

**EFFECTIVENESS OF MATCHSTICK FIGURES IN
TEACHING DIFFERENT EMOTIONAL BEHAVIOURS**

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

**Submitted by
Mega Lal Regmi**

**Faculty of Education
University Campus
TribhuvanUniversity, Kirtipur
Kathmandu, Nepal**

2012

EFFECTIVENESS OF MATCHSTICK FIGURES IN TEACHING DIFFERENT EMOTIONAL BEHAVIOURS

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

**Submitted by
Mega Lal Regmi**

**Faculty of Education
University Campus**

**TribhuvanUniversity, Kirtipur
Kathmandu, Nepal**

2015

T. U. Regd. No: 9-1-48-1121-97	Date of Approval of the Thesis
Second Year Examination	Proposal: 2069/12/16
Roll No.: 280591/2067	Date of Submission:..2071/12/30

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Mega Lal Regmi** has prepared this thesis entitled **Effectiveness of Matchstick Figures in Teaching Different Emotional Behaviours** under my guidance and supervision.

I recommend the thesis for acceptance.

Date :

.....

Dr. Anjana Bhattarai (Supervisor)

Reader

Department of English Education

University Campus

T. U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following 'Research Guidance Committee':

Signature

Dr. Anjana Bhattarai (Supervisor)

Reader and Head

.....

Department of English Education,

Member

University Campus,

Kirtipur, Kathmandu

Dr. Chandreshwar Mishra

Professor

.....

Department of English Education,

Chairperson

University Campus,

Kirtipur, Kathmandu

Dr. Anju Giri

Professor

.....

Department of English Education,

Member

University Campus,

Kirtipur, Kathmandu

Date : 2072/01/03

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following ‘Thesis Evaluation and Approval Committee’.

Signature

Dr. Anjana Bhattarai (Supervisor)

Reader and Head

Department of English Education,

University Campus,

Kirtipur, Kathmandu

.....

Member

Dr. Anju Giri

Professor

Department of English Education,

Chairperson

English and Other Foreign Languages

Education Subject Committee

University Campus,

Kirtipur, Kathmandu

.....

Chairperson

.....

.....

Department of English Education,

University Campus, Kirtipur,

Kathmandu, Nepal

.....

Member

Date : .2072/01/03

DECLARATION

I, hereby, declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:

.....

Mega Lal Regmi

DEDICATION

I sincerely dedicate this research study to my parents and teachers whose combined efforts enabled me to be in the present position.

ACKNOWLEDGEMENTS

First, I would like to express my sincere gratitude to my thesis supervisor **Dr. Anjana Bhattarai**, Reader, Department of English Education, TU for providing me with her invaluable time, enlightening ideas and invaluable suggestions to prepare this thesis.

I am really grateful to my honorable Guru **Prof. Dr. Chandreshwar Mishra**, Department of English Education for giving me suggestions and encouragement during my study.

I would like to express my gratitude to **Prof. Dr. Anju Giri** for providing me with innovative ideas that help me to strengthen research related studies. I would like to express my profound gratitude to all the staff members of the Department of English Education who enriched me by imparting subject knowledge in different subjects for the academic prosperity.

I am equally grateful to **Mrs. Madhava Khanal** for supporting with the library and administrative services.

I would like to express my gratefulness to principal **Mr. Roop Gurung** and teachers and students of Suryodaya English Boarding School, who co-operated me in the collection of the data for my study.

Finally, **Mr. Tara Prasad Chapagain**, Proprietor, City Photo and Computer Service, Pokhara-1, Bagar, for computer assistance, also deserves my appreciation and thanks.

Date : 2072/01/03

Mega Lal Regmi

ABSTRACT

“Effectiveness of Matchstick Figures in Teaching Different Emotional Behavior” was carried out to find out the effectiveness of matchstick figures in teaching different emotional behaviors and to suggest some pedagogical implications on the basis of the findings of the study, I used non-random purposive sampling procedure. For the study, I prepared a set of test items to collect the required data. The data were collected by administering pre-test and post-test. I myself was involved in teaching the students of grade six. The overall finding of the study shows that the use of matchstick figures has a positive impact in developing writing skill.

The study is presented in four chapters. The first chapter consists of general background, introduction to grammar in brief, a view on human emotions and emotional behavior, teaching materials and their importance in ELT, including the examples of different types of teaching materials and their importance, use of matchstick figures in teaching emotional behaviors, review of related literature and objectives of the study. The second chapter describes primary sources of data, secondary sources of data, tools used for the collection of data, procedures for data collection and limitations of the study. The third chapter consists of analysis and interpretation of the data. The findings derived from the analysis and interpretation of data and recommendations are presented in the fourth chapter. In the final section of the study, the references and appendices are included.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables	x
CHAPTER ONE: INTRODUCTION	1-13
1.1 General Background	1
1.1.1 Grammar: An Introduction	1
1.1.2 Human Emotions and Emotional Behavior	3
1.1.3 Teaching Materials and Their Importance In ELT	4
1.1.4 Use of matchstick figures in teaching emotional Behaviors	8
1.2 Review of Related Literature	10
1.3 Objectives of the Study	12
1.4 Significance of the Study	13
CHAPTER TWO: METHODOLOGY	14-17
2.1 Sources of Data	14
2.1.1 Primary Sources of Data	14
2.1.2 Secondary Sources of Data	14
2.2 Population of the Study	15
2.3 Sampling Procedure	15
2.4 Tools for Data Collection	15
2.5 Process of Data Collection	16

2.6	Limitations of the Study	17
CHAPTER THREE: ANALYSIS AND INTERPRETATION		18-24
3.1	Holistic Comparison	18
3.2	Item-wise Comparison	19
3.2.1	Objective Test Items	20
3.2.2	Subjective Test Item	21
3.2.2.1	Short Answer Question Item	21
3.2.2.2	Sentence Formation	23
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS		25-27
4.1	Findings	25
4.2	Recommendations	26
REFERENCES		
APPENDICES		

LIST OF TABLES

	Page No.
Table 1: Full marks of all test items	15
Table 2: Overall Performance of Students	18
Table 3 : Students Performance below and above the average	19
Table 4: Students' Performance in Multiple Choice	20
Table 5: Students' Presence in Multiple Choice	21
Table 6: Students' Performance in Short Answer Questions	22
Table 7: Students' Presence in Short Answer Questions	22
Table 8: Students' Performance in Sentence Formation	23
Table 9: Students' Presence in Sentence Formation	24