

## CHAPTER ONE

### INTRODUCTION

#### 1.1 General Background

Language is not a monolithic object. It is a human phenomenon, which is as complex as human relationship in a society. It is the most valuable single possession of the human race which makes a human the supreme creature of the world. So, language is the specific and special gift given to human beings. Language is an arbitrary system of articulated sounds made use of by human beings for communication and expression. Language has sounds, words, sentences and meaning; all the different levels are studied. It is useful to set up different but inter-related levels of analysis to describe the sounds, words, sentences and meaning of human language. Chomsky (1957, p.13) defines "Language is a set (finite or infinite) of sentences, each finite in length and constructed out of finite set elements. In the same way, Hall (1968, p. 158) mentions "language is the institution where by humans communicate and interact with each other by means of habitually used Oral- auditory arbitrary symbols".

Likewise, Wardhaugh (1986, p.1) says, "A language is what the member of a particular society speak ." Thus, according to this definition, it states that speech in almost any society can take many different forms, and just what forms we should choose to discuss when we attempt to describe the language of a society many prove to be a contentious matter. It says that a society may be multilingual; that is many speakers may use more than one language.

Likewise, according Krishnaswamy et. al (1989,p,20),"Language is not just a logical system; It is also a psychological and social phenomenon. Yadava (2001, p.3) says that "language is 'a means by which we can perform several things : Communication,

thinking, group solidarity, inter linguistic conflict, nation, building, control, creation, and so on." On the other hand, Rai (2005,p, 12 l) says "A language is called lingua franca which is used by the speakers of other language for the sake of communication. "This definition says that lingua franca can be a language which is not the native language of different groups of people who are using it but it can also be the native language of one group of people. It is used among the speakers of different language is a lingua franca. English belongs to Indo - European family of language. It belongs to West Germanic sub-branch of this family of language. It is spoken more widely in different countries than any other language and this is Why is recognized as the international language. English is spoken more than many other languages as a native language. It is used as lingua franca by most of the people and most of the books in the world are written in English. Notice that most of the statements agree on a number of features.

- i. Language is a set of sentences.
- ii. Language is arbitrary.
- iii. Language is non-instinctive, conventional.
- iv. Language is symbolic.
- v. Language is systematic.
- vi. Language is vocal,
- vii. Language is a form of social behaviors.
- viii. Language is human.
- ix. Language is open ended, extendable modifiable.
- x. Language is structurally complex.

Language is the most unique gift that sets them apart from the rest of living beings. It is the greatest accomplishment of human civilization. It develops our thoughts,

transfer views and attitudes from one person to another and to forthcoming generation. Language makes human beings different from other animals. It is the most powerful medium of receiving and producing the messages appropriately.

Encouraging, urging, describing, thinking, reading, writing, introducing, greeting, advising, requesting, are carried out through language. It is the medium through which the religious history, literature, philosophy, anthropology, politics, psychology etc. are created and transmitted to the upcoming generations. That is why we can say that language is life itself to a great extent.

### **1.1.1 Approaches, Methods and Techniques of Language Teaching**

Language teaching is sometimes discussed in terms of three related aspects: approach, method and technique. Different theories about the nature of language and how languages are learned (the approach ) imply different ways of teaching language (the method ) and different methods make use of different kinds of classroom activity (the technique). Approach, method and technique are the overlapping terms used in language pedagogy. These three terms were identified by an American applied linguist Anthony in 1963. The arrangement is hierarchical. According to him, the organizational key is that techniques carry out a method which is consistent with an approach.

#### **1.1.1.1 Definition of Approach**

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matters to be taught. It states a point of view, a philosophy, an article of faith something which one believes but cannot necessarily

prove. It is the theoretical foundation of the subject matter. An approach may have several methods. Some examples of approaches are OSS approach, aural-oral approach, communicative approach etc.

#### **1.1.1.2 Definition of Method**

A method is an overall plan for the orderly presentation of language, no part of which contradicts, and all of which is based upon the selected approach. It is "a way of teaching language which is based on system principles and procedures, i.e. which is an application of views on how a language is best taught and learned "( Richards, et al.1985 ). A method is procedural. There can be many techniques within one method. The age of the student, his cultural background and his previous experience with the target language modify the method employed. The experience of the teacher and his mastery of English are significant. The goal of a course must be considered whether it is aimed and reading, fluency in speeches, in calculating translation skill all these shape methodology. The place of English in the curriculum and the time available during a given course are important.

#### **1.1.1.3 Definition of Technique**

A technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well. Techniques depend on the teacher, his individual artistry, and on the composition of the class. Actually, different kinds of classroom activities are techniques, eg. Drills, plays, tape recorder, group work, strip story, sentence completion drama, etc. In conclusion, an approach is axiomatic, a method procedural,

and a technique implementational device of language teaching. A method grows out of a selected approach and a technique grows out of selected method. There can be many methods within an approach and in the same way many techniques within a method. Approach is the basic thing among the three (cited in Saud 2005).

In order to make teaching learning activities entertaining, effective, interesting and successful, various kinds of aids and materials can be used. The things, objects, pictures etc. used in the class in order to facilitate learning are teaching aids and materials, for example, chalkboard, flannel boards, cork boards, magnet boards, plastic boards, pocket charts, realia, pictures, models, flash cards, picture cards, matchstick figures, songs, games etc. are the teaching aids and materials widely used in the field of language teaching. Teaching materials significantly contribute to language teaching serving a variety of purposes.

Teaching materials motivate the learners by brightening up the classroom, decorating it, creating interests in the learning and encouraging them to make ample use of language. They will enable the learners to understand and grasp the information to be produced by the text. Therefore, they are viewed to be crucial to help the learners to perceive and understand the desired language items. They are useful to contextualize teaching learning environment. They help the learners to be familiar with the concrete meaning of the utterances. Students feel entertained while they are learning something with the help of materials. They also help to shorten teaching learning time and minimize the teacher's fatigue. They can be used to create situations to make the meaning of words and structures clear and to practice them in real life situation or in meaningful situations making the whole environment lively. They certainly lessen the monotony of practice work by creating a variety of classroom activities in which materials adequately and amply used. The meaning of some words can be taught

easily by using visual aids. They also help to bring the world into the class room. They also ease in maintaining learner's direct contact with the objects, places, things and people (Cited in Subedi, 2004).

This research tries to show effectiveness of matchstick figures over the other materials. There are a lot of materials used in teaching language. They all are valuable, important as well as significant but matchstick figures as teaching materials is more effective in comparison with other teaching materials. The figures which are made by joining or matching the sticks or pins are called matchsticks figures. They are also called pin men. In the field of language teaching, matchstick figures are widely used in the class. They are very easy to draw. They can be quickly drawn on the chalkboard and on the white board. On the other hand, other materials are difficult to construct, expensive, time taking so far as talking about others materials like picture which takes time. Similarly, use of realia as teaching materials is expensive and difficult. It is not always possible to bring in class room. Therefore, matchstick figures are more effective as well as applicable in teaching meaning of words than other teaching materials.

Matchstick figures are used to teach different language skills and approaches. They are used in the same way how pictures are used. Matchstick figures can be used to teach vocabulary, grammar, to show things, objects and actions in combinations, looking at a direction etc. Here, this research is going to show the effectiveness of matchstick figures in teaching meaning of words.

### **1.1.2 Child Psychology**

Child psychology is very difficult to understand and learn but we have some researches that predict about child psychology. We can have some basic understanding about a child from these researches. So, before starting child psychology, we have to talk about what the children really are and how they differ psychologically by the age and time factors.

In the context of Nepal, primary level refers to class one to five where mostly children study from the age of six to ten years.

"Primary education in Nepal is the first stage of formal education which is a five year course designed and considered it as vital role to the promotion of overall development" (CBS 2049).

By this definition we know that children are the backbone of the nation. So, it is our duty to treat them as their requirements and children are basically active and creative by nature because they are never tired to learn. In developmental phase children spend different life stages among them childhood is one.

Intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops which means actions are reversible and egocentric thought diminishes. Children go through the transition from the world at home to that of school and peers. Children learn to make things, use tools and acquire the skills to be a worker and potential provider. Children can receive feedback from outsiders about their accomplishment. If children can discover pleasure in intellectual stimulation being productive, they will develop a sense of competence. If they are not successful or cannot discover pleasure in the process, they

may develop a sense of inferiority and feelings of inadequacy that may hunt them through out life when children think of themselves as inferior, (Wikipedia, the free encyclopedia).

So far we know, it is very difficult to know the psychology of the child. According to Sthapit, a child's mind is so inaccessible that we cannot say anything definitely about it (as cited in Sharma 2004, P: 16).

This is the age in which physical, mental, social and emotional developments of children take place rapidly. This period is also called critical period hypothesis in the case of language learning. The critical period hypothesis claims that there is such a biological timetable in which children who fail to acquire their language remain linguistically deficient.

To make the learning effective, we need to use suitable teaching technique. For this purpose matchstick figures would be the best one. Single glance of matchstick figures may not be enough for teaching meaning of new words to them because their each and every activities lie on playing, questioning, imitating etc. whatever teachers do, they repeat the same thing time and again and master over that. They want to know whatever they face, see, and feel. They want to know more than we answer. So, we can say that they are scientific by nature.

However, education provides us with some common features of childhood age. By the help of these features we can understand about the child such as:

- a) Problem age
- b) Toy age
- c) School age
- d) Questioning age



e) Imitative age

f) Play age

g) Creative age

Childhood is multifold developmental age of children. In this age they want to play with different natural and artificial objects. During this stage, thinking process is directed to reveal event observed by the child. Children think logically but they can apply operations only in terms of concrete objects or figures. Physical appearance of objects may have permanent knowledge in the mind of children. So, if we use match stick figure in teaching, it will be effective.

So far we know mind of a child is not fully developed during childhood period but she/he has the capacity to remember and save in his/her mind by nature. From that he/she can easily notice and learn about the object, which we teach him/her through matchstick figure. He/she gets much impression in the mind and easy to understand. English is difficult for the children to adopt it easily in Nepal. Teachers need to use different materials, techniques and figures that help to shape knowledge of the children. The objects which are used to teach the children are able to leave permanent effect about it along their life.

Different psychologists have defined the mind of the children differently. Some have defined it as the blank sheet of paper that is ready to write whatever is wanted. Some psychologists say that the mind is already equipped with LAD and these means to modify that mind. Society is the source of knowledge to acquire them. Whatever it is, the case of the mind of the child is mysterious and undoubtedly powerful means of acquiring and storing knowledge.

### **1.1.3 Importance of Teaching Vocabulary**

Vocabulary is taken as one of the most significant parts of language. To teach language means to teach vocabulary items of that language. The grammatical structure would not be existed in the absence of vocabulary. So, vocabulary is the basic building block of any language though all the languages are different.

Wilkins (1972, p.3) says, without grammar very little can be conveyed without vocabulary nothing can be conveyed."

There are some problematic areas in teaching and learning vocabulary. Wallace (1982, p.1) gives the following problems.

- i. Inability to retrieve vocabulary that has been taught. The students cannot bring the learnt word into mind when she/he needs either this breaks down communication or has to use repair strategy.
- ii. Use of vocabulary in appropriate to the given situation. A word meaning may change according to situation, context.
- iii. Use of vocabulary at a wrong level of formality.
- iv. Possessing the wrong kind of vocabulary or one's need. It refers to the knowledge of vocabulary in one area, do not help or all situations which may harm communication.
- v. Using vocabulary in unidiomatic way.
- vi. Using vocabulary in a meaningless way.
- viii. In correct use of dictionary.
- viii. Use of incorrect grammatical form, spelling, pronunciation or stress. Teaching vocabulary is meant for teaching of lexical words or particularly the teaching of words.

### **1.1.3.1 Definition of Word**

Word can be defined as the smallest linguistic form, which can occur on its own in speech or writing. Richards, et. al. (1985, p. 311) define "word is the smallest of the linguistic units which can occur on its own in speech or writing." A word is a way of expressing language that is assigned a certain meaning or theme. A word is a unit of language that carries meaning and consists of at least one or more morphemes, which links more or less tightly together and has a theoretical value. Typically, a word will consist of root or stems and zero or more affixes. Words can be combined to create phrases, classes and sentences. Words consisting of two or more stems join together or compound to make larger units. A word combined with another word or parts of a word form a portmanteau. ( [www. wikipedia. org.](http://www.wikipedia.org) )

Word can also be defined as a minimal free form, which can constitute by itself a complete utterance. In another way, words are physically definable units, which can encounter in a stretch of speech or writing. In this sense, we will think of words as minimum unit of meaning.

According to Slobin (1974, p. 69) "the word is not a unit of linguistic analysis, because a word can be made of one meaningful unit; (e.g. Swim) or two (Swimmer) or three (Swimmers) and so on. That is, there are prefixes and suffixes which carry meaning themselves.

Language is built up with vocabulary item and grammatical systems where word is a sound or combination of sounds that express meaning and form an independent unit of the grammar or vocabulary of a language. So word is basic building blocks of vocabulary and vocabulary is genuine aspect of language without which language

would not be existed around the world among the human beings. The more words we have the more easily to communicate with each other.

### **1.1.3.2 Classification of Words**

So far as the types of word are concerned, there are various principles and criteria on the basis of which words are classified. Different scholars have classified words in different ways which are as follows: Fries (1952, p.40) classifies English words into four groups: function words, substitute words, grammatically distribute words and content words. On the basis of structure, words can be classified into three types: simple, compound and complex.

#### **a) Simple Words**

Simple words consist of a single free morpheme followed or not by an inflection affix, for example, play, plays, played.

#### **b) Compound Words**

Compound words consist of two or more than two free morphemes where the constituents themselves and constitutes are words eg: blackboard homesick. In compound words two or more parts are composed lexical meaning in themselves eg. bus park.

According to Millar (1951, p179) there have been many diverse attempt to classify compound words, such as contrast: wet-dry, black-white, similar: blossom-flower pain hair, subordinate: animal-dog, man-father, co-ordinate: apple-peach, dog-cat, super ordinate: spinach-vegetable man-male, assonance: pack tack, bread- red, Part-

whole: petal- flower, day-week , Completion: forward-march, black-board,  
geocentricism: success-I must lonesome-never, word derivative : run-running , deep-  
depth Predication : day bark ,room dark

### **a. Complex Words**

Complex words consist of one root plus one or more derivational affixes. e.g.

childhood enable, unhappiness.

In general there are two types of words. They are as follows.

### **b. Content Words**

They are systematic words. They have their lexical meanings. They come under major word class such as noun, verb, adverb and adjectives. In English, content word classes are open ended and finite in number. They are inflected words: eg, pen-pens, fast-faster.

### **c. Function Words**

They are also known as grammatical words, which give grammatical meanings. They give grammatical relationship with other words or sentences. They come under minor word- class such as preposition, article, conjunction, negative and auxiliary. Function words are not inflected, eg, to up he etc. They are closed ended and limited in number

According to Richards, et al, (1985, p61), the words which refer to thing's quality, state, an action in which have meaning in isolation are known as content words, but the words which have little meaning on their own but show grammatical relationship in and between sentences are known as function word.

#### 1.1.4 Aspect of Learning Word

Learning a word means not only to know physical structure of words but also to know different aspects of words like meaning use, formation and grammar. According to Harmer (1991, p: 16) there are four aspect of learning of words. They are as follows:

##### a ) Word Meaning

Vocabulary items frequently have more than one meaning so the same word may give different meanings in different contexts. For example the word book refers to different meaning in given context.

I am reading a **book**.

I gave to **book** the room in time.

The policeman **booked** him for speeding.

Sometimes words have meaning in relation to other words. Word '**good**' is the synonymous of **excellent** and antonym of **bad**. Similarly, apple is the co-hyponym of mango, both apple and mango are the hyponyms of fruit, such relation of synonyms, antonyms and hyponyms can be called, as meaning its sense relation.

We can define words in other ways too. Teaching vocabulary in isolation is not found to be productive. If we want to understand the meaning of word, we need to see the context and the situation in which the word has been used. Thus, we should know the meaning as well. They are mainly five different kinds of meanings, which are discussed bellow.

### **a) Lexical Meaning**

Lexical meaning refers to the meaning of words as given in the dictionary. for example, In the sentence 'The **beautiful** girl married to **ugly** boy'. The words 'beautiful' and 'ugly' stand for qualities and the word 'marry' shows specific actions. Dictionary gives us only this much of understanding but doesn't tell us whether beautiful refers to the quality of a boy or a girl.

### **b) Syntactical Meaning**

Syntactical meaning refers to the word order in a sentence. The positions of words help us to understand the sentences for example in the above sentence we know that the girl is beautiful and the boy is ugly. The beautiful girl is preceded by the verb 'marry'. So it makes clear that the beautiful girl performed the action not the ugly boy.

### **c) Morphological Meaning**

Morphological meaning indicates the form of a word. In the above sentence, the form of the word girl(as against girls) and the form of the word 'boy' (as against boys) tells us that there was only one girl and one boy. Similarly, the word 'married' shows that the action was performed in the past not in the present or future.

### **d) Into-national Meaning**

Sometimes the meaning of words or sentences depend up on the ways they are spoken or example, the word 'fire' can be spoken in two ways if we use the falling into nation the word 'fire' gives us warning that there is blaze, but if we use the rising into nation, it sounds like a questions whether there is really fire.

### **e) Cultural or Contextual Meaning**

Cultural meaning is derived from the knowledge of background experience of the life of the speaker. The people who live in particular society have their notions about the word. For example, the meaning of the English word 'dinner' as used by the English people cannot be fully appreciated unless we are familiar with their eating habits. The dictionary gives the meaning of these groups and interprets them according to their own notions. The meaning attached to a word by a culture group is called its cultural meaning

### **II. Word Use**

What a word means can be stretched, changed or limited by how it is used. We have to teach how a word can be used metaphorically. The metaphorical use of a word is different from its literal uses.

### **III. Word Formation**

How the words change their shape and grammatical values. Word formation refers to how the words are spelt and how they sound. How the suffixes and prefixes work to change the form of word eg. if we add 'un' to the word 'fortunate' and 'ly' the form and meaning of a word will be entirely changed.

### **IV. Word Grammar**

While teaching a word, grammatical status of words should be taught. Certain words reflect certain grammatical patterns we make a distinction between countable and



uncountable noun if a word is noun then we have to consider whether it is countable or uncountable, singular or plural takes singular or plural verbs.

### **1.1.5 Techniques of Teaching Vocabulary**

Techniques refer to presenting the item to the students in an understandable way. It is concerned with how teaching and learning to simultaneously. The main objective of teaching vocabulary is to make students find out word meaning in different contexts. What teaching techniques should be used or what purpose depends upon the class teacher. He/She can use several ways to present meaning of new words.

#### **1. Picture**

Image can be useful if the concrete objects are impossible to bring in the classroom. There is a proverb that "A picture represents far better than thousands words." Harmer(1991,P.3) writes," Teachers have always used pictures or graphics whether drawn taken from book, news papers and magazines to facilitate learning. Teachers also draw picture on the board to help with explanation and language work."

#### **2. Mime and action**

Explaining the meaning of words through the use of picture some time becomes impossible. for eg. words like running, dancing, Jumping and smoking can be taught easily through the use at mine and action. Harmer (1991 P: 65) writes, "one other thing that we are able to do on the spot is to use mime and expressions to convey meaning and atmosphere it is not difficult to drinking or to pull face". The ability to demonstrate word like frightened or old is fairly easy for many teachers just as

shrugging shoulders can be used to indicate in different action verbs can best be taught through use of mime and action such as running, singing, dancing, playing.

### **3. Games**

This is also one of the best ways of teaching words; the teacher can conduct the level wise games to teach vocabulary. Different shorts of games create interest to the learners and lay emphasis on "learning by doing" resulting long lasting retention in the students. Word, puzzles and jumble words are some example of games but this technique is very lengthy and not affordable in classroom teaching. It takes of cost of time as well.

### **4. Enumeration**

Teaching vocabulary can be meaningful by using specific words with general words.

### **5. Drill**

Sometimes drill is also used to teach vocabulary in a meaningful way. NagaraJ, (2006, p.22) writes, "Drill can be classified into three types chorus, group and individual.

In chorus drills the whole class takes part in reporting the vocabulary items. For group drilling, the class is divided into groups and the partners are practiced by groups. The individual are asked to drill the partners in individual drill.

### **6. Songs and Rhymes**

They are useful in elementary level than the advanced one. Songs and Rhymes are useful for the teacher to motivate the learners and help to break monotony and mental fatigue. It is reliable for pronunciation practice.

## **7. Contrast**

It refers to the oppositions or dissimilarity of things that are compared. Words can be taught by contrast words to find out meaning.

### **I) Noun**

- a) A difference which is clearly seen when two things are compared.
- b) A person or thing showing difference when compare with on other.
- c) The degree of different between the colors in a photograph or television picture.

### **II) Verb**

- a. To compare or be compared in order to show differences between things and the contrasts our society with contemporary America.
- b) Contrast with to be very difference form: her speed of reaction contrasted with her husband vagueness [Latin contra-against + stare to stand] (the free dictionary. com.)

## **8. Explanations**

The teacher can also teach words through explanation. It is reliable for advance learners.

## **9. Translation**

Sometimes translating words into learner's mother tongue is also significant technique in teaching vocabulary. Cross, (2003, p.10) says translation can be used when no easy alternative suggests itself with a grammar word or a formulaic expression like, Have you by any chance? It is sometimes better to give the mother tongue equivalent, rather than to spend a great deal of time trying to define or show the meaning. The times saved can be used more profitably on other teaching points.

## **10. Realia**

It refers to real objects which can be a good way of teaching vocabulary. The teacher can bring real objects like ball, pen, radio, mobile. It is useful for elementary level.

## **11. Gesture**

Although it doesn't have universal meaning it can be the best technique for teaching objectives. Gesture can be hand, mouth, eye etc. Harmer, (1991, P, 65) opines. Words like big and small, wide and narrow can be easily taught by using hands (Gesture). We can also use gesture to express or to demonstrate meaning. Figures can be used to show how verbs are contracted and arms can be used to conduct choral repetition, stress can be shown through clapping or clicking fingers and into nation can be explained through a kind of drawing in the air. However gesture doesn't necessarily have universal meaning.

## **12. Matchstick figures**

It is one of the best and easiest materials for teaching meaning of words. It refers to join the line or sticks to make picture. It is also called pin men. It is widely used in the field of language teaching. It makes teaching activities easier and comfortable. Teacher easily can draw any figures on the board or on the flash cards to teach vocabulary. Teacher can draw it in a short time any figures on the board and he can teach the classroom effectively. So for this purpose I have been attracted to find out the effectiveness of matchstick figures in language teaching.

### **1.1.6 Techniques of Teaching Meaning of Words**

Meaning is of course the central aspect of teaching vocabulary. The meaning words can be shown by presenting it in different techniques according to Cross (2003, P.5)

There are several ways of making the meaning of word clear. They are as follows:

### **a) Linguistic Technique**

It refers to technique of showing meaning of a new word using teacher talk. This technique is also called verbal technique. In this technique, teacher tries to make the meaning of words clear by making use of language such as antonym, synonym, definition, illustration etc.

### **b) Audio Technique**

This is another technique of teaching meaning of word. Words can be more easily presented by a tape recording. It is not so widely used technique. In this technique the students are asked to hear the tape and the present the different activities, sounds, such the noise of an argument a jet plane, a horse galloping, a river gurgling are easily obtained.

### **c) Ostensive Technique**

It refers to any techniques that involve showing, displaying or demonstration something, example we can hold up things or point, object on the class such as pen, ball, chalk and so on. This techniques is widely used with beginners but useful for advanced level too. We should not limit this technique to only the things that we can hold in the class but anything we can construct, prepare, and draw or any things that can be carried into the classroom. This technique includes three sub- techniques

#### **i) Picture**

Object that aren't easily carried or which are unavailable can be represented by pictures. For presentation purpose, simple pictures are better because the focus is clear and meaning is less ambiguous.

## **ii) Body Movement**

It can be used to express new meaning such as

- i) Facial expression, (e.g. happy, smiling)
- ii) Gesture using hand and arms to show arrange of meaning (e.g. rolling wide, small)
- iii) Mime and action, to show many verbs and some adverbs (e.g. to stagger, to eat, slowly, angrily)

## **iii. Matchstick Figures**

The figures are made by joining or matching the stick figures. They are also called pin men. In the field of language teaching, matchstick figures / pin men are widely used in the class. They are very easy to draw. They can be quickly drawn on the chalkboard and on the white board. Matchstick figures can be used in teaching different items and different language skills and aspects. They are used in the same way how pictures are used. Some of the examples are mentioned below:

- i. To teach vocabulary.
- ii. To show actions
- iii. To show facial expressions
- iv. To teach grammar
- v. To show things, objects and action in combinations.

### **1.1.7 Advantages of Matchstick Figures**

It is of the best materials of teaching vocabulary in the class room. It makes language teaching easy and effective. It adds energy to the teaching activity. It has more

importance to teach vocabulary. Subedi (2004 P: 116) provides us with some importance of matchstick figure as follow:

- a. Matchstick figures are quick and easy to draw.
- b. They effectively contribute to language teaching.
- c. All the teachers can use these figures.
- d. They are useful for teaching language skills and aspects.
- e. They are not costly, only chalk and a board are sufficient.
- f. They are interesting, motivating, entertaining and clear for the student.

## **1.2 Review of the Related Literature**

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

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

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

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

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

Upadhya, (2000) carried a research on achievement of phrasal verbs of the students of higher secondary levels". The main objective of this study was to find out the proficiency level in phrasal verbs of the students of higher secondary level. This study found that achievement of phrasal verbs at higher secondary level was satisfactory.

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

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



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

Chaudhary, (2007) carried out a research of "The effectiveness of teaching vocabulary through songs and Rhymes". The study found that teaching vocabulary through songs and Rhymes in Grade five was more satisfactory than usual method.

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

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

### **1.3. Objectives of the Study**

The objectives of the study are as follows:

- a) To find out the effectiveness of matchstick figures in teaching of word meaning at Grade II.
- b) To suggest some pedagogical implications.

### **1.4 Significance of the Study**

Although this study seems to be small task, it will certainly deserve the great importance in the field of English language teaching. This study will be significant to all those who are interested in language teaching in general and more particularly, those teachers who are involved in teaching words. Moreover, it will hope fully be

significant to school level students, language teaching practitioners, subject experts, curriculum designers and text book writers of ELT. Furthermore, it would provide important support to all who are directly or indirectly related to English language teaching and learning.

## **CHAPTER TWO**

### **METHODOLOGY**

The following methodology was adopted for fulfillment of the aforementioned objectives.

#### **2.1 Source of Data**

Both primary and secondary sources are used for data collection.

##### **2.1.1 Primary Sources of Data**

The primary sources of data are the students of Grade II of Lotus English Boarding School,

##### **2.1.2 The Secondary Sources of Data**

The secondary sources contain various books, journals, reports, articles etc. related to this study. The other secondary sources include books of foreign writers such as , Hall(1968), larsch Freeman (1986) Richards, et al. (1985) ,Slobin (1974), Robins(1964), Wallace (1982)

#### **2.2 Population of the Study**

Students of class two studying in Shree Lotus English Boarding School will be the sample population of the study.

### **2.3 Sampling Procedure**

In order to achieve the objectives of the study, one of the private schools in Sunsari district was sampled through purposive sampling procedures. Forty students of Grade II from Lotus English Boarding School were selected through odd and even roll number of the result of pre-test. Students of experimental group were in odd number and students of control groups in even number.

### **2.4 Tools for Data Collection**

One hundred different words from the text book of grade II were selected for the test. The test items were the tools for data collection. And the test items were categorized into true/false, multiple choice opposite meaning, fill in the blanks and matching items.

### **2.5 Process of Data Collection**

The researcher made two different groups of the students of Grade II of Lotus Boarding School, Sunsari. One was controlled group and another was experimental group. Before forming the groups, the researcher conducted a pre-test of the targeted grammatical item for both of the groups. Their answer sheets were collected and checked properly and marked their obtained marks to find out their level of background. Then, the controlled group was taught the same grammatical item using as usual techniques and methods but the experimental group was taught using matchstick figures technique. Both of the groups were taught for about a month at least 30 classes and again the test was conducted to find out their progress.

The test was called the post test. The scores of the post test were tabulated and they were compared and contrasted with their pre-test scores. The Achievement of both groups also were calculated, compared and verified in T-test, mean and in percentage figure in order to find out actual progress of the controlled and experimental groups.

## **2.6 Limitations of the Study**

The study has the following limitations.

- a) This study was limited to forty students of Grade II from Lotus English boarding school, Bhasi 4 Sunsari.
- b) The population was selected from Grade two only.
- c) The experiment was carried out only for thirty days
- d) Only 100 words were selected for the study.
- e) The total students were divided into two groups; i.e. controlled and experimental groups.
- f) The study was further limited to the analysis of the responses obtained from the respondents only.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of data. The required data from the respondents were collected, checked and rechecked. The result of the pre and post tests of both groups were tabulated and interpreted to find out the effectiveness of matchstick figures. As this is the core part of the research analysis and interpretation of data had been carried out in this section. Data are obtained from the due effort of the experimental study. Since it is an experimental research, it requires a lot of information from the practical field. As major objective of this research was to find out the effectiveness of matchsticks figure in teaching meaning of words at grade to two groups of students one with matchstick figures and another with usual techniques were taught to obtain the data for analysis.

The data were presented comparatively in overall, Group-wise as Item wise respectively by the help of different statistical tools like percentage, tables, charts ,calculate mean and T-test etc.

#### **3.1 Overall Comparison**

The result of both Pre-Test and Post- Test of experimental and controled group is compared that is shown in the following comparative table.

The holistic table below shows that the average score percentage of group A is 62.85 in different categories whereas group B has 48.95 average score percentage. Group A performs better than Group B. The average difference between group A and group B is 13.9%. So this result of group A and B in regards of the sixth test item shown in comparative table asserts that group A has got better achievement than group B.

**Table : 1 Overall Performance**

S.N.	Test Items	F.M.	Group 'A' in %	Group 'B' in %	Difference / Between 'A' & 'B'
1	Making Sentence	5	67.5	58	95%
2	True False items	5	73	51.5	23%
3	Singular Plural items	5	51	28.5	22.5%
4	Fill in the blanks	10	56	43.75	12.35%
5	Multiple Choice	5	53	38	15%
6	Matching Item	20	67.87	58.87	9%
Total Score		50			
Average Score			62.85	48.95	13.9%

**3.2 Group-Wise Comparison**

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

**Table :2 Performance of Both Groups in Pre- Test and Post- Test**

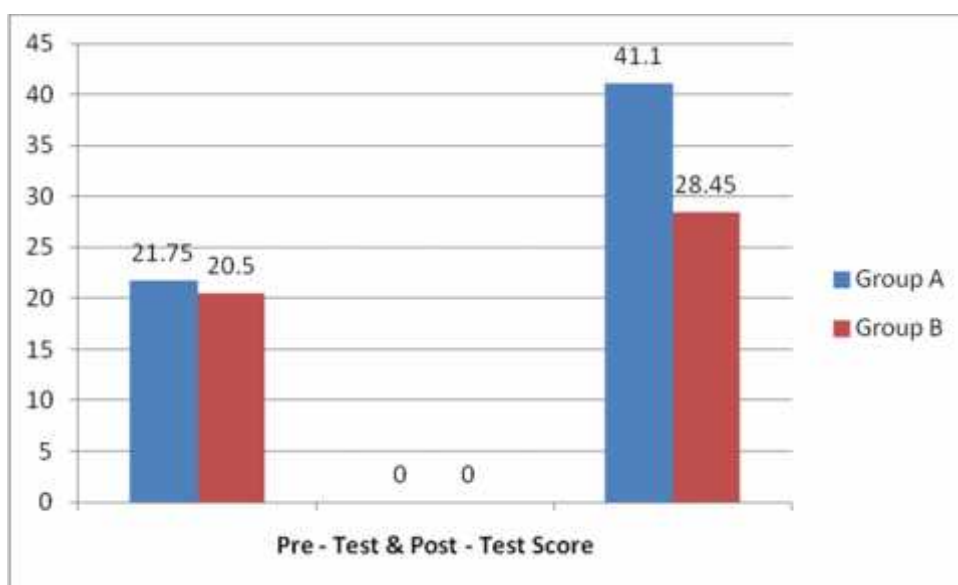
Group	Pre-Test Score			Post-Test Score		Difference	
	F.M.	Av.	Av. %	Av.	Av. %	In Av.	In Av. %
<b>A</b>	50	21.75	43.50	41.10	82.20	19.35	38.70
<b>B</b>	50	20.50	41	28.45	56.9	7.95	15.9

The above table shows that there is a huge difference between the result of Pre- Test and Post –Test of group 'A' and Group 'B'. Group 'A' scored 21.75 average score in Pre-Test and Group 'B' also scored a similar mark that is 20.5. But, in Post –Test,

Group 'A' has performed better than Group 'B'. Group 'A' scored 41.1 average mark whereas 'B' had got only 28.45. The difference between Pre-Test and Post- Test of Group 'A' is 19.35. But, the difference between Pre-Test and Post- Test of Group 'B' is only 7.95 as a whole. The following figure presents this comparison.

Figure 1

Performance of Both Groups in Pre- Test and Post- Test



### 3.3 Item-Wise Comparison

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

#### 3.3.1 Average Proficiency in ‘Making Sentences’ Item

The performance of the students in making sentences item in Pre- test and Post- test is given below



**Table : 3 Average Proficiency in 'Making Sentences' Item**

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av.%	Total	Av.	Av.%	In Av.	In Av.%
<b>A</b>	47	2.35	47	88	4.4	88	2.05	41
<b>B</b>	49	2.45	49	67	3.35	67	0.9	18

This category consists of five items, each item contains 1 mark. The above table displays that group 'A' has 2.35 average score in Pre- test and 4.4 average score in Post-test. Whereas, group 'B' has 2.45 average score in Pre-test and 3.35 in Post-test. There is slight difference between Pre-test and Post test of group 'B'. Group 'A' scored 41 % difference between Pre- test and Post-test whereas, group 'B' has scored only 18 % difference between Pre- test and Post- test. These score percentage shows that there is much more variation between group 'A' (88 %) and group 'B'. (67 %)

### **3.3.2 Average Proficiency in True / False Item**

The performance of the students in True/false item in Pre-test and Post – test by both groups (A and B) is given below:

**Table: 4 Average Proficiency in True / False Item**

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av.%	Total	Av.	Av.%	In Av.	In Av.%
<b>A</b>	54	2.7	54	92	4.6	92	1.9	38
<b>B</b>	46	2.3	46	57	2.85	57	0.55	11

This category consisted 5 items, each contains 1 mark. The above table displays group 'A' has 2.7 average score in pre- test and 4.6 average score in post test. Whereas, group 'B' has 2.3 average score in Pre-test and 2.85 in Post-test. There is slight difference between Pre-test and Post-test of group 'B. Group 'A' scored 1.9 difference between the pre- test and Post-test whereas group 'B' scored only 0.55 difference between the Pre- test and Post-test. These score percentage show that there is much more variation between group 'A' (92%) and group 'B' (57 %).

### 3.3.3 Average Proficiency in the Test Item Singular and Plural

This table shows the average proficiency in the test item changing number in pre test and post test performed by group A and group B students.

**Table 5: Score Achieved in Changing Number Items**

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av.%	Total	Av.	Av.%	In Av.	In Av.%
<b>A</b>	25	1.25	25	77	3.85	77	2.6	52
<b>B</b>	24	1.2	24	33	1.65	33	0.45	9

This category consisted of 5 items. Each item carried 1 mark. The above table presents that the group A has 1.25 average score in pre- test and 3.85 in post-test. These groups increased by 2.6 average marks between pre-test and post-test. Group B has 1.2 average score in pre-test and 1.65 in post-test. It has no more improvement as there is only a progress of 0.45 in average. Group A has 25% in pre-test and 77 average percent in post-test. It shows a huge improvement. It increased its mark by

52%. Group B has the 24 average percent in pre-test and 33 % in post test. But only 9% increased, no great improvement is observed at all. By this, the above table shows that the group A learned more effectively than group B.

### 3.3.4 Average Proficiency in the Test Item Fill in the Blanks

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

**Table 6: Score Achieved in Fill in the Blanks**

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av. %	Total	Av.	Av. %	In Av.	In Av. %
<b>A</b>	70	3.5	35	154	7.7	77	4.2	32
<b>B</b>	62	3.1	31	113	5.65	65.5	2.5	25.5

This categories consists of 10 items and each item carries one mark. The above table reveals that the average score of group A in pre-test is 3.5 and 7.7 in post -test. The students performed better in post-test i. e. 4.2 average score.

Group B has the average score in pre-test was 3.1 and 5.65 in post-test. It shows only 2.55 different score between pre- test and post-test.

The group A has 3.5 average percent in pre-test and 77% in post-test. Group 'A' increased for better score (42%) in post test. But, group 'B' increased 25% in post test. So that, the students of group 'A' shows better performance in post test than group 'B'.

### 3.3.5 Average Proficiency in Multiple Choice Items

The performance of the students in multiple choice item in pre test and post test by both groups (A and B) is given below.

**Table 7: Score Achieved in Multiple Choices**

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av. %	Total	Av.	Av. %	In Av.	In Av. %
<b>A</b>	35	1.75	35	72	3.6	72	1.85	37
<b>B</b>	33	1.65	33	43	2.15	43	0.5	10

The above mentioned table shows that group 'A' has got 1.75 average score in Pre-test and 3.6 average score in Post test whereas group 'B' has 1.65 average score in Pre –test and 2.15 average score in Post – test. The difference between Pre-test and Post – test of group 'A' is greater (1.85) than the difference between Pre –test and Post –test average score of 'B' i: e 0.5 only.

The table also makes clear that average percentage of group A obtained in pre-test is 35% and 72% in post- test. Whereas group B in pre-test is 33% and 43% in post -test. It shows that post-test score increased normally in group B. The difference in average percentage of group A is 37% whereas B has only 10%. So, group A learned more effectively than group B.

### 3.3.6 Average Proficiency in the Test Item 'Matching'

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

**Table: 8 Average Proficiency in the Test Item 'Matching'**

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av.%	Total	Av.	Av.%	In Av.	In Av.%
<b>A</b>	204	10.2	51	339	16.95	54.75	6.75	33.75
<b>B</b>	196	9.8	49	267	13.35	66.75	3.55	17.95

This category consists of 20 items. Each item carries 1 mark. The table mentioned above shows the average score of group A in pre- test is 10.2 and 16.95 in Post-test. Group A increased 6.75 in post-test. The average score of group B in pre- test seemed similar to group A. But it shows quite increased in Post- test. i.e 33.7. Similarly, average percentage of group A in pre-test is 51% and 84.75 % in Post~ test. And it shows 33.75 different between in Pre- test and Post -test. It shows a huge difference between group A and group B in Post-test.

In the same way, the table also makes clear that group B has 9.8 average % score in the Pre-test and 12.75 % in Post-test. It also makes clear that group B has only 14.75 differences in average percentage between two results.

Therefore, the performance of group A is found better than group B in matching items.

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

Group	Mean Achievement		Difference
	Pre-Test	Post-Test	
A	21.75	41.1	19.35
B	20.5	28.45	7.95

The above mentioned table shows that the mean achievement of group A in pre-test is 21.75 and the mean achievement of group A in post-test is 41 .1 whereas, the mean achievement of group B in pre-test 20.5 and in post-test 28.75. The difference between pre-test and post -test in mean achievement of group A is greater by 19.35 which is a huge difference. On the other hand the difference between pre- test and post- test in mean achievement of group B is greater by 7.95. It is normal incensement on post -test of group B. So, group A learnt effectively than group B.

### **3.3.7 Test of Significance of Mean Achievement Score (T-Test)**

Gusset (1908) carried out a research work in which he used T-Test and explained it in 1908. T-Test is in fact the way of testing difference between two mean critical values and then slandered error of two mean critical of significance difference and significance of slandered error of two mean critical values. It is also known as T ratio which is used to test the significance difference of two mean values.

In the process of statistical analysis the validity of null hypothesis of certain level of significance is tested by the researcher. He can use either 0.1 level of significance or 0.5 level of significance. The use of certain level of significance depends on how much the researcher is confident about the rejection of null hypothesis in his research

or study. So, one of the two levels of significance is used which is always expressed in percentage. It means 5% and 1%. If a researcher uses 0.5% level of significance, the possibility of true null hypothesis rejection in his research is 5% and similarly, if he uses 0.1% level of significance, here the probability of true null hypothesis 5 rejection in his research is 1%. In the same context, Gupta says, (as cited by Khanal et.al 2059) "The rejection of null hypothesis indicates that the difference have statistically significant and the acceptance of the null hypothesis indicates that the difference are due to the chance".

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

**The Result of T- Test of both Groups on Pre – Test**

Null Hypothesis	Calculate Value	Tabulated Value	DF	Level of Significance	Results
There is no significant Difference in the mean achievement of both groups on pre-test	0.73	2.042	38	0.05	Accepted

The above table shows that the calculated value of the mean achievement of both Groups on their pre- test is 0.73 and the tabulated value of 38 degree of freedom at 0.05 level of significance in 2.042. As we know that if the calculated value is less than tabulated value, the null hypothesis is accepted. Here, the calculated value of the test is fewer by 1.312 than tabulated value. So, the null hypothesis of the test is accepted. Now, the meaning of null hypothesis acceptance is, there is no significant different in the mean achievement of the students of both groups on pre- test.

**Table: 11 Result of T-Test of Both Groups on Post -Test**

Null Hypothesis	Calculate Value	Tabulated Value	DF	Level of Significance	Results
There is no significant difference in the mean achievement of both groups on pre-test	7.76	2.042	38	0.05	Rejected

The above table shows that the calculated value of the mean achievement of both groups on their post-test is 7.76 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.042. As we know that if the calculated value is greater than tabulated value, the null hypothesis is rejected. Here, the calculated value of the test is greater by 5.71 than tabulated value. So, the null hypothesis of the test is rejected. Now, the meaning of null hypothesis rejection is, there is significant different in the mean achievement scores of the students between experimental and control groups on post - test.

In this way we can compare the result of table no. 10 and 11 to show the effectiveness of matchstick figures in teaching word meaning. In the pre-test, there was not any difference in the mean achievement of both groups. But, in the post-test there is huge difference in the mean achievement of both groups. Therefore, it proves that using matchstick figures in teaching word meaning is more effective than traditional teaching.

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

Null Hypothesis	Calculate Value	Tabulated Value	DF	Level of Significance	Results
There is no significant difference in the mean achievement of experimental groups on Pre-test and post test	11.446	2.042	38	0.05	Rejected



The above table shows that the calculated value of the mean achievement of experimental groups on their pre- test and post-test is 11.446 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.042 .As we know that if the calculated value is greater than tabulated value, the null hypothesis is rejected. Here, the calculated value of the test is greater by 9.404 than tabulated value. So, the null hypothesis of the test is rejected. Now, the meaning of null hypothesis rejection is, there is significant difference in the mean achievement of experimental groups on pre-test and post-test.

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

Null Hypothesis	Calculate Value	Tabulated Value	DF	Level of Significance	Results
There is no significant difference in the mean achievement of control groups on pre-test and Post-test	4.71	2.042	38	0.05	Rejected

The above table shows that the calculated value of the mean achievement of control groups on their pre- test and post-test is 4.71 and the tabulated value of 38 degree of freedom at 0.05 level of significance is 2.042. As we know that if the calculated value is greater than tabulated value, the null hypothesis is rejected. Here, the calculated value of the test is greater by 2.668 than tabulated value. So, the null hypothesis of the test is rejected. Now, the meaning of null hypothesis rejection is, there is significant difference in the mean achievement of control groups on pre- test and post-test.

Similarly, in test significance of mean achievement score (T-test), the null hypothesis (There is no significant different between the mean achievement scores of experimental and control group on post-test, table no 11, 12, 13) is rejected. This means, there is significant difference between the mean achievement score of the experimental and control groups due to uses of matchstick figures.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

In the light of analysis of the study, the following findings has been drawn.

#### 4.1 Findings

- a. The study shows that using matchsticks figure technique in teaching meaning of words is more effective in comparing with the traditional ways of teaching. In each and every category, the experimental group out performed controlled group.
- b. The overall performance of experimental is 62.85 in different categories whereas control group has only 48.95 in average score percentage. The average difference in the percentage of experimental and control group is 13.9 % . So the matchstick figures technique in teaching meaning of words had better impact.
- c. The average proficiency in the true false test item reveals that group A and group B has slight difference in Pre- test by 2.7 average score 2.3, respectively.
- d. The average percentage of experimental group in pre- test was 43.5. But, it reached 82.2 after treatment with matchstick figure for 30 days whereas control group increased by 41% to 56.9 % in Pre-test and Post –test respectively after treatment with usual technique.
- e. The matchstick figure technique had better impact on the performance of experimental group in changing number item in Post –test by 77% average score whereas the control group scores only 33% in Post- test.
- f. Using matchstick figures in teaching meaning of words has relatively better impact in the test item in fill in the blanks. Group A increased 42% in Post – test. But group B increase 25.5 in Post – test.

- g. It also reflects the positive attitude towards experimental group in the test item matching. The experimental group out score in post test by 33.75 % average percentage but the control group scored no more than 17.75 in post test. So, the teaching meaning of words with matchsticks figure is more effective technique than usual technique.
- h. The average proficiency in matching sentences item reveals that experimental group achieved 47% average score in pre-test. It reached 88% on post test whereas control group achieved 49% pre-test. It reached 67% on post-test. It shows that the performance of experimental group is better than control group.
- i. The matchstick figures technique had better impact on the performance of experimental group in multiple choice items in post-test by 72% average score where as the control group scored only 43% in post-test.
- j. In the test significance of mean achievement, experimental group increased from 21 to 41 in average score where as control group only increased from 20 to 28 in average score. It also shows better performance of experimental group.
- k. Similarly, in test significance of mean achievement score (t-test), the null hypothesis (there is no significant difference between the mean achievement score of experimental and control group on post-test, table no.11,12,13) is rejected. This means, there is significant difference between the mean achievement score of the experimental and control group due to uses of matchstick figures.

## **4.2 Recommendations**

On the basis of the findings of the study the following recommendations are made.

- a. This research reveals that treatment of students with matchstick figures performed relatively better in teaching an aspect of word 'meaning' than other technique. So,

teaching with matchstick figures should be used to teach noun and verb to all the students of grade II. This implies this technique should be used for teaching meaning of words.

b. The result is very encouraging for teachers who want to implement this teaching technique.

c. To implement this technique for making classes effective, it should be introduced in the course book and the teacher should be trained in using it and provided with sufficient teaching materials.

d. The syllabus designer and methodologists should encourage the use of matchstick figures in teaching word meaning. Even though it may be difficult to present matchstick figures for each and every language items given in the text book and syllabus, it is inevitable to mention matchstick figures in the right time and place.

e. Since the use of matchstick figures motivates students to speak / use English and makes the class room more lively, teacher should use it while teaching vocabulary.

f. This study is limited to teach of words only. So, further studies can be carried out to explore other aspects and skills of language.

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### Appendix - III

#### Name of Students

S.N	Name	Obtained Marks	S.N.	Name	Obtained Marks
1	Priya Bhandari	30	21	Nagina Chaudhary	21
2	Bishal Sardar	28	22	Nischal Shrestha	21
3	Mahamad Samdad	27	23	Devika Chaudhary	21
4	Gulson Khatun	26	24	Mahesh Shah	20
5	Pabana Rai	26	25	Prasun Katwal	20
6	Archana Karki	26	26	Monika Chaudhary	20
7	Ayuska Koirala	25	27	Alish Shrestha	20
8	Alin Shrestha	25	28	Swastika Shing	20
9	Aman Thakur	25	29	Mahamad Hasin	19
10	Niraj Sardar	25	30	Pratik Tamang	19
11	Laxmi Sah	24	31	Saurav Karki	18
12	Sarita Singh	25	32	Sujan Chaudhary	18
13	Ayuska Rauta	24	33	Newsan Chaudhary	16
14	Diksha Chaudhary	24	34	Gaurab Singh	15
15	Chijan Ghimire	23	35	Abhishek Chaudhary	15
16	Sweta Kamat	23	36	Rohan Mochi	15
17	Neha B. K.	23	37	Umesh Sardar	13
18	Sudin Baral	22	38	Pinki Karki	13
19	Karan Mochi	22	39	Manoj Thapa	13



20	Ram Kumar Sharma	22	40	Dharmendra Sah	13
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### Appendix - IV

#### Students of Experimental Group

S.N	Name
1	Priya Bhandari
2	Mahamad Samsad
3	Pabana Rai
4	Archana Karki
5	Alin Sharstha
6	Niraj Sardar
7	Sarita Singh
8	Diksha Chaudhari
9	Sweta Kamat.
10	Sudin Baral
11.	Ram Kumar Sharma
12	Nischal Shrestha
13	Mahesh Sah
14	Monika Chaudhary
15	Swastika Singh
16	Pratik Tamang
17	Sujan Chaudhary
18	Gaurav Singh
19	Rohan Mochi
20	Manoj Thapa

## Appendix-V

### Students of Controlled Group

S.N	Name
1	Bishal Sardar
2	Gulson Khatun
3	Ayusha Koirala
4	Aman Thakur
5	Laxmi Shah
6	Ayuska Rauta
7	Chijan Ghimire
8	Neha B. K.
9	Karan Mochi
10	Nagina Chaudhary
11.	Devika Chaudhary
12	Prasun Katwal
13	Alish Sharstha
14	Mahamad Hasin
15	Saurav Karki
16	Newson Chaudhary
17	Abhishek Chaudhary

18	Umesh Sardar
19	Pinki Karki
20	Dharmendra Shah

### Appendix - VI

#### Pre-test and Post test score of the students

**Table 1: Pre-test score of the students**

S.N.	Name of the Students	Item-I	Item-II	Item-III	Item-IV	Item-V	Item-VI	Total
1	Priya Bhandari	1	2	1	4	3	19	30
2	Bishal Sardar	5	3	1	4	2	13	28
3	Mahamad Samdad	4	4	1	4	3	11	27
4	Gulson Khatun	4	3	1	2	3	13	26
5	Pabana Rai	3	3	1	5	2	12	26
6	Archana Karki	3	2	1	5	5	10	26
7	Ayuska Koirala	4	4	1	3	1	12	25
8	Alin Shrestha	4	3	1	5	1	11	25
9	Aman Thakur	2	4	1	6	1	11	25
10	Niraj Sardar	2	3	1	5	2	12	25
11	Laxmi Sah	4	3	1	3	3	10	24
12	Sarita Singh	2	3	1	4	1	13	24
13	Ayuska Rauta	3	2	2	4	2	11	24
14	Diksha Chaudhary	1	3	2	4	2	12	24

15	Chijan Ghimire	2	3	1	4	1	12	23
16	Sweta Kamat	1	2	3	5	1	11	23
17	Neha B. K.	3	1	1	6	3	9	23
18	Sudin Baral	4	4	1	3	1	9	22
19	Karan Mochi	2	2	1	6	2	9	22
20	Ram Kumar Sharma	3	2	2	5	1	9	22
21	Nagina Chaudhary	1	1	1	4	2	11	21

22	Nischal Shrestha	3	3	1	2	2	10	21
23	Devika Chaudhary	3	2	1	3	1	11	21
24	Mahesh Shah	2	3	1	2	2	10	20
25	Prasun Katwal	1	3	3	1	1	11	20
26	Monika Chaudhary	1	3	1	5	1	9	20
27	Alish Shrestha	1	2	1	2	2	12	20
28	Swastika Shing	2	3	1	3	1	10	20
29	Mahamad Hasin	4	1	1	3	1	9	19
30	Pratik Tamang	3	3	2	2	1	8	19
31	Saurav Karki	3	3	1	3	1	7	18
32	Sujan Chaudhary	4	3	1	4	2	4	18
33	Newsan Chaudhary	2	1	2	2	2	7	16
34	Gaurab Singh	1	3	1	1	1	8	15
35	Abhishek Chaudhary	1	3	1	2	1	7	15
36	Rohan Mochi	2	2	1	2	1	7	15
37	Umesh Sardar	1	1	1	2	1	8	14

38	Pinki Karki	1	1	1	1	2	7	13
39	Manoj Thapa	2	1	1	1	1	7	13
40	Dharmendra Sah	2	2	1	1	1	6	13
<b>Total</b>								

#### Appendix-VII

**Table 2: Pre-test Score of Experimental Group**

S.N	Name of Students	Item I	Item II	Item III	Item IV	Item V	Item VI	Total
1	Priya Bhandari	1	2	1	4	3	19	30
2	Mahamad Samsad	4	4	1	4	3	11	27
3	Pabana Rai	3	3	1	5	2	12	26
4	Archana Karki	3	2	1	5	5	10	26
5	Alin Sharstha	4	3	1	5	1	11	25
6	Niraj Sardar	2	3	1	5	2	12	25
7	Sarita Singh	2	3	1	4	1	13	24
8	Diksha Chaudhari	1	3	2	4	2	12	24
9	Sweta Kamat.	1	2	3	5	1	11	23
10	Sudin Baral	4	4	1	3	1	9	22
11	Ram Kumar Sharma	3	2	2	5	1	9	22
12	Nischal Shrestha	3	3	1	2	2	10	21

13	Mahesh Sah	2	3	1	2	2	10	20
14	Monika Chaudhary	1	3	1	5	1	9	20
15	Swastika Singh	1	2	1	2	2	12	20
16	Pratik Tamang	3	3	2	2	1	8	19
17	Sujan Chaudhary	4	3	1	4	2	4	18
18	Gaurav Singh	1	3	1	1	1	8	15
19	Rohan Mochi	2	2	1	2	1	7	15
20	Manoj Thapa	2	1	1	1	1	7	13
<b>Total</b>		<b>47</b>	<b>54</b>	<b>25</b>	<b>70</b>	<b>35</b>	<b>204</b>	<b>415</b>
<b>Average</b>		<b>2.35</b>	<b>2.7</b>	<b>1.25</b>	<b>3.5</b>	<b>1.75</b>	<b>10.2</b>	<b>21.75</b>

### Appendix-VIII

**Table 3 : Pre-test Score of Controlled Group**

S.N	Name of Students	Item I	Item II	Item III	Item IV	Item V	Item VI	Total
1	Bishal Sardar	5	3	1	4	2	13	28
2	Gulson Khatun	4	3	1	2	3	13	26
3	Ayusha Koirala	4	4	1	3	1	12	25
4	Aman Thakur	2	4	1	6	1	11	25
5	Laxmi Shah	4	3	1	3	3	10	24
6	Ayuska Rauta	3	2	2	4	2	11	24
7	Chijan Ghimire	2	3	1	4	1	12	23
8	Neha B. K.	3	1	1	6	3	9	23
9	Karan Mochi	2	2	1	6	2	9	22
10	Nagina Chaudhary	1	2	1	4	2	11	21

11	Devika Chaudhary	3	2	1	3	1	11	21
12	Prasun Katwal	1	3	3	1	1	11	20
13	Alish Sharstha	1	2	1	2	2	12	20
14	Mahamad Hasin	4	1	1	3	1	9	19
15	Saurav Karki	3	3	1	3	1	7	18
16	Newson Chaudhary	2	1	2	2	2	7	16
17	Abhishek Chaudhary	1	3	1	2	1	7	15
18	Umesh Sardar	1	1	1	2	1	8	14
19	Pinki Karki	1	1	1	1	2	7	13
20	Dharmendra Shah	2	2	1	1	1	6	13
<b>Total</b>		<b>49</b>	<b>46</b>	<b>24</b>	<b>62</b>	<b>33</b>	<b>196</b>	<b>410</b>
<b>Average</b>		<b>2.45</b>	<b>2.3</b>	<b>1.2</b>	<b>3.1</b>	<b>1.65</b>	<b>9.8</b>	<b>20.5</b>

**Appendix- IX**

**Table 4 : Post-test Score of Experimental Group**

S.N	Name of Students	Item I	Item II	Item III	Item IV	Item V	Item VI	Total
1	Priya Bhandari	5	5	3	8	5	20	46
2	Mahamad Samsad	4	5	5	8	5	16	43
3	Pabana Rai	5	5	4	10	3	18	45
4	Archana Karki	5	5	4	9	3	16	42
5	Alin Sharstha	1	5	3	6	4	16	35
6	Niraj Sardar	5	5	5	10	4	16	45
7	Sarita Singh	4	3	5	8	3	16	39
8	Diksha Chaudhari	5	5	4	7	5	16	42
9	Sweta Kamat.	4	5	4	7	5	16	41

10	Sudin Baral	5	5	4	7	5	19	45
11	Ram Kumar Sharma	5	3	4	8	4	16	40
12	Nischal Shrestha	5	5	4	6	3	16	39
13	Mahesh Sah	5	5	4	6	2	17	39
14	Monika Chaudhary	5	4	1	7	2	16	35
15	Swastika Singh	5	3	3	8	4	16	39
16	Pratik Tamang	4	5	4	8	3	16	40
17	Sujan Chaudhary	3	5	4	8	4	20	44
18	Gaurav Singh	4	4	2	6	3	18	37
19	Rohan Mochi	4	5	5	8	3	16	41
20	Manoj Thapa	5	5	5	9	2	19	45
<b>Total</b>		<b>88</b>	<b>92</b>	<b>77</b>	<b>144</b>	<b>72</b>	<b>339</b>	<b>822</b>
<b>Average</b>		<b>4.4</b>	<b>4.6</b>	<b>3.85</b>	<b>7.7</b>	<b>3.6</b>	<b>16.95</b>	<b>41.1</b>

**Appendix-X**

**Table 5 : Post-test Score of Controlled Group**

S.N	Name of Students	Item I	Item II	Item III	Item IV	Item V	Item VI	Total
1	Bishal Sardar	3	4	3	7	1	13	31
2	Gulson Khatun	5	2	2	6	3	14	32
3	Ayusha Koirala	5	5	2	8	1	12	33
4	Aman Thakur	5	2	1	5	1	16	30
5	Laxmi Shah	5	4	2	8	1	12	32
6	Ayuska Rauta	5	2	1	5	1	14	28
7	Chijan Ghimire	1	3	1	6	3	13	24
8	Neha B. K.	2	2	1	1	2	15	23



9	Karan Mochi	5	1	2	4	1	14	27
10	Nagina Chaudhary	2	5	1	6	2	15	30
11	Devika Chaudhary	3	3	2	3	2	14	27
12	Prasun Katwal	3	3	2	7	1	13	29
13	Alish Sharstha	3	3	1	6	4	14	31
14	Mahamad Hasin	4	3	2	6	4	12	31
15	Saurav Karki	4	1	1	5	3	9	23
16	Newson Chaudhary	1	3	1	5	3	13	23
17	Abhishek Chaudhary	2	4	2	8	2	14	32
18	Umesh Sardar	2	3	1	4	1	16	25
19	Pinki Karki	4	2	2	5	3	12	28
20	Dharmendra Shah	3	3	3	5	4	12	30
<b>Total</b>		<b>67</b>	<b>57</b>	<b>33</b>	<b>113</b>	<b>43</b>	<b>267</b>	<b>569</b>
<b>Average</b>		<b>3.35</b>	<b>2.85</b>	<b>1.65</b>	<b>5.65</b>	<b>2.15</b>	<b>13.35</b>	<b>28.45</b>

**APPENDIX- XI**  
**Words Used in Teaching Learning Activities for this Research**

Sweater	Jackets	Fire
Cap	Sun	Gloves
Clothes	Swim	Hen
Grass	Fence	Footprints
Children	Mouse	Ox
Foot	Book	Cow
Pen	Cat	Puppies
Kennel	World	Fox
Marry	Weeping	Sharp
Football	Skipping	Table
Players	Team	Triangle
Rectangular	Square	Circle
Pentagon	Hexagon	Play

Flower  
Tree  
Horse  
Saddle  
Running  
Eating  
Calf  
Glass  
Lion  
Hive  
Little  
Climb  
Pool  
Computer  
Babies  
Brush  
Doctor

Dancing  
Umbrella  
Bus  
Fan

Basket  
Caterpillar  
Shed  
Horse Pen  
Walking  
Plant  
Bread  
Driver  
Pig  
Fruits  
Kitten  
Garden

Animal  
Rabbits  
Television  
Tea

House  
Car  
Lamp  
Ball

Bird  
Nest  
Stone  
Bridle  
Swimming  
Dog  
Cup  
Snake  
Sheep  
Kick  
Chair  
Swimming

Pets  
Pan  
Fishing  
Drinking

Boat  
Writing  
Elephant  
Jug

**APPENDIX- XIV**  
**Some Lesson Plans**  
**Lesson Plan 5**

Class -2

Sub- English

Teaching Item- Flower, Basket, Bird

**1) Specify Objectives**

At the end of this lesson the student will be able

- i) To speak out the words correctly
- ii) To make meaningful sentences by using these words

**Group A**

**2) Teaching Materials**

Matchstick figures, flash cards pocket charts, Daily using materials

**3) Teaching Learning Activities**

Teacher will enter the classroom and make a brief revision of previous lesson and motivate the students. Then he will show matchstick figures and ask them to follow their teacher such as

Teacher: Flower

Students: Flower

Teacher: Bird

Students: Birds

Teacher: Basket

Students: Basket

After that he will show flash cards spelling of words and ask them to spell out correctly and asked them to write meaningful sentence by using these words such as there is a flower, as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise he will revise for the further improvement

**Group B**

**2) Teaching Materials**

Flash cards, Flannel board, Daily used materials

**3) Teaching Learning Activities**

Teacher will enter the classroom and make a brief revision of previous lesson and motivates the students then he will give translation of words one by one on the board. Students are asked to memorize them and copy down them. Then he will pronounce those words and ask them to follow such as

Teacher: Flower

Students: Flower

Teacher: Basket

Students: Basket

Teacher: Bird

Students: Bird

After that he will ask the students to spell out those words showing by flannel board. He will give the model of sentence using those words. Such as There is a flower, and ask them to make sentences in meaningful way.

#### **4. Evaluation**

Make the meaningful sentences using these words : Flower, Basket, Bird

#### **5. Homework**

Make meaningful sentences with given words.

Flower, Basket, Bird

### **Lesson Plan 10**

Class -2

Sub- English

Teaching Item- Tree, Caterpillar, Nest

#### **1) Specify Objectives**

At the end of this lesson the student will be able

- i) to speak out the words correctly
- ii) to make meaningful sentences by using these words

#### **Groups A**

#### **2) Teaching Materials**

Matchstick figures, flash cards, planet board, daily used materials

### **3) Teaching Learning Activities**

Teacher will enter the classroom and make a brief revision of previous lesson and motivate the students. Then he will show matchstick fingers one by one with spelling and ask them to follow such as

Teacher: Tree

Students: Tree

Teacher: Caterpillar

Students: Caterpillar

After that he will show flash cards of written spellings of words and ask them spell out correctly.

And ask them to write meaningful sentence by using words such as "There is a mango tree; as a model sentence by the help of planned board. If they can do correct the teaching and learning ahead otherwise she will be revised for further improvement

### **Group B**

### **2) Teaching Materials**

Flash cards, Flannel Boards, Displaying materials

### **3) Teaching Learning Activities**

Teacher will enter the classroom and makes a brief revision of revision lesson of previous lesson and motivates the students. Then he will give opposite words one by one in the black board. Students are asked to memorize them and copy down them then he will pronounce and spell out those words and ask them to follow such as

Teacher: Tree

Students: Tree

Teacher: Caterpillar

Students: Caterpillar

Teacher: Nest

Students: Nest

After that he asks them to spell out showing flannel board. Teacher will give the model of sentence using the word. Such as there are two mango trees. And ask them to make sentences in meaningful way.

**4) Evaluation:** Make sentences Tree, Caterpillar, Nest

## 5) Home works

Make sentences using given words :Tree, Caterpillar, Nest

### Lesson Plan 15

Class -2

Sub- English

Teaching Item- Cup, Glass, Bread

#### 1) Specific Objectives

At the end of this lesson the student will be able

- i) to speak out the words correctly
- ii) to make meaningful sentences by using these words

#### Group A

#### 1) Teaching materials

Matchstick figures, flash cards, flannel board, Daily used materials

#### 2) Teaching Learning Activities

Teacher will enter the classroom and ask them such as what kind of things are there in your Kitchen? After getting answer he will start his lesson. At first he will show matchstick figures of these words one by one with their spelling and ask them to follow such as

Teacher: Cup

Students: Cup

Teacher: Glass

Students: Glass

Teacher: Bread

Students: Bread

After that he ask them some model sentence such as I drink tea with cup, with the help of flannel board. He help them to make meaningful sentences if they can do, he go ahead otherwise he revise.

#### Group B

#### 2) Teaching materials

Flash cards, Flannel board, displaying materials

#### 3. Teaching Learning Activities

Teacher will enter the classroom and ask some questions to motivate the students such as what kind of things are there in your Kitchen. Then he writes these words one by one on the blackboard with their meaning and asks them follow such as

Teacher: Cup

Students: Cup

Teacher: Glass

Students: Glass

Teacher: Bread

Students: Bread

After that he asks the students to make meaningful sentences by using these words such as I drink tea with cup, as a model sentence with the help of flannel board out these sentences one by one

#### **4. Evaluation**

Read out these words – Cup, Glass, Bread

#### **5. Homework**

Make meaningful sentences with given words.

Cup, Glass, Bread

### **Lesson Plan 20**

Class - Two

Sub- English

Teaching Item- Running, Walking, Swimming

#### **1) Specify Objectives**

At the end of this lesson the student will be able

i) to read out the words correctly

ii) to use the words to make meaningful sentences

#### **Group A**

#### **1) Teaching materials**

Matchstick fingers, flash cards, planet board, Daily using materials

#### **2) Teaching Learning Activities**

Teacher will enter the classroom and make brief revision of the previous lesson to motivate the students. After that he will show matchstick fingers with spelling and ask them to follow such as

Teacher: Running

Students: Running

Teacher: Walking

Students: Walking

Teacher: Swimming

Students: Swimming

After that he will ask them to make meaningful sentences showing model sentences such as the boy is running in the field with the help of flannel board. He will ask to read out their sentences.

### **Group B**

#### **2) Teaching materials**

Flash cards, Flannel board, displaying materials

#### **3) Teaching Learning Activities**

Teacher will enter the classroom and make brief revision of previous lesson to motivate student. Then they will write the words one by one on the black boards with the meaning and ask them to follow

Teacher: Running

Students: Running

Teacher: Walking

Students: Walking

Teacher: Swimming

Students: Swimming

After that he will show the model sentences such as the boy is running on the field with the help of flannel board ask them to make meaningful sentences by using these words. After that he will ask them to read out the sentences.

#### **4. Evaluation**

Make one/one sentences and readout with given words

Running, Walking, swimming

#### **5. Homework**

Make meaningful sentences using words.

Running, Walking, swimming



## Some Lesson Plans

### Lesson Plan – 3

Class –Two

Sub: English

Teaching item : Sweater , Jackets Woolen Caps gloves.

1. Specifics objectives :

Students will be able to :

- use the given words in the simple sentences
- give the meaning of the words correctively.

2. Teaching Materials

Matchsticks figure, flash cards and Flannel board daily using materials.

#### Group – A

3. Teaching Learning activities:

Teacher will enter the class room and makes them motivated by asking some questions from the previous lesson. Then he will show matchsticks figure one by one with their spelling and ask them to follow ; such as

Teacher: Sweater

Student : Sweater

Teacher : Jacket

Student : Jacket

After that teacher will show flash cards of written spelling of words and ask them to spell out correctly. And ask them to write meaningful sentence by using words such as 'The boy is wearing sweater' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise teacher will be revised for further improvement.

#### Group –B

2. Teaching Materials :

Flash cards, Daily using materials

3. Teaching Learning activities:

Teacher will enter the class room and makes them motivated by asking some simple questions from the previous lesson. And the teacher will encourage the students, telling that, someone breaks the chair and come to the topic. Then he will give the meaning of the words one by one on the black board. Students are ask to memories them and copy down them.

Then, he will pronounce those words and ask them to follow. Such as;

Teacher: Sweater

Student : Sweater

Teacher : Jacket

Student : Jacket

After that he will ask them to spell out showing flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is wearing a sweater' and ask them to make sentences in meaningful ways.

4. Evaluation :

Make the sensible sentences by using these words; Sweater , Jackets Woolen Caps gloves.

5. Home work :

Write the names of any five clothes used in cold weather .

Lesson Plan -15

lass –Two

Sub: English

Teaching item : Running, Walking, Swimming .

1. Specifics objectives :

At end of this lesson, the students will be able to

i. read out the words correctly.

ii. use the words to make meaningful sentences.

Group – A

2. Teaching Material

Matchsticks figure, flash cards , Flannel board and daily using materials.

3. Teaching Learning activities:

Teacher will enter the class room and make brief revision of the previous lesson to motivate the students. After that he will show matchstick figure with spelling and ask them to follow ; such as:

Teacher: Running

Students: Running

T : Walking

Ss : Walking

T : Swimming

Ss: Swimming

After that he will ask them to make meaningful sentences showing model sentence; such as: 'The boy is running on the field.' With the help of flannel board and ask them to make meaningful sentences by using these words. After that he will ask them to read out their sentences.

4. Evaluation :

Make one / one sentences with given words and read out

Running, Walking, Swimming.

5. Homework :

Make meaningful sentences using given words; Running , Walking, Swimming.