CHAPTER ONE

INTRODUCTION

1.1   General Background

Language is a tool only for human beings to share ideas and express their feelings. It is the most advanced and powerful means of human communication. Language is also used to acquire and store the vast knowledge of different field of human activities. Beside this, it is the universal medium to express human thoughts, ideas and emotions. Language is species specific and species uniform possession of human beings. There are different means of communication. Among them, language is the most commonly used means of communication and property of only human beings. The term "Language" has been defined in various ways by various linguists in various times. "A language is a system of arbitrary vocal symbols by means if which a social group co-operates." (Block &Trager, 1942, p.5). Similarly, in Coder'sword, "Language, by which, man communicates a system of communication for the purpose of communication." (1972, p.32). In Crystal's word, "Language is the abstract system underlying the collection totally of speech, writing behavior of community or the knowledge of a system by an individual." (2003,p.255).

In a nutshell, language can be defined as a voluntary vocal system of human communication. It is a means of communication among human beings to exchange their ideas and information.

1.1.1 Grammar: An Introduction

Grammar in a language is taken as backbone. It can be defined as how words are combined or changed to form acceptable units of meaning within a language. Grammar is central to the teaching and learning of language. At the risk of oversimplification, grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular

language. The grammar of English consists of all the rules that govern the formation of English words, phrases, clauses, sentences and discourse and this is precisely what learners of English have to learn. Grammar can operate in three different levels:

- The sub-sentential or morphological level
- Sentential or syntactical level
- Supra-sentential or discourse level

The sub-sentential or morphological level sets light on the structure of words along with their affixes. The sentential level gives the picture of structure of sentences, word order and transformation. These two levels were the subject matters or the study of traditional grammar. But modern grammar focuses on the discourse too. Cohesion, coherence, tense, aspect and modality in discourse level are the subject matter of the supra-sentential level of grammar.

The meaningful arrangement of forms in a language is called its grammar. Grammar is the science of language. It is an analytical study of language structure. Grammar is the practical analysis of language and its anatomy. It deals with function of words in a sentence. It explains the structural detail of a sentence.

In Thornbury's words (1999, p.1) "Grammar is description of the rules that governs how a language sentences are formed. Similarly, according to Huddleston (1984, p.43) "The grammar will consist of rules saying new sentences are made of the smaller units and ultimately of the minimal units of this level of structure."

Grammar is the study of language. It involves phonetics, phonology, morphology, syntax and semantics. Therefore, the sound knowledge of grammar is inevitable to express our ideas, feelings and experiences appropriately in our life.

1.1.2 Human Emotions and Emotional Behavior

Human psychological state is not constant forever. The condition and environment can determine human feelings and emotional behavior. Some of the feelings which can be taught are listed below:

1 Anger	27 playing	53 talking
2 hunger	28 pushing	54 throwing
3 nervousness	29 riding	55 watering
4 thirst	30 selling	56 wearing
5 sadness/worry	31 shooting	57 catching
6 happiness	32 sweeping	58 cleaning
7 hurry	33 touching	59 cooking
8 patience	34 walking	60 cutting
9 asleep	35 weaving	61 diving
10 horror	36 clapping	62 drinking
11 puzzling	37 combing	63 eating
12 tiredness	38 crying	64 fishing
13 cold	39 digging	65 hunting
14 hot	40 dressing	66 killing
15 joy	41 dusting	67 listening
16 calling	42 fighting	68 planting
17 chasing	43 hitting	69 pulling
18 climbing	44 kicking	70 reading
19 crossing	45 leaving	71 running
20 dancing	46 marching	72 singing
21 drawing	47 picking	73 sleeping
22 driving	48 raining	74 teaching
23 falling	49 praying	75 trying
24 jumping	50 rising	76 washing
25 knocking	51 selling	77 writing
26 lying	52 skipping	78 posting

To talk psychologically, it is immensely vital to express different feelings. Among them, the ones which can be expressed by means of matchstick figures can be dealt. Matchstick figures can be drawn easily and economically on the blackboard/whiteboard by the teacher or on a piece of paper. So, such figures are the interesting and easy to draw on the other. Among the teaching materials or visual materials, matchstick figures play effective role to teach such feelings.

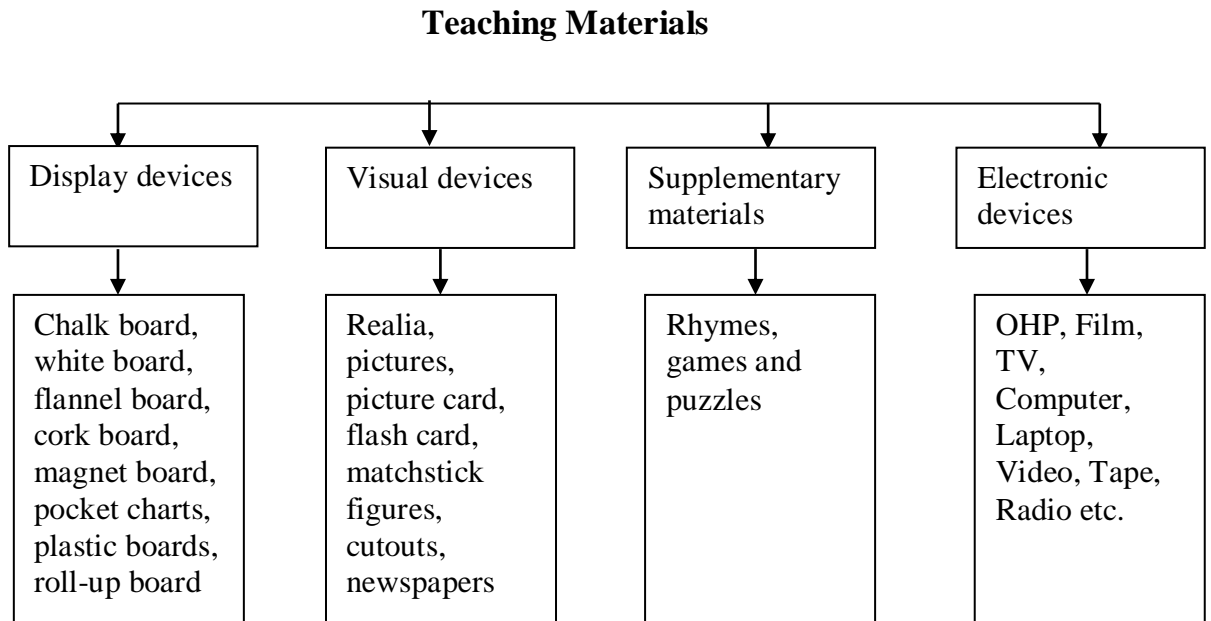### 1.1.3 Teaching Materials and Their Importance In ELT

Teaching materials are selected for the teaching purpose and they can be obtained in the form of textbooks, workbooks, cassettes, whiteboard, CD's, videos, photocopies, handouts, newspapers, paragraph written on white board, dictionaries, grammar books and so on. They could be photographs, flash cards, flannel boards, word cards, picture cards, wall chart etc.

According to Unabridged Webster Dictionary (1982), "Materials are the articles or approaches needed to make or do something : writing materials. (p. 884)". Likewise, according to Brown (1993), "One that is very salient in a formal classroom setting is the preference that learners show towards either visual or auditory input. Visual learners tend to prefer reading and studying charts, drawing and other graphic information" (p. 113). It shows that teaching materials are very important in the classroom teaching activities.

The above quotations justify the importance of the teaching materials in writing skills. For this, the teacher needs support.

In other words, they can be anything, which are deliberately used to increase the learners' knowledge/experience of the language. These materials give the real concept to the students about the goals of education. These materials are used to motivate the students towards the contents specified for the teaching purpose.

The classifications of teaching materials given by Celece-Murcia (1979, as cited in Dawadi et al., 2010) are listed in four categories which is presentedbelow.

Teaching Materials

Display devices	Visual devices	Supplementary materials	Electronic devices
Chalk board, white board, flannel board, cork board, magnet board, pocket charts, plastic boards, roll-up board	Realia, pictures, picture card, flash card, matchstick figures, cutouts, newspapers	Rhymes, games and puzzles	OHP, Film, TV, Computer, Laptop, Video, Tape, Radio etc.

In the words of Wright(1986) teaching materials are classified in the following three headings with their importance as mentioned in Sharma(2010).

- a   Visual Aids/ Materials
- b   Audio-visual Materials
- c   Audio Materials

1.1.3.1 Visual Aids/ Materials

Visual materials include the sense of vision of the students i.e. Realia /locally available material. Picture-cards, word-cards, pictures and photographs, posters, maps, charts, diagrams and drawings, magazine cutouts, pin man, model puppets, OHP are the different visual materials.

1.1.3.2 Audio-visual Materials

They involve both the series; audio and visual, they are as follows.

i   TV/Video

ii   Language Lab

iii   Multimedia

1.1.3.3 Audio Materials

They are the materials that involve the sense of hearing. The main audio material that assists language teaching is;

i   Radio Broadcasting

ii   Tape recorders

But on the basis of various criteria, teaching aids are classified as follows.

1   On the basis of Way/ Load of preparation

    a   Requiring little preparation: Flash cards, matchsticks, pictures and photographs, posters, maps, charts, diagrams and drawings, magazine cutouts, pin man, model puppets

    b   Requiring more preparation: The magnet board, wall posters, the portable blackboard, white board etc

2   On the basis of whom the producer is

    a   Commercial: Those are available in the market

    b   Teacher made: Those are made by the teacher himself/herself

3   On the basis of their complexity

    a   Technical: OHP, Movies, Video Tapes, TV, Cassette, Radio which involves some of machinery or electricity

    b   Non-Technical

4   On the basis of their nature

    a   Flat ((2D) and Three Dimensional

    b   Dynamic and Static

5   On the basis of whether they are used to display other materials or they are displayed themselves.

    a   Display devices: The display devices are those by means of which other materials are displayed. For e.g. black board, pocket chart

    b   Materials to be displayed: Materials to be displayed are the materials shown to the students. Such materials are different for the students of the different levels or age. For e.g. the pictures, photographs etc.

1.1.3.4 Importance of Teaching Material

1   Teaching aids increase the confidence of teachers and learners.

2   Teaching aids add to the comprehension by:

    a   Making concrete what is abstract

    b   Bringing near the distant objects

    c   Bringing learners into direct contact with objects or persons, things etc

3   Teaching aids add to communication by

    a   Arousing curiosity

    b   Stimulating the learners to speak

4   Teaching aids add to memory by

    a   Involving many senses of the students

    b   Arousing their interest

5   Teaching aids are helpful to make teaching effective by

    a   Creating a lively situation on the presentation and practice

      b   Reduces teacher talking time

6   Teaching aids lessen the burden of the teacher

7   Teaching aids save time and efforts

8   Teaching aids increase the students' experience etc.

1.1.4 Use of Match Stick Figures in Teaching Emotional Behavior

Human emotional behaviors can be taught by using different methods and techniques. Among all techniques visual aids are the effective ones.

Match stick figures are commonly used to teach grammar, reading compositions, dialogs etc. They are the pin men drawings that can take the shape of persons and their actions. They are not actual objects of persons. They are simply outlines or rapid sketches. They are most useful to show the activities such as sleeping, walking, dancing, jumping etc. they are still useful to teach vocabulary, action verbs, adjectives, adverbs and prepositions. They are not so difficult to draw. So every teacher should develop the art of drawing the match stick figures through step-by-step practice. Black board is the most suitable place for drawing match stick figures. According to Bawen (1982), "Visual aids are means to an end but not an end in themselves." (p.11) He means that visual aids are supportive to make the teaching and learning a language successful but to use these materials is not the target.

Match stick figures are the picture of persons, or any things drawn only with thin liner for the arms and legs, a circle for the heads etc. It does not need any artistic skill for the teacher to draw on the black / white board. The imported aspect of match stick figures is that the learners are easily interested and motivated in learning. In language learning, match stick figures are used to teach dialogues, grammar, story and vocabularies.

While teaching dialogue, if the language learners are shown the appropriate match, stick figures on the board according to the contest, similarly while

teaching grammars. Prepositions and articles, the teaching learning activities can be conducted by using appropriate match stick figure. On the other hand, match stick figure can be used according to the context in teaching stories. As mentioned earlier, our concern here is to find our the effectiveness of match stick figures in teaching different human emotional behavior so, according to the dictions related to human emotional behavior. Suitable match stick figure can be drawn on the board.Simultaniously, the teacher speaks the sentences in order to make the student aware about the structures. for example Ram gets angry. I feel hot.

Match stick figures can be effectively useful for teaching different emotional feelings or behavior where the learners can be motivated and participate guessing the feeling in competition. The teacher attempts in the classroom teaching will be to draw different figures and describing the situation first and ask the students to guess the different feelings for each sketch. In Coder's (1972, p. 32), words " The device that the learner can see in the classroom or through the window is potentially a visual aid in the teaching of meaning." This applies to the permanent fittings to the classroom such as walls, doors, and to its usual furnishing, desks, cupboards and books themselves, to things which are introduced into it either normally such as books or writing materials or abnormally, such as animals, planets and tools; or indeed anything in the world which is transportable and small enough to be got through the door. The teacher should enter into the classroom with lesson plan and new sets of visual aids.

In conclusion, figures are useful in teaching such emotional behavior. For e.g. angry, hungry, hurried, sleepy, puzzled, worried in the sense that they are motivating, stimulating, braking monotonous and boredom on the parts of learners and also they inspire imaginativeness of both the teachers and students in a teaching- learning process.

1.2   Review of Related Literature

Up to now, various research studies have been carried out in "The effectiveness of teaching aids" by different researchers under the Department of English Education. Some of them related to study are as follows:

Karki (2008), carried out research on "Effectiveness of Teaching Action Verbs through Pinmen Pictures." In his research,he used students of grade three of Shree Sharada Higher Secondary School, Dhankuta. Similarly, different research reports carried out earlier, books, journals, newspapers were consulted by the researcher as secondary sources of data. Likewise, the researcher used non-random purposive sampling procedure. And, set of test items based on grade three English textbook were the main tools. He found out that using pinmen pictures in teaching action verb is effective and suitable.

Thing (2009), conducted a research on "Effectiveness of Handwritten Pictures for Teaching Word Meanings." In his research, he used the students of grade eight of Sarwajanik Secondary School of Bara District as primary sources of data. Similarly, as secondary sources of data he used various journals, articles, books, reports and online sources. Likewise, he used simple random sampling procedure to select the sixty students of grade eight and he used the technique of fishbowl draw to select them. He used a text based on grade eight English textbook as a main tool of data collection. It include different 7 items. It was found out through his research that the performance of experimental group was far better than that of controlled group.

Shrestha (2010), carried out a research on "Effectiveness of Teaching Materials in Developing Writing Skills."In her research, she used the 80 students of grade nine of Rambha Higher Secondary School as the primary source of data. Similarly, she used various reference books, library, books and related literature as secondary sources of data. To select the students, she used non-random judgmental sampling procedures. In course of the research, she

constructed a set of test items including punctuation marks, mind map conversation, letter and paragraph writing as the tools for data. She found that use of extra supplementary teaching materials have a positive impact in developing writing skills.

Dawadi (2010), carried out an experimental research on "Effectiveness of visual materials in Reading comprehension." In his research, he used the students of grads nine of shreeGyanJyoti Higher Secondary School of Hansapur. Gorkha as a primary source of data. Similarly, as secondary sources of data, he consulted some written document, different books related to the study, To carry out the research, a total sixty of students of ninth grade of Shree GyanJyoti Higher Secondary School were purposively selected as the sample of population. The student of the sections of grade 9 were selected using fishbowl drawing method. After selecting the population he conducted pre. test and posttest which contained four different item of questions of 100 marks.

Neupane (2011), carried out an experimental research on "Effectiveness of Pictures in Teaching English Prepositions." In his research, he used the students of grade seven of Shree BadiMalika Secondary School, Syuna, Kalikot. Similarly, as a secondary source of data, he used different published and unpublished sources such as dairies, comments, official records, etc. The researcher selected Shree BadiMalika Secondary School, Syuna, Kalikot as a research area of his study by using purposive sampling procedure and selected 30 students of grade seven by using the same sampling procedure. He used a set of different test items contained five different sub-items as a major tool for data collection. It carried out 50 marks.

B. C. (2011), carried out an experimental research on "Effectiveness of Realia over Matchstick Figures."In her research, she used the students of grade six of Shree Pashupati Higher Secondary School, Pashupatinagar, Bardiya as primary source of data. Similarly, as secondary source of data, she consulted some written documents, different books related to the study. She selected Shree

Pashupati Higher Secondary School, Pathariya, Bardiya as a research area of the study by using purposive sampling procedure. She also used sampling procedure to select 30 students of grade six. As a major tool of data collection, she used a set of test. It carried 100 marks and included eight different items and 54 sub-items. She found out that matchsticks figures have more effectiveness in teaching vocabularies and action verbs in comparison to other techniques.

As research studies reviewed that visual materials are useful to the language learners. Materials are to contribute in teaching emotional behaviour in regard of lexemes. The teacher is to be able to choose and use the visual materials effectively. One visual material gives thousand meanings without writing and telling something. Seeing is more powerful than hearing. It was found that experimental groups perform better than controlled groups. The findings showed that visual materials are more effective, interesting and fruitful for meaningful learning than the traditional ways of teaching process. Though a great number of studies have been carried out on "The effectiveness of teaching aids." There is no research carried out on the "Effectiveness of matchstick figures and gestures in teaching emotional behaviours and activities." Some of the researchers mentioned above are related to this research in the sense that they tried to find out the effectiveness of visual aids. This is the first research of practical study in the field of effectiveness of matchstick figures and gestures in teaching emotionalbehaviours and activities in grade six.

1.3   Objective of the Study

The objectives of the study are as follows:

1   To find out the effectiveness of matchstick figures in teaching emotional behavior.
2   To suggest some pedagogical implications on the basis of the finding of the study.

1.4   Significance of the Study

Since emotional feelings/behavior in regards of the lexemes are first and new as per the matchstick figures as teaching aids for all, it will be useful for future researchers who may want to study in similar areas. It will be significant to those researchers, teachers and learners who involve in this type of study as they find which way to adopt while teaching human emotional feelings.

This study will provide information about pin-men picture in teaching emotional behavior in classroom activities I our language teaching and learning classroom activities. Similarly, textbook designers, language planners, methodologists and syllabus designers will be benefited from the findings of this study.

CHAPTER TWO

METHODOLOGY

Generally, methodology refers to a set of principles under techniques for doing some research or other works. According to Kothari (1990, p. 9) "Research methodology is sequential procedures and methods to be adopted in a systematic study." In this study, the researcher has tried to find out the role of matchstick figures as a technique of teaching emotional behaviours. The methodology adopted during the study is given below.

2.1   Sources of Data

The present research is actually an experimental study. So, I needed both the sources of data: primary and secondary.

2.1.1   Primary Sources of Data

Primary source of data are the data in which the researcher himself/herself involves in their collection. The researcher goes to the field, meets the population and gets the information from there. The collected data become first hand data or original ones. Here, for the primary data the students from grade six as the primary sources were chosen.

2.1.2   Secondary Sources of Data

Secondary source of data refers to the data which are not personally collected using the tools by the researcher himself/herself. They are the data which have already been presented by others. They are collected from published as well as unpublished sources such as diaries, documents, official records, etc.

Here for this study, the researcher consulted the following books: Johnson et al. (1971),

2.2 Population of the Study

All the grade six students of Suryodaya English Boarding of Pokhara were the population of the study.

2.3 Sampling Procedure

I selected a private school adopting non-random purposive sampling procedure. The same procedure was used to select the students of grade six also. Altogether 26 students of grade six were divided for the two groups: experimental and control using random sampling procedure according to their performance in the test.

2.4 Tools for Data Collection

Test items were used as the main tool of data collection. Test items were both subjective and objective.

Before preparing the set of test items the vocabularies of (80 words) of human feelings and activities were collected and divided into different teaching items namely, question answer items, fill in the blanks items and sentence formation items.

The following table depicts the test categories with marks allocated to them.

Table-1

S. N.	Test categories	Marks
1	Short answer items	10
2	Fill in the blanks items	10
3	Sentence formation items	10
Total marks		30

2.5 Process of data collection

The primary data was collected by conducting a pre-test and post-test. For this purpose, the researcher followed the following steps:

i   I visited the school and requested the concerned authority for the permission to carry out the research.

ii   As the permission was granted, the researcher established the rapport with subject teacher as well as students and explained the purpose and process of research.

iii   Then, appropriate test items;subjective and objective were prepared. Teaching aids especially matchstick figures were developed for selected teaching items.

iv   After that, a written pre-test was administered to determine the actual performance of the students in the words of human feelings. The students were evaluated in 30 marks.

v   The rank of the students was determined on the basis of their individual scores.

vi   Then, the researcher divided the 26 students of class six into two groups; A and B on the basis of odd and even numbers. The procedure of the group division was as follows:

Group A	Group B
Odd	Even

vii   Then, both of the groups were taught by the researcher for 1 month separately. The experimental group was taught by using matchstick figures. The control group was taught through usual techniques i.e. translation.

viii   The post-test was given by administering the items for both the groups after one month.

ix   The performance of the two groups on the pre-test and post-test was

compared and analyzed in order to find out the effectiveness of teaching emotional behaviours through matchstick figures.

2.6 Limitations of the Study

The basic limitations of the study were as follows:

i   The research was conducted to only one private school. It was limited to 26 students of grade six.

ii   The primary data collected from written test.

iii   The effectiveness of teaching selected human emotional behaviour through matchstick figures was observed.

iv   The limitation of the time of the study was about 4 weeks.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter mainly concerns with the analysis and interpretation of data. In this section, the researcher analyzed and compared the data which were obtained from the experimental study. The main aim of research was to explore the effectiveness of matchstick figures in teaching different emotions. The data collected from the students were analyzed under the following headings:

i   Holistic comparison and

ii Item-wise comparison

3.1   Holistic Comparison

This includes both subjective and objective test items. There were altogether 20 sub-items with the weightage of 30 marks. The marks obtained by students of both the groups in the pre-test and the post-test are presented below.

Table 2

Overall Performance of Students

Group	Average score in pre-test	Average score in post-test	D	D%
A	12.15	21.84	9.69	79.75
B	13.30	17.61	4.31	32.40

Table 1 shows that the average score obtained by group A was 12.15 in the pre-test and 21.84 in the post-test. This group increased its average marks by 21.84 or 79.75 percent. Similarly, the average score of group B was 13.30 in the pre-test and 17.61 in the post-test. This group increased its average score by 4.31 or 32.40 percent.

The students' performance above and below the average marks can be presented through the table can be presented as below.

Table-3

Above average			Below average	
	Pre -test	**Post-test**	**Pre -test**	**Post-test**
Group A	4	7	9	6
Group B	6	5	7	8

From the above table the number of students which are above and below the average marks is compared. Comparatively, there are 4 students above the average marks in pre–test in experimental group and 6 students in the controlled group. Similarly, there were 7 students above the average marks in experimental group and 5 students in the controlled group in post-test. And, there were 9 student below the average in the pre-test in experimental group and 7 students in controlled group. Likewise, there were 6 students in experimental group and 8 students in controlled groupin post- test.

This analysis helps to conclude that the performance displayed by group A was better than that of group B. In totality, it showed that teaching different emotional behaviors through matchstick figures is better than through translation.

3.2   Item-wise Comparison

This category consists of different test items. Regarding the nature of test items, it was further categorized into objective and subjective items. The analysis of the objective test and subjective test item is done under the following headings.

i   Objective item and

ii   Subjective item

3.2.1 Objective Test Items

Objective test items included 10 items of multiple choice which carried 10 marks. The marks obtained by both the groups in this type of test items are presented in table 2

Table 4

Students' Performance in Multiple Choices

Group	F. M.	Average score in pre-test	Average score in post-test	D	D%
A	10	7.53	8.53	1	10
B	10	7.46	8.07	0.61	6

Table 2 shows that the average score obtained by group A (Experimental group) was 7.5 in the pre-test and 8.53 in the post-test. The difference of their mark was 1 or 10 percent. There were six students below the average marks in pre-test in experimental group and seven students above the average of same group. Similarly, there were four students below the average marks of group A (experimental) and nine students below the experimental group.

Accordingly, there were seven students below the average marks in group B (controlled) and six students above the average marks of the same group in the pre-test. Similarly, there were below the average marks of the controlled group and seven students above the average marks in post test of the same group.

On the other hand, group B(Controlled) obtained 7.46 in the pre-test and 8.07 in the post-test. The difference between them was 0.61 or 6 percent. The comparison shows that both the groups could not perform better than in the pre-test.Only marginal difference is found.

The students who were above and below average marks in multiple choice items can be shown as below.

Table-5

Students' Presence in Multiple Choice

Above average			Below average	
	Pre -test	**Post-test**	**Pre-test**	**Post-test**
Group A	7	9	6	4
Group B	6	7	7	6

From the above table we say that in the multiple choices item 7 students were above average in pre-test and 9 students were in post-test in experimental group. Likewise 6 students were above average in pre-test and 7 students were in post- test in controlled group. Similarly 6 students were below the average scores in pre-test and 4 student below the average in post-test in experimental group. And, 7 students were below the average marks and pre-test and 6 student were in post test in controlled group.

3.2.2 Subjective Test Item

Subjective test item included two types of items consisting of 5 sub-items per group. Both of the subjective test items can be presented as below;

i   short answer question item and

ii   sentence formation

3.2.2.1 Short Answer Question Item

Short answer questions were given under subjective test item which consisted 5 items and carried 10 marks. The marks obtained by both groups in this type of test item are presented in table 3.

Table 6

Students' Performance in Short Answer Questions

Group	F. M.	Average score in pre-test	Average score in post-test	D	D%
A	10	1.07	6.61	5.54	55.45
B	10	2	4.84	2.84	28.4

Table 3 shows that the average score obtained by group A was 1.07 in the pre-test and 6.61 in the post-test. Here, group A increased its average score by 5.54 or 55.45 percent.

Likewise, the average score obtained by group B was 2 in the pre-test and 4.84 in the post-test. The average increased score was 2.84 or 28.4 percent. The above table shows that the increase in the marks of group A is greater than that of group B. It means group A has learnt more effectively than group B.

The students' presence above the average marks and below the average marks in short answer question items can be presented in the table below.

Table-7

Students' Presence in Short Question Answer

Above average			Below average	
	Pre -test	Post-test	Pre-test	Post-test
Group A	4	8	9	5
Group B	9	6	4	7

In the above table we can view that 30.76 percentof the students were above the average in pre-test and 61.53 percentof the students in the post-test in the group A. Likewise, 69.23 percent of the students were above the average scores in pre-test group B. And,46.15 percent of the students were above average

marks in the same group. Similarly there were 69.23 percent of the students below the average in pre-test in the experimental group and 38.46 percent of the students were in post-test in the same group. And, there were 30.76 percent of the students in pre-test and 53.84 percent of the student in post-test were below the average in controlled group.

3.2.2.2 Sentence Formation

The students' performance was also tested using some sentence formation items. There were altogether 5 sub-items of 10 marks for making sentences. The marks obtained by the students of both group presented in table 4.

Table 8

Students' Performance in Sentence Formation

Group	F. M.	Average score in pre-test	Average score in post-test	D	D%
A	10	3.46	6.46	3	30
B	10	3.8	5.07	1.27	12.7

The above table shows that the average score obtained by group A was 3.46 in the pre-test and 6.46 in the post-test. Here, group A increased its average score by 3 or 30 percent.

Similarly, the average obtained by group B was 3.8 in the pre-test and 5.07 in the post-test. The average increased score was 1.27 or 12.7 percentage.

The above table shows that the increase in the marks of group A is greater than that of group B. It means group A has learnt more effectively than group B.

Students' performance/ presence below and above the average in the sentence formation can be shown below.

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Table 9

Students' Presence in Sentence Formation

	Above average		Below average	
	Pre -test	**Post-test**	**Pre-test**	**Post-test**
Group A	7	7	6	5
Group B	7	6	6	7

From the above table we can see 7 students were above the average marks in pre-test and 8 students in post-test likewise 7 students were above average marks and 6 student were above average marks in controlled group. Likewise, 6 students were below the average in pre-test and 5 students were in post-test in experimental group. And 6 were below the average marks in pre-test in controlled group. Similarly 7 students werebelow the average in post-test in the same group.

In conclusion, we can see from above item-wise comparison between experimental group and controlled group the more students appeared above the average score. Thus, the students, taught through matchstick figures were in more successful in comparison to the student taught through translation and others.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of analysis and interpretation of the data, the following findings have been deducted. The finding of this study have been determined on the basis of the result of the group rather than the responses of the individual students. The result of the post-test shows that both group are benefitted.

i   Group A that is experimental group has 79.75 average increment percentage and group B that is controlled group has 32.40 average increment percentage. So, group A has greater average increment percentage than group B performedby 47.35. Since the students taught through matchstick figures performed better than the students taught through translation, use of matchstick figures in teaching emotional behaviorwas found to be more effective than translation in teaching them.

ii   Group A performed better than group B in different test items: short answer questions, multiple choice and sentence formation which also proved the effectiveness of teaching emotional behavior through matchstick figures. Comparatively, the group which was taught through matchstick figures.

iii   The findings of this study have been determined on the basis of the result of the group rather than the responses figures was found to be performed better in all the cases. Therefore, we can conclude that teaching emotional behaviours through matchstick figures was more effective or better than teaching without using matchstick figures.

iv   Similarly, by observing holistic comparison of pre-test and post-test result of experimental group four students obtained above the average and nine students obtained below the average marks in pre-test. Likewise, seven students obtained marks above the average marks and six students obtained the marks below the average marks in post-test. And, altogether five students obtained the marks above the average marks in pre-test in the

controlled group. And eight students obtained below the average marks. Similarly, 5 students obtained the marks above the average and 8 students obtained below the average in post-test in controlled group.

v   The students of both of the groups had a problem of using the words of emotional behaviour in correct sentence structure before they weretaught. For example Ram is boring, Hariis feeling sleepy instead of Ram feels bored and Hari feels sleepy.

vi   Now, the students of group A have improved their proficiency after the teaching for a month they don't commit such type of error in comparisonto group B So , it can be concluded that the difference in increment marks is 190 % in experimental group and only 185% in controlled group. Experimental group performed better than controlled group because they were taught using matchstick figures.

4.2Recommendations

i   Group A taught through matchstick figures performed comparatively better than group B which was taught through translation way of teaching. Thus, it indicates that use of matchstick figures is more effective than translation methods to teach emotional behaviours at grade six. So, matchstick figures should be used for teaching emotional behaviours.

ii   The textbook writers should include many matchstick figures or pictures in their textbooks, so that the teachers can present such words of feelings to the students by the help of matchsticks by which they can learn faster and easily.

iii   The syllabus designer and methodologists should suggest the use of matchstick figures in teaching the words of feelings or emotional behaviour. It is inevitable to mention such figures in the right place.

Therefore, it is suggested that further research in different schools should be carried out and a large number of students should be involved to make the findings more reliable and valid

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MODEL OF LESSON PLAN

Group- A

Name of school: Suryodaya English Boarding School, Pokhara-16, Deep

Number of students: 30   **Date:** 2069-

Teaching items: Words of happiness

Class: 6   **Times:** 40 min

1.   Objectives:

On the completion of the lesson, the student will be able to:

- Identify the words of happiness with the help of matchsticks figures e.g. smiling, laughing, grinning
- Pronounce smiling, laughing and grinning correctly
- Use smiling, laughing and grinning in their own sentences

2.   Teaching Materials:

Match stick figures, flash cards etc.

3.   Teaching learning activities:

Presentation

- The teacher shows matchstick figures in order to motivate the students. He then pronounces the words smiling, laughing and grinning showing the related figures.
- The teacher asks the learner to identify the words of feelings by showing the figures.

Practice

- The students involve in identify the terms laughing, smiling and grinning when the teacher shows them the figure.

4. Evaluation:

- When do you become happy/sad/frightened?
- Pronounce the words worried, hurried, tired.
- Complete the following incomplete sentences with the help of match-stick figures.

   a. My father is ……………...now.
   b. I haven't eaten anything. I am ………now.
   c. My uncle was …………………
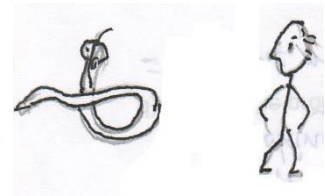
Group- B

(Objectives, teaching items and evaluation are same as far group A, only the materials and teaching activities are different)

Teaching Materials:

Usual classroom materials

Teaching learning activities:

The teacher will

- Write laughing, smiling, grinning on the blackboard and pronounce the words himself and ask them to follow as he pronounces. E.g. frightened, nervous, angry, worried and happy
- Describe the conditions when they show such behaviors
- Ask them to memorize the spelling of the words.
- Write some sentences using sad, happy, puzzled, frightened
- E.g. Ram won the game. He is very happy
- Ask them to match sentences with the help of these words; nervous, hungry, angry and worried
- Summarize the lesson in a simple language.

Lesson Plan 1

Group A (Experimental Group)

Name of school: Suryodaya English Boarding School, Pokhara-16, Deep

Number of students: 13   Date: 2069-06-02

Teaching item: angry, frighten   Time: 45 minute

1   Specific Objectives

On completion of the lesson, the students will be able to:

- Identify the words of feelings, angry, frighten with the help of matchstick figures.
- Pronounce the words angry, frighten correctly.
- Use the words; angry, frighten in their own sentences.

2   Teaching Materials

Matchstick figures, flash cards, etc.

3   Teaching Learning Activities

Presentation

- The teacher shows matchstick figures in order to motivate the students. He then pronounce the words angry, frighten showing the related figures.

Practice

- The students involve in identifying the terms angry frighten when the teacher shows them the figure.

4   Evaluation

- When do you become angry/frightened?
- Pronounce the words angry, frighten.
- Complete the following incomplete sentences with the help of matchstick figures.

  Mother is ……………………..now.

  Yesterday, uncle become ……………………………….

(………………………….)   (………………………)

Student Teacher   Principal

Lesson Plan 2

Group B (Controlled Group)

Name of school: Suryodaya English Boarding School, Pokhara-16, Deep

Number of students: 13   **Date:** 2069-06-02

Teaching item: angry, frighten   **Time:** 45 minute
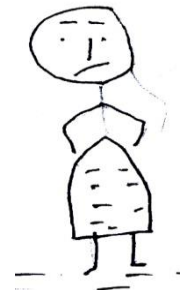
1   Specific Objectives

On completion of the lesson, the students will be able to:

- Identify the words of feelings, angry, frighten with the help of matchstick figures.
- Pronounce the words angry, frighten correctly.
- Use the words; angry, frighten in their own sentences.

2   Teaching Materials

Usual classroom materials: chalk, duster, etc.

3   Teaching Learning Activities

The teacher will;

- Write angry, frighten on the blackboard and pronounce the words himself and ask them to follow as he pronounces. E.g. frightened, angry.
- Describe the conditions when they show such behaviours.
- Ask them to memorize the spelling of the words.
- Write some sentences using angry, frightened etc. E.g. Ram didn't do homework. His mother is angry.
- Ask them to match sentences with the help of these words; angry, frightened.

- Summarize the lesson in a simple language.

4   Evaluation

- When do you become angry/frightened?
- Pronounce the words angry/frightened.
- Complete the following incomplete sentences correctly.

Mother is ……………………..now.

Yesterday, uncle become ………………………………

(………………………….)   (………………………)

Student Teacher   Principal

Lesson Plan 3

Group A (Experimental Group)

Name of school: Suryodaya English Boarding School, Pokhara-16, Deep

Number of students: 13   **Date:** 2069-06-03

Teaching item: confused, hungry   **Time:** 45 minute

Class: 6

1   Objectives

On completion of the lesson, the students will be able to:

- Identify the words; confused, hungry with the help of matchstick figures.
- Pronounce the words; confused, hungry correctly.
- Use the words; confused, hungry, etc. in their own sentences.

2   Teaching Materials

Matchstick figures, flash cards, pictures, etc.
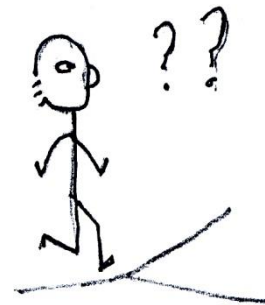
3   Teaching Learning Activities

Presentation

- The teacher shows matchstick figures in order to motivate the students. He then pronounce the words confused, hungry showing the related figures.
- The teacher asks the learners to identify the words of feelings by showing the figures.

Practice

- The students practice identifying the terms confused and hungry when the teacher shows them the figure.

4   Evaluation

- When do you become confused/hungry?
- Pronounce the words confused/hungry.
- Complete the following incomplete sentences with the help of matchstick figures.

a) Ram is ……………..now.
b) I haven't eaten anything. I am ………………..now.

(………………………….)   (………………………)
Student Teacher   Principal

Lesson Plan 4

Group B (Controlled Group)

Name of school: Suryodaya English Boarding School, Pokhara-16, Deep

Number of students: 13   **Date:** 2069-06-03

**Teaching item:** confused, hungry   **Time:** 45 minute

Class: 6

1   Objectives

On completion of the lesson, the students will be able to:

- Pronounce the words; confused, hungry correctly.
- Use the words of feelings; confused, hungry, etc. in their own sentences.

2   Teaching Materials

Usual classroom materials

3   Teaching Learning Activities

- The teacher will write confused, hungry on the blackboard and pronounces. E. g. confused, hungry.
- The teacher describes the conditions when they show such behavior.
- The teacher will ask them to memorize the spelling of the words.
- The teacher will write some sentences using confused, hungry.

    E.g. Hari couldn't solve the problems. He is confused.

- The teacher will ask them to match sentences with the help of these words; confused, hungry.
- Summarize the lesson in a simple language.

4   Evaluation

- When do you become confused/hungry?
- Pronounce the words confused/hungry.
- Complete the following incomplete sentences with the help of matchstick figures.

    c) She was …………………..at the crossroads.
    d) He hasn't eaten anything. He is ……………………now.

    (………………………….)   (………………………)
Student Teacher   Principal

Lesson plan 5

Group A (Experimental Group)

Name of school: Suryodaya English Boarding School, Pokhara-16, Deep

Number of students: 13   **Date:** 2069-06-04

Teaching item: words of feeling; thirsty and hurried

Class: 6   **Time:** 45 minute

1   Objectives

On completion of the lesson, the students will be able to:

- Identify the words of feelings; thirsty and hurried with the help of matchstick figures.
- Pronounce thirsty and hurried correctly.
- Use the words; thirsty and hurried in their own sentences.
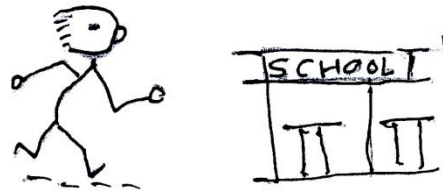
2   Teaching Materials

Matchstick figures, flash cards, etc.

3   Teaching Learning Activities

Presentation

- The teacher shows matchstick figures in order to motivate the students. He then pronounce the words thirsty, hurried showing the related figures.
- The teacher asks the learners to identify the words of feelings by showing the figures.

Practice

- The students practice identifying the terms thirsty, hurried when the teacher shows them the figure.

4   Evaluation

- When do you become thirsty/hurried?
- Pronounce the words thirsty/hurried.
- Complete the following incomplete sentences with the help of matchstick figures.

  a) She is …………………..now.
  b) He is …………………….to school.

  The teacher, then, provides correct feedback to the students' answer.

  (………………………….)   (………………………)
Student Teacher   Principal

APPENDIX-IV

Holistic Comparison of Pre-test and Post-test Result

Group A   **Full Score-30**

Students' Roll No.	F.M.	Pre-test	Post-test	D	D%
1	30	19	28	9	47.36
3	30	13	15	2	15.38
5	30	12	22	10	83.33
7	30	17	21	4	23.52
9	30	11	24	13	118.18
11	30	12	22	10	83.33
13	30	9	21	12	133.33
15	30	11	24	13	118.18
17	30	12	19	7	58.33
19	30	7	22	15	214.28
21	30	12	27	15	125
23	30	9	20	11	122.12
25	30	13	23	10	76.92
Total scores	390	157	288	127	83.43
Average scores	30	12.07	22.15	9.76	32-46

Group B   **Full Score-30**

Students' Roll No.	F.M.	Pre-test	Post-test	D	D%
2	30	20	29	9	45
4	30	12	15	3	25
6	30	19	22	3	15.78
8	30	10	14	4	40
10	30	11	13	2	63.63
12	30	10	14	4	40
14	30	10	17	7	70
16	30	16	20	4	25
18	30	9	15	6	66.66
20	30	13	17	4	30.76
22	30	10	11	1	10
24	30	14	18	4	28.57
26	30	19	24	5	26.31
Total scores	390	173	229	66	32.36
Average scores	30	13.30	17.61	5.07	14.23

Item-wise Comparison of Pre-test and Post-test Result

1   The result of fill in the blanks

Group A   **Full Score-10**

Students' Roll No.	F.M.	Pre-test	Post-test	D	D%
1	10	9	98	0	0
3	10	8	8	0	0
5	10	9	10	1	10
7	10	10	10	0	0
9	10	7	9	2	20
11	10	7	10	3	30
13	10	7	9	2	20
15	10	9	10	1	10
17	10	8	8	0	0
19	10	5	7	2	20
21	10	8	8	0	0
23	10	6	9	3	30
25	10	5	10	5	50
Total scores	130	98	117	19	190
Average scores	10	7.53	8.53	1.46	14.61

2   The result of Multiple Choice

Group B   **Full Score-10**

Students' Roll No.	F.M.	Pre-test	Post-test	D	D%
2	10	5	9	4	40
4	10	10	10	0	0
6	10	6	6	0	0
8	10	10	10	0	0
10	10	7	7	0	0
12	10	8	8	0	0
14	10	6	10	4	40
16	10	6	10	4	40
18	10	7	10	3	30
20	10	6	8	2	20
22	10	8	8	0	0
24	10	8	8	0	0
26	10	10	10	0	0
Total scores	130	97	114	17	170
Average scores	10	7.46	8.76	1.30	13.07

3   The result of short question answer

Group A   **Full Score-10**

Students' Roll No.	F.M.	Pre-test	Post-test	D	D%
1	10	6	10	4	40
3	10	0	4	4	40
5	10	0	6	6	60
7	10	2	6	4	40
9	10	0	5	5	50
11	10	2	4	2	20
13	10	0	5	5	50
15	10	0	7	7	70
17	10	0	5	5	50
19	10	0	10	10	100
21	10	0	10	10	100
23	10	0	7	7	70
25	10	4	7	3	30
Total scores	130	14	86	72	720
Average scores	10	1.07	6.61	5.53	55.38

4   The result of short question answer

Group B   **Full Score-10**

Students' Roll No.	F.M.	Pre-test	Post-test	D	D%
2	10	2	10	8	80
4	10	2	6	4	40
6	10	6	6	0	0
8	10	0	3	3	30
10	10	2	2	0	0
12	10	0	2	2	20
14	10	0	2	2	20
16	10	2	7	5	50
18	10	2	2	0	0
20	10	0	5	5	50
22	10	2	4	2	20
24	10	2	4	2	20
26	10	6	6	0	0
Total scores	130	26	63	37	370
Average scores	10	2	4.84	2.84	28.46

5   The result of sentence formation

Group A   **Full Score-10**

Students' Roll No.	F.M.	Pre-test	Post-test	D	D%
1	10	4	10	6	60
3	10	5	5	0	0
5	10	3	5	2	20
7	10	4	8	4	40
9	10	4	10	6	60
11	10	3	8	3	30
13	10	2	7	3	30
15	10	2	7	5	50
17	10	4	5	1	10
19	10	2	5	3	30
21	10	4	10	6	60
23	10	3	4	1	10
25	10	4	6	2	20
Total scores	130	44	90	42	420
Average scores	10	3.33	6.92	3.23	32.30

6   The result of sentence formation

Group B   **Full Score-10**

Students' Roll No.	F.M.	Pre-test	Post-test	D	D%
2	10	8	10	2	20
4	10	2	2	0	0
6	10	5	10	5	50
8	10	4	4	0	0
10	10	2	5	3	30
12	10	4	6	2	20
14	10	4	5	1	10
16	10	6	6	0	0
18	10	0	3	3	30
20	10	3	4	1	10
22	10	2	2	0	0
24	10	2	6	4	40
26	10	8	9	1	10
Total scores	130	50	72	22	220
Average scores	10	3.84	5.53	1.69	16.92

Test Items (pre-test/post-test)

Student's Name: …………………………….   F.M: 30

Class: ……………….... Roll No: ……………   Time: 1hr

School's Name: ……………………………………..

Obtained
_____

Marks……………..

1.   Answer the following questions   [5*2=10]

a.   How does Hari feel now?

Ans: ……………………………………

       …………………………………………………………………………

b.   How was Sita yesterday when she did not obtain
       good marks?

Ans: ....
       ....

c.   How does your brother feel now?

Ans: ....
       ....

d.   How did uncle feel yesterday?

Ans: ……………………………………………........…
       ....

e.   How did Hari feel when he could not identify the way?
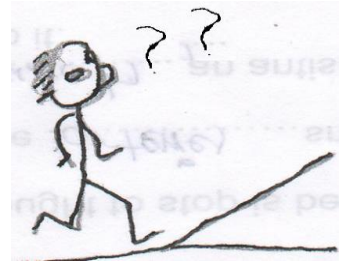
Ans: ....
....

2.   Choose a correct answer to complete the sentence below. [10*1=10]
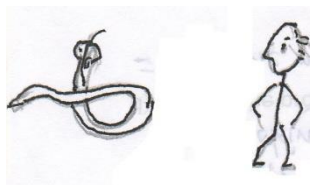
a. Hiran is …………………..now. (happy, sad, boring)
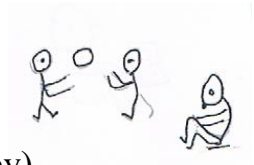
b. Sarita is ……………………now. (hungry, thirsty, happy)

c. My uncle is ………………..now. (frightened, angry, glad)

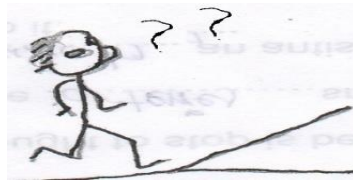d. When I heard about Ashok's death, I became……… (frightened, sad, nervous)

e. My mother is …………..at me. (angry, happy, sad)

f. Mohan is ………………..now.(happy, sad, confused)

g. Renu feels ……………… (confused, excited, sad)
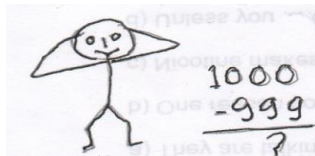

h. Manoj is ……….to school. (late, slow, hurried)

i. Father is …………… (tired, happy, fresh)

j. Kanchha is …………….. (tired, worried, puzzled)

3. Make suitable sentences using the following words with the help of matchstick pictures below.

a. Hungry

………………………………………………………

b. Frightened

………………………………………………………

c. Boring

………………………………………………….............

d. Asleep

…………………………………………………………

e. Angry

……………………………………………………....