CHAPTER- ONE

INTRODUCTION

This chapter is about Effectiveness of Synonym and Antonym for Teaching Vocabulary. It is an experimental research. This chapter consists of general background, levels of language, synonymy and antonymy as technique of teaching vocabulary, vocabulary, teaching of vocabulary, review of related literature, objectives of the study and significance of the study.

1.1 General Background

Language is a voluntary vocal system of human communication. It is produced by vocal organs. It is systematic. It is used by human beings. So the language is effective. The effective means of communication only for human beings through which the information and ideas are exchanged among human beings. Language expresses something about the linguistic codes which can be modified and produced freely according to human needs whereas animals have not their particular system apart from the limited activities. Therefore, language is viewed to be a unique asset of human beings. Robins (1985) quoted in John Lyon (1979, p.9-14) defines language as "a symbol system based on pure or arbitrary convention…infinitely extendable and modifiable according to the changing needs and condition of the speakers." Lyon (1970,p.3) states exactly language as "the principle system of communication used by particular groups of human being within the particular linguistic community of which they are members used in human communication."

Likewise, Sapir, (1921, p.8 quoted in John Lyon, 1995, p.3) defines language is "a purely human and non-instinctive method of communication ideas, emotions and desires by means of voluntarily produced symbols." Hall (1968, p.158) says, language is "the institution whereby humans communicate

and interact with each other by means of habitually used oral-auditory arbitrary symbols." Longman Dictionary (1999, p.197) defines, language is "a particular system of human communication." Random House of the English language (1966, p. 806) defines language as "any set of system of linguistic symbols as used in a more or less uniform fashion by a number of people who are thus enabled to communicate intelligibly with one another." So there are certain conventions and systems in each and every language. Recognition and mastery over there conventionalized systems and conventions enable human beings to communicate with one another. The noteworthy thing is that only human beings possess the ability to internalize the signs, symbols, systems and conventions of the language. So language is purely human phenomenon. Had there been no language the people would not have come to the position as they are today. Language, therefore, is not only the means of communication but also the vehicle of transmitting culture, understanding and achievement from generation to generation. David Crystal (1986, p.264) says, "Language is a general term in linguistics to refer to a major dimension of structural dimension of structural organization held to be susceptible of independent study. She categorized the levels of language.

1.1.1 Levels of Language

To have mastery of a language means being able to produce an infinite number of language patterns which are compressible to other users of the language addition being able to decipher the infinity of language patterns produced by other user of the language. It is thus a two-way process involving both production and reception.

As far as speech is concerned, the process involves associating sounds with meaning and meaning with writing, on the other hand, language competence involves the association of a meaning (and sometimes sound) with a sign, a

visual symbol. Thus, our study of language will involve us in an appraisal of all of the following levels of language.

a. Phonology

Phonology is the study of the sound system of a language since speech sounds are used to convey meaning; it cannot be fully understood unless they are studied in a wider linguistic context. A language learner, for instance, must master the production and perception of the sounds of a given language. He/she must also, however, learn when to use these sounds. The goal of phonology is, then, to study the properties of the sound systems which speakers must learn or internalize in order to use their language for the purpose of communication.

b. Morphology

Morphology deals with the internal structure of words and syntax with the rules governing their combination in sentences. Morphology is simply the 'study of forms, and 'syntax' the theory of 'putting together'. It studies the internal structure of words, that is the ways in which morphemes function as constituents of word structure. Words combine to form larger units called phrases, which in turn, combine to form sentences; it is the task of syntax to establish the set of rules that specify which combination of words constitutes grammatical strings and which combination of words constitute grammatical strings and which do not.

c. Semantics

Semantics is the study of meaning which helps to understand practical problems of communication and concept of manipulation in modern society, it is the branch of linguistics which studies primarily meaning. A lexical term may suggest different meanings in different contexts. It is an inseparable part of linguistics and the discussion on meaning that we are going to do on the

following auxiliaries, pronoun, conjunctions etc. This class of words is also known as closed class. The content group includes nouns, verbs, adjectives, and adverbs. We also recognized this class of words as open class because we can add new words, new phrases infinitely to them, for example, key-pad, state-terrorism, better behaved but we cannot do so to closed words.

Structurally, English words are classified into three different groups on the basis of kinds and combination of morphemes which they are composed of According to Bhattarai (1991, p.129), the structural classification of words are as follows.

i. Simple Words

The words, which have only one free morpheme, are known as simple words. They have neither prefix nor suffix.e.g. eat, run, play, happy etc.

ii. Complex Words

Complex words are composed of more than one morpheme. The morphemes should be either bound like "tele + vise" or free and bound like "poor + ness."

iii. Compound Words

The words having two free morphemes are called compound words. Compound words may consist of two or more roots with or without affixes such as newspaper, greenhouses, blackboard, sunset, typewriter etc.

d. Sense Relation

Sense relationship refers to the words to various ways in which the meaning of words may be related. The relation may be sameness or similarity of meaning in which case it is called synonymy, or it might be opposite meaning in which case it is called antonymy. Lyons (1996, p. 80) defines sense relation as follows:

The sense of expression may be defined as the set or network of sense relations that hold between it and other expression of the same language. Sense is a matter of interlexical and interlexical relations, that is to say, of relations which hold between a lexical expression and one or more other lexical expressions in the same language.

One word is related to other words in its meaning aspect. The place where a word holds up in the systems of relationship with each word in the vocabulary of language is called sense. Some words are in adjacent positions or grouped together by sharing common criteria. These criteria are opposition, presupposition, inclusion, contrast exclusion, reference and similarity. In addition to grammatical relationship of words, two words come in contact with a particular context. They belong to special relation in their application. Words are divided according to their senses; they are synonymy, antonym, homonymy, hyponymy, etc. According to Crystal (2003, p. 414) sense relation is a term used in semantics:

This term is mutually contrasted with reference as part of an explication of the notion of meaning. Reference or denotation, is seen as extra linguistic entities, states of affairs etc. in external word which is a linguistic expression stands for sense, on the other hand refers to the system of linguistic relationship (sense relation or semantic relations) which a lexical item contrasts with other lexical items – the paradigmatic relationship of synonymy, antonym, etc.

1.1.2 Synonymy and Antonymy as Technique of Teaching Vocabulary

It is used to mean the 'sameness of meaning. It is obvious that for the dictionary makers many sets of words have the same meaning. They are synonymous, and are synonymous of another. Two lexemes or words having the same meaning (e.g. snake and serpent, angry and furious, hide and conceal etc.) are called synonyms. Thus, synonyms are defined as the same or similar meaning of the word. Synonyms are words which have same meaning or identical meaning in the same context. The same meaning may mean identical meaning and nearly the same meaning. Different linguists have defined synonymy differently. Crystal (2003, p. 450) views as:

> Synonymy is a term used in semantics to refer to a major type of sense relation between lexical items; lexical items which have the same meaning are synonymous. For two items to be synonym it does not mean that they should be identical in meaning i.e. interchangeable in all contents, and with identical connotations this unlikely possibility is sometimes referred to as total synonymy. Synonymy can be said to occur if items are close enough in their meaning to allow a choice to make them in some contexts, without there being any difference for the meaning of the sentence as a whole. Linguistic studies of synonymy have emphasized the importance of context in deciding whether a set of lexical items is synonymous or not.

a. Types of Synonymy

Near synonymy is not to be confused with various kinds of what I will call partial synonymy, which meets the criteria of identity of meaning, but which, for various reasons, fail to meet the conditions of what is generally refered to as absolute synonymy. Typical examples of near-synonyms in English are 'mist' and 'fog', 'stream' and 'brook', 'dive' and 'plunge' (Lyons 1995, p. 60)

Lyons indicates above that the synonymous relation between two lexemes is differed in the extent of scale similarity. If we assume stricter scale of similarity between them, their relationship will be absolutely synonymy is solely an axiom.

i. Absolute and Partial synonymy

If two lexemes replace each other in all contexts, then they are absolute, if they substitute each other only in some context but not others, then they are partial synonymy. Absolute synonyms are real, complete and total synonyms and partial synonyms are known as near synonyms. (Rai, 2003, p. 35)

Absolute synonyms are rare, most synonyms are partial. "the search for real synonyms" says Crystal (1997) is a long standing pedagogical exercise, but it is well to remember that lexemes rarely (if ever) have exactly the same meaning. Therefore, to be absolute synonymy:

      i) All the meanings should be identical.

      ii) They should be synonymous in all contexts.

      iii) They should semantically equivalent on all dimensions of meaning descriptive and non descriptive.

ii. Stylistic Synonymy

Stylistic synonymy refers to the words used in different styles, but having the same sense or referent. For example, nasty- smell and horrible- stink (the later one is more colloquial and informal)

iii. Dialectical Synonymy

This type of synonymy refers to different dialects that have the same sense referent. The following examples stand for the dialectical synonyms.e.g.

British English (B.E.)   American English (Am).

Petrol   Gas

Side   Pavement

iv. Register Synonymy

Register synonymy refers to the words from different registers that have same sense referent, for example:

You (common)   and Thou (religious)

Salt (common)   and NACL (scientific)

v. Interlingua Synonymy

The words from different languages such as end, finish and conclude. Time, era and epoch etc. which have been borrowed and digested in the language having same sense and /or referent are Interlingua synonyms.

vi. Intralingual Synonymy

Words from the same language (for example: buy and purchase, foe and enemy in English, etc) having same sense or referent are intralingual synonyms.

b. Antonymy

Antonymy, the lexico-semantic relation which unites two words having "opposite" or "Contrasting" meanings. Antonymy has several characteristics which set it apart from other lexical –semantic relations.

Cruse (1986, p. 197) says, "Of all the relations of sense that semanticists purpose, that of oppositeness is probably the more reading apprehended by ordinary speakers."

Another interesting fact about antonymy is that most probably all languages have morphological processes, which can create antonyms. As Lyons (1977, p. 275),writes.

> In many languages, including English, the most commonly used
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> opposites tend to be morphologically unrelated (e.g. good: bad, high:
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> low, beautiful: Ugly, Big: small, Old: Young). But these are pit
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> numbered in the vocabulary by such morphologically related pairs as
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> married: unmarried, friendly: unfriendly, formal: informal etc. As

Likewise, Palmer (1996, p. 94) in his book "Semantics" says:

> The term antonymy is used for oppositeness of meaning; words
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> that are opposite are antonyms. Antonymy is often thought of as
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> the opposite of synonymy, but the status of the two is very
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> different or languages have no real need of true synonymous, and
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> it is doubtful whether any true synonyms exist. But antonymy is
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> regular and very natural feature of language and can be defined
>
> fairly and precisely.

Thus, antonymy is a kind of sense relational word which studies its opposite meaning on the basis of gradable antonymy, complementarily etc.

c. Types of Antonymy

i. Gradable antonym

Gradable antonym is seen in terms of degree of quality involved. In other words, gradable antonyms can be graded. Examples are as below.

Wide and narrow   old and young

Most   least   -est

More   less   -er
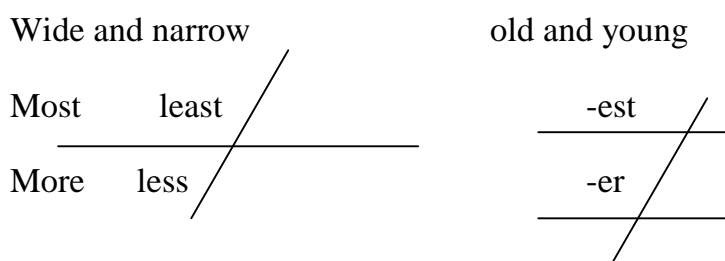
The set of gradable opposite includes many common and prototypical pairs of opposites (for examples: big/little, good/bad, high/low, hot/cold, happy/sad, and wet/dry). The defining property of this set is that the opposite names qualities which are gradable, that is, qualities which can be conceived of as 'more or less'; therefore, the scale (dimension) with which each pair is associated neutral mid-interval.

ii. Complementarily Antonym

Complementarily opposite, sometimes known as the contradictory of complementarities, include adjectives such as true/false, dead/alive, and male/female. It also shares a semantic dimension, but it is a dimension which has no middle values. As Cruse (1986, p.198) describes it:

"The essence of a pair of complementarities is that between them they exhaustively divided some conceptual domain into two mutually exclusive compartments must necessarily fall into the other."

In addition to adjectives, verbs such as pass/fail, obey/disobey, nouns such as day/night, prepositions such as in/out and adverbs like backward /forward are also pairs which allow no logical middle term, in actual use, complementarities are sometimes used like gradable adjectives. For example, we can say that something almost true or that someone is barely alive.

iii. Relational Antonym

Relation opposites (Cruse 1986, p.199) also called relative terms (Egan 1986) and conversive term (Lyons, 1977, p.275) include pairs such as above/below, predecessors/successors, and parent/child. Cruse (1986, p.198) says these pairs "express a relational between two entities by specifying the direction of one relative to the other along some axis." This refers to a pair of words (for examples: wife and husband, busy and sell, lend and borrow etc.), anyone of whose presence implies the presence of the other.

iv. Incompatibility Antonym

Incompatibility refers two sets of lexemes that are mutually exclusive members of the same category. For example, red, green, etc. are incompatible lexemes or multiple incompatibles within the category color. The incompatible lexemes are taken from the set (semantic field) flower, animal and metal respectively.

Thus, antonym is a word which studies its opposite meaning. From different prospective vocabulary items are studied to enrich the oppositional vocabulary items, ultimately helps in teaching and learning English. A good store of vocabulary items is crucial for understanding and communication. A major aim of most teaching programs is to help students giving a large vocabulary of useful words. Thus, the proficiency of students in antonymy and synonymy vocabulary power is thoroughly adjudged. So the researcher has tried to analyze the proficiency of secondary level students in synonyms and antonyms.

1.1.3 Vocabulary

a. Definition of Vocabulary

Richards et al. (1999, p. 400) define vocabulary as 'a set of lexemes, including single words, compound words and idioms.'

Similarly, Harmer (1997, p.25) defining the term 'Vocabulary' says that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.

Cambridge International Dictionary of English (1995, p.1238) defines vocabulary as 'all the words which exist in a particular language or subject.'

According to Oxford Advance Learners Dictionary of Current English (2000, p.1447), the term vocabulary has been defined as 'body of words known to a person or used in a particular book, subject etc.' the meaning of vocabulary is also given as 'total number of words that make up a language.'

From the above definitions, we can conclude that 'vocabulary' can be a single word or a group of words that take a single meaning. 'It is heart of the language.'

b. Types of Vocabulary

So far as the type of vocabulary is concerned, it has been divided into different categories. Harmer (1997, p.25) makes a distinction between 'active' and 'passive' vocabulary. 'Active' refers to those vocabulary that students have been taught or learnt and which the students will recognize when they meet them e.g. the, of and a, etc., but which they will not be able to use, only they understand e.g. fatigue, vague, humorous, etc. are passive vocabularies.

Frisbly (1954, p.94) says that we have four types of vocabularies. We have our speaking vocabulary, listening vocabulary, writing vocabulary and reading

vocabulary. This is associated with two levels of language use i.e. the production level and recognition level.

Fries (1945, p. 44-50) classifies English words into four groups: Function words, substitute words, grammatically distributed words and content words. The function words primarily perform grammatical functions, e.g., the 'do' as signalling question. The substitute words, e.g., he, she, they etc. replace class of words, and several classes. Grammatically distributed words, e.g., some, any etc. show unusual grammatical restriction in distribution. The number of words in the first three groups is rather small in English. The fourth group i.e. content words constitute the bulk of the vocabulary of English. On the basis of the types of meaning they convey, 'vocabulary can be classified into two categories, concrete and abstract.' If a word refers to an object with a concrete shape, it is called concrete vocabulary, e.g. pen, book, glass etc. On the contrary, it signifies something which has no definite shape, size of measurement and is entirely dependent on our personal imagination, it is called abstract vocabulary e.g. love, anger, die etc.

Similarly, words are also classified as 'content and function words.' Content words give lexical meaning. They are also called words of major class. Nouns, verbs, adjectives and adverbs come under this category. Function words give grammatical meaning. They are also called words of minor class. They show grammatical relationship; pronouns, articles, conjunctions, prepositions etc. come under this category. Content words are also called words of open class and function words are also called words of closed class. Aarts and Aarts (1986, p.21) say that word class membership may be said to be dependent upon at least two kinds of properties, morphological and syntactic.

On the basis of the 'structure', there are three types of words, simple, compound and complex. Simple words consist of a single fee morpheme followed or not by an inflectional affix such as play, plays, played etc. Compound word is a

lexical item composed of two or more parts written (-) where the parts themselves are usually words e.g. bus park, schoolgirl etc. complex words consist of a root plus one or more derivational affixes; e.g. boyhood, determination etc.To conclude, a word is a smallest meaningful bit of speech that can occur in isolation. Todd (1991, pp.49-50) says that the term words is used for the following five senses. They are mentioned as follows:

'Orthographic word' represents the word in its conventional alphabetical writing. An orthographic word has space or either side; e.g. book, go, etc.

'Phonological word' refers to the word in spoken form. Phonological word is preceded and followed by pause or silence in speech. Phonological word is represented in phonemic or phonetic symbol. For example 'cat' is orthographic word, and / kæt / is a phonological word.

'Morphological word' considers the form but not meaning. 'Ball' has two meanings (a spherical object used in games and a formal social gathering for dancing) but is a single morphological word.

A 'lexical word' is also called lexeme. The lexical word is an abstract unit, which underlines many morphological words. For example, the set of morphological words, (for examples: sing, sings, singing and sung represent a single lexeme).

A 'semantic word' considers the meaning of a linguistic unit. The morphological word 'ball' represents two semantic words because it has two different unrelated meanings, e.g., sphere and globe.

1.1.4 Teaching of Vocabulary

It is true that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh. An ability to manipulate

grammatical structure does not have any potential for expressing meaning unless words are used. Grammatical knowledge allows us to generate sentences. At the same time, though we must have something to say; we must have meanings that we wish to express and we need to have a store of word that we can select from when we wish to express these meanings.

For many years vocabulary was seen as incidental to the main purpose of language teaching – namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hand on to when learning structures, but was frequently not a main focus for learning itself.

Recently, however, methodologists and linguists have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is now clear, for example, that the acquisition of grammar though they two are obviously interdependent.

In any well-structured vocabulary activities there needs to be the proper mix of explicit teaching and activities from which vocabulary learning can occur.

a. Aspects of Learning Words

Knowing a word does not mean just understanding its meanings. There are many things about words that we need to know. In this regard Celce Murcia and Larsen-Freeman (1993) mention some points what one actually needs to know to learn a word. They are (i) spelling (orthography); (ii) phonetic representation (pronunciation, syllabification and stress [if multi-syllables]), (iii) morphological irregularity (e.g., where applicable); (iv) Syntactic features and limitations (including parts of speech); (v) common derivation and collocation, (i.e words with which it occurs) and (vi) semantic feature and restriction.

Harmer (1997, p.158) presents the categorization of what knowing a word means. He has given a four-point categorization of knowing a word.

Word meaning (meaning in context and sense relations)

Word use (metaphor and idiom, collocation, style and register)

Word information (parts of speech, prefixes, spelling an pronunciation)

Word grammar (noun, countable and uncountable) etc, verb complementation, phrasal verb etc., adjectives and adverbs, position, etc.)

b. Techniques of Teaching Vocabulary

In ELT, new approaches, methods and techniques of teaching and learning have appeared. The traditional way of teaching and learning, which was dominant in and after 1950s, have been replaced by modern communicative ways of teaching. In the past, vocabulary teaching was basically considered to meaning aspect only and translation was the basic method of teaching to second language learners. In the present context, a number of techniques of vocabulary teaching have been appeared which represent the vision of modern approaches and methods of teaching vocabulary. Some techniques of teaching vocabulary are as follows,

i.   Discovery techniques in which a learner will often be asked to 'discover by onedelf.' Clues are given where students activate their previous knowledge and share what they know.

ii. Use of realia, pictures etc.

iii. Mime, action, gesture

iv. Contrast (empty, full etc.)

v.   Enumeration (shirts, trousers, jackets, under dress etc.)

vi.   Explanation

vii.   Translation

viii.   Teaching word phonetically through modeling visual representation and phonetic symbols

ix.   Dictionary use

x.   Synonyms, antonyms etc.

Techniques presented above and several others (, e.g., flash cards, puppets) are used to teach vocabulary. But for such teaching the selection and gradation of vocabulary items depending upon the targeted learners are of prior importance. The items are selected according to the need, interest and level of the learners. They are selected according to the criteria of frequency, range, coverage, availability, learn ability and productivity. Such selected items are to be presented gradually following the criteria of gradation: Simple to complex, major to minor word class must often be used to less used, concrete to abstract are some principle bases for grading vocabulary items.

1.2 Review of Related Literature

No any research has been carried out on the field of effectiveness synonym and antonym for teaching vocabulary. However, there are few researches that have been carried out related to this topic. Therefore, an attempt is made here to review them.

Chundal (1997) has carried out a research on "A study of English Vocabulary Achievement of the students' of Grade Six in Jhapa District". The purpose of the study was to investigate students' achievement of English vocabulary. The achievement was found better than that of the girls. Urban Schools' proficiency was found satisfactory than that of the rural schools' students. The boys' status

of vocabulary achievement was found satisfactory in the Urban Schools. The girls' achievement of vocabulary was found satisfactory than that of the boys in rural area.

Khatri (2000) has carried out a research on "study of English vocabulary achievement of the students of grade Eight." The main purpose of the study was to find out the proficiency in the achievement of the vocabulary used in the English Text book for grade eight . It has attempted to compare the achievement of the students in noun with the achievement of the students in verbs. The study found that the English vocabulary achievement of the students of grade Eight was found satisfactory. The achievement in nouns was found better than that in verbs because noun was easy to learn and teach.

In Sharma's (2002) study of "vocabulary achievement of Grade Nine, a practical study", the objectives were to classify word parts of speech for vocabulary item, and to compare the achievement of the students. The researcher concluded that vocabulary exercises of grade nine textbook contained 122 nouns, 36 verbs, 18 adjectives and 9 adverbs. The achievement in cross word 30 percentage, multiple choice and fill in the blanks 50% an 60% respectively. The achievement of the girls was found better than that of the boys in the study, being 53.62 and 44.85% respectively.

Thakuri (2006) has carried out a research on "proficiency of grade ten students in the use of synonyms." with the objectives of finding out the proficiency of the students of grade ten. The synonym compares the performance of students in terms of schools, gender and secondary school norms. This study compares the performance of students in the context of experience tours and travels as well as word class. The researchers concluded that the arithmetic mean is 49.82% and the total performance of the student was found good the researcher found that the brightest students scored 75 marks and the weakest students 32 marks with a big gap between them. This vast different 50 marks between the

private school's mean (57.81) and public school mean (42.18). There is negligible difference between the mean of boys and girls. The students of private school performed excellent than the public school students because of punctuality, responsibility and well discipline.

Pokhrel, (2006) has carried out a research on 'Errors committed by Eleventh Graders at contextual use of synonymous Words in Morang district.

The main objective of the research was to identify the errors and proficiency of grade eleven students' in the contextual use of synonymous words. The research concluded that the students' amount of error is lower than that of proficiency in the use of synonymous word when they are facilitated with sufficient and appropriate context, otherwise, the students commit more number of errors in using synonyms in the given sentences because a look of overall proficiency level and overall errors level on the learners' reveals that the students' have only 25.35 percent errors whereas level of proficiency is 59.05 percent

Barakoti, (2008) has carried out a research on "proficiency in the use of synonyms and Antonyms in class Nine in Katmandu District." The purpose of the study was to find out the proficiency of the grade nine students in the use of synonyms and Antonyms. The finding of the study shows that total proficiency of the students as using synonyms and antonyms was found 44%. That was satisfactory performance in vocabulary achievement. The proficiency level of girls was found better i.e. 47%, where as only 40% proficiency was found in boys. There was no significant difference (6%) between boys and girls. Students' proficiency in using antonyms was found better i.e. 25 in average makes out of 50 where as in the use of synonyms only 19 in average marks out of 50. The researcher found that synonymous items had higher difficulty level than the antonymous items.

One the hand this study is similar to above mentioned studies in the sense that it is an attempt to find out the effectiveness of students' in the area of semantics like synonyms and antonyms, on the other hand, this study differs from the above mentioned studies in the sense that it concentrates merely on the effectiveness in synonym and antonym of secondary level students. Therefore, this present study aims to analyze the effectiveness of secondary level students in synonyms and antonyms for teaching vocabulary. So, it is going to be first kind.

1.3 Objectives of the Study

This study had the following objectives:

a) To find out secondary level students' effectiveness in synonyms and antonyms

b) To compare the students' effectiveness in synonym and antonym in terms of following variables:

     i.   Comparison in General

    ii.   Items - Based comparison

   iii.   Gender- Based comparison

c) To list some pedagogical implications.

1.4 Significance of the Study

The present study will be fruitful for teachers to teach language items through guessing meaning from context. Students will be beneficial to get the similar and opposite meaning with their guessing task. Finding of this study will be useful to detect lexical ambiguity and erase them. It will be reference material for curriculum designers, language trainers, people involved in teaching and learning of English language in Nepal, particularly to language teachers, text book writers etc. This study has hoped to provide feedback to these people for

a revision, improvement and addition of necessary texts in the existing textbook as well. Similarly, the person interested in carrying out the further study in the field of sense relation particularly in synonyms and antonyms will also be benefitted.

CHAPTER - TWO

METHODOLOGY

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

2.1 Sources of Data Collection

In this study both primary and secondary sources were used for the collection of data. These sources are as follows:

2.1.1 Primary Sources

The students of Grade X of Shree Pancha Dev Higher Secondary School, Manma, Kalikot were selected for the primary sources to carry out this study.

2.1.2 Secondary Sources

The secondary data for this study were collected from the textbook of grade ten, teachers guide of Grade ten, (2065) ,grid (2065) and NELTA Journals (2001) were consulted and utilized for designing the test items and classroom teaching materials (For details see to the references).

2.2 Tools for Data Collection

A set of tools was used for the collection of data. It consisted of eight types of test items which altogether carried hundred marks. It was prepared before the actual classroom teaching. The same sets of questions were used for both pre and post- tests. The questions were developed on the basis of the coverage of synonyms and antonyms for teaching vocabulary and more or less like the type that are given in SLC examination grid. It means the numbers of test items were made proportionate to the frequency of synonym and antonym for teaching vocabulary in the text book.

The number of test items and weight age of marks for each of the selected tests were as follows:

Table No. 1

Number of test items and weight age of marks

S.N	Type of test items	No of item	Weight age of marks
1	Comprehension based items	10	10
2	Matching based items	10	10
3	Gap filling word puzzle based items	10	10
4	Paraphrase based items	10	10
5	Multiple choice based items	10	10
6	Completion based items	10	15
7	Guided writing based items	10	15
8	Unseen passage based items	10	20
	Total	80	100

Lesson plans and teaching materials were prepared to facilitate the teaching. The tests were taken in two consecutive days. For test items, students had to write what were given above table no.1 based of the students.

2.3. Process of Data Collection

While collecting primary data the researchers followed the following process.

a. The test items were developed to measure the proficiency of the students before and after teaching.

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b. To determine the proficiency of students over pre-determined test items a pre-test was given. The full mark of the test was one hundred.

c. They were divided into two groups on the basis of odd and even roll numbers of the students randomly.

The group division procedure was as follows.

Table No.2

Group Division on the Basis of Pre-Test Rank

S.N.	Group A	Group B
1 – 6	Odd 1, 3, 5	Even 2, 4, 6
7 – 12	Even 8, 10, 12	Odd 7, 9, 11
13 – 18	Odd 13, 15, 17	Even 14, 16, 18
19 – 24	Even 20, 22, 24	Odd 19, 21, 23
25 – 30	Odd 25,27, 29	Even 26, 28, 30

Group 'A' was taken as a controlled group and Group 'B' as an experimental one. Both of them were taught one by one. The Same items were taught to both groups, only difference was the method. It means group A was taught applying traditional method, teacher centered lecture method without any focused on the synonym and antonym for teaching vocabulary. Group 'B' was made familiar with the meaning and significance of synonym and antonym for teaching vocabulary and taught as guided and suggested by the synonyms and antonyms.

After completion of teaching in one month the post test was administrated for both the groups with the similar test items used in the pre-test. Thus, the primary data research was taken.

2.4. Limitations of the Study

a. The data were collected only from the written tests (pre-test and post-test) with only eight types of test items viz.

    1. Comprehension based items

    2. Matching based items

    3. Gap filling word puzzle based items

    4. Paraphrase based items

    5. Multiple choice based items

    6. Completion based items

    7. Guided writing based items

    8. Unseen passage based items

b. It was taken in Kalikot District.

c. The study was limited within 30 students of Shree Pancha Dev Higher Secondary School, Manma, Kalikot.

d. Only class 10 students were taken for the sample of population.

e. The study was limited only to the use of synonyms and antonyms with various items. i.e. matching, filling, multiple choice etc.

f. The statistical tool used in average score was percentage form.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of data. The data have been analyzed under the following headings.

3.1 Comparison in General

3.2 Items Based Comparison

3.3 Gender-Based Comparison

The analysis and interpretation of the study is given below.

3.1 Comparison in General

Table No. 3

Comparison in General

S.N	Group	Av. Score in pre-test	Av. score in post -test	D	D%
A	A	41.06	52.80	11.74	28.59
B	B	39.4	59.8	20.4	51.77

The table given above reveals the fact that the average marks obtained by Group 'A' in the pre-test is 41.06 and in the post test is 52.8. This group has increased its average marks by 11.74 or 28.59%.However, the average mark obtained by group 'B' in the pre-test is 39.4 and in the post -test is 59.8. This group has increased its average marks by 20.4 or 51.77%. Group 'B' has increased its average marks more significantly than group 'A' by 8.66 or 23.18%. by the results of teaching techniques.

This analysis helps to conclude that in general the performance displayed by group 'B' is greater than group 'A'. The group taught with due focus on synonym and antonym performed significantly better in all the items of the test. (See Appendix 4 and 5).

3.2 Item-Based Comparison

This heading is divided into eight sub-headings. The individual scores taken from the tests (pre-test and post- test) are tabulated under each sub heading in turn. The average scores are tabulated. The difference between the average scores of pre-test and post-test is computed. If it is higher than zero, it shows the progress of the group. The difference is converted into percentage. The two groups are compared on the basis of the percentage.

The group which got a higher increment percentage has been considered to be better than the one which got lower percentage. Both the groups were taught in the same way applying same materials, medium etc. only variation was the technique i.e. experimental group was taught by giving due focus on the synonyms and antonyms (similar and opposite words), whereas controlled group was taught applying the usual techniques. It is inferred that the group which performed better was taught with effective technique than the other.

Marks obtained by individual students in each test and each item are given in appendix 2.4 and 2.5 on the basis of individual scores, average scores for each group and for each category of functions are calculated to compare the achievement of the groups. If the difference (D) between average score of a group in pre-test and post-test is less the 5% than the increase is supposed to be insignificant.

Table No. 4

Result of Comprehension- based Items

Group	Av. Score in pre-test	Av. score in post test	D	D %
A	3.33	5.8	2.47	74.17
B	2.8	6	3.2	114.28

This category consisted of two items. Each item carried 5 marks as there were 5 sub items within an item. The students had to guess and write what there was suitable as similar and opposite meanings. The above table shows that group 'A' has the average sore of 3.33 in the pre-test and 5.8 in the post-test. Group 'A' has increased its average marks by 2.47 or 74.17% Group 'B' has the score of 2.8 in the pre-test and 6 in the post test. The average increment of this group has been made by 3.2or 114.28%. Group 'B' has scored 40.11% marks more than Group 'A'. So the performance of Group 'B' is better than Group 'A'. Because of using different techniques of synonyms and antonyms. (see Appendix 4 and 5).

Table No. 5

Result of Matching- based Items

S.N	Av. Score in pre-test	Av. score in post test	D	D%
A	2.93	3.93	1	34.12
B	2.53	4.2	1.67	66.00

This category consists of two items. Each item has five sub items. They carry 5 marks per item. The students have to match as indicated in the question of matching.

The above table shows that group 'A' has the average score of 2.93 in the pre-test and 3.93 in the post -test. This group has increased its marks by 1 or 34.12%. Group 'B' has the average score of 2.53 in the pre-test and 4.2 in the post- test. The average increment of this group has been 1.67 or 66.00%.

Group 'B' is more than that of Group 'A' by 31.88%. (See Appendix 4 and 5)

Table No.- 6

Result of Gap Filling Cross Word Puzzle- based Items

S.N	Av. Score in pre-test	Av. score in post test	D	D%
A	3.6	4.53	0.93	25.83
B	3.	4.93	1.93	64.33

This category also consisted of two items each carrying 5 marks. The students had to fill the cross word puzzle in which two sub items where similar and opposite. The above table shows that group 'A' has the average score of 3.6 in the pre-test and 4.53 in the post- test. This group has increased its marks by 0.93 or 25.83%. Group 'B' has the average score of 3 in the pre-test and 4.93 in the post test. The increment of this group has been made by 1.93 or 64.33%. Group 'B' has done better than that of Group 'A' by 38.5%. (See Appendix 4 and 5).

Table No. 7

Result of Paraphrase- based Items

S.N	Av. Score in pre-test	Av. score in post- test	D	D%
A	3.8	4.96	1.16	30.52
B	3.66	5.13	1.47	40.16

This category consisted of two items. Each item has five sub items. They carry 5 marks per item. The students have to complete the similar and opposite words. The above table shows that group 'A' has the average score of 3.8 in the pre-test and 4.96 in the post test. The increase of this group has been made by 1.16 or 30.52%. Group 'B' has the average score of 3.66 in the pre-test and 5.13 in the post- test. The average score of this group has been increased by 1.47 or 40.16%. Group 'B' has made its increment by 9.64 more than Group 'A' (see Appendix 4 and 5).

Table No. 8

Result of Multiple Choice -based Items

S.N	Av. Score in pre-test	Av. score in post- test	D	D%
A	4.4	5.13	0.73	16.59
B	4.06	5.66	1.6	39.40

This category also consisted of two items each carrying 5 marks. The students have simply to tick the best answer. The above table shows that the average score of group 'A' in the pre-test is 4.4 and 5.13 in the post- test. This group has made its increment by 0.73 or 16.59%. Group 'B' has the average score of 4.06 in the pre-test and 5.66 in the post test. The increment of this group has been made by 1.6 or 69.40%. Group 'B' has made 22.81 increments more than Group 'A'. (See Appendix 4 and 5).

Table No. 9

Result of Completion -based Items

S.N	Av. Score in pre-test	Av. score in post- test	D	D%
A	6.86	6.86	2	29.15
B	6.86	11	4.14	60.34

This category consisted of two items. Each item has 5 sub items. They carry 7.5 marks per item. The students have to complete the gaps with similar and opposite words.

The above table shows that the Group 'A' has the average score of 6.86 in the pre-test and 8.86 in the post- test. The increment of this group has been made by 2 or 29.15%. Group 'B' has the average score of 6.86 in the pre-test and 11 in the post test. The average score of this group has been increased by 4.14 or 60.34%. Group 'B' has made its increments more than Group 'A' by 31.19. (Appendix 4 and 5).

Table No. 10

Result of Guided Writing -based Items

S.N	Av. Score in pre-test	Av. Score in post test	D	D%
A	7.89	9.4	1.51	19.13
B	7.53	11.6	4.07	54.05

This category consisted of two items. Each carries 7.5 marks. The students had to fill the gaps with similar and opposite words.

The above table shows that the Group 'A' has the average score of 7.89 in the pre-test and 9.4 in the post test. The increment of this group has been made by 1.51 or 19.13%. Group 'B' has the average score of 7.53 in the pre-test and 11.6 in the post test. The average score of this group has been increased by 4.07 or

54.05%. Group 'B' has made its increments more than Group 'A' by 34.92. (See Appendix 4 and 5).

Table No. 11

Result of Unseen Passage -based Items

S.N	Av. Score in pre-test	Av. Score in post- test	D	D%
A	8.8	10.6	1.8	20.45
B	8.33	11.33	3	36.01

This category consisted of two items. Each item has 5 sub items. They carry 10 marks per item. The students had to write similar and opposite words respectively.

The above table shows that the Group 'A' has the average score of 8.8 in the pre-test and 10.6 in the post- test. The increment of this group has been made by 1.8 or 20.45%. Group 'B' has the average score of 8.33 in the pre-test and 11.33 in the post test. The average score of this group has been increased by 3 or 36.01%. Group 'B' has made its increments more than Group 'A' by 15.56. (Appendix 4 and 5).

3.2 Gender Based Comparison

This heading is divided into two four sub-headings. The whole population of the study has been divided into two categories, i.e. boys and girls. Individual mark is taken from both pre-test and post -test and tabulated. Then the difference in percentage in each group of boys and girls, in the pre-test and post test is determined and compared to find out the relative effectiveness of the two methods. The comparison has been made with different sex groups and with same sex group in both of the groups.

The study consists of 30 students in which 15 are boys and 15 are girls. Group A consists of 8 boys and 7 girls where as group B consists of 7 boys and 8 girls.

Table No.12

Comparison within Group 'A' Boys and girls

S.N	Sex	Av. Score in pre-test	Av. score in post test	D	D%
A	Boys	44.75	54.64	9.89	22.10
A	Girls	30.85	50.85	20	64.82

The above table shows that group A boys have the average score of 44.75 in the pre-test and 54.64 in the post test. The average score of this group has been increased by 9.89 or 22.10%. The girls of group 'A' have the average score of 36.85 in the pre-test and 50.85 in the post test. The increment of girls has been made by 20 or 64.82%. The girls of group 'A' have increased their average marks more than the boys by 10.11 or 42.72. The girls seem better than the boys. (see Appendix 6 a and 6 b),

Table No. 13

Comparison within Group 'B' Boys and Girls

S.N	Sex	Av. Score in pre-test	Av. score in post -test	D	D%
B	Boy	45.42	67.86	22.44	49.40
B	Girls	34.12	53.62	19.5	57.15

The above table shows that group B boys have the average score of 45.42 in the pre-test and 67.86 in the post- test. The increment has been made by 22.44 or 49.40. Girls of Group 'B' of Group 'B' have the average score of 34.12 in the pre-test and 53.62 in the post- test. The increment in average score has been made by 19.5 or 57.15%. Boys seem slightly better than those of the girls as the boy have increased their average score more than the girls. (See Appendix 7.a and 7.b)

Table No.14

Comparison between Group 'A' Girls and Group 'B' Girls

S.N	Sex	Av. Score in pre-test	Av. score in post test	D	D%
A	Girls	36.85	50.85	14	37.99
B	Girls	34.12	53.62	19.5	57.15

The above table shows that group 'A' girls have the average score of 36.85 in the pre-test and 50.85 in the post test. The increment has been 14 or 37.99%. Group 'B' of girls have the average score of 34.12 in the pre-test and 53.62 in the post -test. The increment has been made by 19.5 or 57.15%.

The difference to be noted is that group 'B' girls have increased their average score more than group 'A' girls by 5.5 or 19.56%. So, group 'B' girls seem significantly better than the girls of group 'A'. (See Appendix 6.a and 7.b)

Table No. 15

Comparison between Group 'A' Boys and Group 'B' Boys

S.N	Sex	Av. Score in pre-test	Av. score in post -test	D	D%
A	Boys	44.75	54.64	9.89	22.10
B	Boys	45.42	67.86	22.44	49.40

The above table shows that group 'A' boys have the average score of 44.75 in the pre-test and 54.64 in the post- test. The increment has been made by 9.89 or 22.10%. Group B boys have the average score of 45.42 in the pre-test and 67.86 in the post test. The increment in average score has been made by 22.44 or 49.40%. Group 'B' boys have stood fairly in better position than Group 'A' boys as the increment of group 'B' boys has been made significantly more than group 'A' boys by 12.57 or 273.5%. (See Appendix 6a and 7a) because of teaching with the help of new techniques as well as effectiveness of teaching materials for synonyms and antonyms. (e.g., flash cards, word cards).

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The findings of this study are as follows:

i. Group 'B' has average increment percentage of 114.28% on the comprehension based items where as group 'A' has the average increment percentage of 74.17% in the same category.

Likewise, group 'B' has greater increment in percentage than that of group 'A' by 66 in matching based items, by 64.33 in gap filling word puzzle based items, by 40.16 in paraphrase based items, by 39.40 multiple choice based items, by 60.34 in completion based items and by 54.05 in guided writing based-items, unseen passage based items by 36.01. Group 'B' has greater average increment percentage than those of group 'A' by 51.77 in general comparison.

It shows that using synonym and antonym in teaching vocabulary has relatively a better impact on the whole. The above result shows that teaching vocabulary by using synonyms and antonyms for group 'B' is more effective than teaching with traditional technique, without using synonym and antonyms for group 'A'.

ii. The findings of this study have been determined on the basis of the result of the 'groups' rather than the responses of the individual students. Both groups were taught the same subject matter using the same material. Only the technique was different. The result of the post –test shows that both groups

were benefited. Comparatively the group 'B' taught through using synonyms and antonyms was found to perform better in all of the cases.

Therefore, if students are taught by using synonyms and antonyms in the classroom, they can perform better in language items than those who are not assigned so. This research shows teaching students by using synonyms and antonyms is relatively more effective than teaching without using them for teaching vocabulary.

4.2 Recommendations

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

1. This research shows that group 'B' has performed relatively better in every category of the items. Therefore, techniques of using synonyms and antonyms are more effective here. This implies that this technique should be used for teaching on the whole.

2. In general the researcher would like to suggest that if English teachers involved in teaching English in secondary level throughout the country apply the technique of using synonyms and antonyms for teaching vocabulary in their teaching, the whole English language teaching in general and teaching vocabulary in particular will be qualitative.

3. The text book writers should include the technique of using synonyms and antonyms in their text books so that the teachers can present the vocabularies by involving the students in teaching learning. The teachers can develop in them the habit of competition so as to learn faster and to solve problems. Not only competition but co-operative habit is strengthened side by side.

4. The syllabus designers and methodologists should encourage the use of synonyms and antonyms in teaching of the languages. It does not mean that synonyms and antonyms should be selected and mentioned to teach every language item in the text book and the syllabus but to give its right place in short.

5. The research was limited only to the thirty students of a public school. Therefore, it can not be claimed that the findings of this study are applicable for all schools of Nepal, or they are complete in themselves. In order to test the validity of these research findings. It is desirable to carryout further research in this area involving more and more number of schools and students.

6. This research is limited to eight areas of vocabulary teaching. This type of research can be carried out on the other areas of vocabulary learning techniques too.

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Appendices

Appendix-I

Test Items

Name of Student's: F.M. 100

Name of school: P.M.

Class: Age

Q.No.1. Find the word which are similar /opposite to the meaning of the following :   5×2= 10

similar	opposite
a. rubbish ………..	a. took Off ……….
b.cofined ………..	b.descended…….
c.diposed of……	c.dawn………..
d.designated……	d.simple………
e.disappeared……….	e.huge………..

Q.No.2 match the following words in column 'A' with their meaning in column 'B'   5×2= 10

<u>Similar meaning</u>

a. obviously	i. solitude
b. In agreement	ii. hazards
c. lonesome	iii. in unison
d. weakness	iv. apparently
e. danger	v. infirmity

<u>b. Opposite meaning</u>

	tiny	a. permanent
I.	tiny	a. permanent
II.	temporary	b. large
III.	hide	c. mordern
IV.	small	d. reflect
V.	ancient	e. enormous

Q.No. 3   Fill in the cross word puzzle with meaning given below: 5×2= 10

a. similar meaning

across	down
1. Causalities	2.livestock
3. Intervened	4.flowing
4. Swallowed	

a) synonym

[crossword grid — across/down with numbered cells 1, 2, 3, 4, 5]

b) **Opposite Meaning**

across	down
1. Pessimistic	2.boring
2. Stupid	4.death
5. Quite	

b) Antonym

[crossword grid with numbered cells 1, 2, 3, 4, 5]
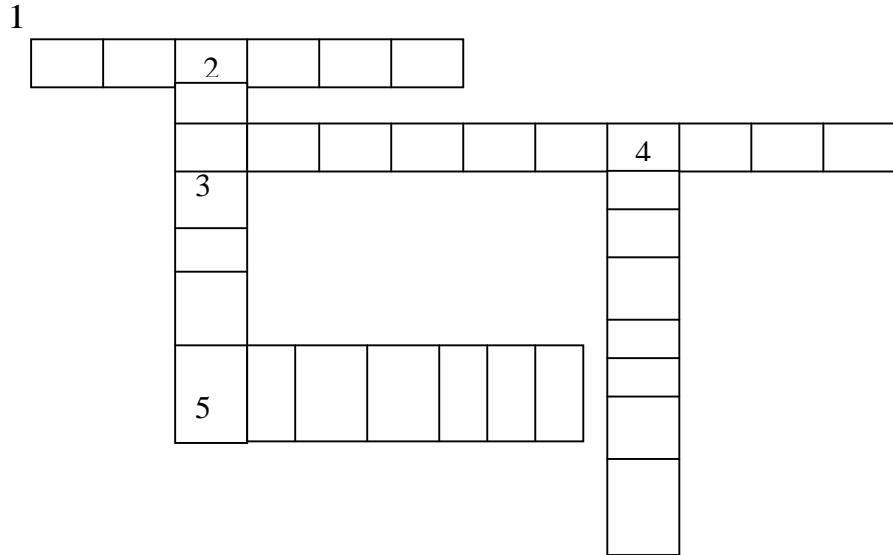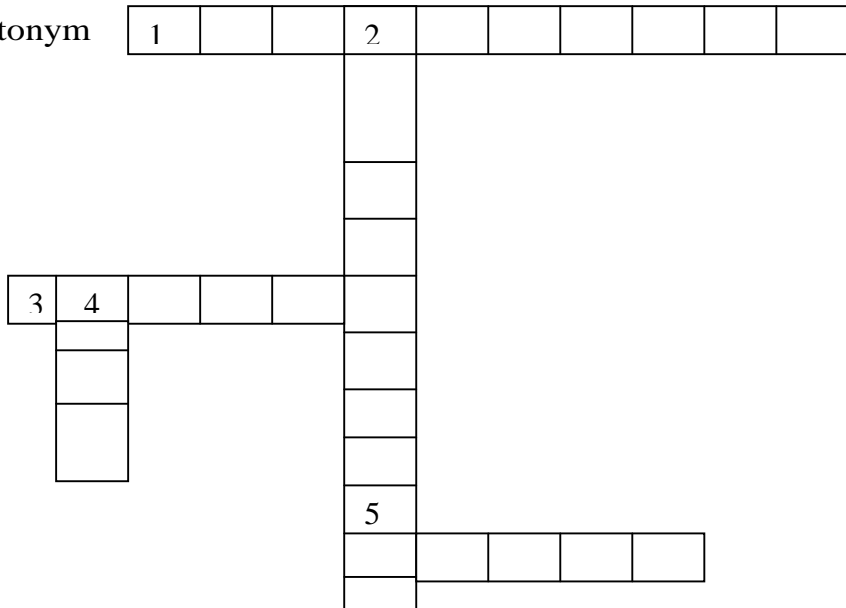
Q.No. 4 In the following sentences supply the meaning of words as indicated below: 5×2= 10

similar Meaning

    a. It was only the <u>proof</u> that convinced parents : The loot in the bag on the floor, the cut telephone line , the knife . They are ……….. made them belief .

    b. She Stared me <u>angry.</u> It means she stared me …………….

    c. Braille is meant for <u>blind</u> people . It is a book for …….people to read and write

    d. Rama has applied for Ganeshman <u>scholarship</u> trust. This ………is for study medical.

    e. The principal asked the new teacher for <u>curriculum Vitae</u>. He asked …… to have know his personal characteristics.

Opposite meaning:

    a. John has <u>borrowed</u> another time. It is third time I have ……….. him

    b. I get on well with my Aunt , Ram and I think I am his favorite ………………

    c. Although he was thought to be rather <u>clever</u> at school , he later became a …………..

    d. Bijay has become pessimistic because of his bad result but after his friends suggestions he became ………..

    e. William words worth says that <u>life</u> is uncertain but ………is inevitable.

    Q.No.5.   Tick (☑) the best alternatives to complete the sentences given below: 5×2= 10

synonymous Words

a. I saw a nasty ……… between two trucks I this morning.

i. work   ii. action   iii. incident   iv. accident

b. He is successful football ……….. in our team.

i. tutor   ii. coach   iii. Teacher   iv. Professor

c. What language do they …………in India ?

i. talk   ii. express   iii. speak   iv. say

d. My car has been …………..

i. stolen   ii. rubbed   iii. burgled   iv. thieved

e. There's a small …….. for parking car.

i. cost   ii. price   iii. value   iv. charge

Antonymous words :

a. The word 'full' is the opposite in the meaning to the word ……………

i. tight   ii. Vacant   iii. Empty   IV. Complete

b. The minimum temperature of Pokhara is 21° c and ………….

temperature is 27° c.

i. Low ii. Maximum   iii. Lowest   IV. Minor

c. I received message from Rajesh. But I haven't……… back.

i. replied   ii. sent   iii. returned iv. called

d. I was pleased when I got loud kiss on my cheek. The opposite meaning 'pleased' is ………………

i. happy ii. fun   iii. shocked   iv. glad

e. The opposite meaning of the word 'confidently' is …….

i. completely   ii. powerfully   iii. strongly iv. doubtfully

Q. No. 6. Complete the following table   (1.5×5×2= 15)

a. complete with synonymous words
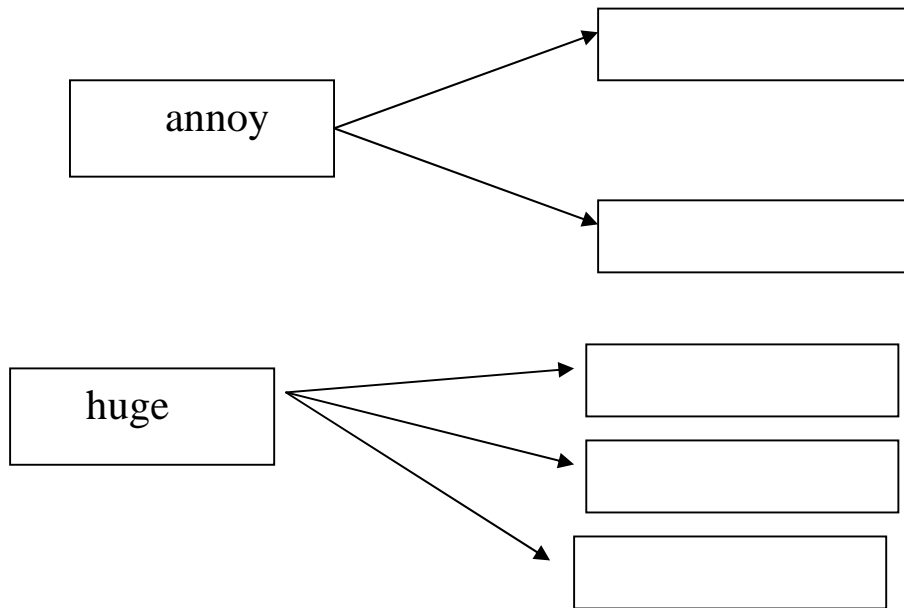
b) Complete with relational Opposites.

Grandmother	

	father

	aunt

sister	

niece	
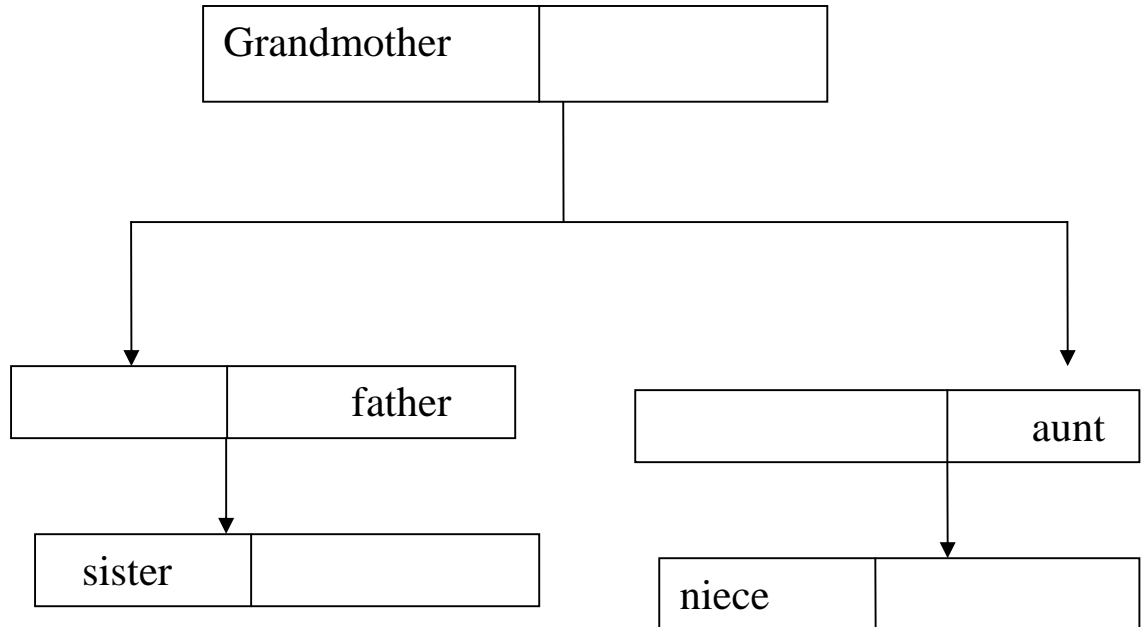
Q. No. 7. Write correct form of words given in the bracket . (1.5×5×2=15)

i)Give similar meaning

Once a tiger was caught in a……….. (cage) . He tried to get out . The door of the cage was shut and the iron bars of the cage were very ……..(strong) . So he could not come out . He asked the passers by to let him out . But none dared to do so . They ……….(feared /frightened)that tiger would eat them if he could come out once . At last ……….(foolish) Brahmin passed by the way . Seeing him the tiger begged him to let him come out from the cage . He took ………..(pity) on the tiger and opened the door of the cage .

ii) Give opposite meaning and complete the following story .

Once a ……………..(woman's) son ………..(lived) .She was overpowered with grief at the loss of her only one some whom she loved so dearly . She went to the lord Buddha , the great saint , she fell at his feet and told him of her grief and earnestly requested him to bring back her ……….(alive) son to life . Lord Buddha feel great pity for………. .

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(fortunate) woman . He thought of giving her consolation so that he might get peace of mind . So, he told her to bring a handful of mustard seed from a house where ………. (somebody) had ever died .

Q.No. 8 Read the following passage and do the activities that follows : (10×2=20)

George Bernard shaw,one of the greatest playwrights , of all the times,was born in Dublin on 26th July , 1856 . As a young man he was terribly shy , and to hide his shyness he developed a very gruff manner and voice which some people mistook as rudeness . However , his close friends understood him better as he was the very essence of kindness to those whom he loved and associated with .

At the early age of fourteen , he obtained employment as junior clerk and thought he was quiet good at his work , he really hated it . Therefore , one day , he just quit he job and went to London in search of other employment . Before long , a news paper office hired him and he took up employment as critic of books , music and plays . His duty was to attend the various plays staged and give him opinion on them for publication . He hated them all so much that he decided to write his own plays , which he eventually did . The plays he wrote and produced were a tremendous success so that in no time he became world famous as a playwright.

i) Write a word from the passage which gives similar meaning of the word . Few letters are given on the box .

a) got :

	b						

b) dramatist :

	I					g		

c)very great :

d) Finally :

t					d			

a) Job :

e					m			

ii) Write the word form the above passage which gives opposite meaning of the word . Few letters are given on the box .

a) politeness :

		d					

b) hated :

			d	

c) enemies :

f					

d) notorious :

				n	

e) Take :

		i	

Appendix II-a
Model Lesson Plan

School: - Shree Pancha Dev H.S. School Manma.   Unit :- 1

Class :- 10   Topic :- "Read and

AnswerSubject:- English   Period:-

Group:- A (Controlled)   Date:

1. Specific Objectives

On the successful completion of this lesson the students will be enabled to:

(a) read the passage clearly.

(b) find the words in the text.(e.g. took off, descended, down, disappeared, huge.)

(c) give the answer.

2. Teaching Materials

Using teaching materials: blackboard, chalk, duster and board marker etc.

3. Presentation and practice

The teacher flashes to sentences cards containing questions related to the passage on the board and reads the passage with clear pronunciation. He makes the students to close their books while reading the passage. He explains the meaning of difficult words in case of difficult on the part of the students. The students then read the passage loud and discuss on the questions:

Answer the following questions:-

(a) Collect the action words and use them in sentences.

(b) What was the message for people in the world?

(c) Find the meanings and use the words.

(took off, descended, down, disappeared, huge.)

4. Evaluation: Collect the action verbs and use your own simple sentences.

5. Homework: Write something that you have heard and seen.

Appendix II-b

Model Lesson Plan

School :- Pancha Dev H.S.School ,Manma   Unit :- 1

Class :- 10   Topic :- "Read and

AnswerSubject:- English   Period:-

Group:- A (Experimental)   Date:

1. Specific Objective

      At the end of this lesson the student will be able to:

  (a) read the passage clearly.

  (b) make sentences of their own using the words.

      huge, disappeared, down, descended, took off etc.

  (c) answer the questions related to the passage.

2. Teaching materials

Except usual materials flash cards showing synonym/antonym, (Similar or opposite), sentence cards, word cards, flannel board, magnetic board, etc.

3. Presentation and Practice

The teacher in the beginning flashes the flash card showing similar of opposite words that suggests the necessary activities to be done in the class. He also flashes the senesces cards containing questions to direct the students for the present topic. Then he reads the passage telling the students close their books. The teacher shows the similar/opposite meanings of difficult words. After this, the students are asked to get involved in their own pair and read the passage in the pair. Finally, they discuss on the passage.

4. Evaluation

Give similar and opposite meanings of given words.

Words	Similar	Opposite
huge	……….	………..
disappear	……….	………..

took off   ……….   ………..

descended   ………   ………..

dawn   ………   ………..

5.Homework:-

Collect the words of verbs and give similar and opposite meanings.

Appendix- 3.a

Name of the Students Selected for Sample

1	Kapil Bdr. Shahi	16	Mansing B.K
2	Lokendra Bdr. Shahi	17	Janaki Malla
3	Chattra Bdr. Shahi	18	Hajura Kumai Shahi
4	Anjun Kumar Shahi	19	Hikmat Batala
5	Misira Kumari Shahi	20	Gobinda Bdr. Shahi
6	Anjana kumari Shahi	21	Sahena Kumari Shahi
7	Kanchan Kumar Shahi	22	Nisha Nepali
8	Pulik Bdr. Shahi	23	Jagat Jung Shahi
9	Kalpana Shahi	24	Bhowani Acharya
10	Aananda Kumari Shahi	25	Manpura Tha[a
11	Sangita Kumari Shahi	26	Belpura Thapa
12	Man Bdr. B.K	27	Debendra pandey
13	Sangita Shahi	28	Reshma Kumari Shahi
14	Elana Kumari Shahi	29	Sarbiada kumar shahi
15	Birendra Sahakari	30	Durga Malla

Appendix- 3-b

Group division on the basic of odd and even number

S.N.	Group A (Controlled group)	Group B (Experimental group)
1 – 6	Odd 1, 3, 5	Even 2, 4, 6
7 – 12	Even 8, 10, 12	Odd 7, 9, 11
13 – 18	Odd 13, 15, 17	Even 14, 16, 18
19 – 24	Even 20, 22, 24	Odd 19, 21, 23
25 - 30	Odd 25,27, 29	Even 26, 28, 30

Appendix -3.c

Students rank table according to the pre-test

Rank	Name of student	Obtained marks	Rank	Name of student	Obtained marks
1	Kapil Bdr. Shahi	80	2	Lokendra Bdr. Shahi	64
3	Chattra Bdr. Shahi	68	4	Anjun Kumar Shahi	48
5	Misira Kumar Shahi	55	6	Anjana kumari Shahi	54
8	Pulik Bdr. Shahi	50	7	Kanchan Kumar Shahi	50
10	Aananda Kumari Shahi	46	9	Kalpana Shahi	46
12	Man Bdr. B.K	41	11	Sangita Kumari Shahi	42
13	Sangita Shahi	42	14	Elana Kumari Shahi	39
15	Birendra Sahakari	39	16	Mansing B.K	36
17	Janaki Malla	36	18	Hajura Kumai Shahi	35
20	Gobinda Bdr. Shahi	32	19	Hikmat Batala	35
22	Nisha Nepali	28	21	Sahena Kumari Shahi	28
24	Bhowani Acharya	27	23	Jagat Jung Shahi	28
25	Manpura Thapa	27	26	Belpura Thapa	25
27	Debendra pandey	25	28	Reshma Kumari Shahi	25
29	Sarbiada kumar shahi	25	30	Durga Malla	21

Marks obtained in all eight items in pre-test and post-test
Test Items
Group 'A'

R. No.	Student's Name	1. Comprehension		2. Matching		3. Gap filling		4. Paraphrase		5. Multiple choice		6. Completion		7. Guided writing		8. Unseen passage		Total	
		Pre test	Post test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1	Kapil Bdr. Shahi	8	10	7	8	8	9	7	7	7	8	14	14	14	14	14	16	80	86
3	Chattra Bdr. Shahi	7	9	5	6	6	7	7	7	7	7	9	11	9	11	14	16	64	74
5	Misira Kumari Shahi	8	10	4	6	5	6	5	7	6	8	8	14	9	15	10	16	55	82
8	Pulik Bdr. Shahi	5	7	4	5	5	5	5	4	5	5	7	9	8	10	11	9	50	54
10	Aananda Kumari Shahi	5	5	3	4	3	5	3	4	4	5	9	9	9	10	10	10	46	52
12	Man Bdr. B.K	1	7	4	6	4	6	3	6	4	6	8	11	8	12	9	10	41	64
13	Sangita Shahi	4	5	2	5	2	5	3	6	4	6	9	9	9	9	8	10	41	55
15	Birendra Sahakari	2	5	3	4	4	5	5	5	6	5	4	9	5	9	10	11	39	53
17	Janaki Malla	3	6	2	4	3	4	4	5	4	5	4	9	5	9	11	11	36	53
20	Gobinda Bdr. Shahi	2	3	2	2	3	3	3	2	4	4	5	9	6	10	7	9	32	42
22	Nisha Nepali	0	3	2	2	2	3	2	3	3	3	7	6	7	6	5	7	28	33
24	Bhowani Acharya	1	3	2	2	3	2	3	3	2	3	6	6	6	7	4	7	27	33
25	Manpura Thapa	1	7	1	2	1	3	3	4	4	5	5	8	6	9	6	11	27	49
27	Debendra pandey	2	5	3	2	3	3	2	4	3	4	2	2	2	2	9	9	25	31
29	Sarbiada kumar shahi	1	2	1	1	2	1	2	3	3	3	6	7	6	8	4	7	25	32
	Total	50	87	44	59	54	68	57	70	66	77	103	133	109	141	132	159	616	793
	Av. Score	3.33	5.8	2.93	3.93	3.6	4.53	3.8	4.96	4.4	5.13	6.86	8.86	7.89	9.4	8.8	10.6	41.06	52.86
	Percentage	33.33	58.00	29.3	39.3	36	45.3	38	39.6	44	51.3	68.6	88.6	78.9	94	88	106	416	528.6
	Increment Percentage		74.17		34.12		25.83		30.52		16.59		29.15		19.13		20.45		28.59

Appendix-5
Marks obtained in all right items in pre-test and post-test
Test items
Group 'B'

R. No	Student's Name	1. Comprehension		2. Matching		3. Gap filling		4. Paraphrase		5. Multiple choice		6. Completion		7. Guided writing		8. Unseen passage		Total	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
2	Lokendra Bdr. Shahi	8	10	7	8	7	7	7	9	8	9	8	12	9	13	15	16	69	84
4	Anjun Kumar Shahi	6	8	4	6	4	7	5	7	6	8	11	12	11	13	11	12	58	73
6	Anjana kumari Shahi	3	8	5	5	5	6	5	5	5	6	9	14	10	14	12	13	54	71
7	Kanchan Kumar Shahi	7	9	3	7	4	8	4	7	4	7	8	12	9	12	11	12	50	74
9	Kalpana Shahi	2	5	3	5	4	5	3	4	4	4	10	12	10	13	10	11	46	59
11	Sangita Kumari Shahi	5	7	1	3	2	4	3	5	4	6	9	12	9	13	9	10	42	60
14	Elana Kumari Shahi	0	4	2	4	2	5	3	5	3	6	9	9	9	10	11	15	39	58
16	Mansing B.K	2	8	2	6	3	6	4	7	5	8	7	12	8	13	5	15	36	75
18	Hajura Kumai Shahi	2	5	1	3	2	4	5	5	5	5	7	13	8	14	5	12	35	61
19	Hikmat Batala	2	8	2	4	2	4	6	5	6	6	2	9	3	9	12	10	35	55
21	Sahena Kumari Shahi	0	3	2	2	2	3	2	3	2	3	4	4	5	5	11	10	28	33
23	Jagat Jung Shahi	1	2	2	2	2	3	3	2	3	3	7	14	7	14	3	8	28	48
26	Belpura Thapa	3	3	1	2	1	3	2	5	2	5	6	9	7	9	4	7	25	43
28	Reshma Kumari Shahi	1	3	2	2	3	3	1	2	2	2	3	7	4	8	9	5	25	32
30	Durga Malla	0	7	1	4	2	6	3	6	2	7	3	14	4	14	7	14	21	72
	Total	42	90	38	63	45	74	55	77	61	85	103	165	113	174	125	170	591	898
	Av. Score	2.8	6	2.53	4.2	3	4.93	3.66	5.13	4.06	5.66	6.86	11	7.53	11.6	8.33	11.33	39.4	59.8
	Percentage	28	60	25.3	42	3	49.3	36.6	51.3	40.6	56.6	68.6	110	75.3	1160	83.3	113.3	39.4	59.8
	Increment Percentage		114.28		66		1543.33		40.16		39.40		60.34		54.05		36.01		50.76

iv

Appendix- 6.a
Mark Sheet of group 'A' Boys in pre-test and post test
Group 'A' Boys

R.No	Name of Students	Obtained Marks	Post test	D	D%
1	Kapil Bdr. Shahi	80	86	6	7.50
3	Chattra Bdr. Shahi	64	74	10	15.63
8	Pulik Bdr. Shahi	50	54	4	8.00
12	Man Bdr. B.K	41	64	23	56.10
15	Birendra Sahakari	39	53	14	35.90
20	Gobinda Bdr. Shahi	32	42	10	31.25
24	Bhowani Acharya	27	33	6	22.22
27	Debendra pandey	25	31	6	24.00
	Total	358	437	79	200.6
	Average Score	44.75	54.62	9.87	25.07

Appendix- 6.b
Mark Sheet of group 'A' Girls in pre-test and post test
Group 'A' Girls

R.No	Name of Students	Obtained Marks	Post test	D	D%
5	Misira Kumari Shahi	55	82	27	49.09
10	Aananda Kumari Shahi	46	52	6	13.04
13	Sangita Shahi	41	55	14	34.15
17	Janaki Malla	36	53	17	47.22
22	Nisha Nepali	28	33	5	17.86
25	Manpura Thapa	27	49	22	21.48
29	Sarbiada kumar shahi	25	32	17	28.00
	Total	258	356	98	274.84
	Average Score	36.85	50.85	14	53.54

Appendix- 7.a
Mark Obtained by Boys in pre-test and post test
Group 'B' Boys

R.No	Name of Students	Obtained Marks	Post test	D	D%
2	Lokendra Bdr. Shahi	69	84	15	21.74
4	Anjun Kumar Shahi	58	73	15	25.86
7	Kanchan Kumar Shahi	50	74	24	48.00
11	Sangita Kumari Shahi	42	60	18	42.86
16	Mansing B.K	35	61	26	74.29
19	Hikmat Batala	36	75	39	108.33
23	Jagat Jung Shahi	28	48	20	71.43
	Total	318	475	157	392.51
	Average Score	45.42	67.86	22.42	56.07

Appendix- 7.b
Mark Obtained by Girls in pre-test and post test
Group 'B' Girls

R.No	Name of Students	Obtained Mark	Post test	D	D%
6	Anjana kumari Shahi	54	71	17	31.48
9	Kalpana Shahi	46	59	13	28.26
14	Elana Kumari Shahi	39	58	19	38.72
18	Hajura Kumai Shahi	28	33	5	17.86
21	Sahena Kumari Shahi	35	61	26	74.24
26	Belpura Thapa	25	33	18	39.13
28	Reshma Kumari Shahi	25	32	7	28.00
30	Durga Malla	21	72	51	242.85
	Total	273	429	156	510.54
	Average Score	34.12	53.62	19.5	63.81

Questionnaire

Name of Student's: Ananda Kumari S F.M. 100
Name of school: Shree panch Deu H.S.P.M.
Class: 10   Age   S Manma kalikot
No.1. Find the word which are similar /opposite to the meaning of the following :
2= 10

similar	**opposite**
rubbish ...waste things	a. took off ...landed on
ofined	b.descended ....
iposed of......	c.dawn...........
esignated......	d.simple... complex
sappeared vanished	e.huge...tit. tiny

No.2 match the following words in column 'A' with their meaning in column 'B'
= 10

Similar meaning

oviously	i. solitude
agreement	ii. hazards
nesome	iii. in unison
eakness	iv. apparently
nger	v. infirmity

Opposite meaning

porary	a. permanent
ll	b. large
	c. mordern
ent	d. reflect
	e. enormous

3 Fill in the cross word puzzle with meaning given below:
10
lar meaning

11

Questionnaire
pre - Test

Name of Student's: Anjana Kumari Shahi   F.M. 100
Name of school: Panchadev H·S·S·manma   P.M.
Class: 10   Age

Q.No.1. Find the word which are similar /opposite to the meaning of the following
5×2= 10

similar

a. rubbish ....dust ✗
b.cofined .....Sure ✗
c.diposed of......
d.designated...Marked ✓
e.disappeared...appeared ✗

opposite

a. took Off ..landed on ✓
b.descended...Scended ✗
c.dawn.... Up.. ✗
d.simple... complex ✓
e.huge.... big ✗   ③

Q.No.2 match the following words in column 'A' with their meaning in column 'B
5×2= 10

Similar meaning

a. obviously
b. In agreement
c. lonesome
d. weakness
e. danger

i. solitude ✗
ii. hazards ✓
iii. in unison ✗
iv. apparently ✓
v. infirmity ✓

③

b. Opposite meaning

I. tiny
II. temporary
III. hide
IV. small
V. ancient

a. permanent ✓
b. large
c. mordern ✗
d. reflect ✗
e. enormous ✗

②

Q.No. 3   Fill in the cross word puzzle with meaning given below:
5×2= 10

a. similar meaning

across
1. Causalities
3. Intervened
4. Swallowed

down
2.livestock
4.flowing

10

Group-A. [post Test]
Questionnaire

Name of Student's: Ananda kumari Shahi, F.M. 100
Name of school: Shree panchdev H.S P.M.
Class: 10   Age   school Manma Kalikot.
Q.No.1. Find the word which are similar /opposite to the meaning of the following :
5×2= 10

similar   **opposite**
a. rubbish waste things   a. took Off landed on
b. cofined ....   b. descended.......
c. diposed of......   c. dawn...........
d. designated......   d. simple. Complex
e. disappeared. vanished   e. huge.. huy. tiny

Q.No.2 match the following words in column 'A' with their meaning in column 'B'
5×2= 10

Similar meaning
a. obviously   i. solitude
b. In agreement   ii. hazards
c. lonesome   iii. in unison
d. weakness   iv. apparently
e. danger   v. infirmity

b. Opposite meaning

tiny   a. permanent
temporary   b. large
hide   c. mordern
small   d. reflect
ancient   e. enormous

Q.No. 3   Fill   in   the   cross   word   puzzle   with   meaning   given   below:
5×2= 10
a. similar meaning

11

Group B'

Questionnaire

Name of Student's: Anjana Kumsinaka   F.M. 100
Name of school: Pancha. Dewkanndey   P.M.
Class: 10   Age

Q.No.1. Find the word which are similar /opposite to the meaning of the following :
5×2= 10

similar
a. rubbish Waste.materials ✓
b. cofined . get.rid of ⟩
c. diposed of......
d. designated.... marked ✓
e. disappeared.... Vanished ✓

opposite
a. took Off .. Landed on ✓
b. descended... ascended
c. dawn...... dusk ✓
d. simple.... Complex ✓
e. huge.... tiny. ✓

⑧

Q.No.2 match the following words in column 'A' with their meaning in column 'B'
5×2= 10

Similar meaning

a. obviously
b. In agreement
c. lonesome
d. weakness
e. danger

i. solitude ⟩←
ii. hazards
iii. in unison ⟩
iv. apparently
y. infirmity

③

b. Opposite meaning

l.   tiny
ll. temporary
ll. hide
V.   small
V.   ancient

a. permanent ✓
b. large ⟩
c. mordern
d. reflect ⟩
e. enormous ⟩←

②

Q.No. 3   Fill in the cross word puzzle with meaning given below:
5×2= 10

a. similar meaning

across
1. Causalities
3. Intervened
4. Swallowed

down
2. livestock
4. flowing

10