by writing the title of the story (Going Home) and write following vocabulary items from the text on the board e.g. *bus, afraid, friends, alone right*. The researcher asks group 'A' to read the story silently with a view to guess the similar meaning of the words given above in particular and comprehend the story as a whole. The researcher will list out the above words in column 'A' and write their similar meaning in the same language column 'B' haphazardly and ask the students of group 'A' to match the words given in column 'A' with their similar meaning in column 'B'. He will check the task individually.

Column A

bus

afraid

friends

alone

right

Column B

lonely

intimate

Vehicle

true

frightened

The researcher will write following sentence on the board using one of the words, e.g. *Sarita has a lot of friends*. Then she will also ask the students to make sensible sentences using the above mentioned words.

Group A

Activities

The researcher will enter the classroom and write the following words with their similar meaning translating in Nepali language. After that the researcher will ask the students of group 'B' to learn the mentioned below words by their heart.

Column A

bus

afraid

friends

alone

right

Column B

gadi

daraunu

sathiharu

yaklo

thik

The researcher will write above words in column 'A' and their similar meaning in the same language haphazardly in column 'B' on the board. After that the teacher will ask the students of group 'B' to match the words in column A with their similar meaning in column 'B'. The researcher will check the task individually.

Column A	Column B
bus	lonely
afraid	intimate
friends	Vehicle
alone	true
right	frightened

The researcher will write a sentence by using one of the words mentioned above e.g. Sarita has a lot of friends. Then she will ask the students of group B to make some sensible sentences using the above given words.

Lesson Plan No. 6

Objectives of the Lesson: Students will be able to make a list of nouns and verbs from the given story.

To make sensible sentences using the above given words.

Teaching Items: Thirsty, despair, fetching, pebbles, dropped

Teaching Aids: Usual classroom materials, handout of the story.

Birthday Party

It was Bibha's birthday. She was not very happy about it. She remembered Vinisha's birthday the week before. She had brought chocolates for everyone in the class.

"Please come to my house in the evening," she had said, "I will be giving a grand party." Bibha had told her that she could not come.

"Do I have to give you an invitation card?" Vinisha was angry with her. "You never come when someone invites. What's your problem?"

There was no problem as such. It was only that Bibha's parents could not afford to give chocolates for everyone. Giving a party was out of question. This was the reason that she was not happy to go to school today.

Group B

Activities

The teacher will dictate a word letter by letter until the students guess the word 'stop'. After motivating the students the teacher will tell the story himself orally. Then, the teacher will distribute a copy of handout that is the story and read the story himself line by line with correct pronunciation asking all the students to follow the teacher with silent reading. In course of reading, the

teacher will make the students clear about the context of the story which help them to guess the meaning of the different words given in the story. The teacher will write the above listed words on the board with their similar meaning if the students find difficult to guess the meaning. Then, the teacher will ask the students to make sensible sentences using the above mentioned words. Similarly, she will also ask the students to make a list of 'nouns' and 'verbs' given in the story. The teacher will help them if they can't'.

Group A

Activities

The teacher will write those words on the board with their meaning in Nepali language by translation method without giving any context. Then the teacher will ask the students to learn the meaning of those words by heart within fifteen minutes. After that, the teacher will ask the students to make sensible sentences by using those words of their own. She will check their sentences and given feedbacks if necessary.

Lesson Plan No. 7

Objectives of the Lesson: Students will be able to read the story and match the words with their similar meaning

Teaching Items: happy, everyone, grand, invitation, problem, reason.

Teaching Aids: Daily used materials

Birthday Party

It was Bibha's birthday. She was not very happy about it. She remembered Vinisha's birthday the week before. She had brought chocolates for everyone in the class.

"Please come to my house in the evening," she had said, "I will be giving a grand party." Bibha had told her that she could not come.

"Do I have to give you an invitation card?" Vinisha was angry with her. "You never come when someone invites. What's your problem?"

There was no problem as such. It was only that Bibha's parents could not afford to give chocolates for everyone. Giving a party was out of question. This was the reason that she was not happy to go to school today.

Group B

Activities

First of all the teacher will tell a Joke to motivate the students. Then, the teacher will ask the students to read the story themselves. The teacher will make them understand where they get problem to understand the story. After that the teacher will write those above given words one column and their meaning under other column and ask the students to match them.

Group A

Activity

First of all the teacher will tell a joke to motivate the students and then write all the above given words on the board with their meaning in Nepali language by translating them and ask students to learn them by heart. Then the students will be asked to match the words with their similar meaning.

Lesson Plan No. 8

Objectives of the Lesson: Students will be able to read the story carefully and find out similar meaning of these following sentences in the story.

Teaching Items: pleasure, all, father and mother, cause,

Teaching Aids: Usual teaching materials, hands out of the story

Birthday Party

It was Bibha's birthday. She was not very happy about it. She remembered Vinisha's birthday the week before. She had brought chocolates for everyone in the class.

"Please come to my house in the evening," she had said, "I will be giving a grand party." Bibha had told her that she could not come.

"Do I have to give you an invitation card?" Vinisha was angry with her. "You never come when someone invites. What's your problem?"

There was no problem as such. It was only that Bibha's parents could not afford to give chocolates for everyone. Giving a party was out of question. This was the reason that she was not happy to go to school today.

Group B

Activities

At first the teacher will motivate the students by telling story herself orally as soon as she enters the classroom. The teacher will ask the students to read the story silently after distributing the hand out of the story to each and every students. Meanwhile, the teacher will also ask the students to find out the similar meaning of the words in the story. In course of their reading the teacher will help the students if they feel difficulty to understand the story.

Group B

Activities

The teacher will enter the classroom and directly write those given sentences with the meaning in Nepali language and ask the student to learn them by heart. After that, the teacher will ask each student to find out the similar meaning of the story and give feedback and reward if needed.

Lesson Plan No. 9

Objectives of the Lesson: Students will be able to pronounce the words bracelet, golden, grace, beach, pet and coins correctly and use them in proper context.

Teaching Items: bracelet, golden, grace, old, pet, coins, beach.

Teaching Aids: Set of word cards, a story and usual teaching materials.

The students will be provided following short story at first

An old man

Once upon a time, there was poor old Jonathan Bing. One day, he went out to visit the king. He gave the king a pussycat. Instead, he brought a golden hat from the king to his home. Next, he went out to visit the prince, he had given the prince a tiny goat. The prince handed him coins full of a pot. Third time, he went to visit the queen and gave her a little pet. The queen gave him a bracelet. By the grace of king, queen and prince, Jonathan made a house by the beach and he became rich.

Group B

Activities

As soon as teacher enters the classroom, she will tell the story of a thirsty crow to motivate the students. Then, she will ask about the story given in the book before teaching. The students are asked to find out the difficult words and guess the meaning of word and students are also asked to practice pronounce the words correctly. Then, the teacher will read the story with correct pronunciation and describe its meaning. Later, the students will be asked to read the story and write beautiful sentences using these words.

Group A

Activities

Initially, the teacher writes the difficult words on the board and writes their meaning translating into mother tongue. Then, the students are asked pronounce the words and memorize the meaning of those words written on the board. After sometimes, teacher will ask the meaning of words one by one. At last, students are asked to pronounce the words correctly and make sentences using these words.

Lesson Plan No. 10

Objectives of the Lesson: Students will be able to find out the similar and opposite meaning of the words from the story.

Teaching Items: rich, ancient, replace, house, small, etc.

Teaching Aids: Word cards, word circle and chart

The students will be provided following short story at first

An Old man

Once upon a time, there was poor old Jonathan Bing. One day, he went out to visit the king. He gave the king a pussycat. Instead, he brought a golden hat from the king to his home. Next, he went out to visit the prince, he had given the prince a tiny goat. The prince handed him coins full of a pot. Third time, he went to visit the queen and gave her a little pet. The queen gave him a bracelet. By the grace of king, queen and prince, Jonathan made a house by the beach and he became rich.

Group B

Activities

First of all, the teacher will provide a paragraph of a story and ask the students to read it out. She will also ask them to underline the difficult words. Then, she will present the difficult words with their similar and opposite meaning in word chart and ask them to guess the respective words that equal with their meaning to motivate them. Then after, she will explain the story and provide the similar and opposite meanings of each word through word cards and practice the students on them. Later, she will divide the students into similar and opposite group and ask them to find out the meaning of the words.

Group A

Activities

Here, the teacher will write down the difficult words of the selected story on the board. Then, she will ask them to guess the similar and opposite meaning of those words. Next, she herself will provide the similar and opposite meaning of those words. The students will be asked to memorize the meanings of words. Later, they will be asked to explore the more opposite and similar meaning of those words and write them down in their exercise books.

Lesson Plan No. 11

Objectives of the Lesson: Students will be able to read the story and make suitable sentence by using the assigned words

Teaching Items: district, drinking, project, above, little

Teaching Aids: Set of words cards and usual teaching materials

My childhood Wishes

The village of Chewa in the Sankhuwasabha district is a special village for me. It is my village. When I was growing there as a child, there was no electricity, drinking water or roads. I always wished that my village could have these things too.

The first development project that the village received was drinking water. The water was brought from Pangma village which lies above Chewa. It was an exciting moment for everyone in the village. We did not have to rely on the little water-hole under the tree anymore.

Group B

Activities

First of all the teacher will tell short story as soon as he enters the classroom to motivate the students. Then, she will ask the students to read the story "My childhood Wishes ". The teacher will help the students where they feel difficult. After that, the teacher will ask the students to make suitable sentences using the following words and phrases: district, drinking, project, above, little.

Group A

Activities

At first the teacher will write the list of the above given words on the board with their similar meaning in mother tongue. Then, the students will be asked to learn the meaning of these words by heart and make suitable sentences using the above given words.

Lesson Plan No. 12

Objectives of the Lesson: Students will be able to read the story and pronounce the words correctly

To match the words mentioned above with their similar meaning

To make sensible sentences using the above given words.

Teaching Items: growing, village, always, development, exciting

Teaching Aids: Usual teaching materials

My childhood Wishes

The village of Chewa in the Sankhuwasabha district is a special village for me. It is my village. When I was growing there as a child, there was no electricity, drinking water or roads. I always wished that my village could have these things too.

The first development project that the village received was drinking water. The water was brought from Pangma village which lies above Chewa. It was an exciting moment for everyone in the village. We did not have to rely on the little water-hole under the tree anymore.

Group B

Activities

After entering the classroom the researcher will motivate the students of group 'A' by writing the title of the story (My childhood Wishes) and write the following vocabulary items on the board, *e.g. growing, village, always, development, exciting*. The researcher will ask group 'A' to read the story silently with a view to in for the meaning of difficult words given above. Then, the researcher will pronounce the given words correctly and ask the students to follow her. The researcher will make a list of the above given words in column

A and write their similar meaning in column B randomly. Then, she will ask the students of group A to match the words in column A with their similar meaning in column B. He will check the task individually.

Column A	Column B
Growing	Progress
Village	increasing
Always	feeling of enthusiasm
Development	Forever
Exciting	rural area

The researcher will write the following sentence on the board e.g. *The name of My village name is Budhabare* and ask the students of group A to make sensible sentences using the above given words. Then, she will check the task individually.

Group A

Activities

The researcher will enter the classroom and write the following words with their similar meaning translating in Nepali language. They are *growing, village, always, development, exciting*. After that the researcher will ask the students of group 'B' to learn the mentioned above words by their heart.

Column A	Column B
Growing	birdhihunu
Village	gau
Always	sadhai

Development

Bikash

Exciting

uttejana

The researcher will write above words in column 'A' and their similar meaning in the same language haphazardly in column 'B' on the board. After that the teacher will ask the students of group 'B' to match the words in column A their similar meaning in column 'B'. The researcher will check the task individually. The researcher will write a sentence on the board by using one of the words mentioned above e.g. *The name of My village name is Budhabare*. Then, she will ask that students of group B to make similar sentences by using words mentioned above.

Lesson Plan No. 13

Objectives of the Lesson: Students will be able to match the similar meaning of the words.

To make sensible sentences using the above given words.

Teaching Items: maze, boast, wandered, horrid smell, lay, Minotour

Teaching Aids: usual teaching materials

The Story of Icarus

Daedalus, who came from Greece, built the great maze for Minos, King of Crete. He was very clever and very proud. He thought he was like a god. He had a son, Icarus. One day, soldiers came and took Daedalus and Icarus to the king. He was very angry. "You boasted about your maze, Daedalus. But now the Minotour is dead. The man who built the maze will die in it".

Daedalus tied a ball of thread near the door of the maze as the soldiers took them deep inside. He and Icarus wandered through the maze. They had a small oil lamp. There was a horrid smell, the smell of death. In the center of the maze lay the dead Minotaur. Near the body were old bones and feathers (Gautam, N.P., et al. (2051).

Group B

Activities

After entering the classroom the teacher will motivate the students of group 'A' by writing the title of the story (The story of Icarus) and write following vocabulary items from the text on the board e.g. *maze, boast, wandered, horrid smell, lay, Minotaur*. The researcher asks group 'A' to read the story silently with a view to guess the similar meaning of the words given above in particular and comprehend the story as a whole. The researcher will list out the

above words in column 'A' and write their similar meaning in the same language column 'B' haphazardly and ask the students of group 'A' to match the words given in column 'A' with their similar meaning in column 'B'. She will check the task individually.

Column A

Column B

maze

walked without any purpose

boast

spread

wandered

network of paths

horrid smell

a creature who is half man and half bull

lay

unpleasant smell

minotaur

proud

The researcher will write following sentence on the board using one of the words, e.g. *Richa boasted about her beauty*. Then she will also ask the students to make sensible sentences using the above mentioned words.

Group A

Activities

The researcher will enter the classroom and write the following words with their similar meaning translating in Nepali language. After that the researcher will ask the students of group 'B' to learn the mentioned below words by their heart.

Column A

Column B

maze

bhulbhulaiya

boast

ghamandgarnu

wandered	bhautaryo
horrid smell	naramrogandha
lay	paltinu
minotaur	adhimanccheraaadhisaahejastojiue.

The researcher will write above words in column 'A' and their similar meaning in the same language haphazardly in column 'B' on the board. After that the teacher will ask the students of group 'B' to match the words in column A with their similar meaning in column 'B'. The researcher will check the task individually.

Column A	Column B
maze	walked without any purpose
boast	spread
wandered	network of paths
horrid smell	a creature who is half man and half bull
lay	unpleasant smell
minotaur	proud

The researcher will write a sentence by using one of the words mentioned above e.g. Richa boasted about her beauty. Then she will ask the students of group B to make some sensible sentences using the above given words.

Lesson Plan. 14

Objectives of the Lesson: Students will be able to read the story and pronounce the words correctly

To match the words mentioned above with their similar meaning

To make sensible sentences using the above given words.

Teaching Item: feathers, wax, glorious, fastened, fall apart

Teaching Aids: usual teaching materials

The story of Icarus

Daedalus took some wax, and a needle and thread from his pocket. He sewed the feathers together. He melted the wax, and poured it onto the feathers. Icarus understood his father was making wings.

The lamp went out, but they followed the thread out into the glorious sunshine. Deedalus fastened the wings onto Icaru's arms, and onto this own.

You must flap your arms, and fly like a bird." he told Icarus. "But don't fly to near the sea. The feathers mustn't get wet. And don't fly too near the sun. The wax will melt and the feathers will fall apart." They ran and they jumped from the cliff. They flew!.

(Gautam, N.P., et al. 2051)

Group B

Activities

After entering the classroom the researcher will motivate the students of group 'A' by writing the title of the story (The story of Icarus) and write the following vocabulary items on the board, *e.g. feathers, wax, glorious, fastened, fall apart*. The researcher will ask group 'A' to read the story silently with a view to in for

the meaning of difficult words given above. Then, the researcher will pronounce the given words correctly and ask the students to follow him. The researcher will make a list of the above given words in column A and write their similar meaning in column B randomly. Then, she will ask the students of group A to match the words in column A with their similar meaning in column B. She will check the task individually.

Column A	Column B
feathers	wonderful
wax	joined together
glorious	soft light parts covering bird's body
fastened	breaking off the parts
fall apart	a soft sticky substance

The researcher will write the following sentence on the board e.g. *He sewed the feathers together.* And ask the students of group A to make sensible sentences using the above given words. Then, she will check the task individually.

Group A

Activities

The researcher will enter the classroom and write the following words with their similar meaning translating in Nepali language. They are *feathers, wax, glorious, fastened, and fell apart.* After that the researcher will ask the students of group 'B' to learn the mentioned above words by their heart.

Column A	Column B
Feathers	poyakhharu
Wax	tasinebastu

Glorious	aascharyajanak
Fastened	bandhyo
Fell apart	chhutiyo, alagbhayo

The researcher will write above words in column 'A' and their similar meaning in the same language haphazardly in column 'B' on the board. After that the teacher will ask the students of group 'B' to match the words in column A their similar meaning in column 'B'. The researcher will check the task individually. The researcher will write a sentence on the board by using one of the words mentioned above e.g. *He sewed the feathers together*. Then, she will ask that students of group B to make similar sentences by using words mentioned above.

Lesson Plan. 15

Objectives of the Lesson: Students will be able to read the story and match the words with their similar meaning.

Teaching Item: gazed, soar, sailors, excitement, waved dazzled, floated, plunged

Teaching Aids: Usual teaching materials

The story of Icarus

At first it was difficult. They moved their arms up and down too quickly. They fell down towards the glassy green blue sea. But then they began to move easily. They began to soar high in the sky like eagles. Farmers pointed to them. The women collecting water all gazed into the sky. Sailors and small ships waved to them "I'm a god. I've made men fly", shouted Daedalus, and Icarus shouted with joy and excitement. He flapped his arms. The cool air held him up. What happiness! What freedom to be like a bird! Up, up, higher and higher he flew, towards the golden sun. He forgot his father's warning. The sun dazzled his eyes. And slowly the wax softened and began to melt one by one the feather fell out and floated slowly down. The wings became smaller and smaller. Then Icarus fell, he plunged straight down like a falling star and disappeared into the silent sea. And Daedalus flew on weeping bitterly, "Oh Icarus, my son, my son."

Group B

Activities

The teacher will motivate the students by telling a short joke as soon as she enters the classroom. Then, the teacher will tell the story of Icarus herself in English at first. Then, she will let the students read the story themselves. After that, the teacher will discuss about the above given difficult words and make

students understand the words by providing various contexts. After that, the teacher will write the words with meanings on the board and ask the students to match the given words with their similar meanings.

Group A

Activities

The teacher will write those difficult words with their meaning in mother tongue and ask the students to learn them by heart. Then, the teacher will ask the students to read the story and match the words with their similar meaning.

Lesson Plan No. 16

Objectives of the Lesson: Students will be able to find opposite meaning in the story.

Teaching Items: unpleasant, end, never, lose

Teaching Aids: Usual teaching materials, hands out of the story

Sports Meet

It was spring. The weather was cool and pleasant. Colorful flags were fluttering from the flagpoles. One could hear the drone of people sitting around expectantly for the event to begin. All of us were standing with our hearts thumping. It was the opening of the Annual Sports Day in our school.

I am always excited about the sports day and this year was going to be special. I knew it in my heart. Our house was going to win the sports cup for sure. We were 560 points and the nearest house was at 540 points. The result for 60 points were going to be decided today.

Group B

Activities

At first, the teacher will motivate the students by telling story herself orally as soon as she enters the classroom. The teacher will ask the students to read the story silently after distributing the hands out of the story to each and every students. Meanwhile, the teacher will also ask the students to find out the opposite meaning of the words in the story. In course of their reading the teacher will help the students if they feel difficulty to understand the story.

Group A

Activities

The teacher will enter the classroom and directly write those given sentences with the meaning in Nepali language and ask the student to learn them by heart. After that, the teacher will ask each student to find out the opposite meaning of the story and give suggestion and reward if needed.

Lesson Plan No. 17

Objectives of the Lesson: Students will be able to read the story and match the words with their similar meaning

Teaching Items: weather, people, school, win, result, decided

Teaching Aids: Word chart and usual classroom materials

Sports Meet

It was spring. The weather was cool and pleasant. Colorful flags were fluttering from the flagpoles. One could hear the drone of people sitting around expectantly for the event to begin. All of us were standing with our hearts thumping. It was the opening of the Annual Sports Day in our school.

I am always excited about the sports day and this year was going to be special. I knew it in my heart. Our house was going to win the sports cup for sure. We were 560 points and the nearest house was at 540 points. The result for 60 points were going to be decided today.

Group B

Activities

The teacher will motivate the students telling a short joke. Then the teacher will tell story herself at first. Then the teacher will ask the students to read the story themselves. The teacher will help them when they doubt to understand the story and discuss more about the above given difficult words. Then the teacher will ask the students to match the above listed words with their similar meaning written on the board.

Group A

Activate

The teacher will write those above given words with their meaning in Nepali language and ask the students to learn them by heart. Then, the teacher will ask the students to match those above difficult words with their similar meaning written on the board.

Lesson Plan No: 18

Objective of the Lesson: Students will be able to read the story and make the sensible sentences by using the words given words.

Teaching Items: Cheese, praise, caw, cunning

Teaching Aids: usual classroom teaching materials.

The Crow and the Fox

A foolish crow got a piece of cheese somewhere. It was a big piece. It sat on the top of a tree with it. A hungry fox was sitting under the tree. He saw the crow with the piece of cheese. His mouth began to water. He was a clever fox. He thought out a plan. He began to praise the crow for its beauty. He said to the crow, "You are a good singer. Will you sing a song?" the foolish crow was very glad to hear all the praise. To show that it had a sweet voice, too, it opened its mouth and began to caw loudly. And as it did so, the piece of cheese in its mouth fell down. The cunning fox picked it up. He went away after eating it. The crow was sad.

Group B

Activities

First of all, the teacher will tell a short story as soon as she enters the classroom to motivate the students. Then, she will ask the students to read the story "The Crow and the Fox". The teacher will help them where they get problem to understand the story. After that, the teacher will ask the students to make suitable sentences by using the following words: cheese, praise, caw, cunning, sad, glad.

Group A

Activities

First of all, the teacher will write the above given words with their similar meaning by translating them into their mother tongue. She will ask the students to learn those words with their meaning by heart. Then, they will be asked one by one orally.

Lesson Plan No: 19

Objectives of the Lesson: Students will be able to read the story carefully and find the following words and phrases in the story.

To match these words and phrases with their similar meaning.

Teaching Items: quarrelling, reform, vain, bundle of, untied, impressed,

Teaching Aids: Usual teaching materials, hands out of the story

An Old Farmer and His Sons

An old farmer had three sons but he was not happy with them. They were always quarrelling among themselves. The old man tried his hardest to reform them but in vain.

The old farmer fell seriously ill. He wanted to teach them a useful lesson. He called them to himself and asked each one of them to break a bundle of sticks. Each tried his best to break the bundle but could not. Then he asked them to untie the bundle. The bundle was untied and the sticks fell apart.

Then the old farmer asked them to break the sticks separately one by one. To say nothing of others, even the youngest one could break them one by one easily. The old man said, "Look, my sons, like the sticks if you stand united, nobody can do you any harm. But if you, like the sticks, stand divided, everybody can easily harm you."

The old man's last words impressed his sons and went deep into their hearts. This began to live united in peace. They all realized: Union is strength. It is true: United we stand, divided us fall.

Group B

Activities

At first, the teacher will motivate the students by telling story herself orally as soon as she enters the classroom. Then, she will ask the students to read the story silently after distributing the hands out of the story to each and every students. Meanwhile, the teacher will also ask the students to find out the above given words and phrase in the story. In course of their reading, the teacher will help the students if they feel difficulty to understand the story. After that, the teacher will write those words with their similar meaning and ask the students to match those words and phrases with their similar meaning and will deal accordingly.

Group A

Activities

The teacher will enter the classroom and directly write those given words and phrases with their similar meaning in Nepali language and ask the student to learn them by heart. After that, the teacher will ask each student the meaning of these words and give feedback or reward if needed.

Lesson Plan No: 20

Objectives of the Lesson: Students will be able to read the following story carefully and find these given sentences in the story.

Find out whether sentences are true or false.

Teaching Items: long ago there lived a good shepherd. The farmers were working in the field. All the farmers did not run to the boy. The wolf killed all sheep because of his foolishness.

Teaching Aids: Usual teaching materials, hands out of the story

A wicked Shepherd

Long, long ago there lived a wicked shepherd. Every day he would take his flock of sheep to a grazing field near forest. The farmers were working in the field near the grazing field. The wicked boy had an idea to deceive the farmers. He cried, "Wolf! Wolf! Help me." All the farmers with spade in their hands run to the boy. But the boy was laughing at the farmers thinking that he did a great job. The following day also he repeated the same joke. The villagers came but there was no wolf. The boy again made fun of simple and helpful villagers. After a few days there came a real wolf. The boy cried for help, help! Nobody came to help him because they thought the boy was again making a fun. The wolf killed all sheep because of his foolishness. This teaches us that we must not tell a lie.

Group B

Activities

At first, the teacher will motivate the students by telling story herself orally as soon as she enters the classroom. The teacher will ask the students to read the story silently after distributing the hands out of the story to each and every students. Meanwhile, the teacher will also ask the students to find out the above

given sentences in the story and also find out whether those sentences are true or false. In course of their reading, the teacher will help the students if they feel difficulty to understand the story.

Group A

Activities

The teacher will enter the classroom and directly write those given sentences with the meaning in Nepali language and ask the student to learn them by heart. After that, the teacher will ask each student whether their sentences are true or false and give feedback and reward if needed.

Lesson Plan No. 21

Objectives of the Lesson: Students will be able to read the story carefully and find out the following sentences in the story.

Rearrange the sentence in order.

Teaching Items: The wolf killed all sheep because of his foolishness. Long ago, there lived a wicked shepherd. The villagers came but there was no wolf. The wicked boy had an idea to deceive the farmers.

Teaching Aids: Usual teaching materials, hands out of the story

A wicked Shepherd

Long ago, there lived a wicked shepherd. Every day he would take his flock of sheep to a grazing field near forest. The farmers were working in the field near the grazing field. The wicked boy had an idea to deceive the farmers. He cried, "Wolf! Wolf! Help me." All the farmers with spade in their hands run to the boy. But the boy was laughing at the farmers thinking that he did a great job. The following day also he repeated the same joke. The villagers came but there was no wolf. The boy again made fun of simple and helpful villagers. After a few days there came a real wolf. The boy cried for help, help! Nobody came to help him because they thought the boy was again making a fun. The wolf killed all sheep because of his foolishness. This teaches us that we must not tell a lie.

Group B

Activities

At first, the teacher will motivate the students by telling story herself orally as soon as she enters the classroom. The teacher will ask the students to read the story silently after distributing the hands out of the story to each and every students. Meanwhile, the teacher will also ask the students to find out the above

given sentences in the story. In course of their reading, the teacher will help the students if they feel difficulty to understand the story.

Group A

Activities

The teacher will enter the classroom and directly write those given sentences with telling the meaning in Nepali language and ask the students to learn them comprehensively. After that, the teacher will ask each student these sentences to put in order and give feedback and reward if needed.

Lesson Plan No. 22

Objectives of the Lesson: Students will be able to read the story carefully and find these given sentences in the story.

Give answer of the given questions

Teaching Items: why the boy daily go to jungle? Why the boy is laughing?
Why didn't villagers come to help him?

Teaching Aids: Usual teaching materials, hands out of the story

A wicked Shepherd

Long, long ago there lived a wicked shepherd. Every day he would take his flock of sheep to a grazing field near forest. The farmers were working in the field near the grazing field. The wicked boy had an idea to deceive the farmers. He cried, "Wolf! Wolf! Help me." All the farmers with spade in their hands run to the boy. But the boy was laughing at the farmers thinking that he did a great job. The following day also he repeated the same joke. The villages came but there was no wolf. The boy again made fun of simple and helpful villagers. After a few days there came a real wolf. The boy cried for help, help! Nobody

came to help him because they thought the boy was again making a fun. The wolf killed all sheep because of his foolishness. This teaches us that we must not tell a lie.

Group B

Activities

At first, the teacher will motivate the students by telling story herself orally as soon as she enters the classroom. The teacher will ask the students to read the story silently after distributing the hands out of the story to each and every students. Meanwhile, the teacher will also ask the students to find out the above given sentences in the story. In course of their reading, the teacher will help the students if they feel difficulty to understand the story.

Group A

Activities

The teacher will enter the classroom and directly write those given sentences with the meaning in Nepali language and ask the student to learn them by heart. After that, the teacher will ask each student to give answer of the question and give feedback and reward if needed.

Lesson Plan No. 23

Objectives of the Lesson: Students will be able to read the story carefully and find these sentences in the story and fill in the blanks with appropriate word.

Teaching Items: Long, long ago there lived a shepherd. The farmers were in the field near the grazing field. But the boy was at the farmers thinking that he did a great job. Nobody came to him because they thought the boy was again making a fun.

help, laughing, working, wicked

Teaching Aids: Usual teaching materials, hands out of the story

A wicked Shepherd

Long ago, there lived a wicked shepherd. Every day he would take his flock of sheep to a grazing field near forest. The farmers were working in the field near the grazing field. The wicked boy had an idea to deceive the farmers. He cried, "Wolf! Wolf! Help me." All the farmers with spade in their hands run to the boy. But the boy was laughing at the farmers thinking that he did a great job. The following day also he repeated the same joke. The villagers came but there was no wolf. The boy again made fun of simple and helpful villagers. After a few days there came a real wolf. The boy cried for help, help! Nobody came to help him because they thought the boy was again making a fun. The wolf killed all sheep because of his foolishness. This teaches us that we must not tell a lie.

Group B

Activities

At first, the teacher will motivate the students by telling story herself orally as soon as she enters the classroom. The teacher will ask the students to read the story silently after distributing the hand out of the story to each and every students. Meanwhile, the teacher will also ask the students to find out the appropriate word in the story. In course of their reading, the teacher will help the students if they feel difficulty to understand the story.

Group A

Activities

The teacher will enter the classroom and directly write those given sentences with the meaning in Nepali language and ask the student to learn them by heart. After that, the teacher will ask each student to find appropriate word and give feedback and reward if needed.

Lesson Plan No 24

Objectives of the Lesson: Students will be able to read the story carefully and punctuate these sentences in the story.

Teaching Items: he cried Wolf Wolf Help me the boy cried for help this teaches us that we must not tell a lie

Teaching Aids: Usual teaching materials, handouts of the story

A wicked Shepherd

Long ago, there lived a wicked shepherd. Every day he would take his flock of sheep to a grazing field near forest. The farmers were working in the field near the grazing field. The wicked boy had an idea to deceive the farmers. He cried, "Wolf! Wolf! Help me." All the farmers with spades in their hands run to the boy. But the boy was laughing at the farmers thinking that he did a great job. The following day also he repeated the same joke. The villagers came but there was no wolf. The boy again made fun of simple and helpful villagers. After a few days there came a real wolf. The boy cried for help, help! Nobody came to help him because they thought the boy was again making a fun. The wolf killed all sheep because of his foolishness. This teaches us that we must not tell a lie.

Group B

Activities

At first, the teacher will motivate the students by telling the story herself orally as soon as she enters the classroom. The teacher will ask the students to read the story silently after distributing the handouts of the story to each and every student. Meanwhile, the teacher will also ask the students to make punctuation in the story. In course of their reading the teacher will help the students if they feel difficulty to understand the story.

Group A

Activities

The teacher will enter the classroom and directly write those given sentences with the meaning in Nepali language and ask the student to learn them by heart. After that, the teacher will ask each student to make punctuation and give feedback and reward if needed.

Lesson Plan No. 25

Objective of the Lesson: Students will be able to read the story and make suitable sentence by using the words assigned words

Teaching Items: a flock of sheep, shouted, frightened, punished, joke

Teaching Aids: set of words cards and usual teaching

The wicked shepherd

A boy was set to guard a flock of sheep. He got tired of watching the flock. One day he shouted, "Wolf !Wolf !" to make a joke. The villagers came running. There was no wolf. The boy laughed very much. The men were very angry. A few days later the boy played the same joke. The men heard the cry of "wolf! wolf". Some people came running again. They again found the boy laughing. There was no wolf at all. One day the wolf really came. The sheep were frightened. He shouted, "Wolf! Wolf!" again and again as before. But no one came to him. They all thought it was again a sheer joke. The wolf killed some of the sheep. The boy was punished.

Group B

Activities

First of all the teacher will tell short story as soon as she enters the classroom to motivate the students. Then, she will ask the students to read the story "The Shepherd boy and the Wolf". The teacher will help the students where they feel difficulty. After that, the teacher will ask the students to make suitable sentences using the following words and phrases: a flock of sheep, shouted, frightened, punished, Joke.

Group A

Activities

At first, the teacher will write the list of the above give words on the board with their similar meaning in mother tongue. Then, the students will be asked to learn the meaning of these words by heart and make suitable sentences using the above given words.

Lesson Plan No 26

Objectives of the Lesson: Students will be able to read the story carefully and find the words in the story.

Teaching Items: happy, idea, wondered, hear, raised.

Teaching Aids: Usual teaching materials, hands out of the story

Deusi

“Mum can I go to play Deusi with my friends?” asked the little boy. His mother was not happy with the idea. But it was the time of Tihar festival. Playing Deusi was an important part of celebrating Tihar.

“Who will be with you?” she asked. She wondered if he will be safe with friends.

“I will be with my friends from school. Even our teacher will be there. We are raising fund for the school library,” he replied. His mother was happy to hear that. Raising money for the library was a good idea. It wasn't like in the previous years. The youngsters just went for a picnic with the money that they raised.

Group B

Activities

At first the teacher will motivate the students by telling story herself orally as soon as she enters the classroom. The teacher will ask the students to read the story silently after distributing the hands out of the story to each and every students. Meanwhile, the teacher will also ask the students to find the words in the story which are mentioned above. In course of their reading the teacher will help the students if they feel difficulty to understand the story.

Group A

Activities

The teacher will enter the classroom and directly write those given sentences with the meaning in Nepali language and ask the student to learn them comprehensively. After that, the teacher will ask each student to find the words in the story and give feedback and reward if needed.

Lesson Plan No. 27

Objectives of the Lesson: Students will be able to read the story correctly and find out the similar words from the story.

Teaching Items: play, festival, celebrating, safe, library, previous

Teaching Aids: usual teaching materials.

Deusi

“Mum can I go to play Deusi with my friends?” asked the little boy. His mother was not happy with the idea. But it was the time of Tihar festival. Playing Deusi was an important part of celebrating Tihar.

“Who will be with you?” she asked. She wondered if he will be safe with friends.

“I will be with my friends from school. Even our teacher will be there. We are raising fund for the school library,” he replied. His mother was happy to hear that. Raising money for the library was a good idea. It wasn't like in the previous years. The youngsters just went for a picnic with the money that they raised.

Group B

Activity

First of all, the teacher will tell a joke in the classroom as soon as she enters the classroom to motivate the students. After that, the teacher will ask the students to read the story correctly. In course of reading, the teacher will help them when they are in trouble to understand it. Then, the teacher will ask the students to find out the words from the story which are similar in meaning to the following words and phrases:

act, fest, to do something special, secure, a place where books are available, former.

Group A

Activities

The teacher will directly write the above given words with their meaning in mother tongue. Then the students will be asked to memorize them by heart.

Lesson Plan No.28

Objectives of the Lesson: Students will be able to make a list of nouns and verbs from the given story to make sensible sentences using the following given words:

Teaching Items: Thirsty, despair, fetching, pebbles, dropped

Teaching Aids: Usual classroom materials, hands out of the story.

The Thirsty Crow

A crow was once so thirsty that he thought he would die if he didn't find water. After sometime he saw a jug of water but, then he flew down to it, he found that the water was too low in the jug for him to be able to reach it. He was about to go away in despair when he thought of a plan. Fetching a few pebbles he dropped them one by one into the jug. This made the water rise high enough for him to be able to reach it. Thus, he saved his life by his cleverness.

Group B

Activities

The teacher will dictate a word letter by letter until the students guess the word 'stop'. After motivating the students the teacher will tell the story herself orally. Then the teacher will distribute a copy of hands out of the story and read the story herself line by line with correct pronunciation. Asking all the students to follow the teacher with silent reading. In course of reading, the teacher will make the students clear about the context of the story which help them to guess the meaning of the different words given in the story. The teacher will write the above listed words on the board with their similar meaning if the students find difficult to guess the meaning. Then, the teacher will ask the students to make sensible sentences using the above mentioned words. Similarly, she will also

ask the students to make a list of 'nouns' and 'verbs' given in the story. The teacher will help them if they can't.

Group A

Activities

The teacher will write those words on the board with their meaning in Nepali language by translation method without giving any context. Then, the teacher will ask the students to learn the meaning of those words by heart within fifteen minutes. After that, the teacher will ask the students to make sensible sentences by using those words of their own. She will check their sentences and given feedbacks if necessary.

Lesson Plan No 29

Objectives of the Lesson: Students will be able to read the story carefully and make new story.

Teaching Items: Two farmers: Kaji and Maji, Kaji works hard, grows a lot of grain, careful to use up grain happily feeds the family whole year, but Maji doesn't work hard rather lazy, unwise to use up the grain can feed the family only three months of a year goes to do labour work in the city, life is difficult for him.

Teaching Aids: Usual teaching materials, hands out of the story

Group B

Activities

At first the teacher will motivate the students by telling story herself orally as soon as she enters the classroom. The teacher will ask the students to read the hands out of short phrase of story silently to each and every students.

Meanwhile, the teacher will also ask the students to make a readable story. In course of their reading the teacher will help the students if they feel difficulty to understand the story.

Group A

Activities

The teacher will enter the classroom and directly write those given sentences with the meaning in Nepali language and ask the student to learn them by heart. After that, the teacher will ask each student to make a readable story and give feedback and reward if needed.

Lesson Plan No. 30

Objectives of the lesson: Students will be able to tick the best meaning of the words: thirsty, water, down, despair, thought, pebbles and enough and make sensible sentences by using those words.

Teaching item: thirsty, water, down, despair, thought, pebbles, enough.

Teaching Aids: As usual teaching materials like textbook, chalk, duster, board.

The Thirsty Crow

A crow was once so thirsty that he thought he would die if he didn't find water. After sometime he saw a jug of water but, then he flew down to it, he found that the water was too low in the jug for him to be able to reach it. He was about to go away in despair when he thought of a plan. Fetching a few pebbles he dropped them one by one into the jug. This made the water rise high enough for him to be able to reach it. Thus, he saved his life by his cleverness.

Group B

Activities

First of all, teacher will read out the story given in their textbook line by line with correct pronunciation as a model and students are asked to follow her immediately after her. After reading the story, teacher provides the meaning of the words by providing synonyms, antonyms, defining and so on separately and one by one and then the teacher will write the words on the board. The students will be asked to point the meaning of given words and make sensible sentences of those words one by one. If they make any mistake, teacher will check them out. After that, teacher will write few examples of sensible sentence using the above given words. At last, students are asked to make more sentences.

Group A

Activities

First of all, teacher will write the words on the board and then she will write the meaning of the word and then, the teacher will show the examples of sensible sentences and students are also asked to make sensible sentences using the words. If students make any mistake, teacher will help them out. Further, the teacher will ask them to tick the best meaning of those words on the basis of the alternatives given in the exercises of theirs book.

Appendix III

Rank of the Students of Experimental Group on the Basis of their pre- test Results

Rank	Name the Students	Obtained Marks	Remarks
1	BijitaParajuli	30	
3	LaxmiGautam	30	
5	KarunaBhandari	30	
7	SirjanaBasnet	27	
9	NishantGautam	27	
11	ParvinPariyar	25	
13	Binod Pun	25	
15	SanjayaThapa	25	
17	Alisha lama	25	
19	Nikita Silawal	24	
21	SandhayaPoudel	24	
23	HarimayaRijal	21	
25	BikeshPoudel	18	
27	NikeshNeupane	18	
29	JunuGhaire	18	

Rank of the Students of Control Group on the Basis of their pre- test Results

Rank	Name the Students	Obtained Marks	Remarks
2	SitwalAryal	18	
4	SagarBhattari	15	
6	Samit Nepali	15	
8	SanjinaAdhikari	15	
10	SanjayaMainali	14	
12	BinishaShrestha	14	
14	NischalBhandari	11	
16	KeshavPaneru	8	
18	PukarPaneru	8	
20	Madhu Pd. Poudel	8	
22	DeepeshKarki	8	
24	Anil Kumar Khatri	6	
26	PawanPoudel	6	
28	BibekThapa	4	
30	AnmolGautam	4	

Appendix-IV

Difference between pre- test and Post- test Results of Experimental Group

Rank	Name of students	Marks obtained in pre-test	Marks obtained in post-test	Difference
1	BijitaParajuli	30	46	16
3	LaxmiGautam	30	46	16
5	KarunaBhandari	30	46	16
7	SirjanaBasnet	27	46	19
9	NishantGautam	27	44	17
11	ParvinPariyar	25	44	19
13	Binod Pun	25	44	19
15	SanjayaThapa	25	43	18
17	Alisha lama	25	43	18
19	Nikita Silawal	24	40	16
21	SandhayaPoudel	24	40	16
23	HarimayaRijal	21	40	19
25	BikeshPoudel	18	37	19
27	NikeshNeupane	18	37	19
29	JunuGaire	18	34	16
	Difference between pre- test and Post- test Results of Control Group			
2	SitwalAryal	18	34	16
4	SagarBhattari	15	34	19
6	Samit Nepali	15	34	19
8	SanjinaAdhikari	15	33	18
10	SanjayaMainali	14	30	16
12	BinishaShrestha	14	30	16
14	NischalBhandari	11	28	17
16	KeshavPaneru	8	28	20
18	PukarPaneru	8	26	18
20	Madhu Pd. Poudel	8	26	18
22	DeepeshKarki	8	25	17
24	Anil Kumar Khatri	6	23	17
26	PawanPoudel	6	23	17
28	Anmol Gautam	4	21	17
30	BibekThapa	4	21	18

Appendix-IV

Rank of the students of Experimental Group According to post- test Results

Rank	Name the Students	Obtained Marks	Remarks
1	BijitaParajuli	46	
3	LaxmiGautam	46	
5	KarunaBhandari	46	
7	SirjanaBasnet	46	
9	NishantGautam	44	
11	ParvinPariyar	44	
13	Binod Pun	44	
15	SanjayaThapa	43	
17	Alisha lama	43	
19	Nikita Silawal	40	
21	SandhayaPoudel	40	
23	HarimayaRijal	40	
25	BikeshPoudel	37	
27	NikeshNeupane	37	
29	JunuGaire	34	
	Rank of the students of Control Group According to post- test Results		
2	SitwalAryal	34	
4	SagarBhattari	34	
6	Samit Nepali	34	
8	SanjinaAdhikari	33	
10	SanjayaMainali	30	
12	BinishaShrestha	30	
14	NischalBhandari	28	
16	KeshavPaneru	28	
18	PukarPaneru	26	
20	Madhu Pd. Poudel	26	
22	DeepeshKarki	25	
24	Anil Kumar Khatri	23	
26	PawanPoudel	23	
28	BibekThapa	21	
30	AnmolGautam	21	

Appendix V

Item wise Individual Score in the pre-test of Experimental Group

Rank	Name of students	Multiple Choice	Synonyms and Antonyms	fill in the Blanks	Word Arrangement	Making Sentences	Matching	Total numbers in pre-test by each students
1	BijitaParajuli	8	5	4	4	6	3	30
3	LaxmiGautam	7	5	5	5	5	3	30
5	KarunaBhandari	8	4	6	4	5	3	30
7	SirjanaBasnet	7	4	5	4	4	3	27
9	NishantGautam	6	5	4	5	4	3	27
11	ParvinPariyar	6	5	5	4	3	2	25
13	Binod Pun	5	4	4	5	5	2	25
15	SanjayaThapa	5	4	5	4	4	3	25
17	Alisha lama	4	5	4	5	4	3	25
19	Nikita Silawal	4	4	4	5	4	3	24
21	SandhayaPoudel	4	5	4	4	5	2	24
23	HarimayaRijal	4	4	3	4	4	2	21
25	BikeshPoudel	3	3	3	4	3	2	18
27	NikeshNeupane	3	4	4	3	3	1	18
29	JunuGaire	4	3	4	3	2	2	18
Item wise Individual Score in the pre-test of Control Group								
2	SitwalAryal	3	4	3	4	2	2	18
4	SagarBhattari	3	3	3	3	2	1	15
6	Samit Nepali	3	3	3	2	2	2	15
8	SanjinaAdhikari	3	2	4	2	3	1	15
10	SanjayaMainali	2	3	2	3	2	2	14
12	BinishaShrestha	3	2	2	3	2	2	14
14	NischalBhandari	3	3	2	1	1	1	11
16	KeshavPaneru	2	1	1	1	2	1	8
18	PukarPaneru	1	2	2	1	1	1	8
20	Madhu Pd. Poudel	2	1	1	1	1	2	8
22	DeepeshKarki	2	1	1	1	1	2	8

24	Anil Kumar Khatri	1	1	1	1	1	1	6
26	PawanPoudel	1	1	1	1	1	1	6
28	BibekThapa	1	-	1	1	1	-	4
30	AnmolGautam	1	-	1	1	1	-	4
	Total	109	91	92	89	84	56	467
	Average Scores	3.63	3.03	3.06	2.96	2.8	1.86	15.57

Appendix Vi

Item wise Individual Score in the post-test of Experimental Group

Rank	Name of students	Multiple Choice	Synonyms and Antonyms	fill in the Blanks	Word Arrangement	Making Sentences	Matching	Total numbers in pre-test by each students
1	BijitaParajuli	10	7	4	8	9	7	46
3	LaxmiGautam	9	7	5	7	10	7	46
5	KarunaBhandari	9	6	5	8	10	8	46
7	SirjanaBasnet	10	7	5	7	9	8	46
9	NishantGautam	9	7	5	8	8	7	44
11	ParvinPariyar	10	6	6	7	8	7	44
13	Binod Pun	8	8	6	7	8	7	44
15	SanjayaThapa	9	7	6	7	8	6	43
17	Alisha lama	9	7	6	7	8	6	43
19	Nikita Silawal	8	6	4	6	9	7	40
21	SandhayaPoudel	9	7	4	5	8	7	40
23	HarimayaRijal	7	7	5	7	7	7	40
25	BikeshPoudel	6	6	3	7	8	7	37
27	NikeshNeupane	7	6	4	6	8	6	37
29	JunuGaire	6	5	4	6	6	7	34
Item wise Individual Score in the post-test of Control Group								
2	SitwalAryal	7	5	4	5	7	6	34
4	SagarBhattari	7	4	6	6	7	4	34
6	Samit Nepali	6	4	5	6	6	7	34
8	SanjinaAdhikari	5	4	5	6	6	7	33
10	SanjayaMainali	5	5	5	5	5	5	30
12	BinishaShrestha	6	4	4	5	5	6	30
14	NischalBhandari	5	4	4	4	6	5	28
16	KeshavPaneru	5	4	4	6	5	4	28
18	PukarPaneru	4	4	4	5	5	4	26
20	Madhu Pd. Poudel	4	5	4	4	5	4	26

22	DeepeshKarki	4	4	5	5	4	3	25
24	Anil Kumar Khatri	5	4	3	3	4	4	23
26	PawanPoudel	5	4	3	4	5	2	23
28	BibekThapa	4	3	4	4	4	2	21
30	AnmolGautam	3	3	4	4	5	2	21
	Total	201	160	136	175	203	169	978
	Average Scores	6.7	5.33	4.53	5.83	6.76	5.63	32.6