Effectiveness of Games and Pictures in Teaching Vocabulary at Primary Level

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Ram Prasad Chaudhary

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2023

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Declaration

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

Date: 20/09/2022   …………………………….

Ram Prasad Chaudhary

Recommendation for Acceptance

This is to certify that **Ram Prasad Chaudhary** has presented this thesis entitled   **Effectiveness of Games and Pictures in Teaching Vocabulary at Primary Level** under my guidance and supervision.

I recommended this thesis for acceptance.

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This thesis has been recommended for evaluation from following **Research Guidance Committee:**

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Dedication

This thesis is dedicated to my parents **Mr.Nand Lal Chaudhary** and **Mrs. Inrawati Chaudhary** for their unconditional sacrifices and being a source of inspiration, wisdom and proper guidance.

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Ram Prasad Chaudhary

Abstract

The research is entitled **Effectivenessof Games and Pictures in Teaching Vocabulary**. The objective of the study was to find out the effectiveness of games and pictures in teaching vocabulary to grade three students of basic primary level. The students of grade three are from an institutional school were selected for the experiential research. Ten sets of test items were used as tools for data collection. Majority of students were found to have poor performance in vocabulary in pre test but they were found to have good performance in post test as the difference of score was found to be 18.5 between two tests. The study has showed that pictures and games were very effectives for teaching vocabulary to the students of basic primary level. Furthermore, the findings of the study also indicated that well-selected games and pictures could enhance students' language learning process as well as increase their motivation to learn the target language. The study's findings suggested that well-chosen games and pictures could help students to improve their language acquisition as well as their motivation to learn the target language.

This thesis is organized into five chapters. Chapter one includes background of the study. It also consists of statement of the problems, objectives of the study, significance of the study and delimitations of the study. The second chapter deals with the review of the theoretical literature review of impractical studies, implications of the review for the study and conceptual framework. The third chapter deals with the design and method of the study, population, sample and sampling strategy, data analysis and interpretations procedure. The fourth chapter deals with analysis of the data and interpretation of the result and summary of findings. The fifth chapter presents conclusions and recommendations of the study. It concludes the findings and presents some pedagogical implications and recommendations at policy related level, practice rented level and further research reacted level. The final part of the thesis entails references, appendices.

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List of Acronyms and Abbreviations

AV	=	Average
CD	=	Compact Disk
CDC	=	Curriculum Development Center
CUP	=	Cambridge University Press
EDO	=	Education Development Center
F.M	=	Full Marks
OHP	=	Over Head Projector
Regd. No.	=	Registration Number
T.U	=	Tribhuvan University
Vol	=	Volume

Chapter I

Introduction

This study entitled "Effectiveness of Games and Pictures in Teaching Vocabulary to Primary Level Class Three Students". This part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of key terms.

Background of the Study

Language is a means of communication which is possible only through vocabulary. Language consists of different aspects like vocabulary, grammar, language functions and discourse. Vocabulary refers to the list of lexical items. It is one of the most important components of a language. If language structures make up the skeleton of language then it is vocabulary that provides the vital organs and the flesh. In most of the cases, learners understand the second language but due to lack of vocabulary they cannot express their ideas, views, thoughts and feeling clearly. Since the ultimate goal of language teaching is to develop communicative competence in the learners. It is necessary to teach the vocabulary not only in the primary level but also in all levels. Moreover, Wilkins in Thornburry (2002) says that people can improve their English language more with words and expressions without concern of grammar. It means that besides mastering the grammar, mastering vocabulary is another way to master English. Teaching vocabulary means teaching all four aspects, i.e. word meaning, word use, word formation and word grammar.

Simply, we can say vocabulary is one of the most important components of a language, which is a prime concern of any language learners. It is a set of lexemes, which includes single words, compound words and idioms. It is a hard bone and a powerful carrier of meaning. Vocabulary is an important aspect of language without which no communication is possible. It should not be neglected while teaching and learning. The primary function of languages is to communicate. Grammar and vocabulary are equally important for successful communication. We can produce infinite numbers of structures based on knowledge of finite.

In fact, as Richards and Rodgers(2001, p. 132) put it forward, "the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, word and word combination." Considering this close relationship between vocabulary knowledge and language learning, one cannot deny the importance of vocabulary knowledge in general language ability, which is to have the necessary competence in language.

Harmer (1997, p. 153) states, "If language structures make up the skeleton of languages, then it is vocabulary that provides the vital organs and the flesh." Similarly, we cannot imagine speaking, writing and reading unless some words in what language are learnt. "Without grammar very little can be conveyed but without vocabulary nothing can be conveyed" (Walkins, 1998, p. 111).

Therefore, in this study I intend to find out the effectiveness of games and pictures in teaching vocabulary at primary level.

Statement of the Problem

English language teachers are frequently facing the problem in teaching English due to students' insufficient storage and inadequate comprehension of vocabulary. Research is a process of investigation. If there are any problems over any topic, we carry out research to solve the problem. It is a systematic solution over any problem. Vocabulary plays a vital role in language.

As vocabulary teaching is very important, various researches are carried out on vocabulary teaching, to find out the effective techniques of teaching vocabulary especially through language, games and pictures. The problem being addressed in this study is effectiveness of games and pictures is teaching vocabulary in basic level. In order to be competent and proficient language learner, learners have to be proficient enough in the correct and appropriate use of vocabulary.

Therefore, I was interested in this area because I wanted to find out some more information about the use of games and pictures in teaching vocabulary at primary level. The knowledge which I had got by reading several thesis about the use of

games and pictures in teaching vocabulary had not made me satisfied. I had seen there some gaps in their thesis therefore I would like to fulfill those gaps by doing research.

Objectives of the Study

The objectives of the study were as follows:

1) To find out the effectiveness of pictures and games in teaching vocabulary.
2) To suggest some pedagogical implications of the study.

Research Questions

This study was oriented to find out the answer of the following questions:

a) How does games and pictures help students learn vocabulary in a primary level?
b) What kinds of effects do games and pictures bring in the process of teaching vocabulary?

Significance of the Study

Teaching and learning English is one of the academic fields, which provides opportunities for researcher who can devote their life to it. The present study is innovative in nature. It has provided detail information or techniques of teaching and learning vocabulary to the students. So, it is helpful to investigate the student's proficiency in acquisition of English vocabulary on the basis of English textbook of grade three. It is more fruitful especially for the English Language Teachers, because it helps to find out the effectiveness of language games and pictures in vocabulary teaching in basic level. Although working with children is something interesting and fun, it is also a little difficult because first, we need to know how to teach them and what activities to carry out in the classroom. Therefore, it is hoped that this study is a tool that may throw some light into the art of teaching vocabulary. The results and findings of the study can be used for various purposes. The effectiveness of the teaching and learning can be accelerated with the valuable findings of the study.

Moreover, this research work can be also beneficial for curriculum designers the textbook writers, subject experts, English Language teachers' trainers and other people who are directly or indirectly concerned to the English language teaching and learning. Not only this, this study will be a guideline for the further research works and studies on related subject matter as secondary data.

Delimitation of the Study

The delimitations of study were as follows:

1) The study was limited to only one governmental school of Shiv Raj Municipality,Kapilvastu.
2) It was limited to the students of basic primary level of grade 3.
3) It was limited the content words of textbook of grade 3 only.
4) The vocabulary text was limited to written form.

Operational Definitions of the Key Terms

The key terms that have been used in this study are as follows:

Institutional school. It refers to the school that is run by the certain person or group of persons with the help of their own sources with the support from government or community for their benefits.

Language games. Here the term Language games refer to the organized activity in vocabulary teaching with practical tasks sets of rules, competition and more or less funny like memory games, crossword puzzle games etc.

Vocabulary. The term vocabulary refers to "a set of lexemes, including single words, compound words and idioms". Richards et al. (1985) in this study; the term vocabulary refers to the words used in the text book of grade three.

Chapter II

Review of Related Literature and conceptual Framework

This chapter includes the theoretical knowledge related to the study. After that, the glimpse of previous studies related to this study is reviewed in next sub-heading. How the particular reviewed study is beneficial for the researchers is evaluated. At last, the whole summary of this study has been shown in the framework.

Review of the Theoretical Literature

This section includes the following theoretical reviews on language and literature.

Definition of Vocabulary. Vocabulary is one of the most important components of language which is a prime concern of any language learners. It is a set of lexemes which includes single words, compound words and idioms. It is a hard bone and a powerful carrier of meaning. The word vocabulary is primarily associated with the number of words that a person knows; one either has a large or a small vocabulary. But the word has many shades of meaning and is nicely representative of the nuanced and multi-hued nature of so much of the English lexicon.

Without good command over vocabulary, knowledge, we cannot express our ideas and thought. According to Hatch and Brown (1995), Vocabulary means different words which are used by all speakers in all languages. In fact, as Richards & Rodgers (2001, p. 132) put it forward, "The building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, word and word combination." Considering this close relationship between vocabulary knowledge and language learning, one cannot deny the importance of vocabulary knowledge in general language ability, which is to have the necessary competence in language.

Similarly, we cannot imagine speaking, writing and reading unless some words in what language are learnt. "Without grammar very little can be conveyed but without vocabulary nothing can be conveyed" (Walkin, 1998, p, 111).

In a nutshell we can say that Vocabulary is a most important aspect of language without which no communication is possible. It should not be neglected while teaching and learning. The primary function of languages is to communicate. Grammar and vocabulary are equally important for successful communication. We can produce infinite numbers of structures on the basis of knowledge of finite.

Importance of Vocabulary. Vocabulary is the most important aspect of language without which no communication is possible. It should not be neglected while teaching and learning. The primary function of languages is to communicate. Grammar and vocabulary are equally important for successful communication. We can produce infinite numbers of structures on the basis of knowledge of finite number of grammatical rules. But we cannot produce such number in case of vocabulary. So, both components are equally important for communication.

It is essential to define the term vocabulary since it is the basic foundation in any language and through reviewing the literature, the researcher found the following definitions that share some similarities. Saputra (2007) gives a comprehensive definition of vocabulary and describes it as all the words that are used in a language have meaning.

Based on the previous definitions of vocabulary, it is obvious that vocabulary is considered as the most important part for any language. It is impossible for the learners to read, write, listen and speak a foreign language without having enough knowledge of vocabulary. Learning new vocabulary does not only mean memorizing the form of the word but also understanding its meaning in order to use it appropriately. Thus, vocabulary is all the words in any language that have meaning and used by people to express themselves in different situations.

Vocabulary is one of the most important contributors to children's learning. The higher the levels of vocabulary knowledge a child has, the more they will understand and the faster they will learn. Vocabulary learning begins at home. From an article I read in college 'Four practical principles for enhancing vocabulary instruction', research has shown that the level of vocabulary instruction received by children beginning at home has a huge bearing on both the success of children's personal and academic development. Children from low-income families and non-

English speaking families face a large deficit in English vocabulary knowledge when beginning school (Manyak et al., 2014). This deficit in turn becomes a major barrier and obstacle to reading success, and thus there is an urgent need for teachers and schools to improve the quality of vocabulary instruction.

Techniques of Teaching Vocabulary. Simply, Techniques means presenting something in a understandable way. The main aim of teaching vocabulary is to make students find out word meaning of them in different context. We can use a range of techniques to teach and practice vocabularies and their various uses. Not all the vocabularies can be the most effective. So, vocabulary items should be taught in a way that must help learner to use it in proper and suitable context. As we know that vocabulary plays great role in the flow of language, vocabulary items should be paid more attention while teaching and learning. A little carelessness leads the learner in failing vocabulary items. For better understanding better techniques should be appreciated.

Regarding the ways and Techniques of teaching Vocabulary, Different writers have given different views. Doff (1988) suggested the following steps:

- Say the word clearly and write it on the board.
- Let them to repeat the words in the classroom.
- Translate the words into the student's language.
- Ask them to translate the words.
- Draw pictures to show what the word means.
- Use the words in a self-defining context
- Ask questions using new word.

Beside these techniques, there are some other techniques to teach vocabulary effectively to the primary level students which are given below.

Realia. One of the important techniques to teach new vocabulary is to bring the things they represent into the classroom, i.e. by bringing 'realia' into the classroom. Words like postcard, scissors, hailstones, lizard, crab etc. can obviously be taught in this way. The teacher holds up the objects or points to it, says the word and

then gets students to repeat it. Through it is very useful to beginning classes; its usefulness in grade 3 in Nepalese context cannot be underestimated.

Pictures. Bringing a scissors into the classroom is not a problem. Bringing a car however is. One solution is the use of pictures. Pictures can be used to teach vocabulary effectively. Pictures can be board drawings, wall pictures or charts, flash cards, magazine pictures and any other non-technical visual representation. They can be used to explain the meaning of vocabulary items. Such as the word 'Breast feeding' can easily be taught with the pictures in which a woman is feeding milk to her baby. Pictures are useful for presenting, practicing, and revising vocabulary. There are different ways: the teacher can use pictures while teaching. For example: teacher can show a picture and ask students what it is. It is true that one picture is worth than 1000 words. Pictures are very interesting for motivations and refreshing the young learners. They are stimulus for children to speak. They perform various functions in teaching. Pictures are very effective specially to teach about colors and action words.

Mime. It is often impossible to explain the meaning of some words and grammar either through the use of realia or pictures. Action verbs and actions are taught very effectively through the use of mimes. Such as digging, running, dancing, chewing etc. can best be explained through mimes.

Enumeration. By giving general and specified sense relation of the word, we can teach meaning of some vocabulary e.g. tree-pine, oak, bamboo etc.

Contrast. By giving opposite meaning of the words, some words can be taught e.g. low- high, backward- forward etc.

Translation. The easy way of teaching the meaning of vocabulary is the use of translation techniques e.g. Patriotism-Deshprem.

Explanations. Explaining the meaning of vocabulary items can be very difficult at beginning and elementary levels. But it can be used in lower secondary and secondary level. For example, 'disaster' can be explained as 'sudden happening that causes great suffering and destruction.'

Among all these techniques of teaching vocabulary I focused more on pictures techniques because of my research study. Generally speaking, pictures, and other visuals constitute the most effective, most plentiful, and least expensive teaching medium. It is also the medium that is least utilized. There are good school-useful pictures in abundance, almost anywhere we look. Yet, we as teachers are underutilizing this eminently useful resource.

The old saying that a picture is worth a thousand words may or may not be true. What is true, however, is that one appropriate picture can be a catalyst giving rise to the production of thousands of words and a multitude of creative and analytical thoughts.

Used appropriately and sequentially, pictures can not only illustrate a topic but also can provide the experience base children require in order to profit from reading and writing and from numerous other learning experiences, including those associated with art programming.

Sources of Pictures. Sometimes, teachers say that they have difficulty finding appropriate pictures. This may be the situation if a picture is looked for when one is needed to fit a particular concept or lesson. Sources of pictures are numerous, the following probably being the most obvious:

Calendars
Magazines
Post Cards
Greeting Cards
Advertising (Especially Tourist Brochures)
Posters, Etc.
For Quality Prints: Art Stores and
Mail Order Services.

However, we need to keep our eyes open to opportunity and be a bit audacious. Also, we might enlist children in picture collecting. They will likely be enthusiastic helpers. Sometimes, they let their grandparents and relatives in other

towns know of their quest and, before long, the trickle of pictures can become a veritable flood.

Language Games in Vocabulary. Language games are found so effective in the practice of vocabulary. Language games have become more widely used recently, probably for two main reasons: First, is an increasing emphasis on the importance of motivation and of the appropriate kind of positive affective atmosphere in the class. Second, is an increasing emphasis on the importance of 'real communication'. If a game is working properly, it very supplies a genuine desire to communicate in the target language, even within the artificial confines of the classroom. (Sharma and Phyak, 2007, p.301).

Some games activities for vocabulary teaching are:

*Jumbled letters.*This game is helpful to practice words with difficult or irregular spellings. In this game, team are given letter card, each and contacting one letter of the target word such as,

The letter cards are given out in random order, and the players have to rearrange them in correct order. The first team has to do this correctly to win the game.

*Hidden objects.*It is easy and simple vocabulary game. In this game, the teacher shows ten or twenty small objects to the students. The students, in class as a hole name them. They are then put into a bag. The teacher picks up an object but does not remove it from the bag. A member of each team turn is asked to guess what it might be. The first person has to guess successfully to the given objects. The team which ends up with most objects will win.

*Memory games.*This vocabulary game is useful for developing memory power. This is a team game. In this game, Players are shown a picture, slide or black board drawing containing a list of related items e.g. animals, some scenes or clothing etc. The players are allowed to study the pictures for a few minutes after which it is emerged. The members of each team pool their knowledge to see how many of items

they can remember. Items are written down as to check. The picture is shown again and the team with the highest scores will win.

Word building. This game is a kind of pencil and paper game. In this game the players are given a long word by written on the blackboard or with two help of a word card. The students have to see how many words they can make from the letters in it. This game may be played as individual task or a pair work. The players are given limited period of time for the game and the scoring may be simple one in which one point is given for one word.

Crossword puzzle games. Crossword puzzle game is very relevant to vocabulary study. We can think of various types of crossword puzzle. It may be complete or incomplete. To play this game, the teacher draws a crossword puzzle on the board and writes the clue alongside. The students who know the answer run to the blackboard and fill in the crossword or mark the class word.

Among all these vocabulary games, I used all these vocabulary games in my research study where it was necessary because depending in only one game may not fulfill requirements for all the lessons so Iselected those vocabulary games where it was suitable.

Review of Empirical Literature

Vocabulary development is essential for learning language. It helps the learner to develop the input for the target language learning. To command over any target language learning, one should develop his/ her vocabulary power by means of different sources of knowledge. So, it is important to stud, the status of vocabulary development of Nepali learner of English language. Earlier studies have been carried out on vocabulary teaching strategy in the department of English Education. Some of them were related to these studies which are listed as follows:

Gurung (2016) carried out a research entitled, "Effectiveness of Animated Films for Developing Vocabulary and Language Function." The researcher major objective of the study was to find out the effectiveness of animated films in developing vocabulary and language function. For the purpose of the study, an

experimental design was adopted. To carry out the research, thirty-six students of grade six from a government aided school of Sankhuwasava, were selected as sample population. A pre-test was given before using films to determine the proficiency of the students. Then, they were divided into two groups on the basis of odd-even roll number according scores obtained in the pre-test. After dividing then into groups, both groups were taught the same vocabularies and language function using different materials. Group 'A' was taught showing animated films and explanations were used for teaching vocabulary in Group 'B'. After teaching for one month, post-test was administrated. Then, the result of the both pre-test and post-test were compared to determine the effectiveness of two techniques. The finding of the study shows that teaching showing animated films as an technique is more effective than teaching through definitions and explanations for teaching vocabulary and language function

M.C.B (2016) carried out a research entitled, "Techniques Used by Primary Level English Teacher in Teaching Vocabulary." The researcher's objective was to find out the techniques that primary level English teachers used in teaching vocabulary in terms of word meaning, word pronunciations and word spelling. The researcher prepared an observation checklist including the above components of vocabulary teaching to fulfill the objectives. Then the researcher observed the teachers activities on these aspects in 10 primary level community schools, which were selected by using non-random purposive sampling procedure. Five classes of each teacher were observed. The data were analyzed using simple static tools tabulation and percentage. The findings of the study show that most of the teachers used mother tongue translation, modeling and reading aloud as their techniques to teach word meaning, word pronunciation and word spelling respectively.

Neupane (2016) carried out the research on "Effectiveness of Teaching Vocabulary through Games for Primary Level." It was carried out practically and comparatively. 40 students studying in grade five from an institutional school "Shree Saraswati English Boarding School, Sital Nagar, Rupandehi was the sample of population for this work. The students were pre-tested determine their proficiency level. They were divided in two groups on the basis of odd – even ranking of performance of the pre-test. After dividing them into two groups, one group was taught by using game techniques but another one usual techniques. After having

completed the teaching after a month classes, the post-test was under taken using the same pre-test items. After that, the results of both pre-test were compared to determine the effectiveness of the two techniques.

Sapkota (2017) carried out a research entitled "Effectiveness of Visual Materials in Teaching Vocabulary with young learners." The main purpose of this study was to investigate the effectiveness of visual materials in teaching vocabulary at Grade six. The research used experimental research design and quantitative method of analysis. Fifty students of Purashodya Secondary School, Hugdishir 8, Baglung were the sample population and pre-test and post-test were the major tools for data collection. The students were divided into two groups; experimental group and control group. Experimental group was taught by using visual aids whereas control group was taught using traditional method. The finding of the study shows that the group which was taught using visual aid (for experimental group) was found better in all of the cases.

Barham (2017) carried out a study on " TheUse of Electronic Dictionary in the Language Classroom: the views of Learners," It aimed to cast off the light on students' observation and experiences in using mobile dictionary in educational reading course, to explore students' attitude and to highlight the major difficulties and challenges in using mobile dictionaries. Focus group discussion was conducted to collect data. Findings of the study shows that students had a great and exiting experience in using mobile dictionary in learning new vocabularies. Therefore, they have positive attitudes and perceptions towards mobile dictionary.

Alizadeh (2018) carried out a study on "Medical Students' Perception of Using Electronic Learning Tools in ESP Program." The main objective was to investigate medical students' perception of using e-learning tools and applications in an English for Specific Purpose (ESP) program at in Iranian University. This study also aimed to discover the extent to which the students prefer to use paper dictionaries, offline mobile dictionaries, computer-based dictionaries and internet based dictionaries. It employed cross-sectional descriptive design. The result showed that the majority of the students perceived that employing electronic tools andapplications for educational purpose in the program was highly significant. It was

discovered that students gave priority to offline mobile dictionaries, internet based dictionaries, and computer based dictionaries.

Nurhudyah (2018) carried out a research entitled "The Effectiveness of Teaching vocabulary by Using Nursery Rhymes to the first Grade students at MTs DDI pattojo". The main objective of the study was to determine the effect of teaching vocabulary by using Nursery Rhymes. Therefore, the principal problem was only one that is to what extent are Nursery Rhymes effective to teaching vocabulary at the first-grade students of MTs DDI PattojoSoppeng. The study was using Quasi Experimental Design, exactly "Non- equivalent control Group Design. The Study involved 60 students, first grade students in MTs DDI PattojoSoppeng. It founds that the nursery rhymes were effective in teaching vocabulary for the first years of junior high school students.

Rai (2019) carried out the research entitled, "Students' perception on using you tube videos in learning vocabulary". The main objective of this study was to explore the perception of students' on learning vocabulary through using YouTube videos. The population was selected based on simple random sampling method. The participants in the study consisted of 100 students studying English at secondary level of Kathmandu district, Nepal. For the purpose of the study, four schools in each school 25 students were involved. She adopted random sampling strategy for collecting the required data to fulfill the objectives of her study. Quantitative data have been analyzed and interpreted by using simple statistical tools. There were 25 close ended questions. Those questions were asked to the students. The findings of the study shows that learning vocabulary using YouTube videos makes the vocabulary learning effective, interesting and long lasting.

Rai (2020) carried out the research entitled, "Students' perception towards the use of mobile dictionary app for vocabulary learning". The main objective of this study was to explore the students' perception towards the use of mobile dictionary app for vocabulary learning. The population of this study was the M. Ed. English students of Tribhuvan University. Among them, forty students were selected from fourth semester as sample population through random sampling procedure. For this study, the researcher has adopted survey design of Quantitative Method. The finding

of the study showed that using mobile dictionary is significant and undeniable means of learning and developing English vocabularies.

Dulal (2021) carried out the research entitled, "Effectiveness of you tube videos in teaching vocabulary". The main objective of her study was to find out the effectiveness of YouTube videos in the development of vocabulary in sixth-grade students. To achieve the objectives, the researcher selected the students of grade six from Yashaswi Gurukul English School in Dhobighat, Lalitpur. A simple random sampling procedure was used to choose twenty-three sixth-grade students. The design for this research study was qualitative in nature and used content analysis and descriptive statistics; it closely followed the characteristics of an action research design. She prepared 100-point test items for the preliminary test, the progress tests, and the final test. Twenty-three sets of questions, each with five test items, were created synonyms, antonyms, fill in the gaps, matching objects, and multiple choice questions were included in each test item. The items in the test were objective in nature. The finding of the study showed that YouTube videos are interesting tools for children to develop their language skills and expand their vocabulary effectively.

The present study is different from above reviewed researches because they do not discuss on the 'effectiveness of games and pictures in teaching vocabulary by English language teacher in basic primary level'. So this study is different from other researches. Moreover, it is based on experimental research. I used language games and pictures both as techniques in class three whereas previous studies were carried out by using a single technique.

Implication of the Review of the Study

Review of related literature helps to the researcher to make his/her research more effective and fruitful. Literature review is a way of getting knowledge about the process of conducting a research, based on related researches, which have already done. It is really a great problem and challenging task for a novice researcher who conducts research for the first time. Therefore, it proves to be very helpful to review the existing body of literature in his/her related fields.

After studying Gurung (2016) research, I received the clear concept of making research question selection methodology. Similarly, I have received a lot of information from M.C.B (2016) research. I found the ideas to write the references, which are written at the last of the thesis. In the same way, by Neupane (2016) thesis, I got ideas for selecting population and sampling procedure.

Similarly, with the help of research of Sapkopta (2017) research, helped me to design the conceptual work. Through Barham (2017), to collect the data, I got the techniques and ideas to write the problem of statement. Alizadh (2018), I got ideas to make closed questionnaire to know the study method of vocabulary. From Nurhudyah (2018), I got the ideas about the population sample, data collection procedure and data collection tools. In the same way, by Rai (2020), I found that using game techniques is better from the usual techniques to teach primary level students. From Dulal (2021), I got the ideas about making the research questions and objectives.

Theirview of these researches provides guideline to the researcher. It has clarified the confusion and makes his/her tasks of doing research easy and effective. This review of the study may be obtained from the variety of sources including books, journals, articles and reports. The entire source helps me clarity and focus on the research problem, improve methodology, and contextualize the findings. I got ideas for selecting topic, improving to examine and evaluate what have been said before on a topic and what not have been said for further research. Therefore, all those reviews are related to vocabulary, games, pictures and classroom activities of teachers etc. I developed insight reading the methodology to be applied for my research study.

Conceptual Framework

        The below mentioned conceptual framework shows the road map of my study. According to the framework, my study is related to the "Effectiveness of games and pictures in teaching vocabulary to the primary level". I found out the effectiveness of games and pictures in teaching vocabulary to the primary level students by making this conceptual framework.

```
  ┌─────────────────────┐        ┌─────────────────────────┐
  │ Language games in   │        │ Definition of vocabulary │
  │ teaching in         │        │                         │
  │ vocabulary          │        │                         │
  └─────────────────────┘        └─────────────────────────┘
             \                              │
              \                             │
               ▼                            ▼
        ┌──────────────────────────────────────────┐
        │ Effectiveness of games and pictures       │
        │ in teaching vocabulary                    │
        └──────────────────────────────────────────┘
             ▲               ▲              ▲
            /                │               \
  ┌─────────────────────┐    │      ┌──────────────────────┐
  │ Techniques of       │    │      │ Pictures in          │
  │ teaching            │    │      │ vocabulary teaching  │
  │ vocabulary          │    │      └──────────────────────┘
  └─────────────────────┘    │
                   ┌──────────────────────┐
                   │ Sources of pictures  │
                   └──────────────────────┘
```
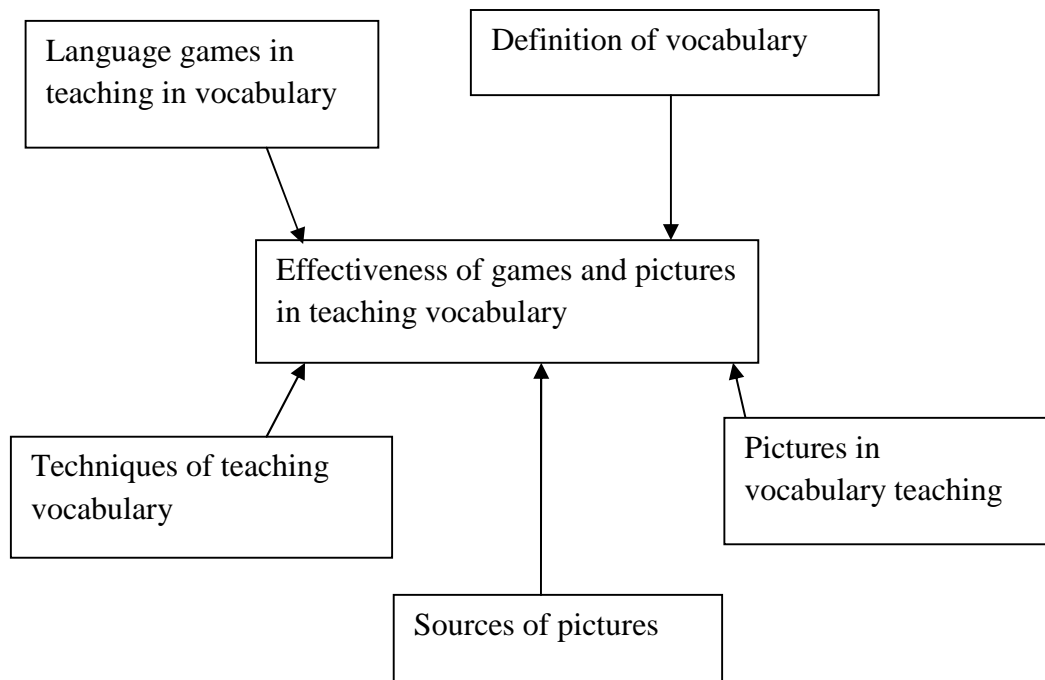
        I made certain planning about the research and set out the objectives to find out the effectiveness of language games and pictures in vocabulary teaching. I used both primary and secondary sources of data to complete the study. The population of the study was from grade three students of a governmental school. I prepared a set of test items to collect information about the effectiveness of language games and pictures in vocabulary teaching. Then I analyzed the result from the test items administered in different times. Finally based on the findings, I analyzed and interpreted the score of the students of different times and different tests.

Chapter III

Methods and Procedures of the Study

This chapter deals with the methodology adopted to fulfill the objectives of the study. This includes design and methods of the study, population, sample and sampling strategies, data collection tools and techniques, data collection procedures, analysis and interpretations of data.

Design and Methods of the Study

In order to complete, a research work effectively and systematically, there must be planning in systematic way by using appropriate method. This research is designed in a systematic way. In this study, I tried to find out the effectiveness of language games and pictures in vocabulary teaching. This study is based on experimental research, which is of two types:

i) Pre-experimental design
ii) True experimental design
iii) Quasi experimental design

Among all three designs, the pretest-posttest control group design was the best design for this research, which comes under the true experimental design. This research design was carried out by dividing class three students in two groups (Odd and Even). The students of odd roll number were experimental group (A) and the even group students were usual group (B). Both group's pretest were taken first then after, the experimental group were taught vocabulary by using pictures and games whereas the usual groups were taught vocabulary by using the usual method. This diagram may explain better.

Experimental Group = A1 (pre-test)   T (treatment)   A3 (post-test)

Usual Group =   B2 (pre-test) (No treatment) B4 (post-test)

I collected the data from the specified sample population by using test-items design, progress test and posttest. The collected data were analyzed and interpreted based on different analytical tools. The present research was actually practical study.

Population, Sample, and Sampling Strategy

The population of the study has consisted of 20 students of a primary level of a governmental school from the rural areas of Kapilvastu District by using simple random sampling procedure.

Sampling Procedures

Regarding data collection procedure, I used the following steps to collect primary data.

First of all, I had selected 50 vocabularies from the textbook of grade 3 and prepare a set of test items based on selected vocabulary. Then, I administered a written pre-test to determine the actual proficiency level of students in vocabulary. They got only an hour to attempt the questions. I categorized the students into 2 groups: experimental and usual group. After that, I taught them with the help of lesson plan to both group side by side and teach group 'A' through language games and pictures and group 'B' without using games and pictures. I taught each group three days a week and each period lasted for forty minutes. I taught them not less than 28 days.After teaching, I administered a post- test using the same test that were used in pre-test and progress test.

Finally, I compared and analyzed the performance of the two groups to find out the effectiveness of language games and pictures in vocabulary teaching and suggested them some pedagogical implications.

Sources of Data Collection

Data are the characteristics or factual information that helps to discuss, justify, and analyze the research questions and suitable findings. In research data, may be person, newspaper, photos, figures, books, etc. Normally Datum are divided into two categories: Primary Sources and Secondary Source.

Primary Sources

The primary data were collected from the students of grade III of the selected school of Kapilvastu District.

The source of data collection of my research was only primary source.

Tools for Data Collection

For this study, I collected a set of 50 vocabularies from the English text book of grade 3. A set of different test items based on selected vocabulary were used as a major tool for data collection. The five set of test items were carried out 50 marks. I categorized the test items into matching items, fill in the blanks, completion words, multiple choice, naming it items for making the analysis convenient.

Data Analysis and Interpretation Procedure

In order to fulfill the determined objectives of the study, I analyzed, interpreted and collected the data descriptively using simple statistical tools. The data which I collected were divided into different categories. The performance of grade three students in different test items of vocabulary were analyzed and interpreted under different test items of vocabulary. I collected data and compared with various statistical tools like tables.

Chapter IV

Analysis and Interpretation of Result

This chapter deals with analysis and interpretation of the data. It presents text wise and holistic comparison in pretest, progress test and post test. Finally, it presents the summary of findings. The main objectives of the study were to find out progress of the student learning using pictures and games in vocabulary. Therefore, the collected data had been analyzed and interpreted using various analytical and statistical tools such as descriptions and tabulations, comparison under the following headings.

i.   Holistically Analysis
ii.   Test-wise comparison

Analysis of Data and Interpretation of Result

The purpose of this section is to analyze and interpret the systematically gathered data throughout appropriate statistically tools and tables. Therefore, the result of this research has been interpreted as the following different tables.

Holistical Analysis of the Students'Scores. I carried out the teaching activities for 28 days. Three tests were administered in total. Their obtained marks were listed daily. Later, they were analyzed and compared as a whole. Holistic analysis helped me to get the findings of the whole research.

Table 1

Holistic Analysis of the Scores of the Students

Tests	No. of Students	Total obtained Marks	Average Marks	Highest Score	Lower Score	Difference in Average
Pre- Test	20	365	18.25	40	4	10.25
Progress- Test	20	433	21.65	44	7	------
Post-Test	20	570	28.5	45	15	--------

Table 1, shows that 20 students obtained 365 marks in pre-test, 433 marks in progress test and 570 marks in post test. On the whole, the students increased their average marks by 10.25, which show the gradual progress of students in vocabulary. While testing, I found them very weak in vocabulary in pre test. Their performance inpost test was satisfactory; the highest score and the lowest score obtained by the students in each test showed their improvement in their performance. Since, the highest score increased from 40-45 and the lowest score from 4 to 15. Majority of the students showed better performance securing 28.5%, average marks after teaching them using games and pictures in post test.

Test –Wise Comparison of the Students' Scores. This sector consists of test –wise comparison of the score of the per-test, progress test and post-test.

The Scores of the Student's Pre-test. Before starting the experimental research, I administered a pre-test to determine the ability and lever of the students in vocabulary through games and pictures they are given below in the following table:

Table 2

Student's Scores in Pre-test

S.N.	F.M	No. of Students	Obtained Marks	No. of Students %	Marks %
1	50	1	4	5	8
2	50	1	10	5	20
3	50	2	11	10	22
4	50	1	12	5	24
5	50	1	14	5	28
6	50	2	15	10	30
7	50	2	16	10	32
8	50	3	18	15	36
9	50	1	19	5	38
10	50	1	22	5	44
11	50	1	25	5	50
12	50	1	26	5	52
13	50	1	28	5	56
14	50	1	36	5	72
15	50	1	40	5	80
Average Score: 18.5					

Table 2, presents that 14 students obtained below 20marksout of 50 full marks whereas 6students obtained over 20 marks out of 50. Among them 1 student obtained 4 marks i.e. the lowest marks and only one students obtained 40 marks, i.e. the highest marks of all.In this way, majority of the students were found to obtain below average marks in pre- test.

The Score of the Students in Progress Test. The following table shows the scores of the students in the progress test.

Table 3

The Score of the Students in Progress Test

S.N.	F.M	No. of Students	Obtained Marks	No. of Students %	Marks %
1	50	1	7	5	14
2	50	1	10	5	20
3	50	2	13	10	26
4	50	1	15	5	30
5	50	1	18	5	36
6	50	2	19	10	38
7	50	1	20	5	40
8	50	1	21	5	42
9	50	2	22	10	44
10	50	1	24	5	48
11	50	2	26	10	52
12	50	1	28	5	56
13	50	1	30	5	60
14	50	1	32	5	64
15	50	1	34	5	68
16	50	1	44	5	88
Average Score: 21.65					

Table 3, shows that out of 20 students, 8 students obtained below 20 marks out of 50 full marks where as 12 students obtained over 20 marks out of 50. It shows that

the students obtained better marks in comparison to the pre test. In progress test, students were able to increase their total marks. Even in the class, they started to solve exercise, related vocabulary. This test shows the gradual progress in students in learning vocabulary because none of them obtained below average marks.

The Score of the Student in Post Test. Post test was administered after teaching student for twenty eight days vocabulary though games and pictures was taught to the student in class. Exercise had been given to them as class work and homework regular and pre-test and progress test were administered to find out their progress. I taught them with aplan. I engaged them with group work and encouraged them to find out the vocabularies and solve the exercises related to it finally. Post administered. The table below presents the individuals scores in the post-test.

Table 4

The Score of the Students in Post Test

S.N	F.M	No. of Students	Obtained Marks	No. of Students %	Marks %
1	50	3	15	15	30
2	50	1	18	5	36
3	50	1	19	5	38
4	50	1	25	5	50
5	50	2	26	10	52
6	50	1	27	5	54
7	50	2	30	10	60
8	50	1	31	5	62
9	50	1	33	5	66
10	50	3	34	15	68
11	50	1	37	5	74
12	50	1	38	5	76
13	50	1	39	5	78
14	50	1	45	5	90
Average Score: 28.5					

Table 4, shows that out of 20 students, 5 students secured below 20 marks, which is considered as the fail marks. The full marks of test 50 marks, 15 students secured above 20 marks. Among all these 15 students, one student secured 25 marks. 2 student's secured 26 marks like this there mark were increasing gradually and among all these students' only one student has got 45 highest marks.

The comparison to the pre-test scored, post test score showed the remarkable improvement in vocabulary. In pre-test, the scores were distributed around the average score of 18.25 with 40 marks as the highest and 4 marks as the lowest score, whereas the scores in the post test were distributed around the average score of 28.5 with 45 as the highest and 15 as the lowest score. The average score was one and half times greater than the score in pre-test. This result clearly shows that the students could develop their vocabularies when they were taught properly by using pictures and games. Thus, games and picture helped them to increase their progress in vocabulary.

Comparison of the Results of Pre-Test and Progress Test. Before starting research test, I administered pre test of grade three students. The same group of taught Vocabulary and after 15 days the progress test was administers. The marks compared to find out their progress in Vocabulary. The average marks of the students in progress are listed below.

Table 5

Comparison Between the Results of Pre-Test and Progress Test

No. of Students	Average Scores in Pre- Test	Average Scores in Progress- Test	Difference in Marks
20	18.25	21.65	3.4

Table 5, shows that the average scores in pre-test was 18.25, progress tests was 21.65. Thedifference of marks in two tests was 3.4. It shows that the students should better progress in post test than in pre-test. It is therefore, the use of games and pictures was found to have good effect in teaching and learning vocabulary.

Comparison Between the Results of the Pre-Test and Post Test. The students were taught for 28 days after administering a pre- test. After a month of teaching, post test was administered for the same group of students. Their total marks, average total marks, an average marks, difference between pre- test and post test were analyzed to find out the progress of the student in the vocabulary. The comparison between them is listed in the table below.

Table6

Comparison Between Pre- Test and Post Test

Total Marks	Pre- Test	Post- Test
Total Marks	365	570
Average Marks	18.25	28.5
Difference in Total Marks	205	
Average Difference	10.25	

Table 6, shows the difference of marks and average difference between the pre- test and post test. The result presented by the table was, therefore the reflection of the students in vocabulary learning. The students secured 18.25 average marks in pre-test whereas as they secured 28.5 average marks in post test. The difference between pre- test and post test was 10.25.

Summary of Findings

The major findings obtained from the analysis and interpretations of data are summarized as below:

1. Majority of the students showed better performance securing 28.5% average marks after teaching them the vocabulary using language games and pictures in post test.
2. In pre-test, 5 percent students secured 4 marks out of 50 marks which were the lowest scoring and 5% student scored 40 marks which was the highest scoring in the pre-test. The progress made by the students proved that teaching vocabulary using games and pictures developed the creativity of the learners.

3. Out of twenty students in post test, 5 students obtained 30-- 38 percent marks out of 50 whereas 15 students obtained 40-90 marks out of 50 which show good progress of students in learning vocabulary.

4. The students increased their average marks by 10.25 out of 50. This shows the gradual progress of the students in learning vocabulary through games and pictures. While administrating pre-test, it was found that they were very weak in vocabulary. The highest score and lowest score obtained by the students in each test showed their improvement in their performance. Since, the highest score increased from 40-45 and the lowest scores from 4 to 15 out of 50 marks.

5. Teaching vocabulary through games and pictures seems to be satisfactory. Because students increased their marks in progress test and post test.

Chapter V

Conclusion and Recommendations

This chapter includes the presentation of the summary, conclusions and implication of the study. It is presented in the each following sub sections.

Conclusion

Based on the findings of the study as well as review of the previous literatures, it can be deduced that teachers should be encouraged to use games and pictures in their classroom. The majority of students were positively engaged in all teaching learning activities while being taught through games and pictures, according to the findings. It was discovered that games and pictures piqued the students' interest in becoming engaged, as the majority of the students eagerly participated in the activities suggested by the teacher.

I would like to conclude that this study plays vital role to find out the effectiveness of games and pictures in teaching vocabulary. Teachers can make full use of the pedagogical implications of using games and pictures in classroom. I stressed the importance of games and pictures for English teachers in making vocabulary instruction interesting, long-lasting, and meaningful.

On the basis of analysis and interpretation of data, the conclusions of the study were presented as follows:

  i. According to the findings, games and pictures are interesting tools for children to develop their language skills and expand their vocabulary because when I took out pre-test, students had secured 365 marks. After teaching them 28 days, by using games and pictures, students had secured 570 marks. After comparing pre-test and post-test, it seemed big difference in total marks, which is shown in table no. 6.
 ii. Games and pictures encourage students to be more participatory in the classroom by increasing their participation and engagement.
iii. Data analysis and interpretation reveal that Games and pictures drive students in language learning process in a more fascinating and enjoyable manner.

iv. Learning throughgames and pictures in the classroom has been found to make learning more interesting and meaningful.

v. It allows students to grasp the meaning of words in an effective manner.

vi. Games and pictures can help students grasp and anticipate the correct meaning of words because they can provide realistic models for students to learn words in context.

vii. Games and pictures can pique people's curiosity and hold their attention longer, resulting in higher knowledge retention.

viii. Games and pictures help students remember the content of the lesson more effectively, allowing them to retain the vocabulary for a longer-period of time.

ix. In conclusion, using Games and pictures to promote vocabulary competency among primary level students is an interesting and effective strategy. With careful planning and selection of appropriate games and pictures, students will be able to learn more new terms efficiently.

Recommendations

I found that the students of grade 3 where found good at vocabulary. The main reason is the use of pictures and games while teaching them to stop they were found making minor mistakes in vocabulary. The research presents the following implications of the study in different levels.

Policy related. The rules and regulations are made at the policy level. The curriculum and course designers made the policy and other carry out the teaching activities following the prescribed rules and regulations to stop the student current research effectiveness of games and pictures in teaching for coverage will help to policy makers to introduce excess amount of exercise related to vocabulary in course book. The research will also help to modify the traditional ways of teaching vocabulary. The research has the following implications in policy level.

i. Games and pictures are effective vocabulary-building tools. Therefore, syllabus designers, methodologists, and teachers should be encouraged to use games and pictures in language classrooms.

ii. Curriculum developers and textbook designers should select the relevant activities to support the use of games and pictures in the classroom.

iii. Teachers who teach English or non-English subjects in schools should be aware of how to effectively use games and pictures in the classroom. It would be better if the concerned body conducted various teacher trainings on how to use such teaching resources in an appropriate manner.

iv. In addition, school management should be more cooperative in terms of using games as well as pictures in the classroom. The school administration is responsible for providing all of the necessary facilities and conditions, such as maps, board drawings, wall pictures or charts, flash cards, magazine pictures, puzzle game, memory game, word building game and any other non-technical visual representation and classroom organization in order to enable them to use games and pictures in the classroom.

v. If the CDC develops picture and game-based exercises, it will be easier to get optimum achievement in teaching vocabulary.

Practice related. These rules and regulations are made at the policy level but they become effective only if they are applied at the practice level Police Stop the research has the following implications in practice level.

i. The main personalities at the practice level are teachers and students. Therefore, the teacher should teach vocabulary is by using games and pictures.

ii. The traditional methods of teaching should not be performed. Instead mode in comma scientific and learner-centered methods should be used while teaching vocabulary.

iii. Students should be encouraged to participate in group work in order to accomplish their vocabulary.

iv. The school should manage extra Books with their adequate knowledge and vocabulary.

v. The teacher should prepare varieties of games based on vocabularies and make practice the students in classroom.

vi. The teacher should prepare new and attractive pictures and bookable reach language games to make the student easy to learn the vocabularies.

vii. Time and again, the teacher should conduct class test to make their students vocabularies effective with the help of pictures and games.

viii.   Additional feedback and reward should be provided to the students by the teachers and schools administration.

Further research related. When any research comes out with new findings, we should not consider it as an end; instead we have to do future research in related areas. The findings that are achieved from the previous one will be guideline for further research. It helps to design the theoretical and conceptual framework to stop it has to formulate the hypothesis as well as state the problem of research. Similarly, the current research will be helpful to many other researchers because it has opened many possible possibilities of other research in the related areas to stop this research has the following implications of the research.

a) More researches can be carried out on the effectiveness of teaching vocabulary using games and pictures to the students.

b) A study can be effectiveness of teaching vocabulary through you tube videos, realia, pair work, group work and so on.

c) This research is limited to 28 days period. For the more exploration regarding this area, language teacher can conduct action research.

d) Similar study can be conducted in other grade other than grade three.

e) Furthermore, suggestions can be made to other researchers to undertake further research that can enhance this research because it can be broadened and expanded to various subjects and circumstances.

f) Finally, I acknowledge that this work may not be perfect, because of that, constructive criticism and recommendations are highly anticipated in order to improve the thesis. Hopefully, this will be beneficial to us and contribute positively to the English language learning context.

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Appendices

Appendix I

Selected 50 Vocabularies

Trunk	Share	Corridors	Room
Dolphin	Teacher	Toy	House
Assembly	Pictures	Game	Spoon
Starfish	Fork	Ugly	Tea cup
Football	Happy	Kitchen	Bowl
Team	Sad	Winter	Summer
Rainy	Ugly	Bedroom	Ugly
Old	Big	Garden	Short
Sunday	Silent	Tall	Serious
Train	Success	Grass	Fat
Bathroom	Queen	Girl	Traffic
Toilet	Peeler	Boy	Stop
Fry Pan	Ugly	Sun	Light
Glass	Cycle	Hat	Never
Rice-cooker	Temple	Hand	Cake

Pre-Test Items

For the Students

Dear informants,

This test items aims to find out the knowledge about **Effectiveness of Games and Pictures in Teaching Vocabulary**. Your answer will be used for research purpose only. The fruitfulness of the study will depend on your accurate, fair and rational responses.   **F. M: 50**

Name of School: Shree Bhadra Secondary School, Kapilvastu   **P.M: 20**

Name of the Students...Class: 3

Subject: English   Time: 1 hour   Roll No:

Attempt all the questions

Q.N 1 Match the pictures with the words. 10

i) Paddy

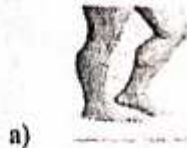ii) Mountains

iii) Rhododendron

iv) House

v) School

Q.N 2 Tick the best answer.   10

a) During January, the weather is ...cold...

   i) Hot   ii) cold   iii) cool   iv) warm

b) The weather is stormy during ....

Q.N 3) Name the pictures of following things. 10

a) _Leg_

b) _TRUCK_

c) _OVK_

d) _ROSE_

e) _TOY_

Q.N 5) Complete the following sentences with the help of the pictures. 5

a) The boy is _Sad_   b) The man is _____   c) He is _Fat Fat_

d) She is a _GIRL_   e) It is a _____

Q.N 6 Fill in the missing letter. 7

a) El_eph_ant   b) B_e   c) She_p   d) _ow   e) T_g_r

Progress Test – Items

For the Students

Dear informants,

This test items aims to find out the knowledge about **Effectiveness of Games and Pictures in Teaching Vocabulary**. Your answer will be used for research purpose only. The fruitfulness of the study will depend on your accurate, fair and rational responses.

F. M: 50

Name of School: Shree Bhadra Secondary School, Kapilvastu   P.M: 20

Name of the Students....*ANAND*.........*KOWAX*..................... Class: 3

Subject: English   Time: 1 hour   Roll No

Attempt all the questions

Q.N 1) Write the words in alphabetical order. 6

Surprise, busy, amazing, garden, dry, fry

amazing busy dry pry garden surprise 6

Q.N 2) Match the following 5

i) Clock

ii) Toy

iii) Spoon

iv) Rice Cooker

v) Plate
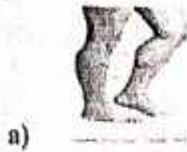
Q.N 3) Name the pictures of following things. 10

a) _Leg_

b) _78VCR_

c) ~~GVK~~

d) _ROSE_

e) _TOy_

Q.N 5) Complete the following sentences with the help of the pictures. 5

a) The boy is _Sad_

b) The man is _____

c) He is _____

d) She is a _GIRl_

e) It is a _____

Q.N 6 Fill in the missing letter. 7

a) Elephant   b) Bee   c) Sheep   d) Cow   e) Tiger

Q.N 7 Circle six meaningful words from the puzzle games. 6

can

pea

robot

snake

brown

house

	u	t	g	b	o	r
r	e	n	i	v	s
p	s	w	c	a	n
p	u	o	e	a	a
e	o	r	b	b	k
a	h	b	y	n	e

Q.N 4) Make as 10 sentences as possible from the table. 10

I		Buy books tomorrow.
He	Will	Visit Godawari on Saturday.
She		Do homework tomorrow morning.
They		Return home next week.

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____

i) _____

j) _____

***THE END**

44/50

Post Test – Items

For the Students

Dear informants,

This test items aims to find out the knowledge about **Effectiveness of Games and Pictures in Teaching Vocabulary.** Your answer will be used for research purpose only. The fruitfulness of the study will depend on your accurate, fair and rational responses. **F.**

M: 50

Name of School................. *Binita Chaudhary* .... P.M: 20

Name of the Students.... *Binita Chaudhary* .. Class: 3

Subject: English   Time: 1 hour   Roll No:

Attempt all the questions

Q.N 1) Match the opposites   5

Old — Small

Big — Short

Happy — fat

Tall — Serious

Slim — Young

(5)
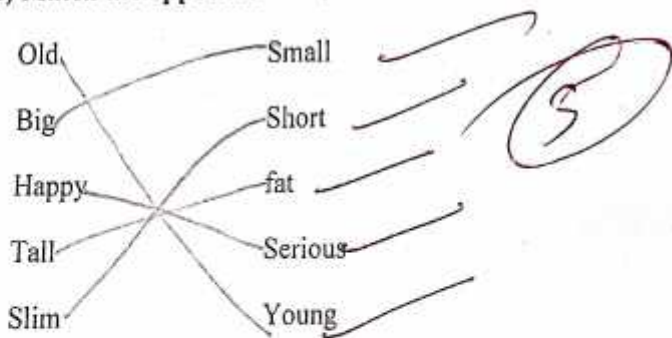
2) Fill in the missing letter to create a word. 9

1) chi_l_d   2) bo_y_   3) wom_a_n   4) t__th

5) _r_ose   6) _j_ar   7) p_ict_re   8) le_

(8)

3) Look at the picture and write their names. 5

Cycle   Peacock   Rikshaw   Train

5.

Sheep _____ *(1)*

4) Look at the picture and circle ten words (one-ten) from the puzzle. 10

r	f	O	U	r	t'	U
s	i	X	O	d	h	G
d	v	D	N	d	r	H
s	e	V	E	n	e	R
t	t	E	I	w	e	T
g	j	L	G	u	G	W
a	n	m	H	o	H	O
q	w	E	T	r	T	Y

5) Look at the picture and write their name which you can find in your kitchen.   4

a) Spoon   b) Ricecooker   c) House   d) Plate   *(4)*

6) Look at the pictures and unscramble the letter to name them. 4
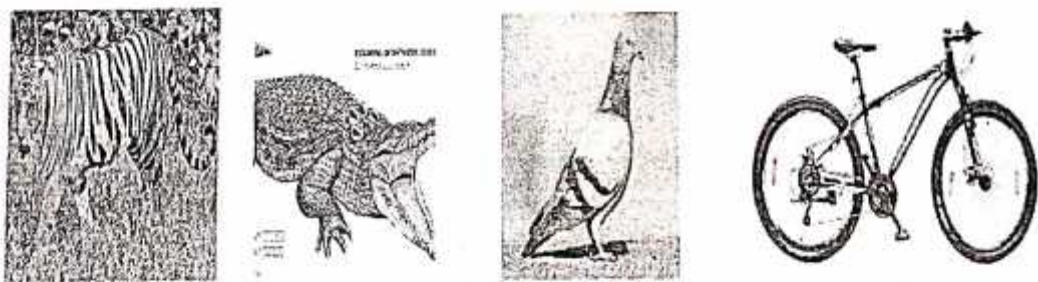
Tgeri _Tiger_   Crocdiloe _crocodile_   Pigneo _Pigeon_   lecye _cycle_   *(4)*

7) Write the plurals of the following words.   6

Singular	Plurals
Toy	*Toys*
Boy	*Boys*
Book	*Books*
Word	*Words*
Box	*Box*
Ear	*Ears*

8) Look at the pictures and name their seasons. 6

Winter   *Rainy*   *Summer*

THE END

Lesson Plan -1

School: Shree Bhadra Secondary School Padariya   Date: 2078/9/05

Grade: 3   Time: 45min

Topic: Period: IV

1) Specific Objectives: At the completion of this lesson, students will be able to:

a. Give the meaning of the following vocabularies:

Happy, Sad, Ugly and Fat

2) Teaching Materials

Pictures of Happy, Sad and Ugly people

3) Teaching Learning Activities

 Warm up

   To warm up the class, I will tell them a story of a sad people to arouse there interest towards the lesson.

Presentation

     Then I will show them the teaching materials and ask them to predict how these people looks like. If they are able to predict then it's ok and if not then I will make them clear. Then after I will I will teach the lesson clearly and make them understandable.

Practice

      I will ask them to read the lesson again carefully and find out some more difficult words from the lesson.

Production

      After that I will write their difficult words on the board and make them clear by providing necessary feedback.

 4) Evaluation

a) Write the meanings of the following words.

Happy, Sad, Ugly

5) Homework

Lesson Plan: 2

School: Shree Bhadra Secondary School Padariya   Date:2078/9/6

Grade: 3   Time: 45 min

Topic: Period: IV

1) **Specific Objectives:** At the completion of this lesson, students will be able to:

A. Make the meaning full words from these jumbled letters.

Elhwa, ewirt, klwa, ohnri, ekcn

2) **Teaching Materials**

Flash Cards of Jumbled words

3) **Teaching Learning Activities**

> ➢ After entering in the classroom, I will motivate the students by telling the students that today we will play a beautiful game.

> ➢ Then I will divide the class into two groups as 'A' and 'B'. Each group will be provided five jumbled words and fix the time to rearrange those irregular words.

> ➢ After that, each group will show their meaningful words. If wrong, teacher will give an idea to complete it in an appropriate way.

> ➢ Again I will repeat the same activity, guide them where there is necessary and I will announce a group winner who could able to solve correctly.

4) **Evaluation**

Rearrange the following jumbled letters.

a. elhwa b) ewirtb c) klwa d) ohnri

Lesson Plan: 3

School: Shree Bhadra Secondary School Padariya   Date 2078/9/7

Grade: 3   Time: 45 min

Topic: …………………………………..   Period: IV

1) Specific Objectives: At the completion of this lesson, students will be able to:

a. Name the displayed pictures.

For example: Crab, Temple, Starfish, and Whale

2) Teaching Materials

Pictures of Crab, Temple, Starfish, and Whale

3) Teaching Learning Activities

  i.   To warm up the class, Teacher will motivate the class by displaying the pictures which he has brought up and ask them the name of the pictures.

 ii.   Then I will discuss about the pictures and collect the students' views and ideas. I will again display related pictures and tell them to memorize. Students look the pictures; study them for a few minutes to remember them.

iii.   After that, I will ask one by one to name the pictures to check out how many of pictures they can remember. I will write the name of pictures, again display them, and tell the students to remember the pictures with their names.

 iv.   After a minute, I will display the picture and the students who are able to name the pictures correctly will be announced first in the class.

4) Evaluation

Name the following pictures.

Lesson Plan: 4

School: Shree Bhadra Secondary School Padariya   Date: 2078/9/10

Grade: 3   Time: 45 min

Topic: …………………………………..   Period: IV

1) Specific Objectives: At the completion of this lesson, students will be able to:

Tell five thing which are usually used in kitchen.

2) Teaching Materials

Pictures of Knife, Peeler, Rooling pin and Fork

3) Teaching Learning Activities

➔ At first to arouse the interest of the students, Teacher will ask them to tell some kitchen applications one by one.

➔ Then he will show the teaching materials which he has brought to teach them and ask them whether these materials are used in kitchen or not. He will display all that materials in the class and ask the students to name them. Then after he will teach the lesson and make them clear about the lesson.

➔ After that he will ask them to underline the kitchen appliances which are used in kitchen from the lesson.

➔ Then He will also ask them to tell some more appliances which are used in their kitchen and at last he will tell them some more appliances which are used in kitchen beside book.

4) Evaluation

   Name these pictures.