

CHAPTER ONE

INTRODUCTION

1.1 General Background

There are several means of communication, out of them language is one. Language is the secret property of human beings through which they can easily express their emotions and feelings in their day-to-day life. Language is a very complex and typical feature of human beings, which differentiates human beings from other animals. Thus, only human beings are the possessor of language among all creatures. Although, the language is specific means of communication, it may vary from person to person, place-to-place, situation to situation and generations to generation.

Language is systematic communication by vocal system. Language is used by human as a system of sound and words to communicate. Bloch and Tragger, (1942, p. 5) write, “language is a system of arbitrary vocal symbols by means of which a social group co-operates”. In the same way, Finnochiaro, (1964) defines, “Language is a system of arbitrary vocal symbols which permits all people of that culture to communicate or to interact” (as cited in Brown, 1994, p. 4). In this sense, language is a unique feature of human beings and most effective means of communicating ideas, emotions, feelings, thoughts and realities. Without language human civilization would be impossible.

Language is the universal characteristics of human species. Language is an abstract set of physiological principles and sociological consideration that constitute a person’s competence as a speaker in given situation.

According to Sapir (1921, p. 8), “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”. Likewise, Lyons (1981) defines, “Languages are the principal system of communication used by particular group of human beings within the particular society of which they are members,” (p. 3). By this we can realize that language is the basic means of sharing our ideas and feelings. So, language plays a vital role in human communication.

Hall (1968) tells us that language is “the institution whereby humans communicate and interact with each other by means of habitually used oral –auditory arbitrary symbols” (p. 158). Similarly, Robins (1964, p. 14) says, “Languages are infinitely extendable and modifiable according to the changing needs and conditions of the speakers”.

There are various ways of using language however; the major aim of using language is to facilitate the living standard of human beings. And the aim of teaching language is to develop linguistic competence as well as communicative competence. Thus, the long term goal of teaching and learning language is the ability to communicate in a target language for meaningful purpose.

The fundamental medium of language is sound and it is sound for all languages though they are different in their culture, no matter how well people developed their vocabulary items. But all the languages are developed according to meanings of words they belong to. The primary purpose of vocabulary is to continue the communication. Permanency of language lies on the vocabulary item of that language.

There are several languages in the world. Among all the languages; English is the most influential and the most widely used language. It is also known as an international language. It is the most dominant language in the world, because it has been the linking language between the people of different countries. It is used to establish diplomatic relationship with most of the countries by some of the internationally recognized organization like the UNO, South Asian Association for Regional Cooperation (SAARC). So, English is one of the most challenging subject for Nepal.

1.1.1 Child Psychology

Child psychology is very difficult to understand and learn but we have some researches that predict about child psychology. From that we can have some basic understanding about a child. 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 means 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 years course designed and considers it as vital role to the promotion of overall development” (MOEC. 2049).

By this definition we know that children are the backbone of the nation. So it is our duty to treat them as required. Children are basically active and creative by nature because they never tired to learn. In developmental phase, children span 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, seeking success, 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 haunt them throughout life. This is 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 2003, 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.

English is a foreign language in the context of Nepal and it is very difficult to teach the children at primary level. To make the learning effective we need to use suitable teaching technique. For this purpose realia would be the best one. Single glance of realia 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, there are 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 processes are directed to real event observed by the child. Children think logically but they can apply operations only in terms of concrete objects or events. Physical appearance of objects may leave permanent knowledge in the mind of children. So if we use realia in teaching it will be effective.

So far we know mind of a child is not fully developed during childhood period but he/she 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 realia. He/she gets much impression in the mind which is very beneficial to teach and easy to understand.

No doubt, English is the foreign language for us so it is difficult to the children to adopt it easily. Teachers need to use different materials techniques and objects 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. Some have defined it as a blank sheet of a paper that is ready to write whatever is wanted. Some psychologists say that the mind is already full with LAD and the society is a means to modify that mind. Anyway, whatever may be the case of the mind of a child it is more powerful to accept and store the knowledge provided to them. The capacity of the mind of child is beyond imagination but the utilization of it determines how brilliant it would be. The knowledge given with objects is undeletable knowledge. The objects used by teacher make the learners of English language motivated and activated to learn. So realia has played vital role in the field of English language teaching and learning.

1.1.2 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 one or more morphemes, which linked 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, clauses and sentences.

A word consisting of two or more stems joined together or a compound. A word combined with another word or part of a word from a portmanteau (www.wikipedia.org).

Word can also be defined as a minimal free form, which can constitute by itself a complete utterance. In other 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 minimal unit of meaning.

According to Slobin (1974, p. 69), “The ‘word’ is not a unit of linguistic analysis, because a word can be made up of one meaningful unit. (e.g. ‘swim’), or two (e.g. ‘swimmer’) or three (e.g. ‘swimmers’), and so on. That is, there are prefixes and suffixes which carry meaning themselves.

Language is built up with vocabulary items 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.

1.1.2.1 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. They 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' consist of a single free morpheme followed or not by an inflection affix, for example, play, plays, played.
- b. 'Compound words' consist of two or more than two free morphemes where the constituents themselves and constitutes are words, e.g. backboard, homesick. In compound words, two or more parts are composed lexical meaning in themselves e.g. bus- park

According to Millar (1951,p. 179), there have been many diverse attempts to classify compound words. Such as;

Contrast: wet-dry, black-white, man-women.

Similar: blossom- flower, pain-hurt, swift fast,

Subordinate: animal-dog, man-father

Co-ordinate: apple-peach, dog-cat, man-boy,

Super ordinate: spinach-vegetable, man-male

Assonance: pack-tack, bread-red

Part-whole: Petal-flower, day-week

Completion: forward-march, black-board.

Egocentricism: success-I must, lonesome-never

Word derivative: run-running, deep-depth

Predication: dog-bark, room-dark.

c. Complex words: Complex word Consists 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:

a. Content words

They are semantic words. They have their lexical meanings. They come under major word class such as noun, verb, adverb and adjectives. In English, content words are open ended and infinite in number. They are inflected words: e.g. Pen – Pens, Fast – faster

b. 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, e.g. to, up, he etc. They are closed ended and limited in number.

According to Richards et al.(1985, p. 61),

The words which refer to thing, 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 words.

1.1.2.2 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 aspects of learning a word. They are as follows:

a. Word Meaning

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

I am reading a **book**

I have **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 is 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 a word, we need to see the context and the situation in which the word has been used. Thus, we should know the meaning apart from dictionary, as a word may convey other meanings as well. There are mainly five different kinds of meanings, which are discussed below.

1. Lexical meaning

Lexical meaning refers to the meanings 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 does not tell us whether beautiful refers to the quality of a boy or a girl.

2. Syntactical meaning

Syntactical meaning refers to the word order in a sentence. The positions of words help us to understand the sentence. 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.

3. 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.

4. Intonational meaning

Sometimes the meanings of words or sentences depend upon the ways they are spoken. For example, the word 'fire' can be spoken in two ways, if we use the falling intonation, the word 'fire' gives us warning that there is blaze, but if we use the rising intonation, it sounds like a question whether there is really fire.

5. 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 a 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.

b. 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 use.

c. 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 suffixes and prefixes work to change the form of words. e.g. if we add 'un' to the word 'fortunate' and '-ly' the form and meaning of a word will be entirely changed.

d. 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 nouns. If a word is noun then we have to consider whether it is countable or uncountable, singular or plural takes singular or plural verb.

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 that vocabulary is the basic building blocks 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 inappropriate 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 for one’s need. It refers to the knowledge of vocabulary in one area do not help for all situations which may harm for communication.

- v. Using vocabulary in an unidiomatic way.
- vi. Using vocabulary in a meaningless way.
- vii. Incorrect use of dictionary.
- viii. Use of incorrect grammatical form, spelling, pronunciation or stress.

1.1.3.1 Techniques of Teaching Vocabulary

Technique refers to presenting the item to the students in an understandable way. It is concerned with how teaching and learning go simultaneously. The main objective of teaching vocabulary is to make students find out word meaning in different contexts. What teaching technique should be used, for what purpose depends upon the class teacher. He/she can use several ways to present meaning of a new word.

1. Picture

Picture 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. 134) writes, “Teachers have always used pictures or graphics –whether drawn or taken from books, news papers and magazines-to facilitate learning. Teachers also draw pictures on the board to help with explanations and language work.”

2. Mime and action

Explaining the meanings of words through the use of the picture sometime become impossible. For example words like running dancing, jumping, and smoking can be taught easily through the use of mime and action. Harmer, (1991, p. 65) writes,

One of the things 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 a sad 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 difference Action verbs can best be taught through the 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 game to teach vocabulary. Different sorts 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 examples of game. But this technique is very lengthy and not affordable in classroom teaching .It takes 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 in to three types: chorus, group and individual.

In chorus drills, the whole class takes part in repeating the vocabulary item.

For group drilling, the class is divided into groups and the patterns are practiced by groups, one after another.

The individuals are asked to drill the pattern in individual drill.

6. Songs and rhymes

They are useful for elementary level than the advanced one. By songs and rhymes the teacher can motivate the learners and help to break monotony and mental fatigue. It is reliable for pronunciation practice.

7. Contrast

It refers to the opposition 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 differences when compared with another
- c. The degree of difference between the colors in a photograph or television picture

ii. Verb

- a. To compare or be compared in order to show the differences between things and the contrasts our society with contemporary America

- b. Contrast with to be very different from: her speed of reaction contrasted with her husband's 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 advanced learner.

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.

Faced 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 time saved can be used more profitably on other teaching points.

10. Realia

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

11. Gesture

Although it does not have universal meaning it can be best technique of teaching adjectives. Gesture can be hand, mouth eyes, 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 demonstrate meaning. Fingers 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 intonation can be explained through a kind of drawing in the air however gesture do not necessarily have universal meaning.

1.1.4 Techniques of Teaching Meaning of a Word

Meaning is of course the central aspect of teaching vocabulary. The meanings of 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 a word clear by making use of language such as antonym, synonym, definition, illustration etc.

b. Audio technique

This is another technique of teaching meaning of a 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 present the different activities, sounds; Such as, the noises of an argument, a jet plane, a horse galloping, a river gurgling are easily obtained.

c. Ostensive technique

It refers to any technique that involves showing, displaying or demonstrating something, e.g. we can hold up things or point objects on the class such as; pen, ball, chalk and so on. This technique is widely used with beginner 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 anything that can be carried into the classroom. This technique includes three sub techniques;

i. Pictures

Objects that are not easily carried or which are unavailable can be represented pictorially. For presentation purpose, simple pictures are better because the focus is clearer and meaning is less ambiguous.

ii. Body

Body can be used to get new meaning. Such as;

- i. Facial expression,(e.g. happy, smiling,)
- ii. Gesture using hands and arms to show a range of meaning(e.g. rolling, wide, small),

iii. Mime and actions, to show many verbs and some adverbs (e.g. to stagger, to eat, slowly, angrily.)

iii. Realia

Realia, as its name suggests, refers to real objects, those objects which can be brought into the classroom. It is used as visual aids for teaching learning purpose. They can be used for a number of purposes: to teach vocabulary items, pronunciation, to practice different languages structure. Richards et al. (1985,p. 239) opine:

Realia is actual object and item, which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. Realia may include such things as photographs, articles of clothing and kitchen objects.

We can simply define realia as the objects associated with everyday life in a culture, especially, as distinguished from theories based on such things.

Realia is a term used in Library science and education to refer to certain real life objects in library classification systems, realia are objects such and coins, tolls, textiles that do not easily fit into orderly categories of printed materials. In education, realia are objects from real life, used in classroom introduction. The two meanings are closely related because of the support many types

of libraries give to education endeavors. (www.wikipedia.com
/The free encyclopedia)

“Realia are objects as real money, utensils, etc used by a teacher in the classroom to illustrate aspects of daily life” (The free dictionary.com).

So far we know realia refers to real objects or things which can be brought into the classroom. Objects like a piece of fruit, a whistle, a stone, a stick, a toys, a radio a mobile etc are called realia. In a very broad sense, imagination of any thing real that can be created in the students mind can also be termed as realia.

1.1.5 Role of Realia in Language Teaching

Realia plays vital role in teaching and learning of new vocabulary. The teacher can collect locally available materials as realia and make use of them in language teaching classroom. Some very common realia which can be used in language teaching could be large calendar to teach dates, day of weeks, months of the years etc. so realia has an enormous potentiality to be used as visual aids in languages teaching. They can bring ever-lasting concept about the new words in the mind of children. Some of the roles of Realia in language teaching are given below:

- i. Realia provides structural support, which is especially beneficial for beginners.
- ii. It brings real environment in the classroom.
- iii. It creates interest and motivates the learners
- iv. It helps to bring other associated meaning at the same time of teaching item.
- v. It avoids monotony and mental fatigue.

- vi. It helps to retain learning for long lasting.
- vii. It is also significant to teach other skills of languages. Such as listening, speaking, reading and writing.
- viii. It helps to learn spelling, meaning, pronunciation and use of word easily.
- ix. It is also helpful for teacher to teach in a very sort time.

1.1.6 Types of Realia

There is no any hard and fast rule to classify realia. Realia within the classroom and realia outside the classroom are the two types of realia. The realia within the classroom refers to those, which are already inside the classroom. The realia, which is brought from outside, are called outside realia. Such as orange, brush, bag, bottle.

1.1.7 Techniques of Using Realia

According to Sharma, (2004, p. 158) there are different techniques of using realia;

a) What is it? Technique

By this technique students are asked to take objects from a bag, box etc and to ask adjacent students to identify them. If the students cannot identify the object then another student can get a chance. The objects are distributed to the students as they identify them. The techniques are useful to teach countable and uncountable noun, to be verb, and what question.

b) This or that technique

Students are asked to identify objects in proximity to them using the appropriate demonstrative. This technique is useful in teaching demonstrative.

c) Whose is this/that?

In this technique, students' individual objects are mixed together in the center or in front of the class (may be on the table or so). Then they are asked to identify the owners of the objects by asking question and answering them.

1.2 Review of the Related Literature

A number of research scholars have carried out several studies on effectiveness of realia because 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 an 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 student’s 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 seem quite better.

Upadhyaya, (2002) carried out a research on “A Study on Achievement of Phrasal Verbs of the Students of Higher Secondary Level”. 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 aim 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.

Pandey (2004) has attempted to find out the “Effectiveness of Language Games in Teaching Grammar”, and has concluded that the game technique used to teach experimental group has been so effective that controlled group was excelled by experimental group.

Chaudnary, (2007), carried out a research on “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”. The objectives were to find out the effectiveness of teaching vocabulary through real objects. And the findings concluded that using real objects in teaching vocabulary has relatively better impact. But he failed to compare real objects with other techniques. It is a controversy because there are thousands of teaching technique to teach vocabulary and how to compare it with usual techniques. His study shows that he should compare real objects with either translation or gestures, pictures or any other technique. I knew this study is still incomplete/ unjustifiable.

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 were as follows:

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

1.4 Significance of the Study

Although this study seems to be a 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 hopefully be significant to school level students, language teaching practitioners, subject experts, curriculum designers and textbook 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 the fulfilment of the aforementioned objectives.

2.1 Sources of Data

Both primary and secondary sources were used for data collection.

2.1.1 Primary Source of Data

The primary sources of the data were the students of Shree Deneb International Secondary School, Thapa Gaun, New Baneshwor, Kathmandu.

2.1.2 Secondary Source of Data

The secondary sources were various books, journals, reports, articles, website etc. for example, Hall (1968), Larsen-Freeman (1986), Richards et al.(1985), Slobin (1974), Robins (1964), Wallace (1982), Ellis (1994), Wilkins (1972), Lions (1970), Fries (1945), Cross (2003), Harmer (1991), Sapir (1921), etc.

2.2 Population of the Study

Students of class three studying in Shree Deneb International Secondary School were the population of the study.

2.3 Sampling Procedure

In order to achieve the objectives of the study, one of the Private Schools in Kathmandu District was sampled through purposive sampling

procedure. Forty students of Grade III from Shree Deneb International Secondary School were selected and sampled for the research and they were selected through odd and even roll number. Students of experimental group were in odd number and students of control groups in even number.

2.4 Tools for Data Collection

One hundred and sixty different words (nouns only) from the textbook of Grade III were selected for the test. The test items were the tools for data collection. And the test items were categorized into true/false, multiple choices, opposite meaning; fill in the blanks and matching items.

2.5 Process of Data Collection

The researcher followed the steps as given below.

- i. At first, I visited the proposed school and talked to the authority to get permission and discuss with them for the purpose and the process of the research.
- ii. I requested the authority for the list of the class three students.
- iii. Time was fixed in order to collect the data.
- iv. I met sample population and established report.
- v. A written Pre-test was administered.
- vi. I determined the rank of the students on the basis of their individual scores. Then, the total students were divided into two groups 'A' and 'B' by odd-even roll number.
- vii. The experimental group was taught through realia and the controlled group was taught without realia (with contrast, explanation and translation).

- viii. Each group was taught six days a week one period on a day and each period lasted for forty-five minutes. Experimental research was carried for a month. Immediately after the treatment was over, the post-test with the same test item as in the Pre-test was conducted.
- ix. Finally the performance of the two groups were compared, and analyzed in order to explore the effectiveness of realia in teaching meanings of words.

2.6 Limitations of the Study

The study had the following limitations:

- a. This study was limited to forty students of Grade III from Shree Deneb International Secondary School, New Baneshwor, Kathmandu.
- b. The population was selected from Grade-three only.
- c. The experiment was carried out only for thirty day.
- d. Only 160 words were selected for the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

As this is the core part of the research, analysis and interpretation of data have been carried out in this section. Data is obtained from the due effort of the experimental study and field survey since it is an experimental research; it requires a lot of information from the practical field. As major objective of the research was to find out the effectiveness of realia in teaching meaning of words at Grade III, two group of students; one with real object and another with usual techniques were taught to obtain the data for analysis.

The data is presented comparatively in overall, group wise and item - wise respectively by the help of different statistical tools like percentage, tables, charts etc.

3.1 Overall Comparison

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

Table No. 1
Overall performance

S.N	Test items	F.M	Group 'A' in %	Group 'B' in %	Difference % between 'A' and 'B'
1.	True false items	5	72%	58.5%	13.5%
2.	Multiple choice	5	78.5%	56.5%	19%
3.	Opposite	10	66.25%	52.75%	13.5%
4.	Fill in the blanks items	10	70.75%	53%	17.75%
5.	Matching items	20	75.87%	67.125	8.75%
	Total score	50			
	Average score	10	72.07%	57.58%	14.50

The above holistic table shows that the average score percentage of Group 'A' is 72.07% in different categories whereas groups 'B' has 57.58% average score percentage. Group 'A' performs better than Group 'B'. The average difference between Group 'A' and 'B' is 14.50%. So, this result of group A and B in regards of the five test items shown in comparative table asserts that Group 'A' has got better achievement than Group 'B'.

3.2 Group-wise Comparison

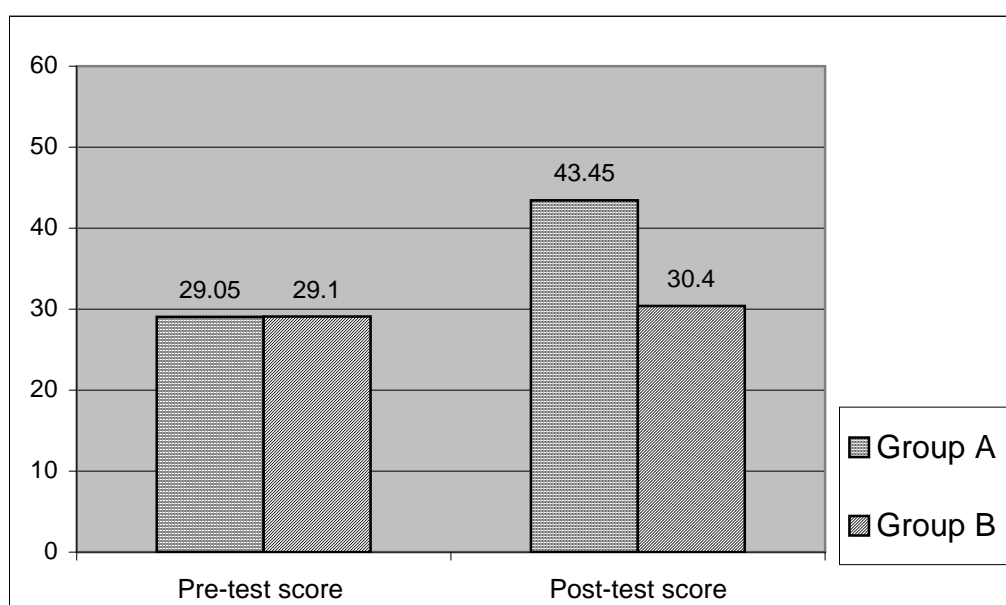
The table given below shows the difference between the average score and difference percent of the experimental and control group in Pre-test and Post -test as a whole.

Table No. 2
The performance of the groups in pre- test and post-test

Group	F.M	Av sco. in pre-T	Av sco. in post - T	Diff.	Diff in %
A	50	29.05	43.45	14.4	28.8%
B	50	29.1	30.4	1.3	2.6%

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'. The Group 'A' scored 29.05 average score in Pre-test and Group 'B' also scored a similar mark that is 29.1. But in Post test, Group 'A' has performed better than Group 'B'. Group 'A' scored 43.45 average marks whereas 'B' has got only 30.4. The difference between Pre-test and Post-test of Group 'A' is 14.4. But the difference between Pre-test and Post-test of Group 'B' is only 1.3 as a whole. The following figure laps presents this comparison.

Figure 1
Performance of the groups in pre- and post-test



3.3 Item-wise Comparison

This topic refers to the differences between two groups in two different test (Pre-test and Post-test) items. In this topic, there are five different comparative tables and each table shows the difference between average score average percentage etc. between a single test item. For example, table no 3 shows the average proficiency of Group A and Group B in Pre-test and Post -test in true/false test item.

3.3.1 Average Proficiency in ‘True/False’ Item

The performance of the students in true/false item in Pre-test and Post-test is given below;

Table No. 3

Average proficiency in ‘true/false’ item

Group	Total sco in pre-T	Av. sco in pre-T.	Av. per in pre-T.	Total sco in post-T.	Av. sco. in post – T.	Av per in post –T.	Diff in Av sco.	Diff in Av per
A	56	2.8	56%	88	4.4	88%	1.6	32%
B	54	2.7	54%	63	3.15	63%	0.45	9%

This category consisted 5 items, each item contains 1 mark. The above table displays that Group ‘A’ has 2.8 average score in Pre-test and 4.4 average score in Post -test whereas Group ‘B’ has 2.7 average score in Pre-test and 3.15 in Post-test. There is slight difference between Pre-test and Post-test of Group ‘B’. Group ‘A’ scored 32 % difference between Pre-test and Post-test whereas Group ‘B’ has scored only 9 % difference between the Pre-test and Post- test.

These score percentage show that there is much more variation between Group 'A' (88%) and Group 'B' (63%).

3.3.2 Average Proficiency in 'Multiple Choice' Item

The performance of the students in multiple choice item in Pre-rest and Post-test by both groups (A and B) is given below:

Table No. 4
Score achieved in multiple choices

Group	Total sco in pre-T.	Av. sco pre-T.	Av. per in pre-T.	Total Sco post-T.	Av Sco in post-T.	Av. Per in post – T.	Diff in Av Sco.	Diff in Av Per
A	63	3.15	63%	88	4.4	88%	1.25	25%
B	60	3	60%	53	2.65	53%	0.35	7%

The above mentioned table shows that Group 'A' has got 3.15 average score in Pre-test and 4.4 average score in Post-test whereas Group 'B' has 3 average score in Pre-test and 0.35 average score in post-test. The difference between Pre-test and Post-test of Group 'A' is greater (1.25) than the difference between Pre-test and Post-test average score of 'B' i.e. 0.35 only.

The table also makes clear that the average percentage of Group 'A' obtained in Pre-test is 63% and 88% in Post -test, whereas Group 'B' in Pre-test is 60% and 53% in post-test. It shows that Post-test score decreased in Group B.

The difference in average % of Group 'A' is 25 whereas 'B' has only 7%. So Group 'A' learnt more effectively than Group 'B'.

3.3.3 Average Proficiency in the Test Item ‘Opposite Word’

This table shows the average proficiency in the test item opposite word in Pre-test and Post-test performed by Group A and Group B students.

Table No. 5
Score achieved in ‘opposite word’ item

Group	Total sco in pre-T.	AV sco pre-T.	AV per in pre-T.	Total sco post-T.	AV Sco in post-T.	Av. Per in post-T.	Diff in AV Sco	Diff in Av P %
A	100	5	50%	165	8.25	82.5%	3.25	32.5%
B	105	5.25	52.5%	106	5.3	53%	0.05	0.5%

This category consisted of 10 items. Each item carried 1 mark. The above table presents that the Group ‘A’ has 5 average score in Pre-test and 8.25 in Post-test. This group increased by 3.25 average marks between Pre-test and Post -test.

Group ‘B’ has 5.25 average score in Pre-test and 5.3 in Post-test. It has no more improvement as there is only a progress of 0.05 in average.

Group ‘A’ has the 50 average percent in Pre-test and 82.5 average percent in Post-test. It shows a huge improvement; it increased its mark by 32.5%. Group ‘B’ has the 52.5 average percent in Pre-test and 53 in Post-test but only 0.5% increased, no great improvement at all. By this, the above table shows that the Group ‘A’ learnt more effectively than Group ‘B’.

3.3.4 Average Proficiency in the Test Item ‘Fill in the Blanks’

The table given below shows the performance of the Group A and Group B in “fill in the blanks” test item in both Pre-test and Post-test.

Table No. 6
Score achieved in ‘fill in the blanks’

Group	Total sco in pre-T.	Av sco in pre-T.	Av per in per-T.	Total sco in post-T.	Av sco in post-T.	Av Per in post-T.	Diff in Av Sco	Diff in Av Per
A	116	5.8	58%	167	8.35	83.5%	2.55	25.5%
B	109	5.49	54.9%	1.3	5.19	51.5%	0.34	3.4%

This category consists of 10 items. And each item carries 1 mark. The above table reveals that the Average score of Group ‘A’ in Pre-test is 5.8 and 8.35 in Post-test. The students performed better in Post-test i.e. 2.55 average score.

In Group ‘B’ the average score in Pre-test was 5.49 and 5.19 in Post-test. It shows only 0.34 different score between Pre-test and Post-test.

The Group ‘A’ has 58 average percentage Pre-test and 83.5 in Post-test. It shows Group ‘A’ increased far better score (25.5%) in Post-test. But Group ‘B’ decreased 3.4% 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 the Test Item ‘Matching’

This table shows the average performance of Group A and Group B in Pre-test and Post-test in the test matching item.

Table No. 7
Score achieved in ‘matching’

Group	Total score in Pre-test	Average score Pre-test	Average per in Pre-test	Total Score post-test	AV Score in post - test	Av. Per in post - test	Diff in AV Score	Diff in Av Per
A	246	12.3	61.5%	361	18.05	90.25%	5.75	28.75%
B	254	12.7	63.5%	283	14.19	70.75%	1.45	7.25%

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 12.3 and 18.05 in Post-test. Group ‘A’ increased 5.75 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. 1.45.

Similarly, average percentage of Group ‘A’ in Pre-test is 61.5% and 90.25% in Post-test. And it shows 28.75% different between 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 63.5% average score in Pre-test and 70.75% in Post-test. It also makes clear that Group ‘B’ has only 7.25% difference in average percent between two results.

Therefore, the performance of Group ‘A’ is found better than Group ‘B’.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

In the light of analysis of the study, the following findings have been drawn:

4.1 Findings

- a. It shows that using real object technique in teaching meanings 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 group is 72.07% in different categories whereas control group has only 57.58 average score percentage. The average difference in the percentage of experimental and control group is 14.50%. So, the real objects technique in teaching meanings of words had better impact.
- c. The average proficiency in true/false test item reveals that Group 'A' and Group 'B' has slight difference in Pre-test by 2.8 average score and 2.7 respectively.
- d. The average percentage of experimental group in Pre-test was 63%. But it reached 88% after treatment with real object for 30 days, whereas control group decreased by 60% to 53% in Pre-test and Post-test respectively after treatment with usual technique.
- e. The real object technique had better impact on the performance of experimental group in opposite item in Post-test by 82.5% average score whereas the control group scored only 53% in Post-test.
- f. Using realia in teaching meanings of word has relatively better impact in the test item 'fill-in-the-blanks'. Group 'A' increased 25.5% in Post-test. But Group 'B' again decreased by 3.4% in Post-test.
- g. It also reflects the positive attitude towards experimental group in the test item 'matching'. The experimental group out scored in post test by 90.25%

average percentage but the control group scored no more than 70.75% in post-test. So, the teaching meanings of words with real object is more effective technique than usual techniques.

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 realia performed relatively better in teaching an aspect of word 'meaning' than other technique. So teaching with realia technique should be used to teach noun to all the students of Grade III. This implies that this technique should be used for teaching meanings 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 real objects in teaching meanings of words meaning. Even though it may be difficult to present realia for each and every language items given in the textbook and syllabus, it is inevitable to mention realia in the right time and in right place.
- e. Since the use of realia motivates students to speak/use English and makes the classroom more lively, teachers should use it while teaching vocabulary.
- f. This study is limited to teach meanings of words only. So further studies can be carried out to explore other aspects of words.

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APPENDIX-I

Lesson plan -1

Class -three

Subject: English

Specific objectives:

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

Teaching items: camera, diary, photograph

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group 'A'

Teaching learning activities:

The teacher enters the classroom and makes a brief revision of the previous lesson and motivates the students. Then the teacher will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher : camera

Students : camera

Teacher : diary

Students : diary

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

And ask them to write meaningful sentences by using words such as, 'the boy is writing on a diary' 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'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make the revision of the previous lesson and motivated by telling a short joke related to the word 'camera'. Then will translate the words one by one on the blackboard. Students are asked to memorize them and copy down them.

Then teacher will pronounce those words and ask them to follow me (both contrast words). Such as;

Teacher: camera

Students: camera

Teacher: diary

Students: diary

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is writing on a diary, and asks them to make sentence in meaningful way.

If they can not do teacher will be revised, otherwise goes ahead.

Evaluation:

Make the sentences by using these words;

Camera, diary, pumpkin

Homework:

1 What is your best fruit? And why?

LESSON PLAN -2

Class: three

Specific objectives:

-) Able to give the meaning of words correctly.
-) To make meaningful sentences by using these words.

Teaching items: pumpkins, bread, hair

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivated them by telling that pumpkin is used for curry. Then teacher will show realia one by one with their spelling and ask them to follow.

Such as

Teacher	:	pumpkin
Students	:	pumpkin

Teacher	:	hair
Students	:	hair

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

And ask them to write meaningful sentences by using words such as, 'pumpkin is used for curry' as a model sentence by the help of flannel board. If they can do

correct, the teaching and learning goes ahead otherwise I will be revised for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make them motivated by brief revision of previous lesson. Then, she will give opposite words and translate one by one on the blackboard. Students are asked to memorize them and copy down them.

Then she will spell out those words and ask them to follow me Such as;

Teacher: pumpkin

Students: pumpkin

Teacher: hair

Students: hair

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'pumpkin is used for curry', and asks them to make sentence in meaningful way.

If they can not do I will revised otherwise goes ahead.

Evaluation:

The teacher writes some words on the board and asks them to write the meaning of the words correctly .pumpkin, bread and hair.

Homework:

1 Do you know about your village? Write a paragraph on your own?

LESSON PLAN -3

Class - three

Specific objectives:

-) Able to use the given words in the simple sentences.
-) Give the meaning of the words correctly.

Teaching items: goat, meat, breaks

Visual aids: Real objects, flash cards and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes them motivated by asking some questions from the previous lesson. Then she will show realia one by one with their spelling and ask them to follow. ; Such as

Teacher : goat

Students : goat

Teacher : meat

Students : meat

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

And ask them to write meaningful sentences by using words such as, 'The boy is eating meat' 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'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make them motivated by asking some simple questions of the previous lesson. And the teacher will encourage the students, telling that, someone breaks the chair and come to the topic. Then, she will give meaning of the words one by one on the blackboard. Students are asked to memorize them and copy down them.

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

Teacher: goat

Students: goat

Teacher: meat

Students: meat

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is eating meat, and asks them to make sentence in meaningful way.

If they can not do teacher will revised otherwise goes ahead.

Evaluation: make the sensible sentences by using these words; goat, meat, break.

Homework: what is your favorable food write in two lines?

LESSON PLAN -4

Class -three

Specific objectives:

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

Teaching items: cook, food, chair

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of the previous lesson and motivated telling that I am sitting on the chair. Then teacher will show realia one by one with their pronunciation and ask them to follow. Such as ;

Teacher	:	cook
Students	:	cook
Teacher	:	food
Students	:	food

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

And ask them to write meaningful sentences by using words such as, 'I am sitting on the chair' 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'

Visual aids: flash cards, flannel board, pocket charts and daily used materials.

Teaching learning activities:

Teacher will enter the classroom and make a brief revision of the previous lesson and motivate by telling that I am sitting on the chair. Then, the teacher will write down these words one by one on the blackboard. Students are asked to memorize them and copy them down.

Then the teacher will spell out those words and ask them to follow me. Such as;

Teacher : cook

Students : cook

Teacher : food

Students : food

Ask them to spell out showing by flannel board. The teacher will give the model of sentence using that word. Such as, I am sitting on the chair, and asks them to make sentence in a meaningful way.

If they can not do the teacher will revise otherwise goes ahead.

Evaluation: Match the following;

Food

Chair

Cook

Homework: how many chairs do you have in your home ?

LESSON PLAN -5

Class

Specific objectives:

-) To speak out these words correctly
-) To make meaningful sentences by using these words.

Teaching items: plant, Television, sofa

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivated by telling about an amusing TV programme. Then teacher will show realia one by one with their pronunciation and ask them to follow.

Such as

Teacher : plant

Students : plant

Teacher : sofa

Students : sofa

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

And ask them to write meaningful sentences by using words such as, 'It is nice to sit on the sofa' 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'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make a brief revision of the previous lesson and motivate the students for a new topic. Then, the teacher will give the meaning of words one by one on the blackboard. Students are asked to memorize them and copy them down.

Then the teacher will pronounce those words and ask them to follow me. Such as;

Teacher: sofa

Students: sofa

Teacher: plant

Students: plant

Ask them to spell out showing by flannel board. The teacher will give the model of a sentence using that word. Such as, 'it is nice to sit on the sofa', and asks them to make a sentence in a meaningful way.

If they can not do the teacher will revise otherwise goes ahead.

Evaluation: make the sentences using these words

plant, television, sofa

Homework: solve the answer of page no 19, ex -C

LESSON PLAN -6

Class -three

Specific objectives:

-) Able to give clear meaning of given words.
-) To make meaningful sentences by using these words.

Teaching items: skin, boy, student

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students . Then teacher will show realia one by one with their pronunciation and ask them to follow. Such as ;

Teacher : skin

Students : skin

Teacher : boy

Students : boy

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

And ask them to write meaningful sentences by using words such as, 'The boy is writing' 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'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make a brief revision of the previous lesson and motivate the students. Then, the teacher will give the meaning of words one by one on the blackboard. Students are asked to memorize them and copy them down.

Then the teacher will pronounce those words and ask them to follow me. Such as;

Teacher: skin

Students: skin

Teacher: boy

Students: boy

Ask them to spell out showing by flannel board. The teacher will give the model of a sentence using that word. Such as, the boy is writing, and asks them to make a sentence in a meaningful way.

If they can not do the teacher will revise otherwise goes ahead.

Evaluation: spell out these words correctly; students, boy, skin

Homework: make the sentences of your own using these words

LESSON PLAN -7

Class -three

Specific objectives:

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

Teaching items: knit , apple, sissor

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a revision of previous lesson and motivates the students . Then teacher will show realia one by one with their pronunciation and ask them to follow. Such as ;

Teacher : knit

Students : knit

Students : sissor

Students : sissor

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

And ask them to write meaningful sentences by using words such as, 'The teacher is cutting your hair by sissor' 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'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make a revision of the previous lesson and motivate the students. Then, she will translate the words into their mother tongue one by one and write down the meaning on the blackboard. Students are asked to memorize them and copy them down.

Then she will pronounce those words and ask them to follow her. Such as;

Teacher : knit

Students : knit

Students : sissor

Students : sissor

Ask them to spell out showing by flannel board. She will give the model of sentence using that word. Such as, 'the teacher is cutting your hair by sissor' and asks them to make sentence in a meaningful way.

If they can not do teacher will revise otherwise go ahead.

Evaluation: match the following;

sissor - plant

knit - hair

apple - needle

Homework: how often do you cut your hair ?

LESSON PLAN -8

Class -three

Specific objectives:

-) To spell out the words correctly.
-) To make meaningful sentences by using these words.

Teaching items: pillow, iron, spider

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students by asking some questing from previous class. Then teacherwillshow realia one by one with their pronunciation and ask them to follow.Such as ;

Teacher : pillow

Students : pillow

Teacher : iron

Students : iron

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

And ask them to write meaningful sentences by using words such as, 'the spider is hanging over you' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make a brief revision of the previous lesson and motivate the students. Then, she will give the meaning of words one by one on the blackboard. Students are asked to memorize them and copy them down.

Then she will pronounce those words and ask them to follow her. Such as;

Teacher: pillow

Students: pillow

Teacher: iron

Students: iron

Ask them to spell out showing by flannel board. She will give the model of sentence using that word. Such as, 'the spider is hanging over you', and asks them to make sentence in a meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: make the sentences using these words on your own

Homework: Match the followings

LESSON PLAN --9

Class -three

Specific objectives:

-) Able to know the meaning of words appropriately.
-) To make meaningful sentences by using these words.

Teaching items: plate, thumb, T-shirt

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and make them motivated by asking some simple questions of the previous lesson. Then she will show realia one by one with their pronunciation and ask them to follow. Such as ;

Teacher	:	plate
Students	:	plate
Teacher	:	thumb
Students	:	thumb

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

And ask them to write meaningful sentences by using words such as, 'The boy is washing the plate to eat rice' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make them motivated by asking some simple questions of the previous lesson. Then, she will translate the words on their mother tongue one by one on the blackboard. Students are asked to memorize them and copy down them.

Then she will pronounce those words and ask them to follow me. Such as;

Teacher: plate

Students: plate

Teacher: thumb

Students: thumb

Asks them to spell out showing by flannel board. She will give the model of sentence using that word. Such as, 'the boy is washing plates to eat rice,' and asks them to make sentence in meaningful way.

If they can not do teacher will revise otherwise go ahead.

Evaluation: Make the sentences of your own by using this word such as; plate, thumb and T-shirt

Homework: Who is your best friend? And why?

LESSON PLAN -10

Class -three

Specific objectives:

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

Teaching items: album, grapes, basketball

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. such as;

Teacher	:	grapes
Students	:	grapes
Teacher	:	album
Students	:	album

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

And ask them to write meaningful sentences by using words such as, 'The boy is eating grapes' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will be revised for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give meanings of words one by one on the blackboard. Students are asked to memorize them and copy down them.

Then she will pronounce those words and ask them to follow me . Such as;

Teacher:	album
Students:	album
Teacher:	grapes

Students: grapes

Ask them to spell out showing by flannel board. she will give the model of sentence using that word. Such as, 'The boy is eating grapes, and ask them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: what are the meaning of givan words;album,grapes,basketball

Homework: write a short story about grapes?

LESSON PLAN -11

Class -three

Specific objectives:

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

Teaching items: mat, bat, ink

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher	:	mat
Students	:	mat
Teacher	:	bat
Students	:	bat

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

And ask them to write meaningful sentences by using words such as, 'Ram and shyam are playing chess on the mat' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give the translation of given words one by one on their mother tongue on the blackboard. Students are asked to memorize them and copy down them.

Then she will pronounce those words and ask them to follow me . Such as;

Teacher: mat

Students: mat

Teacher: bat

Students: bat

Ask them to spell out showing by flannel board. she will give the model of sentence using that word. Such as, 'Ram and shyam are playing chess on the mat ', and ask them to make sentence in meaningful way.

If they cannot do teacher will revise otherwise go ahead.

Evaluation: what do you mean by mat ,bat and ink, write on your own ?

Homework: which ink color you prefer to write in your note book?

LESSON PLAN -12

Class -three

Specific objectives:

-) Able to give the meanings of words correctly.
-) To make meaningful sentences by using these words.

Teaching items: cock, kite, parrot

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow.

Such as

Teacher : cock

Students : cock

Teacher : kite

Students : kite

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

And ask them to write meaningful sentences by using words such as, 'The boy is flying kite in the sky' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will be revised for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give the meaning of words in their mother tongue one by one on the blackboard. Students are asked to memorize them and copy down them.

Then she will pronounce those words and ask them to follow me. Such as;

Teacher: cock

Students: cock

Teacher: kite

Students: kite

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is flying kite in the sky', and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: write the meaning of given words ;cock, kite,parrot

LESSON PLAN -13

Class -three

Specific objectives:

-) To spell out the words correctly.
-) To make meaningful sentences by using these words.

Teaching items: kids, zerrox, scale

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher : zerrox

Students : zerrox

Teacher : scale

Students : scale

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

And ask them to write meaningful sentences by using words such as, 'The kids are playing pupped in the play room' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will be revised for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will inter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give maeaning of words one by one on the blackboard. Students are asked to memorize them and copy down them. Then she will pronounce those words and ask them to follow me. Such as;

Teacher: zerrox

Students: zerrox

Teacher: scale

Students: scale

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The kids are playing pupped in the play room' and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: make the meaningful sentences using these words

Homework: what is the meaning of scale,zerrox and kids in your own?

LESSON PLAN :14

Class -three

Specific objectives:

-) To spell out the words correctly.
-) To make meaningful sentences by using these words.

Teaching items: fan, nail, ant

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and and spelling ask them to follow. Such as;

Teacher : fan
Students : fan
Teacher : ant
Students : ant

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

And ask them to write meaningful sentences by using words such as, 'you have to clean your nail before you eat something' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will be revised for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students . Then, she will give opposite words one by one on the blackboard. Students are asked to memorize them and copy down them.

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

Teacher: fan

Students: fan

Teacher: ant

Students: ant

Ask them to spell out showing by flannel board. She will give the model of sentence using that word. Such as, 'you have to clean your nail before you eat something,' and asks them to make sentence in meaningful way. If they can not do she will revise otherwise go ahead.

Evaluation: make the meaningful sentences using these words ; nail, ant, fan

LESSON PLAN -15

Class -three

Specific objectives:

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

Teaching items: egg, ox, umbrella

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow.

Such as

Teacher	:	egg
Students	:	egg
Teacher	:	umbrella
Students	:	umbrella

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

And ask them to write meaningful sentences by using words such as, 'The boy is eating egg' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will be revised for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give translation of words one by one on the blackboard. Students are asked to memorize them and copy down them.

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

Teacher: egg

Students: egg

Teacher: umbrella

Students: umbrella

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is eating egg', and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: make the meaningful sentences using these words ; egg,ox,umbrella

Homework: do you like egg to eat ? why?

LESSON PLAN -16

Class three

Specific objectives:

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

Teaching items: orange, ice cream, fat

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group ‘A’

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and spelling asks them to follow. Such as;

Teacher	:	orange
Students	:	orange
Teacher	:	ice cream
Students	:	ice cream

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

And ask them to write meaningful sentences by using words such as, ‘The boy is eating orange’ as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will be revised for further improvement.

Group ‘B’

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give meaning of words one by one on the blackboard. Students are asked to memorize them and copy down them.

Then she will pronounce those words and ask them to follow me. Such as;

Teacher : orange

Students : orange

Teacher : ice cream

Students : ice cream

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is eating orange', and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: make the meaningful sentences using these words;

ice-cream, fat, orange

Homework: do you like ice-cream in summer?

LESSON PLAN -17

Class -three

Specific objectives:

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

Teaching items: newspaper, labtop, calendar

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then She will show realia one by one with their pronunciation and spelling ask them to follow. Such as;

Teacher	:	newspaper
Students	:	newspaper
Teacher	:	labtop
Students	:	labtop

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

And ask them to write meaningful sentences by using words such as, 'The boy is reading newspaper' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will be revised for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make a brief revision of the previous lesson and motivate the students. Then, she will give opposite words one by one on the blackboard. Students are asked to memorize them and copy them down.

Then she will pronounce and spell out those words and ask them to follow. Such as;

Teacher: newspaper

Students: newspaper

Teacher: laptop

Students: laptop

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is writing, and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: give the meaning of following words;laptop,newspaper,calendar

Homework: why we use computer ?

LESSON PLAN -18

Class -three

Specific objectives:

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

Teaching items: paper, box, bag

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group ‘A’

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students . Then she will show realia one by one with their pronunciation and ask them to follow. Such as ;

Teacher	:	paper
Students	:	paper
Teacher	:	box
Students	:	box

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

And ask them to write meaningful sentences by using words such as, ‘The boy is writing on the paper’ as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group ‘B’

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give meaning of words one by one on the blackboard. Students are asked to memorize them and copy down them.

Then she will pronounce those words and ask them to follow me . Such as;

Teacher: paper

Students: paper

Teacher: box

Teacher: box

Ask them to spell out showing by flannel board .Teacher will give the model of sentence using that word. Such as, 'The boy is writing a letter on the paper', and asks them to make sentences in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: make the sentences using these words ;box,paper,bag

LESSON PLAN -19

Class -three

Specific objectives:

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

Teaching items: dolls, spoon, lemon

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students asking simple questions from previous class. Then she will show realia one by one with their pronunciation and ask them to follow. Such as ;

Teacher : spoon

Students : spoon
Teacher : dolls
Students : dolls

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

And ask them to write meaningful sentences by using words such as, 'The boy is playing with a doll' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give meanings of words one by one on the blackboard. Students are asked to memorize them and copy down them.

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

Teacher: doll

Students: doll

Teacher: spoon

Students: spoon

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is playing with a doll', and ask them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: make the sentences using these words; doll, spoon,lemon

LESSON PLAN -20

Class -three

Specific objectives:

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

Teaching items: fax, key, jug

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students .Then teacher will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher	:	key
Students	:	key
Teacher	:	fax
Students	:	fax

After that shewill show flash cards of written spellings of words and ask them to spell out correctly

And ask them to write meaningful sentences by using words such as, 'The boy is sending a letter though fam machine. as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make a brief revision of the previous lesson and motivate the students. Then, she will give meanings of words one by one on the blackboard. Students are asked to memorize them and copy them down.

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

Teacher: key

Students: key

Teacher: fax

Students: fax

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is sending a letter through a fax machine'. and asks them to make a sentence in a meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: fill in the blanks using these words

we used.....to put water,.....is used to open the door,i got letter.....machine

Homework: how many keys do you have in your house write ?

LESSON PLAN -21

Class -three

Specific objectives:

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

Teaching items: rose, rododendrum, leaf

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher	:	rose
Students	:	rose
Teacher	:	leaf
Students	:	leaf

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

And ask them to write meaningful sentences by using words such as, 'Ram, give me a leaf from this tree' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will translate the words one by one on the blackboard. Students are asked to memorize them and copy down them.

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

Teacher: rose

Students: rose

Teacher: leaf

Student: leaf

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'Ram, give me a leaf from this tree', and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: make the sentences using these words in a meaningful way

Homework: do you like flower ? why ?

LESSON PLAN -22

Class -three

Specific objectives:

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

Teaching items: knife, cumb, brush

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group ‘A’

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher	:	knife
Students	:	knife
Teacher	:	brush
Students	:	brush

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

And ask them to write meaningful sentences by using words such as, ‘people brush teeth twice a day’ as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise teacher will revise for further improvement.

Group ‘B’

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will inter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give meanings of given words one by one on the blackboard. Students are asked to memorize them and copy down them.

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

Teacher: knife

Student: knife

Teacher: brush

Student: brush

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'people brush twice a day', and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: make the meaningful sentences using these words; knife, brush, comb

Homework: you comb your hair yourself or who help you ?

LESSON PLAN -23

Class -three

Specific objectives:

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

Teaching items: hat, watch, can

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher : hat
Students : hat

Teacher : watch
Students : watch

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

And ask them to write meaningful sentences by using words such as, 'The boy has put on a hat in his head' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will be revised for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give meanings of words one by one on the blackboard. Students are asked to memorize them and copy down them.

Then she will pronounce those words and ask them to follow me. Such as;

Teacher: hat

Students: hat

Teacher: watch

Students: watch

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy has put on hat in his head', and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation:make the meaningful sentences using these words;hat, watch,can

LESSON PLAN -24

Class -three

Specific objectives:

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

Teaching items: lamp, bulb, cucumber

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow.Such as;

Teacher	:	lamp
Students	:	lamp
Teacher	:	bulb
Students	:	bulb

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

And ask them to write meaningful sentences by using words such as, 'The boy lighting the lamp' as a model sentence by the help of flannel board. If they can do

correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make a brief revision of the previous lesson and motivate the students. Then, the teacher will give the meaning of given words one by one on the blackboard. Students are asked to memorize them and copy them down.

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

Teacher: lamp

Students: lamp

Teacher: bulb

Students: bulb

Ask them to spell out showing by flannel board. She will give the model of sentence using that word. Such as, 'The boy lighting the lamp', and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: Give the meaning of these given words on your own

Homework: Do you like day or night and why ?

LESSON PLAN -25

Class -three

Specific objectives:

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

Teaching items: cassette mobile, printer

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher	:	mobile
Students	:	mobile
Teacher	:	cassette
Students	:	cassette

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

And ask them to write meaningful sentences by using words such as, 'I have mobile' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

she will enter the classroom and make a brief revision of the previous lesson and motivate the students. Then, she will give the meaning of given words one by one on the blackboard. Students are asked to memorize them and copy them down.

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

Teacher: mobile

Students: mobile

Teacher: cassette

Students: cassette

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'I have mobile', and asks them to make sentence in a meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: Make the meaningful sentences using these words; mobile, cassette, printer

Homework: how many times you listen cassette ?

LESSON PLAN NO:26

Class

Specific objectives:

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

Teaching items: pot, tobacco, bicycle

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group ‘A’

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher	:	pot
Students	:	pot
Teacher	:	bicycle
Students	:	bicycle

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

And ask them to write meaningful sentences by using words such as, ‘The boy is riding bicycle’ as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group ‘B’

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give meaning of words one by one on the blackboard. Students are asked to memorize them and copy down them.

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

Teacher:	pot
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Students: pot

Teacher: bicycle

Students: bicycle

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is riding bicycle', and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: Give the meaningful sentences using this words; pot, tobako, bicycle

Homework: Can you ever ride bicycle ?

LESSON PLAN -27

Class

Specific objectives:

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

Teaching items: ring,switch,nees

Visual aids: Real objects, flash cards, pocket chart and other usual materials.

Group 'A'

Teaching learning activities: stamp, gloves, flower

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher : ring

Students : ring

Teacher : nees
Students : nees

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

And ask them to write meaningful sentences by using words such as, 'The boy is wearing ring in his forth finger' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give meanings of words one by one on the blackboard. Students are asked to memorize them and copy down them.

Then she will pronounce those words and ask them to follow me . Such as;

Teacher: ring

Students: ring

Teacher: nees

Students: nees

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'The boy is wearing ring in forth finger', and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: Give the meaning of these words ? ring,nees,switch

LESSON PLAN -28

Class -three

Specific objectives:

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

Teaching items: soap, biscuits, chocolates

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a beief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher	:	soap
Students	:	soap
Teacher	:	biscuits
Students	:	biscuits

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

And ask them to write meaningful sentences by using words such as, 'have u ever tasted chocolates?' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and make a brief revision of the previous lesson and motivate the students. Then, she will give the meaning of words one by one on the blackboard. Students are asked to memorize them and copy them down.

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

Teacher: soap

Students: soap

Teacher: chocolates

Students: chocolates

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'have you ever tasted chocolates?', and asks them to make sentence in a meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: Make the meaningful sentences using these words;
soap, chocolates, biscuits

Homework: How many chocolates do you like to eat in a day ?

LESSON PLAN -29

Class -three

Specific objectives:

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

Teaching items: bookcase, peas, yellow

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group 'A'

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher	:	bookcase
Students	:	bookcase
Teacher	:	peas
Students	:	peas

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

And ask them to write meaningful sentences by using words such as, 'mom is cocking peas' as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will be revised for further improvement.

Group 'B'

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

she will enter the classroom and make a brief revision of the previous lesson and motivate the students. Then, she will give the meaning of words one by one on the blackboard. Students are asked to memorize them and copy them down.

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

Teacher : bookcase

Students : bookcase

Teacher : peas

Students : peas

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'mom is cooking peas', and asks them to make sentence in a meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: Make the following sentences using these words; bookcase, peas, yellow

Homework: Which color do you like ?

LESSON PLAN -30

Class -three

Specific objectives:

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

Teaching items: muf,sweep,hammer

Visual aids: Real objects, flash cards, pocket chart and other visual materials.

Group ‘A’

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then she will show realia one by one with their pronunciation and ask them to follow. Such as;

Teacher	:	muf
Students	:	muf
Teacher	:	sweep
Students	:	sweep

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

And ask them to write meaningful sentences by using words such as, ‘please clean on the house by muf’ as a model sentence by the help of flannel board. If they can do correct, the teaching and learning goes ahead otherwise she will revise for further improvement.

Group ‘B’

Visual aids: flash cards, flannel board, pocket charts.

Teaching learning activities:

Teacher will enter the classroom and makes a brief revision of previous lesson and motivates the students. Then, she will give the meaning of words one by one on the blackboard. Students are asked to memorize them and copy down them.

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

Teacher : muf

Students : muf

Teacher : sweep

Students : sweep

Ask them to spell out showing by flannel board. Teacher will give the model of sentence using that word. Such as, 'please clean on the house by muff,' and asks them to make sentence in meaningful way.

If they can not do she will revise otherwise go ahead.

Evaluation: make the meaningful sentences using these words; sweep, muf, hammer

Homework: who sweep your house daily ?

APPENDIX-IV
Name of the students

S.N	Name of students
1.	Aakriti Dulal
2.	Usha bhusal
3.	Anjita Pandey
4.	Mains Pandey
5.	Janjit Bhatta
6.	Angel Pandey
7.	Anisha Dahal
8.	Amjsha Uprety
9.	Ankit Shrestha
10.	Seejal K.C
11.	Bisal Basnet
12.	Bisal Pahari
13.	Bimisha pokheral
14.	Anuvov Niroula
15.	Kakia Aryal
16.	Nalin Joshi
17.	Rabin Thami
18.	Gourav Pradhan
19.	Mingmar Lama
20.	Anjali Dahal
21.	Shuvhecha Dangol
22.	Tanjng Lama
23.	Utpal Upreti

24.	Apurba Upreti
25.	Urken Lama
26.	Smriti Joshi
27.	Sonali shan
28.	Mohd Khan
29.	Apeksha Dhungana
30.	Kusal Lamichane
31.	Rachana Nepal
32.	Ratna Nepal
33.	Ugeshan Parahuli
34.	Sakina Tmang
35.	Aayusa Chapagain
36.	Ases Tamrakar
37.	Ranjan Silpakar
38.	Sajana Malla
39.	Khushi Khanal
40.	Shristi Adhikari

APPENDIX - V

Pre-test and post -test score of the students

Pre test score of the students

Table 1

S.N.	Name of Students	Item I	Item II	Item III	Item IV	Item V	Total
1.	Aakriti Dulal	4	4	5	5	10	28
2.	Usha bhusal	3	4	4	4	14	29
3.	Anjita Pandey	2	3	4	6	12	27
4.	Mains Pandey	3	3	5	6	13	30
5.	Janjit Bhatta	3	3	6	5	12	29
6.	Angel Pandey	3	3	7	7	12	32
7.	Anisha Dahal	3	3	5	6	11	28
8.	Amjsha Uprety	2	3	3	5	12	25
9.	Ankit Shrestha	2	3	2	5	13	25
10.	Seejal K.C	2	2	5	4	12	25
11.	Bisal Basnet	4	3	5	5	12	29
12.	Bisal Pahari	3	2	6	4	16	31
13.	Bimisha pokheral	3	4	3	7	15	32
14.	Anuvov Niroula	3	4	5	6	15	33
15.	Kakia Aryal	4	3	8	6	10	31
16.	Nalin Joshi	2	4	5	6	13	30
17.	Rabin Thami	3	4	5	6	11	29
18.	Gourav Pradhan	3	4	7	7	10	31
19.	Mingmar Lama	2	3	4	5	11	25

20.	Anjali Dahal	2	4	5	6	12	29
21.	Shuvhecha Dangol	3	3	5	8	16	35
22.	Tanjng Lama	4	4	6	4	14	32
23.	Utpal Upreti	3	3	9	7	11	33
24.	Apurba Upreti	3	2	5	4	11	25
25.	Urken Lama	2	3	4	4	15	28
26.	Smriti Joshi	3	3	6	6	14	32
27.	Sonali shan	3	4	6	6	9	28
28.	Mohd Khan	3	4	6	6	14	33
29.	Apeksha Dhungana	2	2	5	6	13	28
30.	Kusal Lamichane	3	2	5	5	11	26
31.	Rachana Nepal	2	3	6	4	10	25
32.	Ratna Nepal	2	2	4	7	15	26
33.	Ugeshan Parahuli	2	3	4	5	14	29
34.	Sakina Tmang	3	3	7	6	14	33
35.	Aayusa Chapagain	3	2	4	7	14	30
36.	Ases Tamrakar	2	2	4	6	11	25
37.	Ranjan Silpakar	3	3	5	6	12	29
38.	Sajana Malla	2	3	4	6	12	27
39.	Khushi Khanal	3	4	5	7	14	33
40.	Shristi Adhikari	3	2	6	4	13	28
Total		110	123	205	225	503	1163
Average		2.75	3.075	5.125	5.625	12.5	29.075

Pre – test score of Experimental Group

Table - 2

S.N.	Name of Students	Item I	Item II	Item III	Item IV	Item V	Total
1.	Aakriti Dulal	4	4	5	5	10	28
2.	Anjita Pandey	2	3	4	6	12	27
3.	Janjit Bhatta	3	3	6	5	12	29
4.	Anisha Dahal	3	3	5	6	11	28
5.	Ankit Shrestha	2	3	2	5	13	25
6.	Bisal Basnet	4	3	5	5	12	29
7.	Bimisha Pokheral	3	4	3	7	15	32
8.	Kakia Aryal	4	3	8	6	10	31
9.	Rabin Thami	3	4	5	6	11	29
10.	Mingmar Lama	2	3	4	5	11	25
11.	Shuvhecha Dangol	3	3	5	8	16	35
12.	Utpal Upreti	3	3	9	7	11	33
13.	Urken Lama	2	3	4	4	15	28
14.	Sonali shan	3	4	6	6	9	28
15.	Apeksha Dhungana	2	2	5	6	13	28

16.	Rachana Nepal	2	3	6	4	10	25
17.	Ugeshan Parahuli	2	3	4	5	14	29
18.	Aayusa Chapagain	3	2	4	7	14	30
19.	Ranjan Silpakar	3	3	5	6	12	29
20.	Khushi Khanal	3	4	5	7	14	33
Total		56	63	100	116	245	581
Average		2.8	3.15	5	5.8	12.3	29.05

Pre- test score of Control Group

Table - 3

S.N.	Name of Students	Item I	Item II	Item III	Item IV	Item V	Total
1.	Usha bhusal	3	4	4	4	14	29
2.	Mains Pandey	3	3	5	6	13	30
3.	Angel Pandey	3	3	7	7	12	32
4.	Amjsha Uprety	2	3	3	5	12	25
5.	Seejal K.C	2	2	5	4	12	25
6.	Bisal Pahari	3	2	6	4	16	31
7.	Anuvov Niroula	3	4	5	6	15	33
8.	Nalin Joshi	2	4	5	6	13	30
9.	Gourav Pradhan	3	4	7	7	10	31

10.	Anjali Dahal	2	4	5	6	12	29
Tanjng Lama	4	4	6	4	14	32	•• Apurba Upreti • 3• 2• 5• 4• 11• 25• •• Smriti Joshi
							12.
13.	Smriti Joshi	3	3	6	6	14	32
14.	Mohd Khan	3	4	6	6	14	33
15.	Kusal Lamichane	3	2	5	5	12	26
16.	Ratna Nepal	2	2	4	7	11	26
17.	Sakina Tmang	3	3	7	6	14	33
18.	Ases Tamrakar	2	2	4	6	11	25
19.	Sajana Malla	2	3	4	6	12	27
20.	Shristi Adhikari	3	2	6	4	13	28
Total		54	60	105	109	258	582

Average	2.7	3	5.25	5.45	12.7	29.1	
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Post –test score of the Experimental Group

table-4

S.N.	Name of Students	Item I	Item II	Item III	Item IV	Item V	Total
1.	Aakriti Dulal	4	5	7	8	18	42
2.	Anjita Pandey	5	4	8	9	17	43
3.	Janjit Bhatta	5	5	8	8	18	44
4.	Anisha Dahal	4	5	9	9	19	46
5.	Ankit Shrestha	5	5	9	8	18	45
6.	Bisal Basnet	4	5	8	9	19	45
7.	Bimisha Pokheral	4	3	9	9	19	44

8.	Kakia Aryal	5	5	8	9	18	45
9.	Rabin Thami	5	4	9	8	19	45
10.	Mingmar Lama	4	4	9	9	18	44
11.	Shuvhecha Dangol	3	5	8	9	18	43
12.	Utpal Upreti	4	5	9	8	18	44
13.	Urken Lama	5	4	8	8	18	43
14.	Sonali shan	5	4	9	9	17	44
15.	Apeksha Dhungana	3	4	9	8	18	42
16.	Rachana Nepal	5	4	8	8	18	43
17.	Ugeshan Parahuli	5	4	8	7	19	43
18.	Aayusa Chapagain	5	4	7	9	18	43

19.	Ranjan Silpakar	4	5	6	8	17	40
20.	Khushi Khanal	4	4	9	7	17	41
Total		88	88	165	167	361	869
Average		4.4	4.4	8.25	8.35	18.05	43.45

Post – test score of control Group

Table - 5

S.N.	Name of Students	Item I	Item II	Item III	Item IV	Item V	Total
1.	Usha bhusal	3	4	4	4	9	24
2.	Mains Pandey	3	3	5	5	14	30
3.	Angel Pandey	3	3	6	5	12	29
4.	Amjsha Uprety	3	3	6	6	13	31
5.	Seejal K.C	3	3	8	6	13	33
6.	Bisal Pahari	3	2	4	8	14	31
7.	Anuvov Niroula	3	3	6	4	14	30
8.	Nalin Joshi	2	2	7	6	19	36

9.	Gourav Pradhan	3	2	5	4	12	26
10.	Anjali Dahal	3	2	9	5	14	33
11.	Tanjng Lama	4	3	4	7	19	37
12.	Apurba Upreti	3	2	5	4	12	26
13.	Smriti Joshi	4	2	5	4	16	31
14.	Mohd Khan	4	2	4	6	19	35
15.	Kusal Lamichane	3	3	4	4	12	26
16.	Ratna Nepal	3	2	3	8	14	30
17.	Sakina Tmang	3		4	3	13	26
18.	Ases Tamrakar	3	3	7	4	16	33
19.	Sajana Malla	3	3	5	3	14	28

20.	Shristi Adhikari	4	3	5	7	14	33
Total		63	53	106	103	283	608
Average		3.15	2.65	5.3	5.15	14.15	30.4