

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which we express our feelings, thoughts, desires, wants and so on. Language can also be taken as a social phenomenon, which is used in our society to establish the relationship among the human beings. It is a unique gift given to human beings, which distinguishes them from other animals.

According to Oxford Advanced Learner's Dictionary (1996, p.662), language is "The system of sounds and words used by humans to express their thoughts and feelings." By this definition, we can say that a language is not a random mass of sounds and words. It has a system of sounds and words and by the use of those sounds and words, humans express their thoughts and feelings. Similarly in Sapir's (1921, p.8) words "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." Sapir views that the language is purely human and it is acquired and conditioned by geography. Human beings communicate with each other by making/ producing sound and by using words with voluntarily produced symbols as he wishes. In the same way, Hall (1968, p.158) says the language is "The institution where by humans communicate and interact with each other by means of habitually used oral auditory arbitrary symbols." He defines the language as the institution where humans communicate and interact with each other by using oral auditory arbitrary symbols. By the study of this definition, we can say that there is no similarity between the word and the thing. For example, there is no similarity between the word book and the thing

it refers to and the man and the thing it refers to. Humans call a particular four-footed animal a 'dog' in the English, *kukur* in the Nepali and so on but there is no reason why they say 'dog' for the animal. Block and Trager(1942) view about the language as 'a system of arbitrary vocal symbol by means of which a social group co-operate'.

After studying and comparing all the above definitions, we find that none of them is comprehensive and wholly satisfactory by itself but we can say it is only the property of human being and by this they can communicate each other.

As mentioned above, language has become the medium of communication among people because only the human beings have the capacity to acquire language. All the languages have systems. A language is also the system of system. It is a net work of system. There are three major systems in a language: Phonological, Grammatical and Semantic. All the human beings acquire all the system of their first language at their childhood unknowingly/ subconsciously but learning a second language is entirely different and need much effort. English is also spoken/ taught/ taken in Nepal as a foreign language so it is being taught from Primary Level to Bachelor as a compulsory subject.

1.1.1 The Importance of Teaching English Language in Nepal

English is generally known the world's most wide spread language. This is an international language so it has become a medium of communication among many people of different countries, continents or geographical areas. It is a medium of sharing ideas, feelings, desires, emotion, and so on. So this language has high value.

Several famous books and journals have been written in English. Today's economy, politics, literature and so on are also influenced by the English language. It is also one of the six official languages of the United Nations Organization. Thus, it has become an obligatory as well as a prestigious language and is taught from elementary level to higher level in many countries in the world.

In the present context of the world, the English language has become a lingua franca through which the whole world is interwoven for the sake of communication. Similarly, it is the main gate to enter the world of modern science and technology, literature, economy and so on. Thus, the essence of the English language teaching in Nepal has high scope. The teaching of the English language in Nepal was formally introduced with the establishment of 'Darbar High School' in 1910 B.S., the first English medium school in Nepal. The first Rana Prime Minister Junga Bahadur Rana established this school after his return from England to give formal education to his children and to the children of other ruling Rana family members. In higher education, English was started formally with the establishment of Tri- Chandra College in 1975 B.S. But it has never met the need of the learners up to now. Old fashioned teaching learning process, giving importance to the theoretical aspects, untrained teachers, and lack of required materials and so on may be some of the factors for it. The teachers use 'Grammar Translation Method', 'Lecture Method' and so on which are not enough for communicative purpose. The teacher- centred techniques and methods are being applied in the classroom, which make the learners passive in learning language. The learners cannot learn to share their ideas, emotions, thoughts, and queries through these methods and techniques. The evaluation system of Nepal is not appropriate which is chiefly based on written examination system and the oral examination system is just formality.

In Nepal, new methods of teaching had been tried to implement after 2028 B.S. The newly invented approaches and methods such as 'Functional Approach', 'Communicative Approach' and so on were introduced in the field of teaching.

In Nepal, English is essential for many activities. It is essential for communicating with foreigners in general, participating in classroom interaction, reading things for pleasure and general information, gaining the current knowledge about any subjects, studying course materials and other related academic and professional matters, taking part in international meeting, seminars, and conferences and so on. In fact, English is a window through which we peep at the world outside.

1.1.2 Importance of Grammar in Language Teaching

Generally grammar is defined as the connection of words and word groups in acceptable structures. Grammar is that part of language which provides rules of any language and by those rules the language users can make infinite number of sentences. Grammar is one of the most important aspects of language that should be taught and learnt at schools or universities. Without teaching and learning of grammar, the students learn language only partially because it has vital role in learning language.

According to Oxford Advanced Learner's Dictionary (1996, p. 517) grammar is "The rules in a language for changing the form of words and combining them into sentence." By this definition grammar consists those rules which are used to change the form of words and to combine them into meaningful sentence. Similarly Ur (1996, as mentioned in Sharma and Phyak, 2006, p. 159) says, "It can be defined as how words are combined or changed to form acceptable units

of meaning within a language." He defines that grammar includes those rules which help the learners of the language to combine or change the words to form acceptable units of meaning. In the same way, Palmer (1985) expresses his view about grammar that within linguistics, grammar is normally used in technical sense to distinguish it chiefly from phonology, the study of the meaning.

Grammar is the backbone of language. It is a rule governed behavior. Grammar is a set of those rules which governs the configuration that the morphology and syntax of language assume. Grammar is the description, analysis and formulizations of language patterns.

The students should have the knowledge of grammar because it helps the students to manipulate and combine words. It is the set of formal patterns in which words of a language are arranged to convey meaning. It is a set of description of rules for forming sentences including an account of the meanings that these forms convey.

1.1.2.1 Parts of Speech/ Word Classes

The parts of speech / word classes are usually grouped into two categories. They are major and minor word classes. The major word classes like nouns, verbs, adjectives and adverbs are termed 'major' because they carry most of the content or meaning of a sentence. They are also called open classes. The other category, the minor word classes, plays a more structural role in a sentence and each of its classes is more 'closed' in that normally no new words are added as they are coined. The minor word classes include prepositions, conjunctions, articles, numerals, pronouns, quantifiers and interjections.

A. Adjectives

Adjectives are those words which show the qualities of a person or thing. They define the quality, number, quantity and so on of a noun or thing. For example 'a good boy', 'some bread', 'golden ring', 'the biggest house of the town', and so on show the quality, quantity or number.

According to Oxford Advanced Learner's Dictionary (1996 p. 15) an adjective is "A word that indicates a quality of a person or thing referred to by a noun." By this definition, we can say that an adjective is a word which shows/ describes the quality of a person or thing referred to by a noun. For example in phrase 'a poor boy', 'poor' shows the quality of the boy.

Likewise Chalker (1984, as cited in Celce-Murcia, M. and Larsen-Freeman, D.1999, p.17) talks about the adjectives in this way:

The semantic definition of an adjective is that it describes or denotes the qualities of something. Adjectives commonly occur between a determiner and a noun or after be or other linking verbs, although they can also follow a noun. Many adjectives have not typical form, but certain derivational morphemes are associated with adjectives, such as -'able' (like+able), -'ish' (child+ish), -'ful' (thought+ful).

The knowledge of adjective is essential for the user of the language. The students or learners must have the knowledge to find out the adjectives of any language and they also have the good knowledge of appropriate use of them.

Likewise they should have the sound knowledge of adjectives for comparing things and for academic qualification.

a. Types of Adjectives

According to Thomson and Martinet (1986, p. 33) there are six kinds of adjectives. They are described briefly below:

- i. **Demonstrative Adjective:** Demonstrative Adjective is that adjective which points out which person or thing is meant. 'This', 'that', 'these' and 'those' fall under it.

For example:

This boy is tall.

What does that notice say?

- ii. **Distributive Adjective:** Distributive Adjective refers to each one of a number of persons or things. 'Each', 'every', 'either' and 'neither' fall under it.

For example

Each boy must go home.

I have read neither of these books.

- iii. **Quantitative Adjective:** It shows the quality, amount or number. 'Some', 'any', 'no', 'little', 'few', 'much', 'one' and so on fall under it.

For example:

I ate some bread.

He has two books.

- iv. **Interrogative Adjective:** 'What', 'which' and 'who', when they are used with noun to ask questions, are called interrogative adjectives.

For example:

What type of man is he?

Which way shall we go?

v. Possessive Adjective: When words 'My' 'Your' 'his' 'her' 'its' 'our' and 'their' used attributively before a noun, they are called possessive adjectives.

For example:

My cap is dirty.

Your mother is tall.

vi. Adjective of Quality: It shows the kind or quality of a person or thing.

For example

A lame man is walking on the road.

Geeta is wearing a golden ring.

Syntactically, Aarts and Aarts (1986) distinguish between the attributive and predicative use of adjectives. Most adjectives can be used attributively as well as predicatively. Attributive adjectives are constituents of the noun phrase and precede the noun phrase head. Some examples are given below:

In the book shop a green door has been put.

That foolish idea does not work at the meeting.

John's beautiful wife is sitting on the bench.

Predicative adjectives function in the structure of the sentence as either subject attribute or object attribute.

For example:

Subject attribute

objective attribute

The door is green

we painted the door green

My tea is hot

I prefer my tea hot

b. Forms/ Degrees of Adjectives

There are three degrees of comparison – 'positive', 'comparative' and 'superlative'. They change the form of adjectives (for example dark- darker- darkest). The comparative form shows the higher degree and the superlative form shows the highest degree of adjective. The comparative and the superlative adjectives are formed in the following ways:

- i. One-syllabic adjective form their comparative and superlative by adding '-er' and '-est' to the positive form.

For example:

| positive | comparative | superlative |
|-----------------|--------------------|--------------------|
| bright | brighter | brightest |
| brave | braver | bravest |
| tall | taller | tallest |
| small | smaller | smallest |

- ii. Adjectives of three or more syllables form their comparative and superlative by putting 'more' and 'most' before' the positive form.

For example:

| positive | comparative | superlative |
|-----------------|--------------------|--------------------|
| expensive | more expensive | most expensive |
| difficult | more difficult | most difficult |
| interesting | more interesting | most interesting |

- iii. Adjective of two syllables follow one or other of the above rules.

Di-syllabic adjectives ending in '-ful' or '-re' usually take 'more' and 'most'.

For example:

| positive | comparative | superlative |
|-----------------|--------------------|--------------------|
|-----------------|--------------------|--------------------|

| | | |
|----------|---------------|---------------|
| doubtful | more doubtful | most doubtful |
| obscure | more obscure | most obscure |

Di-syllabic adjectives ending in '-er' '-y' or '-ly' usually add '-er', and '-est'

For example:

| Positive | comparative | superlative |
|-----------------|--------------------|--------------------|
| clever | cleverer | cleverest |
| pretty | prettier | prettiest |
| silly | sillier | silliest |

iv. The following adjectives have irregular comparison:

For example:

| positive | comparative | superlative |
|-----------------|--------------------|--------------------|
| bad | worse | worst |
| good | better | best |
| many/much | more | most |

v. 'Many' and 'much' are those adjectives which are used before countable and uncountable nouns respectively. The comparable and superlative forms of them are 'more' and 'most' (same forms) respectively.

For example:

more mistakes/ coffee

most men/damage

1.1.3. English Language Teaching Aids and Materials

All the materials that can be used and seen inside the classroom are called teaching aids and materials. The teacher can use many things or objects while teaching in the class. The use of teaching materials makes teaching more effective. According to Corder (1973, as mentioned in Sharma and Phyak

2006, p. 298) talks about the English language teaching aids and materials in the following way:

Everything belonging to or brought into the classroom, animate or inanimate, is a potential visual aid- teacher, toys, girls, pets, plants, clothes, furniture, materials, objects; everything that anyone is seen to do, any movement s/he makes, any action s/he performs-laughing, crying, smiling, working, acting, misbehaving, attending or not attending-all are potential visual aids; the whole classroom and its contents are instantaneously converted into potential visual aids.

Generally, teaching aids are of two types; audio and visual aids, thus, radio, language lab, tape recorder and so on fall under audio aids whereas pictures, black board, OHP and so on come under visual aids. Some classify teaching aids into two different types. They are technical and non technical. If we follow this classification, OHP, video, television and so on are technical aids whereas flashcards, white board, pictures and so on are included into non- technical aids. Aggrawal (1996, p. 161) classifies teaching aids into three types which are shown in the following table.

Table No- 1: Classification of Teaching Aids

| Audio materials | Visual Materials | Audio visual materials |
|--|---|---|
| Language laboratories Radio Sound distribution system sets Tape and disco recording | Bulletin boards Chalk boards Chart drawings Exhibits Films strips Flash cards Flannel boards Flip books Illustrated books Maps Photographs Models, Silent films Pictures, slides Posters | Demonstration Films Printed materials with recorded sounds Sound film strips Study trips Television Video tapes |

But Rai (2055, p. 42) divides teaching aids into three types which are shown in the following table.

Table No: 2 Classification of teaching Aids

| Teaching Aids | | |
|---|--|--|
| <u>Display Devices</u> Black board White board Flannel board Magnet board Pocket chart | <u>Visual materials</u> Realia Flash- cards Pictures Puppets OHP..... | <u>Supplementary materials</u> Songs Rhymes Games Puzzles Cassettes |

Teaching aids are those materials that help teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations and appreciations and enable him/her to make teaching more interesting, effective, meaningful, inspirational and vivid. They help students to focus their attention on lesson, objects and situation from which they learn more than the usual way. They help students to remember the learning things for a long time. In the lesson of teaching 'aids and materials' we cannot forget one old Chinese proverb:

'I hear I forget.

I see I remember.

I do I understand'.

Some importance of teaching aids and materials are mentioned below:

Teaching aids motivate the learners to learn their lesson. They create interest in learning and encourage them to make ample use of language.

- a. They help the learners to grasp the information of the lesson.
- b. They can brighten up the classroom and bring more variety and interest into the language lessons.
- c. They can help to provide the situations, which light up the meaning of the utterance used.
- d. They can help the teacher to improve his own English and to prepare more effective lesson.
- e. They arouse the curiosity among the learners to relate with the language.
- f. They shorten the teaching learning time too.
- g. They stimulate the students to speak the target language as well as read and write.
- h. They make communicative approach to language teaching easier and more natural.
- i. They enable the teacher to follow the maxims of teaching like concrete to abstract, 'known to unknown' and learning by doing.

- j. They reduce the teacher talking time and increase the students talking time. They help the students to participate in lesson.
- k. They can help to give the background of literature and culture of English speaking countries.

Source: Sharma and Phyak (2006), Saud (2007), Shah (2003)

1.1.3.1 Matchstick Figures and Their Importance in Language Teaching

The figures which are made by joining or matching the sticks or pins are called matchstick figures. They are also called pinmen. In language teaching, matchstick figures are widely used in the class. They are very easy to draw. They can be quickly drawn on the chalkboard and on the white board. Teacher needs just a little practice to draw them.

Billows (1968, p. 132) says about simple drawing in the following way:

Of course, good drawing does the work of the lesson better than bad; but bad drawing is better than no drawing at all..... The best type of blackboard drawing is a rapid sketch expressive like a caricature or the drawing in a humorous magazine, but not necessarily accurate.

There are many visual aids like drawing pictures, cut-out pictures, films, dramas, matchstick figures and so on. Among them, matchstick figures are very important and effective means which are easily used in language teaching. They give clear concept to the learners about the lesson. They can be easily prepared and do not need good skill of artists. The teachers can draw them within the short time on the blackboard to clarify the language (lesson). For detailed drawing, it takes long time and the teacher should have good drawing

skills as well. Matchstick figures look very simple but language teachers get enormous help from them and the teaching learning activities become much fruitful.

Pinmen are particularly useful for teaching action words like swimming, running, playing, eating and so on. They can represent both males and females, and young and old. They help teachers to clear the situations particularly when they have to show the emotions, such as happy, sad, angry, surprised and so on. So they are very useful for teaching adjectives. They are also helpful for teaching preposition like in, through, over, under and so on. Apart from human beings, the teachers can draw animals and objects quickly with square, triangle, circle and essential lines.

Matchstick figures are very easy to draw on the chalkboard. They are very helpful for teaching language. We can show the facial expression, physical condition, comparison to the other thing and so on by the help of matchstick figures. So we can give the clear concept to the students about tall, short, long, wide, deep, angry, sad, happy, surprised, shocked, smooth, steep and so on. We can also give clear concept about the comparison by sketching matchstick figures. The language teacher should not spend much time and money to draw them but he can teach effectively by drawing on the board and the students will get the actual knowledge of the adjectives or other language items.

1.2. Review of Related literature

Some researches have been done on the effectiveness of visual aids and materials but very few researches are related to the effectiveness of matchstick figures in teaching. This is the first research of practical study in the filed of effectiveness of matchstick figures in teaching adjectives at grade seven.

Mackey (1965) says that the main function of visual material is semantic. It permits the learner to understand what he hears, to learn the situation in which language forms are used, and to associate them with what he is learning through imitation and repetition.

Rai (2000) expresses his view about computer assisted language teaching that word processing is probably the most useful program to use when starting to work with it. With its facilities of editing, deleting, replacing, inserting and so on, students can go on working smoothly.

Khakural (2005) has done a research work on 'Effectiveness of Matchstick Figures in Teaching Action Verbs at Grade Five.' His main objectives were to find out the effectiveness of matchstick figures in teaching action verbs and to suggest some effective matchstick figures in teaching them. The students who were studying at grade five were the primary sources and El-Araby (1974), Harmer (1991) and some related books were taken as the secondary sources. Five types of test items were used as tools for data collection and judgmental sampling and stratified random sampling procedures were used to select school and the students respectively. Forty students were taken for the study. By the research, it was found that the use of matchstick figures in teaching action verbs was more effective than teaching without using them. The students could also learn faster and easily.

Acharya (2005) carried out a research on 'Effectiveness of Instructional Materials on Teaching English to Grade Ten'. In his research, the main objective was to determine the degree of effectiveness of instructional materials on teaching English of grade ten. Thirty students of grade ten, from a school of Banke district were taken as the primary sources and the textbook of English of grade ten, teacher's guide and some related books were used as the secondary

sources. The main tools for data collection were the test items. The school was selected by judgmental sampling and the students were by stratified random sampling procedures respectively. Thirty students were taken for the study. In conclusion, it was found that the instructional materials were an integral part of teaching English language and they had very highly positive impact in learning this language.

Adhikari (2005) carried out a research on 'The Effectiveness of Teaching Vocabulary through Games.' His main objective was to find out the effectiveness of teaching vocabulary through game. The students of grade nine of Jaya higher secondary school, Kathmandu were taken as the primary sources and Carrier (1980), Best (2002) and some related books were taken as the secondary sources. Different types of test items were used as the tools for data collection. The school was selected by judgmental sampling and the students were by stratified random sampling procedures respectively. Sixty students were taken for the study. In his research, it was found that teaching vocabulary through games is more effective than the usual techniques.

Humagain (2006) carried out research on 'The Effectiveness of Language Games in Learning Reading Comprehension.' His main objective was to find out the effectiveness of language games in leaning reading comprehension. The students who were studying in grade nine in Siddhartha Secondary School, Hetaunda were taken as the primary sources and Ur (1996), Harmer (1997) and some related books were taken as the secondary sources. The tools for the data collection were the six types of test items. The school was selected by judgmental sampling and the students were by stratified random sampling procedures respectively. Forty students were selected for the study. In his finding teaching students using games was more effective than teaching without using them for reading comprehension.

Marasini (2006) carried out research on 'Effectiveness of Language Games in Teaching Sentences.' In his research, the main objective was to find out the effectiveness of language games in teaching sentences.' In his research, the main objective was to find out the effectiveness of language games on teaching sentences. The students who were studying in grade eight were taken as the primary sources and Cross (1992), Harmer (1991) and some related books were taken as the secondary sources. The tools for the collection of data were the test items. The school and the students were selected by judgmental non random sampling procedure. Seventy-six students of school from Gulmi district were taken for the study. Finally, it was found that teaching sentences using language game was found to have relatively better impact. Teaching sentence transformation with language game was proved effective.

Sharma (2006) carried out a research on ' A Study on Language Teaching Aids'. In her research, there were two main objectives: to find out the awareness of the teacher about language teaching aids and their availability in the classroom. Thirty public secondary schools, head teachers and the lower secondary level English teachers were taken as the primary sources and journal and some related books were used as the secondary sources. The tools were the observation checklist and questionnaires for the teachers. The schools were selected by random sampling procedure. The lower secondary English language teachers and the head teachers of those schools were selected by random sampling procedure. The lower secondary English language teacher and the head teacher of those schools were taken for the research. The researcher had found that almost all the head teachers and the teachers were aware about the usefulness of language teaching aids but the implementation aspect were very poor. Generally, only chalkboards were available in almost all schools.

Adhikari (2008) carried out a research on 'Effectiveness of Folktales in Teaching Reading Comprehension'. In his research, the main objective was to find out the effectiveness of folktales in teaching reading comprehension. Forty students of grade nine were taken as the primary sources and Best and Kahn (2002), Taylor (2000) and some related books were taken as the secondary sources. The tool for the data collection was the paper-test. The school was selected by judgmental sampling and the students were by stratified random sampling procedures respectively. Forty students were taken for the study. In this study, the researcher had found that folktale as teaching material was more effective than the other to teach free passages.

Neupane (2008) carried out a research on 'Effectiveness of Flashcards in Teaching Grammatical Structures'. In his research, the main objective was to find out the effectiveness of flashcards in teaching grammatical structures to Grade six students. The students who were studying in grade six were the primary sources and El- Araby (1974), Wright (1976) and some related books were taken as the secondary sources. Different types of test items were used as the tools for collecting data. The school and the students were used as the tools for collection data. The school and the students were selected by judgmental sampling and stratified random sampling procedures respectively. Forty students were selected for the study. After completing his research, the researcher had found that using flashcards in teaching grammatical structures had better impact than teaching without using them.

1.3. Objectives of the Study

The objectives of the study are:

- a. To find out the effectiveness of matchstick figures in teaching adjectives for grade seven students.

- b. To provide some recommendations for pedagogical purposes.

1.4. Significance of the Study

This study will have great significance to the syllabus designers, methodologists, textbook writers, teacher trainers, classroom teachers or students especially involved in teaching lower secondary level in teaching English as a foreign or second language mainly in the context of Nepal. It is also fruitful to those who are directly or indirectly involved in teaching and learning of the English language. The study will provide the teachers much information about organizing and using the match stick figures in teaching adjectives in the classroom situation.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology for the study.

2.1. Sources of Data

Both primary and secondary sources of data were used for the collection of data

2.1.1. Primary Sources of Data

The students who were studying in grade seven of a government aided school were the primary sources of data.

2.1.2. Secondary Sources of Data

In addition to primary sources of data, the researcher consulted various books, journals, theses and so on. Some books Aarts and Aarts (1986), El-Araby (1974), Greenbaum, Leech, Quirk and Svartvik(1985), Harmer (1991), Todd (1987), Wright (1976) were also consulted.

2.2 Population of the Study

Forty students of grade seven of Bharati Secondary School, Chungmang-5, Dhankuta were selected for the study.

2.3. Sampling Procedure

The researcher selected forty students of grade seven from the above school. The school was selected by judgmental sampling and the students were by stratified random sampling procedures. The students were divided into two groups in terms of their roll no. determined by the result of pre-test. The students having odd roll numbers were in group 'A' and even roll numbers were in group 'B'. Group 'A' was the experimental group and group 'B' was the controlled group.

2.4. Tools for Data Collection

The researcher constructed the different types of test items for collecting data, namely, 'multiple choice items,' 'matching test' 'completion test' 'true false items' and 'word formation test'. The full mark of the test was hundred and fifty objective questions were asked. The adjectives which were related to the teaching items were included in the test.

2.5. Process of Data Collection

- a. At first the researcher went to the selected school and took permission with the authority for doing research.
- b. A written set of items given to the students for identifying their ability about adjectives. The two hours time was given to attempt the questions, and after that their responses were marked by the researcher.
- c. The students were divided into two groups 'A' and 'B' on the basis of odd-even number according to their pre-test score. The procedure of the group division was as follows:

Group 'A'

Group 'B'

Odd

Even

(The researcher took three weeks for his study)

- d. The first group was taught through matchstick figures and the second was taught without using matchstick figures (usual classroom techniques) by the researcher.
- e. At the end of the class teaching, a post test was administered by the researcher himself. The same test items used in the pre test were used. Then, the results of the two tests were compared to determine the effectiveness of matchstick figures in teaching adjectives.

2.6. Limitation of the Study

This study has the following limitations

- a. The study was limited to Shree Bharati Secondary School, Chungmang-5, Dhankuta
- b. The primary data was taken only from the students of grade seven.
- c. Only forty students of grade seven were included as the population of the study.
- d. The primary data for this study was collected only from the written text.
- e. The effectiveness of matchstick was observed only by teaching learning activities for grade seven.
- f. The study was limited only within the degree of comparison of adjectives.
- g. Only one hundred adjectives were taken in the study.
- h. The limitation of the time of the study was three weeks.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data. The data collected from the pre-test and post- test were analyzed and interpreted according to the different variables to find out the effectiveness of match stick figures in teaching adjectives the data have been grouped under three main headings and are analyzed separately.

The statistical approaches of percentage (%), average or mean (\bar{x}) and standard deviation (to qualify the averages) are used to analyze the data. The effectiveness is counted on the basis of increase in average score and the percentage of the groups as a whole. The standard deviation (SD/δ) shows the dispersion of the scores of each group in post-test. By analyzing the SD value it can be inferred that the higher distribution of SD of the test performance results the more heterogeneous nature of the group of the students. Likewise, the lower distribution of the SD shows the learning group is more homogenous and it has better result.

3.1. Holistic Comparison

In this comparison the result of group 'A' and group 'B' are shown in the following tables:

Table No- 3 : The result of pre-test and post test of group 'A'

| Roll No | Name of Students | F.M | Pre-test | Post-test | Increment | Increment % |
|---------|----------------------|------|----------|-----------|-----------|-------------|
| 1. | Susma Karki | 100 | 52 | 74 | 22 | 22% |
| 3. | Muna Devi Khatri | 100 | 52 | 64 | 12 | 12% |
| 5. | Rama Rana | 100 | 42 | 68 | 26 | 26% |
| 7. | Anisha Rai | 100 | 40 | 60 | 20 | 20% |
| 9. | Kausila Khadka | 100 | 40 | 62 | 22 | 22% |
| 11. | Sabina Bhujel | 100 | 36 | 64 | 28 | 28% |
| 13. | Phadindra Ale | 100 | 34 | 56 | 22 | 22% |
| 15. | Srijana Pokhrel | 100 | 32 | 68 | 36 | 36% |
| 17. | Anita Dhamla | 100 | 30 | 66 | 36 | 36% |
| 19. | Bishal Rai | 100 | 28 | 66 | 38 | 38% |
| 21. | Resma Roila | 100 | 24 | 66 | 42 | 42% |
| 23 | Sabita Dhamla | 100 | 20 | 62 | 42 | 42% |
| 25. | Sagar Rai | 100 | 14 | 52 | 38 | 38% |
| 27. | Dipak Khadka | 100 | 12 | 66 | 54 | 54% |
| 29 | Taka Thada Magar | 100 | 8 | 58 | 50 | 50% |
| 31 | Yashoda Rai | 100 | 6 | 48 | 42 | 42% |
| 33 | Usha Rai | 100 | 4 | 50 | 46 | 46% |
| 35 | Aashish Rai | 100 | 4 | 50 | 46 | 46% |
| 37. | Jan Kumari Mashrangi | 100 | 2 | 66 | 64 | 64% |
| 39 | Ram kumar Rai | 100 | 0 | 54 | 54 | 54% |
| | Total Marks | 2000 | 480 | 1220 | 740 | |
| | Average Marks | 100 | 24 | 61 | 37 | 37% |

Table No – 4 : The result of pre-test and post-test of group 'B'

| Roll No | Name of Students | F.M. | Pre-test | Post test | Increment | Increment % |
|---------|--------------------|------|----------|-----------|-----------|-------------|
| 2 | Anita Ghising | 100 | 52 | 72 | 20 | 20% |
| 4 | Pratiksha Giri | 100 | 46 | 66 | 20 | 20% |
| 6. | Yogendra Bhujel | 100 | 40 | 68 | 28 | 28% |
| 8 | Biswas thapa | 100 | 40 | 74 | 34 | 34% |
| 10 | Milan Rai | 100 | 38 | 70 | 32 | 32% |
| 12 | Shilen Bhjel | 100 | 36 | 52 | 16 | 16% |
| 14 | Tej Bahadur Moktan | 100 | 32 | 42 | 10 | 10% |
| 16 | Ukesh Rai | 100 | 30 | 74 | 44 | 44% |
| 18 | Sunil shing | 100 | 30 | 58 | 28 | 28% |
| 20 | Soni Bhujel | 100 | 26 | 52 | 26 | 26% |
| 22 | Goma Thing | 100 | 22 | 44 | 22 | 22% |
| 24 | Kopila Shrestha | 100 | 16 | 56 | 40 | 40% |
| 26 | Pratima Bhujel | 100 | 14 | 62 | 48 | 48% |
| 28 | Tek Bahadur Magar | 100 | 12 | 42 | 30 | 30% |
| 30 | Deependra Karki | 100 | 8 | 36 | 28 | 28% |
| 32 | Jogendra Rai | 100 | 6 | 44 | 38 | 38% |
| 34 | Sajan Darnal | 100 | 4 | 42 | 38 | 38% |
| 36 | Rajina Rai | 100 | 2 | 36 | 34 | 34% |
| 38 | Semanta Rai | 100 | 0 | 34 | 34 | 34% |
| 40 | Kabindra Rai | 100 | 0 | 36 | 36 | 36% |
| | Total Marks | 2000 | 454 | 1060 | 606 | |
| | Average Marks | 100 | 22.7 | 53 | 30.3 | 30.3% |

The above holistic charts show that group 'A' has scored 480 in the pre-test and 1220 in the post-test, and the increment score is 740. Likewise, group 'B' has scored 454 in pre-test and 1060 in the post-test and the increment between the two tests is 606. Fifty sets of items were given to the students. Each carried two marks. The above tables of group 'A' and group 'B' show that the average score of group 'A' in pre-test is 24 and 61 in the post-test. This group has the improvement in marks by 37 or 37%. Likewise, group 'B' has the average score of 22.7 in the pre-test and 53 in the post-test. This group has made the improvement by 30.3 or 30.3%.

It shows that group 'A' learned more effectively than that of group 'B'. The increment score of group 'A' is 37 between the two tests, which is greater than the increment score of group 'B' 30.3 or by 6.7. This improvement is significant.

3.2. Group Wise Comparison

In this comparison, the result of group 'A' and group 'B' are compared, which is shown in the following table.

Table No - 5 : Group Wise Comparison

| Group | F.M | Av score in pre- test | Av score in post-test | Increment | Increment % |
|-------|-----|-----------------------|-----------------------|-----------|-------------|
| A | 100 | 24 | 61 | 37 | 37% |
| B | 100 | 22.7 | 53 | 30.3 | 30.3% |

(The performance of group 'A' and group 'B' in the pre-test and post-test)
This category consisted of 50 items. Each item carried two marks. The above table shows that the average score of group 'A' is 24 in pre-test and 61 in post-

test. This group has the improvement in marks by 37 or 37%. Likewise, group 'B' has the average score of 22.7 in the pre-test and 53 in the post-test. Group 'A' has made the improvement by 6.7 or 6.7%, which is better.

3.3. Item Wise Comparison

3.3.1. The Result in Teaching Adjectives through "Multiple Choice Items."

Table No 6: The performance of group 'A' and 'B' in "Multiple choice items"

| Group | F.M. | Av score in pre-test | Av score in post- test | Increment | Increment % |
|-------|------|----------------------|------------------------|-----------|-------------|
| A | 20 | 6.6 | 14.1 | 7.5 | 37.5% |
| B | 20 | 5.7 | 11.7 | 6 | 30% |

This category consisted of 10 items. Each items carried two marks. The above table shows that group 'A' has the average score of 6.6 in the pre-test and 14.1 in the post-test. This group has increased its average mark by 7.5 or 37.5%

Group 'B' has the average score of 5.7 in the pre-test and 11.7 in the post-test. This group has increased its mark by 6 or by 30% . It shows that the increase in the mark of the former group is greater than that of later. It means group 'A' has learned more effectively than group 'B'

3.3.2. The Result in Teaching Adjectives through "Matching Items."

Table No- 7: The performance of group 'A' and 'B' in "Matching items"

| Group | F.M. | AV score in pre-test | AV score in post - test | Increment | Increment % |
|-------|------|----------------------|-------------------------|-----------|-------------|
| A | 20 | 2.3 | 9.6 | 7.3 | 36.5% |
| B | 20 | 2.3 | 8.8 | 6.5 | 32.5% |

This category consisted of 10 items. Each items carried two marks. Adjectives of the superlative degree were included in the item. The above table shows that the average score of group 'A' is 2.3 in the pre-test and 9.6 in the post-test. This group has increased its mark by 7.3 or 36.5%. Group 'B' has the average score of 2.3 in the pre- test and 8.8 in the post-test. The mark has increased by 6.5 by 32.5%

It shows that the increase in the mark of the former group is greater than that of later. It means group 'A' has learned more effectively than group 'B'.

3.3.3. The Result in Teaching Adjectives through "Completion Test."

Table No – 8 : The performance of group 'A' and 'B' in "Completion test"

| Group | F.M. | AV score in pre-test | AV score in post-test | Increment | Increment % |
|-------|------|----------------------|-----------------------|-----------|-------------|
| A | 20 | 3.6 | 10.2 | 6.6 | 33% |
| B | 20 | 3.2 | 8 | 4.8 | 24% |

This category consisted of 10 items. Each item carried two marks. Adjectives of comparative degree were included. The above table shows that the average score of group 'A' is 3.6 in the pre-test and 10.2 in the post-test. This group has increased it's mark by 6.6 or by 33%

Group 'B' has the average score of 3.2 in the pre- test and 8 in the post-test. The mark has increased by 4.8 or by 24%

It shows that the increase in the mark of group 'A' is greater than group 'B'. It means, group 'A' has learned more effectively than group 'B'

3.3.4 The Result in Teaching Adjectives through " True False Items"

Table No- 9 :The performance of group 'A' and 'B' in "True false items"

| Group | F.M. | AV score in pre-test | AV score in post - test | Increment | Increment % |
|-------|------|----------------------|-------------------------|-----------|-------------|
| A | 20 | 8.5 | 14.7 | 6.2 | 31% |
| B | 20 | 7.5 | 12.2 | 4.7 | 23.5% |

This category consisted of 10 items. Each item carried two marks. Group 'A' has the average score of 8.5 in the pre-test and 14.7 in the post-test. This group has made the improvement in mark by 6.2 or by 31%.

Group 'B' has the average score of 7.5 in the pre-test and 12.2 in the post-test. This group has made the improvement by 4.7 or by 23.5%

It shows that the increase in the mark of group 'A' is greater than group 'B'. It means, group 'A' has learned more effectively than group 'B'.

3.3.5 The Result in Teaching Adjectives through "Word Formation Test".

Table No. 10: The performance of group 'A' and 'B' in "Word formation test"

| Group | F.M. | AV score in pre-test | AV score in post - test | Increment | Increment % |
|-------|------|----------------------|-------------------------|-----------|-------------|
| A | 20 | 3 | 12.4 | 9.4 | 47% |
| B | 20 | 4 | 12.3 | 8.3 | 41.5% |

This category consisted of 10 items. Each item carried two marks. Group 'A' has the average score of 3 in the pre-test and 12.4 in the post-test. This group has made the improvement in mark by 9.4 or 47 %.

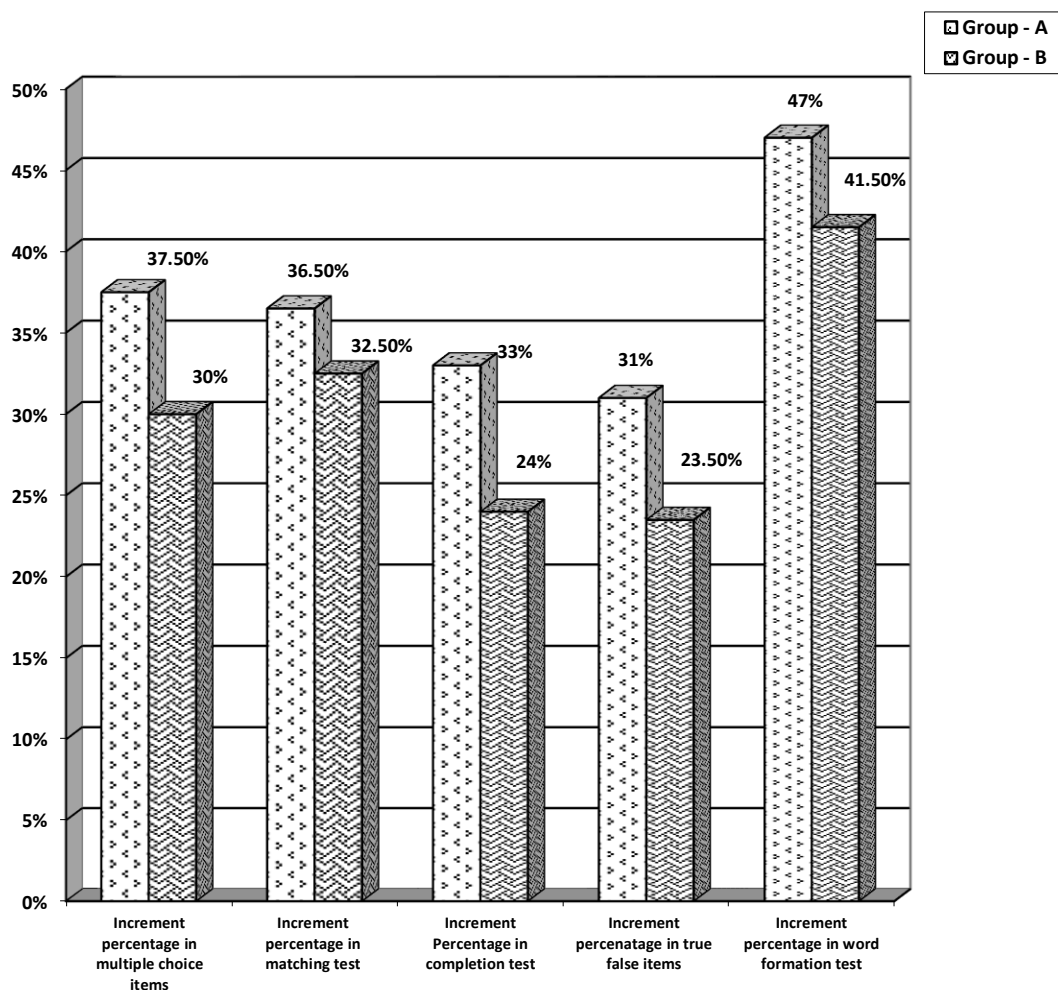
Like wise, group 'B' has the average score of 4 in the pre-test and 12.3 in the post-test. This group has made the improvement by 8.3 or 41.5 %.

It shows that group 'A' learned more effectively than that of group 'B'. The difference between the two tests of group 'A' is 9.4 and 47 in percentage, which is better.

3.3.6 The Item Wise Improvement of Group 'A' and 'B'

The main objective of the present research was to find out the effectiveness of the use of matchstick figures in teaching adjectives. The improvement of the experiment has shown in the following chart.

Chart No- 1: The Item Wise Improvement of Group 'A' and 'B'



The above chart shows the increment difference between group 'A' and group 'B' in pre-test and the post-test. Group 'A' has the higher percentage than group 'B'. So, it shows that the use of matchstick figures in teaching adjectives is an effective way.

3.4 Analysis of Marks in terms of Statistical Devices

The mark obtained by the sample population was analyzed in terms of statistical devices such as mean and standard deviation.

i. Mean

Mean, the arithmetic average is determined by adding a series of score and then dividing the sum by the number of scores. It is also called the average score.

$$\text{Mean} = \frac{\text{sum of score}}{\text{the number of scores}}$$

$$\text{Or } \bar{x} = \frac{\sum x}{N}$$

(a) Mean in the pre-test

| | |
|----------------------|----------------------|
| Group 'A' | Group 'B' |
| $= \frac{\sum x}{N}$ | $= \frac{\sum x}{N}$ |
| $= \frac{480}{20}$ | $= \frac{454}{20}$ |
| $= 24$ | $= 22.7$ |

(b) Mean in the post-test

| | |
|----------------------|----------------------|
| Group 'A' | Group 'B' |
| $= \frac{\sum x}{N}$ | $= \frac{\sum x}{N}$ |
| $= \frac{1220}{20}$ | $= \frac{1060}{20}$ |
| $= 61$ | $= 53$ |

The average score or mean of all types of the test items of the both groups is shown in the following table.

Table No - 11: The average or mean of group 'A' and 'B'

| Items | Group 'A' pre-test | GroupB Pre-test | Group 'A' post-test | Group 'B' Post -test |
|------------------------------|-----------------------|--------------------|------------------------|-------------------------|
| Multiple Choice items | 6.6 | 5.7 | 14.1 | 11.7 |
| Matching test | 2.3 | 2.3 | 9.6 | 8.8 |
| Completion test | 3.6 | 3.2 | 10.2 | 8 |

ii. Standard Deviation

Standard deviation is the most widely used measure of dispersion of a series and is commonly denoted by the symbol δ (sigma) and sometimes by S.D. It is standard in the sense that it looks at the average variability of all the scores around the mean, all the scores are taken into account. The larger the standard deviation, the more variability from the central point in the distribution and the smaller the standard deviation the closer the distribution is to the central point. So, it was used to know the effectiveness of match stick figures in teaching adjectives.

The following formula was applied to calculate the standard deviation in the pre-test and post-test of both groups.

$$\text{S.D. } (\delta) = \sqrt{\frac{\sum x^2 - \{(\sum x)^2/N\}}{N-1}}$$

a. Standard deviation in the pre-test of both groups

| | |
|------------------|------------------|
| Group 'A' | Group 'B' |
| $\delta = 16.95$ | $\delta = 16.47$ |

b. Standard deviation in the post-test of both groups

| | |
|-----------------|------------------|
| Group 'A' | Group 'B' |
| $\delta = 7.21$ | $\delta = 14.13$ |

The standard deviation calculated from the collected data of the pre-test and the post-test. The standard deviation of the pre-test of group 'A' is 16.95 and 7.21 in the post-test. Likewise the standard deviation of the pre-test of group 'B' is 16.47 and 14.13 in the post-test. From the above results, we can see more heterogeneity in the performance of the students of group 'B' but group 'A' has more homogeneity. It shows that the performance of group 'A' is better than the performance of group 'B'.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter presents the summary of findings and some recommendations for the pedagogical implications which are given below under their respective sub headings.

4.1. Findings

After the analysis and interpretation of collected data the researcher tries to present some findings in this section. Fifty questions related to adjective were given to the both groups-the 'Experimental' and the 'Controlled group'. The only difference between group 'A' and 'B' was that matchstick figures were used in teaching adjective for group 'A' but not for group 'B'. The findings of this study in different items are as follow:

The experimental group has greater increment percentage than the controlled group in multiple choice items. Similarly, the increment percentage of the experimental group has greater than the controlled group in matching test, completion test, true false items and word formation test. In this research the researcher has found that the experimental group has greater increment percentage than the second group. It shows that the performance of the students of group 'A' is better than group 'B'. So, if the teachers use matchstick figures in teaching adjectives, the learners can learn better than the learners who are taught adjectives without using them.

In the comparison of average scores of group 'A' and group 'B' group 'A' has better performance than group 'B' which shows that the effectiveness of matchstick figures in teaching adjectives is good. By the calculation of standard deviation from the data, group 'A' has better result than group 'B'. The standard deviation of group 'B' is larger than group 'A'. By this result, we got more heterogeneity in the performance of the students of group 'B' but more homogeneity of group 'A'. It shows the fact that the performance of group 'A' is better than the performance of group 'B'. So, it is proved that the use of matchstick figures in teaching adjectives is effective.

4.2. Recommendations

After summarizing the findings of the study, the researcher would like to recommend some suggestions for pedagogical implication.

- i. The research shows that the 'Experimental group' performed relatively better in every items of given adjectives. So, the use of matchstick figures in teaching adjectives is more effective here. The researcher wants to suggest that this technique should be used for teaching adjectives for grade seven.
- ii. Different types of match stick figures should be included in the text book so that it will be easy for the teachers to teach adjectives and the students will learn faster, easily, clearly and interestingly.
- iii. The syllabus designers and methodologists should encourage the use of matchstick figures in teaching adjectives and English as a whole.
- iv. No teachers use matchstick figures in teaching adjectives at the selected school. They ignored of using them. So, the teacher trainers and the schools should encourage the teacher to use them.

- v. At the time of research, it was felt that using match stick figures in a large group was very difficult. Not more than twenty students in a group should be taught only.
- vi. The teacher should use instructional materials in stead of lecture only.
- vii. Match stick figures are easy to draw but they have greater impact so they are more useful than the other materials. They can be drawn on the black board or on the drawing paper so that they are cheaper than the other instructional materials.
- viii. Adequate practice in speaking English by both the teacher and the students is necessary.
- ix. This research was limited to the forty students of a public school only. Therefore, it can not be claimed that the findings of this study are applicable for all the schools or they are complete in themselves. Further research is necessary in this area.
- x. At last, the researcher would like to suggest that if all the English teacher of school level use matchstick figures in teaching adjectives, they will increase the level of the students and English education. This technique concentrates the students on the figures which will make their concept clear about the content.

References

- Aarts, F. and Aarts, J. (1986). *English syntactic structures*. Oxford: Pergamon Press.
- Acharya, N.N. (2005). *Effectiveness of instructional materials on teaching English to grade ten*. An Unpublished M.Ed. Thesis Kathmandu: Tribhuvan University
- Adhikari, K.P. (2008). *Effectiveness of folktales in teaching reading comprehension*. An Unpublished M.Ed. Thesis. Kathmandu: Tribhuvan University.
- Adhikari, S.R. (2005). *Effectiveness of teaching vocabulary through games*. An Unpublished M.Ed. Thesis. Kathmandu: Tribhuvan University.
- Aggrawal, J.C. (1996). *Principles, method and techniques of teaching*. New Delhi: Vikas publishing House.
- Billows, F.L. (1968). *The techniques of language teaching*. London: Longman.
- Block, B. and Trager, G.L. (1942). *Outline of linguistic analysis*. Baltimore: Linguistic Society of America.
- Celce- Murcia, M. and Larsen- Freeman, D. (1999). *The grammar book. An ESL/EFL teacher's course* (2nd edition). New Delhi House: Rowley.
- Chalker, S.(1984). *Current English grammar*. London: Macmillan.
- Corder, S. pit. (1973). *Introducing applied linguistics*. Harmondsworth: Penguin.
- Gautan, N.P., et al. (2002). *Our English book, grade seven* (second edition). Bhaktapur: Janak Education Materials Centre.
- Hall, R.A. (1968). *An essay on language*. Philadelphia and New York: Chilton Books.
- Hornby, A.S. (1996). *Oxford advanced learner's dictionary* (5th edition). New Delhi: Oxford University Press.

- Humangain, G.P. (2006). *The effectiveness of language games in learning reading comprehension*. An Unpublished M. Ed. Thesis. Kathmandu: Tribhuvan University.
- Khakural R.H. (2005) *the effectiveness of matchstick figures in teaching action verbs in grade five*. An Unpublished M.Ed. Thesis. Kathmandu: Tribhuvan University.
- Mackey, W.F. (1965). *Language teaching analysis*. London: Longman.
- Marasini, K.P. (2006). *Effectiveness of language games in teaching sentences*. An Unpublished M.Ed. Thesis. Kathmandu: Mahendra Ratna Campus.
- Neupane, K.P. (2008). *Effectiveness of flashcards in teaching grammatical structures*. An Unpublished M.Ed. Thesis. Kathmandu: Mahendra Ratna Campus.
- Palmer, F. (1985). *Grammar*. London: Penguin Books.
- Rai, V.S. (2005). *English language teaching, materials and practice*. Kathmandu: Bhundipuran Prakashan.
- Sapir, E. (1921). *Language*. New York: Harcourt.
- Saud, M.S. (2007). *ELT, materials and practices*. Kathmandu: MK Publishers and Distributors.
- Shah, B.L. (2003). *English language teaching materials and practice*. Kathmandu: Ratna Pustak Bhandar.
- Sharma, B.K. and Phyak, P.B. (2006). *Teaching English language*. Kathmandu : Sunlight Publication.
- Sharma, S. (2006). *A study on language teaching aids*. An Unpublished M.Ed. Thesis. Kathmandu: Tribhuvan University.
- Thomson, A.J. and Martinet, A.V. (1986). *A Practical English grammar* (4th edition). Delhi: Oxford University Press.
- Ur. P.(1996). *A course in language teaching*. Cambridge: CUP.

APPENDICES

Appendix – I

Group wise table of pre -test and post test results.

1. The result of pre-test and post test of group 'A'

| Roll No | Name of Students | F.M. | Pre-test | Post-test | Increment | I % |
|---------|--------------------------|------|----------|-----------|-----------|-----|
| 1. | Susma Karki | 100 | 52 | 74 | 22 | 22% |
| 3. | Muna Devi Khatri | 100 | 52 | 64 | 12 | 12% |
| 5. | Rama Rana | 100 | 42 | 68 | 26 | 26% |
| 7. | Anisha Rai | 100 | 40 | 60 | 20 | 20% |
| 9. | Kausila Khadka | 100 | 40 | 62 | 22 | 22% |
| 11. | Sabina Bhujel | 100 | 36 | 64 | 28 | 28% |
| 13. | Phadindra Ale | 100 | 34 | 56 | 22 | 22% |
| 15. | Srijana Pokhrel | 100 | 32 | 68 | 36 | 36% |
| 17. | Anita Dhamla | 100 | 30 | 66 | 36 | 36% |
| 19. | Bishal Rai | 100 | 28 | 66 | 38 | 38% |
| 21. | Resma Roila | 100 | 24 | 66 | 42 | 42% |
| 23 | Sabita Dhamla | 100 | 20 | 62 | 42 | 42% |
| 25. | Sagar Rai | 100 | 14 | 52 | 38 | 38% |
| 27. | Dipak Khadka | 100 | 12 | 66 | 54 | 54% |
| 29 | Taka Thada Magar | 100 | 8 | 58 | 50 | 50% |
| 31 | Yashoda Rai | 100 | 6 | 48 | 42 | 42% |
| 33 | Usha Rai | 100 | 4 | 50 | 46 | 46% |
| 35 | Aashish Rai | 100 | 4 | 50 | 46 | 46% |
| 37. | Jan Kumari Mashrangi | 100 | 2 | 66 | 64 | 64% |
| 39 | Ram kumar Rai | 100 | 0 | 54 | 54 | 54% |
| | Total Marks | 2000 | 480 | 1220 | 740 | |
| | Average Marks/mean (x) | 100 | 24 | 61 | 37 | 37% |
| | Standard Deviation (S.D) | | 16.95 | 7.21 | | |

The Result of pre-test and post-test of group 'B'

| Roll No | Name of Students | F.M. | Pre-test | Post test | Increment | I % |
|---------|--------------------------|------|----------|-----------|-----------|-------|
| 2 | Anita Ghising | 100 | 52 | 72 | 20 | 20% |
| 4 | Pratiksha Giri | 100 | 46 | 66 | 20 | 20% |
| 6. | Yogendra Bhujel | 100 | 40 | 68 | 28 | 28% |
| 8 | Biswas thapa | 100 | 40 | 74 | 34 | 34% |
| 10 | Milan Rai | 100 | 38 | 70 | 32 | 32% |
| 12 | Shilen Bhjel | 100 | 36 | 52 | 16 | 16% |
| 14 | Tej Bahadur Moktan | 100 | 32 | 42 | 10 | 10% |
| 16 | Ukesh Rai | 100 | 30 | 74 | 44 | 44% |
| 18 | Sunil shing | 100 | 30 | 58 | 28 | 28% |
| 20 | Soni Bhujel | 100 | 26 | 52 | 26 | 26% |
| 22 | Goma Thing | 100 | 22 | 44 | 22 | 22% |
| 24 | Kopila Shrestha | 100 | 16 | 56 | 40 | 40 |
| 26 | Pratima Bhujel | 100 | 14 | 62 | 48 | 48% |
| 28 | Tek Bahadur Magar | 100 | 12 | 42 | 30 | 30% |
| 30 | Deependra Karki | 100 | 8 | 36 | 28 | 28% |
| 32 | Jogendra Rai | 100 | 6 | 44 | 38 | 38% |
| 34 | Sajan Darnal | 100 | 4 | 42 | 38 | 38% |
| 36 | Rajina Rai | 100 | 2 | 36 | 34 | 34% |
| 38 | Semanta Rai | 100 | 0 | 34 | 34 | 34% |
| 40 | Kabindra Rai | 100 | 0 | 36 | 36 | 36% |
| | Total Marks | 2000 | 454 | 1060 | 606 | |
| | Average Marks/means(x) | 100 | 22.7 | 53 | 30.3 | 30.3% |
| | Standard Deviation (S.D) | | 16.47 | 14.13 | | |

Item Wise Comparison
The result of "Multiple Choice Items"

| Group 'A' | | Total items: 10 | | | Total Marks: 20 | |
|------------------|----------------------|------------------------|----------|-----------|------------------------|-------|
| Roll No | Name of Students | F.M. | Pre-test | Post-test | Increment | I % |
| 1. | Susma Karki | 20 | 16 | 16 | 0 | 0% |
| 3. | Muna Devi Khatri | 20 | 14 | 14 | 0 | 0% |
| 5. | Rama Rana | 20 | 10 | 12 | 2 | 10% |
| 7. | Anisha Rai | 20 | 8 | 12 | 4 | 20% |
| 9. | Kausila Khadka | 20 | 14 | 14 | 0 | 0% |
| 11. | Sabina Bhujel | 20 | 12 | 20 | 8 | 40% |
| 13. | Phadindra Ale | 20 | 10 | 14 | 4 | 20% |
| 15. | Srijana Pokhrel | 20 | 8 | 20 | 12 | 60% |
| 17. | Anita Dhamla | 20 | 2 | 18 | 16 | 80% |
| 19. | Bishal Rai | 20 | 6 | 14 | 8 | 40% |
| 21. | Resma Roila | 20 | 8 | 18 | 10 | 50% |
| 23 | Sabita Dhamla | 20 | 8 | 10 | 2 | 10% |
| 25. | Sagar Rai | 20 | 6 | 14 | 8 | 40% |
| 27. | Dipak Khadka | 20 | 4 | 10 | 6 | 30% |
| 29 | Taka Thada Magar | 20 | 2 | 20 | 18 | 90% |
| 31 | Yashoda Rai | 20 | 2 | 10 | 8 | 40% |
| 33 | Usha Rai | 20 | 0 | 12 | 12 | 60% |
| 35 | Aashish Rai | 20 | 2 | 10 | 8 | 40 |
| 37. | Jan Kumari Mashrangi | 20 | 0 | 16 | 16 | 80% |
| 39 | Ram kumar Rai | 20 | 0 | 8 | 8 | 40% |
| | Total Marks | 400 | 132 | 282 | 150 | |
| | Average Marks | 20 | 6.6 | 14.1 | 7.5 | 37.5% |

Group : B

Total Items : 10

Total Marks : 20

| Roll No | Name of Students | F.M. | Pre-test | Post test | Increment | I % |
|---------|-------------------|------|----------|-----------|-----------|------|
| 2 | Anita Ghising | 20 | 14 | 14 | 0 | 0 % |
| 4 | Pratiksha Giri | 20 | 12 | 14 | 2 | 10 % |
| 6. | Yogendra Bhujel | 20 | 12 | 12 | 0 | 0 % |
| 8 | Biswas thapa | 20 | 12 | 12 | 0 | 0 % |
| 10 | Milan Rai | 20 | 10 | 14 | 4 | 20 % |
| 12 | Shilen Bhjel | 20 | 8 | 12 | 4 | 20 % |
| 14 | TejBahadur Moktan | 20 | 12 | 12 | 0 | 0 % |
| 16 | Ukesh Rai | 20 | 8 | 16 | 8 | 40 % |
| 18 | Sunil shing | 20 | 2 | 8 | 6 | 30 % |
| 20 | Soni Bhujel | 20 | 4 | 10 | 6 | 30 % |
| 22 | Goma Thing | 20 | 6 | 8 | 2 | 10 % |
| 24 | Kopila Shrestha | 20 | 4 | 6 | 2 | 10 % |
| 26 | Pratima Bhujel | 20 | 4 | 14 | 10 | 50 % |
| 28 | Tek Bahadur Magar | 20 | 2 | 8 | 6 | 30 % |
| 30 | Deependra Karki | 20 | 2 | 6 | 4 | 20 % |
| 32 | Jogendra Rai | 20 | 2 | 12 | 10 | 50 % |
| 34 | Sajan Darnal | 20 | 0 | 8 | 8 | 40 % |
| 36 | Rajina Rai | 20 | 0 | 16 | 16 | 80 % |
| 38 | Semanta Rai | 20 | 0 | 16 | 16 | 80 % |
| 40 | Kabindra Rai | 20 | 0 | 16 | 16 | 80 % |
| | Total Marks | 400 | 114 | 234 | 120 | |
| | Average Marks | 20 | 5.7 | 11.7 | 6 | 30% |

Item Wise Comparison
The result of "Matching Items"

Group 'A'

Total items: 10

Total Marks: 20

| Roll No | Name of Students | F.M. | Pre-test | Post-test | Increment | I % |
|---------|---------------------|------|----------|-----------|-----------|-------|
| 1. | Susma Karki | 20 | 4 | 14 | 10 | 50% |
| 3. | Muna Devi Khatri | 20 | 4 | 10 | 6 | 30% |
| 5. | Rama Rana | 20 | 8 | 8 | 0 | 0% |
| 7. | Anisha Rai | 20 | 6 | 14 | 8 | 40% |
| 9. | Kausila Khadka | 20 | 4 | 12 | 8 | 40% |
| 11. | Sabina Bhujel | 20 | 0 | 6 | 6 | 30% |
| 13. | Phadindra Ale | 20 | 4 | 8 | 4 | 20% |
| 15. | Srijana Pokhrel | 20 | 2 | 8 | 6 | 30% |
| 17. | Anita Dhamla | 20 | 2 | 6 | 4 | 20% |
| 19. | Bishal Rai | 20 | 0 | 10 | 10 | 50% |
| 21. | Resma Roila | 20 | 0 | 10 | 10 | 50% |
| 23. | Sabita Dhamla | 20 | 4 | 8 | 4 | 20% |
| 25. | Sagar Rai | 20 | 0 | 8 | 8 | 40% |
| 27. | Dipak Khadka | 20 | 2 | 12 | 10 | 50% |
| 29. | Taka Thada Magar | 20 | 4 | 10 | 6 | 30% |
| 31. | Yashoda Rai | 20 | 0 | 10 | 10 | 50% |
| 33. | Usha Rai | 20 | 0 | 10 | 10 | 50% |
| 35. | Aashish Rai | 20 | 0 | 10 | 10 | 50% |
| 37. | JanKumari Mashrangi | 20 | 2 | 8 | 6 | 30% |
| 39. | Ram kumar Rai | 20 | 0 | 10 | 10 | 50% |
| | Total Marks | 400 | 46 | 192 | 146 | |
| | Average Marks | 20 | 2.3 | 9.6 | 7.3 | 36.5% |

Group : B**Total Items : 10****Total Marks : 20**

| Roll No | Name of Students | F.M. | Pre-test | Post test | Increment | I % |
|---------|-------------------|------|----------|-----------|-----------|-------|
| 2 | Anita Ghising | 20 | 4 | 16 | 12 | 60% |
| 4 | Pratiksha Giri | 20 | 8 | 10 | 2 | 10% |
| 6. | Yogendra Bhujel | 20 | 8 | 16 | 8 | 40% |
| 8 | Biswas thapa | 20 | 8 | 16 | 8 | 40% |
| 10 | Milan Rai | 20 | 4 | 14 | 10 | 50% |
| 12 | Shilen Bhjel | 20 | 2 | 14 | 12 | 60% |
| 14 | TejBahadur Moktan | 20 | 2 | 8 | 6 | 30% |
| 16 | Ukesh Rai | 20 | 2 | 10 | 8 | 40% |
| 18 | Sunil shing | 20 | 2 | 8 | 6 | 30% |
| 20 | Soni Bhujel | 20 | 0 | 4 | 4 | 20% |
| 22 | Goma Thing | 20 | 2 | 4 | 2 | 10% |
| 24 | Kopila Shrestha | 20 | 0 | 12 | 12 | 60% |
| 26 | Pratima Bhujel | 20 | 0 | 8 | 8 | 40% |
| 28 | Tek Bahadur Magar | 20 | 0 | 4 | 4 | 20% |
| 30 | Deependra Karki | 20 | 2 | 6 | 4 | 20% |
| 32 | Jogendra Rai | 20 | 2 | 6 | 4 | 20% |
| 34 | Sajan Darnal | 20 | 0 | 8 | 8 | 40% |
| 36 | Rajina Rai | 20 | 0 | 4 | 4 | 20% |
| 38 | Semanta Rai | 20 | 0 | 2 | 2 | 10 % |
| 40 | Kabindra Rai | 20 | 0 | 6 | 6 | 30% |
| | Total Marks | 400 | 46 | 176 | 130 | |
| | Average Marks | 20 | 2.3 | 8.8 | 6.5 | 32.5% |

Item Wise Comparison
The result of "Completion Test"

| Group 'A' | | Total items: 10 | | | Total Marks: 20 | |
|------------------|---------------------|------------------------|----------|-----------|------------------------|-----|
| Roll No | Name of Students | F.M. | Pre-test | Post-test | Increment | I % |
| 1. | Susma Karki | 20 | 10 | 16 | 6 | 30% |
| 3. | Muna Devi Khatri | 20 | 10 | 10 | 0 | 0% |
| 5. | Rama Rana | 20 | 8 | 14 | 6 | 30% |
| 7. | Anisha Rai | 20 | 10 | 10 | 0 | 0% |
| 9. | Kausila Khadka | 20 | 8 | 8 | 0 | 0% |
| 11. | Sabina Bhujel | 20 | 2 | 10 | 8 | 40% |
| 13. | Phadindra Ale | 20 | 6 | 10 | 4 | 20% |
| 15. | Srijana Pokhrel | 20 | 4 | 14 | 10 | 50% |
| 17. | Anita Dhamla | 20 | 8 | 10 | 2 | 10% |
| 19. | Bishal Rai | 20 | 2 | 10 | 8 | 40% |
| 21. | Resma Roila | 20 | 0 | 12 | 12 | 60% |
| 23 | Sabita Dhamla | 20 | 2 | 12 | 10 | 50% |
| 25. | Sagar Rai | 20 | 0 | 10 | 10 | 50% |
| 27. | Dipak Khadka | 20 | 2 | 12 | 10 | 50% |
| 29 | Taka Thada Magar | 20 | 0 | 6 | 6 | 30% |
| 31 | Yashoda Rai | 20 | 0 | 8 | 8 | 40% |
| 33 | Usha Rai | 20 | 0 | 4 | 4 | 20% |
| 35 | Aashish Rai | 20 | 0 | 6 | 6 | 30% |
| 37. | JanKumari Mashrangi | 20 | 0 | 12 | 12 | 60% |
| 39 | Ram kumar Rai | 20 | 0 | 10 | 10 | 50% |
| | Total Marks | 400 | 72 | 204 | 132 | |
| | Average Marks | 20 | 3.6 | 10.2 | 6.6 | 33% |

Group : B**Total Items : 10****Total Marks : 20**

| Roll No | Name of Students | F.M. | Pre-test | Post test | Increment | I % |
|---------|-------------------|------|----------|-----------|-----------|-----|
| 2 | Anita Ghising | 20 | 10 | 14 | 4 | 20% |
| 4 | Pratiksha Giri | 20 | 8 | 10 | 2 | 10% |
| 6. | Yogendra Bhujel | 20 | 8 | 10 | 2 | 10% |
| 8 | Biswas thapa | 20 | 4 | 12 | 8 | 40% |
| 10 | Milan Rai | 20 | 8 | 8 | 0 | 0% |
| 12 | Shilen Bhjel | 20 | 6 | 6 | 0 | 0% |
| 14 | TejBahadur Moktan | 20 | 4 | 4 | 0 | 0% |
| 16 | Ukesh Rai | 20 | 4 | 12 | 8 | 40% |
| 18 | Sunil shing | 20 | 0 | 10 | 10 | 5% |
| 20 | Soni Bhujel | 20 | 8 | 8 | 0 | 0% |
| 22 | Goma Thing | 20 | 0 | 12 | 12 | 60% |
| 24 | Kopila Shrestha | 20 | 0 | 6 | 6 | 30% |
| 26 | Pratima Bhujel | 20 | 0 | 8 | 8 | 40% |
| 28 | Tek Bahadur Magar | 20 | 2 | 8 | 6 | 30% |
| 30 | Deependra Karki | 20 | 2 | 4 | 2 | 10% |
| 32 | Jogendra Rai | 20 | 0 | 10 | 10 | 50% |
| 34 | Sajan Darnal | 20 | 0 | 6 | 6 | 30% |
| 36 | Rajina Rai | 20 | 0 | 6 | 6 | 30% |
| 38 | Semanta Rai | 20 | 0 | 4 | 4 | 20% |
| 40 | Kabindra Rai | 20 | 0 | 2 | 2 | 10% |
| | Total Marks | 400 | 64 | 160 | 96 | |
| | Average Marks | 20 | 3.2 | 8 | 4.8 | 24% |

Item Wise Comparison
The result of "True False Items"

| Group 'A' | | Total items: 10 | | | Total Marks: 20 | |
|------------------|---------------------|------------------------|----------|-----------|------------------------|-----|
| Roll No | Name of Students | F.M. | Pre-test | Post-test | Increment | I % |
| 1. | Susma Karki | 20 | 16 | 16 | 0 | 0% |
| 3. | Muna Devi Khatri | 20 | 16 | 16 | 0 | 0% |
| 5. | Rama Rana | 20 | 12 | 16 | 4 | 20% |
| 7. | Anisha Rai | 20 | 12 | 14 | 2 | 10% |
| 9. | Kausila Khadka | 20 | 8 | 16 | 8 | 40% |
| 11. | Sabina Bhujel | 20 | 16 | 16 | 0 | 0% |
| 13. | Phadindra Ale | 20 | 8 | 14 | 6 | 30% |
| 15. | Srijana Pokhrel | 20 | 10 | 14 | 4 | 20% |
| 17. | Anita Dhamla | 20 | 12 | 16 | 4 | 20% |
| 19. | Bishal Rai | 20 | 16 | 18 | 2 | 10% |
| 21. | Resma Roila | 20 | 16 | 16 | 0 | 0% |
| 23 | Sabita Dhamla | 20 | 4 | 14 | 10 | 50% |
| 25. | Sagar Rai | 20 | 8 | 12 | 4 | 20% |
| 27. | Dipak Khadka | 20 | 4 | 16 | 12 | 60% |
| 29 | Taka Thada Magar | 20 | 2 | 16 | 14 | 70% |
| 31 | Yashoda Rai | 20 | 4 | 12 | 8 | 40% |
| 33 | Usha Rai | 20 | 4 | 12 | 8 | 40% |
| 35 | Aashish Rai | 20 | 2 | 14 | 12 | 60% |
| 37. | JanKumari Mashrangi | 20 | 0 | 14 | 14 | 70% |
| 39 | Ram kumar Rai | 20 | 0 | 12 | 12 | 60% |
| | Total Marks | 400 | 170 | 294 | 124 | |
| | Average Marks | 20 | 8.5% | 14.7% | 6.2% | 31% |

Group : B

Total Items : 10

Total Marks : 20

| Roll No | Name of Students | F.M. | Pre-test | Post test | Increment | I % |
|---------|-------------------|------|----------|-----------|-----------|------------|
| 2 | Anita Ghising | 20 | 12 | 14 | 2 | 10% |
| 4 | Pratiksha Giri | 20 | 12 | 12 | 0 | 0% |
| 6. | Yogendra Bhujel | 20 | 10 | 16 | 6 | 30% |
| 8 | Biswas thapa | 20 | 10 | 16 | 6 | 30% |
| 10 | Milan Rai | 20 | 10 | 16 | 6 | 30% |
| 12 | Shilen Bhjel | 20 | 14 | 14 | 0 | 0% |
| 14 | TejBahadur Moktan | 20 | 8 | 8 | 0 | 0% |
| 16 | Ukesh Rai | 20 | 10 | 18 | 8 | 40% |
| 18 | Sunil shing | 20 | 10 | 16 | 6 | 30% |
| 20 | Soni Bhujel | 20 | 14 | 14 | 0 | 0% |
| 22 | Goma Thing | 20 | 10 | 10 | 0 | 0% |
| 24 | Kopila Shrestha | 20 | 12 | 14 | 2 | 10% |
| 26 | Pratima Bhujel | 20 | 4 | 12 | 8 | 40% |
| 28 | Tek Bahadur Magar | 20 | 8 | 12 | 4 | 20% |
| 30 | Deependra Karki | 20 | 2 | 10 | 8 | 40% |
| 32 | Jogendra Rai | 20 | 2 | 14 | 12 | 60% |
| 34 | Sajan Darnal | 20 | 0 | 12 | 12 | 60% |
| 36 | Rajina Rai | 20 | 2 | 2 | 0 | 0% |
| 38 | Semanta Rai | 20 | 0 | 6 | 6 | 30% |
| 40 | Kabindra Rai | 20 | 0 | 8 | 8 | 40% |
| | Total Marks | 400 | 150 | 244 | 94 | |
| | Average Marks | 20 | 7.5 | 12.2 | 4.7 | 23.5% |

Item Wise Comparison
The result of "Word Formation Test"

| Group 'A' | | Total items: 10 | | | Total Marks: 20 | |
|------------------|---------------------|------------------------|----------|-----------|------------------------|-----|
| Roll No | Name of Students | F.M. | Pre-test | Post-test | Increment | I % |
| 1. | Susma Karki | 20 | 6 | 12 | 6 | 30% |
| 3. | Muna Devi Khatri | 20 | 8 | 14 | 6 | 30% |
| 5. | Rama Rana | 20 | 4 | 18 | 14 | 70% |
| 7. | Anisha Rai | 20 | 4 | 10 | 6 | 30% |
| 9. | Kausila Khadka | 20 | 6 | 12 | 6 | 30% |
| 11. | Sabina Bhujel | 20 | 6 | 12 | 6 | 30% |
| 13. | Phadindra Ale | 20 | 6 | 10 | 4 | 20% |
| 15. | Srijana Pokhrel | 20 | 8 | 12 | 4 | 20% |
| 17. | Anita Dhamla | 20 | 6 | 16 | 10 | 50% |
| 19. | Bishal Rai | 20 | 4 | 14 | 10 | 50% |
| 21. | Resma Roila | 20 | 0 | 10 | 10 | 50% |
| 23 | Sabita Dhamla | 20 | 2 | 18 | 16 | 80% |
| 25. | Sagar Rai | 20 | 0 | 8 | 8 | 40% |
| 27. | Dipak Khadka | 20 | 0 | 16 | 16 | 80% |
| 29 | Taka Thada Magar | 20 | 0 | 6 | 6 | 30% |
| 31 | Yashoda Rai | 20 | 0 | 8 | 8 | 40% |
| 33 | Usha Rai | 20 | 0 | 12 | 12 | 60% |
| 35 | Aashish Rai | 20 | 0 | 10 | 10 | 50% |
| 37. | JanKumari Mashrangi | 20 | 0 | 16 | 16 | 80% |
| 39 | Ram kumar Rai | 20 | 0 | 14 | 14 | 70% |
| | Total Marks | 400 | 60 | 248 | 188 | |
| | Average Marks | 20 | 3 | 12.4 | 9.4 | 47% |

Group : B

Total Items : 10

Total Marks : 20

| Roll No | Name of Students | F.M. | Pre-test | Post test | Increment | I % |
|---------|-------------------|------|----------|-----------|-----------|-------|
| 2 | Anita Ghising | 20 | 12 | 14 | 2 | 10% |
| 4 | Pratiksha Giri | 20 | 6 | 20 | 14 | 70% |
| 6. | Yogendra Bhujel | 20 | 2 | 14 | 12 | 60% |
| 8 | Biswas thapa | 20 | 6 | 18 | 12 | 60% |
| 10 | Milan Rai | 20 | 6 | 18 | 12 | 60% |
| 12 | Shilen Bhjel | 20 | 6 | 6 | 0 | 0% |
| 14 | TejBahadur Muktan | 20 | 6 | 10 | 4 | 20% |
| 16 | Ukesh Rai | 20 | 6 | 18 | 12 | 60% |
| 18 | Sunil shing | 20 | 16 | 16 | 0 | 0% |
| 20 | Soni Bhujel | 20 | 0 | 16 | 16 | 80% |
| 22 | Goma Thing | 20 | 4 | 10 | 6 | 30% |
| 24 | Kopila Shrestha | 20 | 0 | 18 | 18 | 90% |
| 26 | Pratima Bhujel | 20 | 6 | 20 | 14 | 70% |
| 28 | Tek Bahadur Magar | 20 | 0 | 10 | 10 | 50% |
| 30 | Deependra Karki | 20 | 0 | 10 | 10 | 50% |
| 32 | Jogendra Rai | 20 | 0 | 2 | 2 | 10% |
| 34 | Sajan Darnal | 20 | 4 | 8 | 4 | 20% |
| 36 | Rajina Rai | 20 | 0 | 8 | 8 | 40% |
| 38 | Semanta Rai | 20 | 0 | 6 | 6 | 30% |
| 40 | Kabindra Rai | 20 | 0 | 4 | 4 | 20% |
| | Total Marks | 400 | 80 | 246 | 166 | |
| | Average Marks | 20 | 4 | 12.3 | 8.3 | 41.5% |

Appendix II

Lesson Plan No-1

School: Shree Bharati Secondary School

Date: 2068/2/4

Class: 7

Time : 45 Minutes

Topic: Adjective

No. Of students: 20

Objective

On completion of this lesson, the students will be able to -

- i. identify the adjective.
- ii. change the given positive adjectives into comparative and superlative degree. (tall, short, high, long, deep, cold and steep)

Group 'A'

Materials

Matchstick figures, pocket chart, daily used materials like chalk, duster, black board etc.

Presentation

The teacher motivates the students by asking some questions like how high is Mt. Everest? How deep is Phoksundo Lake? Is it cold or hot today? etc. After having their answer, he writes some adjectives rich, poor, angry happy and sad on the black board and helps them to pronounce the words correctly.

Practice

- i. The teacher draws the match stick figures to show a rich man, a poor man (begger) a man who is angry, happy and sad. He underlines the words rich, poor, angry, happy and sad. By the help of match stick figures they feel that those words show the quality of a person or thing. The teacher clarifies by

telling them that an adjective is a word which shows the quality, quantity etc of a person or thing.

ii. He writes seven adjectives tall, short, high, long, deep, cold and steep on the black board. He makes the matchstick figures which show the three forms of them. He tells the students about the three forms of adjectives and he also tells them comparative and the superlative forms of adjective increase the level / degree. He shows match stick figures of a tall man, a taller and tallest using pocket chart. He tells them to make comparative and the superlative '-er' and '-est' must be added for short adjective (mono syllabic). Then, the students make comparative and the superlative by following the above rule.

| Positive | Comparative | Superlative |
|----------|-------------|-------------|
| tall | taller | tallest |
| long | longer | longest |
| short | shorter | shortest |

Evaluation

- i. What is an adjective?
- ii. Write the three form of these adjective tall, short, high, long, deep, cold & steep
- iii. Match the given adjective on the left to the given figures on the right.

Group 'B'

Materials

Daily used materials like chalk, duster and black board.

Presentation

The teacher asks some simple questions to the students to motivate them. He also tells some short jokes to arouse the curiosity among them. Then, he writes

rich, poor, angry, happy and sad on the board and helps them pronounce them correctly.

Practice

- i. He writes some sentences on the board-
 - a. Ramesh has a lot of money. He is a rich man.
 - b. Hari has no land and money. He is a poor man.
 - c. Gopal has lost his pencil. He is so sad today.

The teacher underlines the words rich, poor and sad and describes about them. Then, he describes what an adjective is. At the end, he tells them that an adjective is a word which shows the quality, quantity or number of a person or thing.

- ii. The teacher writes tall, short, high, long, deep, cold and steep on the board. He explains the students that the comparative degree shows higher degree and the superlative degree the highest degree. He tells them that to make comparative and superlative '-er' and '-est' should be added respectively if the adjectives are monosyllabic. He changes some adjectives for the example

| Positive | Comparative | Superlative |
|----------|-------------|-------------|
| tall | taller | tallest |
| high | higher | highest |
| deep | deeper | deepest |

He asks the student to change other four adjectives into comparative and the superlative degree.

Evaluation

The teacher evaluates the students the same way as he did with group 'A'

Lesson plan No-2

School: Shree Bharati Secondary School

Date: 2068-02-06

Class: 7

Time: 45 minutes

Topic: Adjective (comparison)

No. of students: 20

Objective

On completion of this lesson, the students will be able to change the given positive adjectives into comparative and the superlative (few, calm, cheap, clean, light, narrow and near.)

Group 'A'

Materials

Match stick figures, pocket chart and daily used materials.

Presentation

The teacher revises the previous lesson briefly and motivates the class by showing some match stick figures of bridges, mountain, short man etc. with asking some questions like – which is the highest mountain in the world? Where is the longest bridge of Nepal? Who is the shortest man in the world? After having answer from the students, he writes seven adjectives – few, calm, cheap, clean, light, narrow and near. He also teaches them to pronounce them correctly.

Practice

The teacher teaches positive, comparative and the superlative forms of the above adjectives drawing the matchstick figure on the board. Then they become clear about the adjective and they also make the three forms of them. He uses the pocket chart to show the three forms clearly.

Evaluation

(i) Write comparative and the superlative forms of these adjective.

Few, calm, cheap, clean, light, narrow and near.

(ii) Use the above adjectives in the sentences.

Group 'B'

Materials

Daily used materials like chalk, duster and black board.

Presentation

The teacher revises the previous lesson briefly and tells some jokes to motivate the class. He Presents today's lesson by writing seven adjectives few, calm, cheap, light, narrow and clean and near on the board. He helps them pronounce them correctly.

Practice

The teacher says that '-er' and '-est' should be added respectively to make comparative and the superlative. The students change the positive adjectives into comparative and the superlative by adding '-er' and '-est'. He checks their copies.

Evaluation

The teacher evaluates the students the same way as he did with group 'A'

Lesson plan No- 3

School: Shree Bharati Secondary School

Date: 2068-02-07

Class: 7

Time: 45 minutes

Topic: Adjective (comparison)

No. of students: 20

Objectives

On completion of this lesson, the students will be able to change the given positive adjectives into comparative and the superlative (new, fast, poor, quick, rich, hard, rough and sharp)

Group 'A'

Materials

Match stick figures, pocket chart, daily used materials.

Presentation

After the brief revision of the previous lesson, the teacher asks the students some questions like-have you bought new clothes? Have you seen a poor man? etc. to arouse the curiosity. Then, he writes seven adjectives new, poor, quick, rich, hard, rough, and sharp. He helps them to pronounce them correctly.

Practice

Showing the match stick figures of a rich man, a poor man, a hard thing, a rough place, a sharp knife etc. the teacher teaches the students about the three forms of the above adjectives. The students practise to make comparative and the superlative form of the above adjective like-

| positive | comparative | superlative |
|----------|-------------|-------------|
| new | newer | newest |
| poor | poorer | poorest |
| rich | richer | richest |
| sharp | sharper | sharpest |

Evaluation

Write the comparative and the superlative forms of these adjectives

New, sharp, hard, rough, quick, poor and rich

Group 'B'

Materials

Daily used materials like chalk, duster and black board.

Presentation

After a short revision of the previous lesson, the teacher motivates the students by asking them to change some adjectives into comparative and the superlative. Then, he writes – new, fast, poor, rich, hard, rough and sharp on the board. He helps them to pronounce correctly.

Practice

The teacher tells them that '-er' and '-est' should be added to change the positive adjective into comparative and the superlative degree. The students change them following the rule. He checks their answers.

Evaluation

The teacher evaluates the student the same way as he did with group 'A'

Lesson plan No 4

School: Shree Bharati Secondary School

Date: 2068-02-08

Class: 7

Time: 45 minutes

Topic: Adjective (comparison)

No. of students: 20

Objective

On completion of this lesson, the students will be able to change the given positive adjectives into comparative and the superlative (small, smart, smooth, soft, strong, sweet, thick, wild and stupid)

Group 'A'

Materials

Matchstick figures, pocket chart, daily used materials.

Presentation

The teacher makes a brief revision of the previous lesson and asks some questions like what is the small boy doing? Is a cake soft or hard? What does it taste? Is the table rough or smooth? etc. to motivate the students then he writes the eight adjectives – small, smart, smooth, soft, strong, sweet, wild, thick and stupid on the board. He helps them to pronounce them correctly.

Practice

Showing the match stick figures with the help of pocket chart, the teacher teaches about all the eight adjectives with their three forms. The students practise many times. They will write the three forms of all those adjectives mentioned above.

Evaluation

Match the following

| Positive | comparative | superlative |
|-----------------|--------------------|--------------------|
| Small | stronger | smartest |
| Smart | smoother | smallest |
| Smooth | softer | softest |
| Soft | smaller | strongest |
| Strong | smarter | smoothest |

Group 'B'

Materials

Daily used materials like chalk, duster and black board.

Presentation

After revising the previous lesson in short, the teacher tells a short joke to motivate the class. Then, he writes small, smart, smooth, soft, strong, sweet, thick, wild and stupid on the board. He helps them to pronounce correctly.

Practice

The teacher asks the student to change into comparative and the superlative degree as they did before and the students will change the positive adjectives into comparative and the superlative. He checks their answers.

Evaluation

The teacher evaluates the students the same way as he did with group A

Lesson plan No- 5

School: Shree Bharati Secondary School

Date: 2068-02-09

Class: 7

Time: 45 minutes

Topic: Adjective (comparison)

No. of students: 20

Objective

On completion of this lesson, the students will be able to change the given positive adjectives into comparative and the superlative (brave, ripe, simple, wide, fierce, large, late and little)

Group 'A'

Materials

Matchstick figures, pocket chart and daily used materials.

Presentation

After revising the previous lesson, the teacher asks such questions like who is the bravest lady pilot? Do you like ripe banana? Who looks very simple in your class room? Which is the largest lake of Nepal? etc to motivate the students. He writes eight adjectives- brave, ripe, simple, wide, fierce, large, late and little on the board. He helps them to pronounce correctly.

Practice

Drawing the match stick figures to show the three forms of the above adjectives on the board, the teacher explains the meaning of them and makes clear. Then the teacher tells them that if the last letter of the adjective is 'e' only '-r' and '-st' must be added to make comparative and the superlative. The students practise following the above technique. They practise many times. He asks them to write the second and the third form of the above adjectives.

Evaluation

- i. The teacher asks the students to write comparative and the superlative form of brave, ripe, simple, wide, fierce, large, late, and little. If they make any mistakes, then he will correct them.
- ii. Use the above adjectives into sentences.

Group 'B'

Materials

Daily used materials like chalk, duster and blackboard.

Presentation

The teacher motivates the students by telling some short jokes before revising the previous lesson briefly. Then, he presents today's lesson by writing seven adjectives brave, ripe, simple, wide, fierce, large, late and little. He helps them to pronounce them correctly.

Practice

The teacher tells them to make positive adjectives into comparative and the superlative degree by adding '-er' and '-est' respectively. The students do and the teacher checks their copies. If they make any mistakes/errors, he will correct them.

Evaluation

The teacher evaluates the students the same way as he did with group 'A'

Lesson plan No- 6

School: Shree Bharati Secondary School

Date: 2068-02-10

Class: 7

Time: 45 minutes

Topic: Adjective (comparison)

No. of students: 20

Objective

On completion of this lesson, the students will be able to change the given positive adjective into comparative and the superlatives (big, fat, flat, hot, sad and wet.)

Group 'A'

Materials

Matchstick figures, pocket chart and daily used materials.

Presentation

The teacher revises the previous lesson and drawing some match stick figures, he asks to answer such questions- which is the biggest house? Who is the fattest boy? Which is the hottest place in the world? etc. After arousing the curiosity among the learners, he writes big, fat, flat, hot, sad and wet on the board. He helps them to pronounce correctly.

Practice

Showing the matchstick figures to present the three forms of the above adjectives, the teacher tells them that the monosyllabic adjectives ending in single consonant preceded by single vowel double the consonant and also says to become clear about the rule. Then, they become clear and makes comparative and superlative of this type of adjective in this way.

| positive | comparative | superlative |
|-----------------|--------------------|--------------------|
| big | bigger | biggest |
| fat | fatter | fattest |
| flat | flatter | flattest |
| hot | hotter | hottest |

If they make any error, the teacher will correct them.

Evaluation

Write comparative and the superlative form of these adjectives- big, fat, flat, hot, sad and wet.

Group 'B'

Materials

Daily used materials like chalk, duster and black board.

Presentation

The teacher motivates the students by asking some simple questions of the previous lesson, then, he writes big, fat, flat, hot, sad, and wet on the board. He helps them to pronounce them correctly.

Practice

The teacher tells them that the monosyllabic adjective ending in single consonant preceded by single vowel double the consonant. So, to change the positive into comparative and the superlative, they have to double the final with adding '-er' for comparative and '-est' for superlative. He explains the meaning of the words and also changes some of them.

| Positive | comparative | superlative |
|-----------------|--------------------|--------------------|
| big | bigger | biggest |
| fat | fatter | fattest |

He asks them to change and checks their copies.

Evaluation

The teacher evaluates the students the same way as he did with group 'A'

Lesson plan No-7

School: Shree Bharati Secondary School

Date: 2068-02-11

Class: 7

Time: 45 minutes

Topic: Adjective (comparison)

No. of students: 20

Objective

On completion of this lesson, the students will be able to change the given adjectives far, old, bad, good, angry, busy and dirty into comparative and the superlative.

Group 'A'

Materials

Matchstick figures, pocket chart, daily used materials.

Presentation

The teacher revises the previous lesson briefly drawing some match stick figures related to the lesson. He asks them some questions like who is bad? Who is angry? Is the girl dirty? etc. to arouse the curiosity about the lesson. Then, he writes far, old, bad, good, angry, busy and dirty. He helps them to pronounce correctly.

Practice

Showing the matchstick figures the teacher teaches three forms with their own figures. Then, the students become clear about comparison of the above adjectives. He tells them that far and old have two forms of comparison, bad and good have different words and angry, busy and dirty are changed by adding '-er' and '-est' respectively with changing 'y' into 'i'. He teaches about their different forms clearly. He writes them as follow:

| Positive | Comparative | superlative |
|-----------------|--------------------|--------------------|
| far | father | farthest |
| | Further | Furthest |
| old | Older | Oldest |
| | elder | eldest |
| bad | worse | worst |
| good | better | best |
| busy | busier | busiest |
| angry | angrier | angriest |
| dirty | dirtier | dirtiest |

Evaluation

Write comparative and the superlative forms of these adjectives to fill the blanks.

i. Ram is 50, Hari is 30 and karishna is 20 years old.

Ram is theof all. (Old)

ii. Gopal is than Hari. (dirty)

iii. Mr Regmi has different things to sell in his shop. He is a reputed businessman. He is theof all. (busy)

iv. After drinking wine, some people fight. It is thehabit (bad)

v. Tell me the three forms of good and angry.

Group ' B'

Materials

Daily used materials like chalk, duster and blackboard.

Presentation

After revising the previous lesson briefly, the teacher presents today's lesson by writing seven adjectives – far, old, bad, good, angry, busy and dirty on the board. He helps the students to pronounce them correctly. He also tells them to remember the spelling of the words.

Practice

The teacher tells the students that far and old have two forms of comparative and the superlative, good and bad have different words and for busy, angry and dirty '-er' and '-est' should be added respectively by changing 'y' into 'i'. He changes the adjectives as follow:

| Positive | Comparative | superlative |
|-----------------|--------------------|--------------------|
| far | farther | farthest |
| | further | furthest |
| old | older | oldest |
| | elder | eldest |
| good | better | best |
| bad | worse | worst |
| angry | angrier | angriest |
| busy | busier | busiest |
| dirty | dirtier | dirtiest |

The teacher tells the students to practise hard and the students will do.

Evaluation

The teacher evaluates the students the same way as he did with group 'A'

Lesson plan No – 8

School: Shree Bharati Secondary School

Date-2068–02–13

Class: 7

Time- 45m

Topic: Adjective (comparison)

No of student: 20

Objective

On completion of this lesson, the students will be able to change the given adjectives dry, early, friendly, greedy, happy, healthy and heavy into comparative and the superlative.

Group 'A'

Materials

Matchstick figures, pocket chart, daily used materials.

Presentation

The teacher makes a brief revision of the previous lesson and motivates the students by telling a short joke. He writes seven adjectives dry, early, friendly, greedy, happy, healthy and heavy on the board. The teacher helps them to pronounce them correctly.

Practice

Drawing the match stick figures which show the three forms of the above adjectives, the teacher teaches the students about all the adjectives. They identify about the degree, i.e. about comparative and the superlative degree which increase the level of them. By the previous lesson, they make comparative and the superlative by adding '-er' and '-est' with changing 'y' in to 'i'. He checks their answer. If they make any mistakes/ errors, he will correct them.

Evaluation

Write comparative and the superlative degree of dry, early, friendly, greedy, happy, healthy and heavy.

Group 'B'**Materials**

Daily used materials like chalk, duster and blackboard.

Presentation

The teacher makes a brief revision of the previous lesson and motivates the students by telling a short joke then he writes seven adjectives dry, early, friendly, greedy, happy, healthy, and heavy on the board. He helps them to pronounce them correctly. He also tells them to remember their spelling.

Practice

The teacher tells them to change those adjectives into comparative and the superlative by adding '-er' and '-est' with changing 'y' into 'i'. The students will do as they did before. He checks their copies. If they make any mistakes / errors he will correct them.

Evaluation

The teacher evaluates the students the same way as he did with group 'A'

Lesson plan No- 9

School: Shree Bharati Secondary School

Date-2068-02-14

Class: 7

Time- 45m

Topic: Adjective (comparison)

No of students: 20

Objective

On completion of this lesson, the students will be able to change the given adjectives- hungry, lazy, shiny, lovely, silly, sunny and thirsty into comparative and the superlative.

Group 'A'

Materials

Match stick figures, pocket charts, daily used materials etc.

Presentation

The teacher revises the previous lesson in brief and present today's lesson by writing seven adjectives hungry, lazy, lovely, shiny, silly, sunny and thirsty on the blackboard. He shows the match stick figures which have the three forms- positive, comparative and the superlative of the above adjectives.

Practice

The teacher helps the students to pronounce the adjective correctly and helps them to write the three forms on their copies. The students write and he'll check their copies. If they make any mistakes, he'll correct them.

Evaluation

write comparative and the superlative form of these adjectives:

Hungry, lazy, lovely, shiny, silly, sunny and thirsty

Group 'B'

Materials

Daily used materials like chalk, duster and blackboard.

Presentation

The teacher makes a brief revision of the previous lesson and tells some short jokes to encourage the students in learning. Then, he writes hungry, lazy, lovely, shiny, silly, sunny and thirsty on the board. He helps the students to pronounce them correctly. He also tells them to remember the spelling of the words.

Practice

The teacher tells the students to change the adjectives into comparative and superlative degree, and the students will do as they did the previous day. He checks their answer.

Evaluation

The teacher evaluates the students the same way he did with group 'A'.

Lesson Plan No- 10

School: Shree Bharati Secondary School

Date-2068-02-16

Class: 7

Time- 45m

Topic: Adjective (comparison)

No of students: 20

Objective

On completion of this lesson, the students will be able to change the adjectives- thorny, tidy, tiny, easy, amazing, beautiful and handsome into comparative and the superlative degree.

Group 'A'

Materials

Matchstick figures, pocket chart and daily used materials.

Presentation

The teacher makes a brief revision of the previous lesson and motivates the student by telling a short joke. Then, he writes seven adjectives- thorny, tidy, tiny, easy, amazing, beautiful and handsome on the board. He helps them to pronounce them correctly.

Practice

Showing the matchstick figures of all the adjectives above, the teacher teaches their three forms. Then, they become clear about the adjective and the spelling of the comparative and the superlative form of thorny, tidy, tiny, and easy. For long adjectives which have two or more than two syllable, the teacher clarifies them as follow:

Positive

amazing

beautiful

handsome

Comparative

more amazing

more beautiful

more handsome

superlative

most amazing

most beautiful

most handsome

Evaluation

Write comparative and the superlative forms of these adjectives.

Thorny, tidy, tiny, easy, amazing, beautiful and handsome

Group 'B'

Materials

Daily used materials like chalk, duster and block boards.

Presentation

After a brief revision of the previous lesson, the teacher tells a short joke to motivate the class. Then, he writes seven adjectives, thorny, tidy, tiny, easy, amazing, handsome and beautiful on the board. He helps the students to remember the spelling of the adjectives.

Practice

The teacher tells the students to change thorny, tidy, tiny and easy into comparative and the superlative. They will do as they did before, the teacher tells them that the adjective which has two or more than two syllables, more and most should be added before the positive form respectively. He changes for the students as follow:

positive

amazing

beautiful

handsome

comparative

more amazing

more beautiful

more handsome

superlative

most amazing

most beautiful

most handsome

The teacher tells them to practice many times. The students will do and he will check their copies.

Evaluation

The teacher evaluates the students the same way as he did with group 'A'

Lesson plan No: 11

School: Shree Bharati Secondary School

Date-2068-02-17

Class: 7

Time- 45m

Topic: Adjective (comparison)

No of students: 20

Objective

On completion of this lesson, the students will be able to change the given adjectives- careful, cheerful, comfortable, dangerous, delicious, difficult and dreadful into comparative and the superlative degree.

Group 'A'

Materials

Match stick figures, pocket chart, daily used materials.

Presentation

After the short revision of the previous lesson, the teacher tells a short joke to motivate the class then, he writes careful, cheerful, comfortable, dangerous, delicious, difficult and dreadful on the board. The teacher pronounces and the students follow them many times.

Practice

Showing the match stick figures of all the adjectives who have the three forms, the teacher teaches about comparative and the superlative form of them. They will write the three forms. He checks their answer. If they make any mistakes he will correct them

Evaluation

- i. Write comparative and the superlative degree of the following adjectives
careful, cheerful, comfortable, dangerous, delicious, difficult and dreadful,
- ii. The teacher writes the adjectives on the left and the figures related to them on the right. He asks them to match them correctly.

Group 'B'

Materials

Daily used materials like chalk, duster and blackboard.

Presentation

After the short revision of the previous lesson, the teacher tells some jokes related to adjectives and presents today's lesson by writing seven long adjectives careful, cheerful, comfortable, dangerous, delicious, difficult and dreadful on the board. He helps the students to pronounce them correctly. He also tells them to remember spelling of them.

Practice

The teacher tells the students to change the given adjectives into comparative and the superlative. They will do, as they did before. He checks their copies. If they make any mistakes, he'll correct them.

Evaluation

The teacher evaluates the students the same way as he did with group 'A'

Lesson plan No- 12

School: Shree Bharati Secondary School

Date-2068-02-18

Class: 7

Time- 45m

Topic: Adjective (comparison)

No of students: 20

Objective

On completion of this lesson, the students will be able to change the given adjectives exciting, expensive, famous, important, interesting, ordinary and peaceful into comparative and the superlative degree.

Group 'A'

Materials

Matchstick figures, pocket chart and daily used materials.

Presentation

After a short revision of the previous lesson, the teacher tells some short jokes to motivate the students. He writes seven long adjectives- exciting, famous, expensive, important, interesting, ordinary and peaceful on the board. The teacher pronounces them clearly and the students follow him many times.

Practice

The teacher shows the matchstick figures which present the three forms of all the adjectives. He teaches showing them. Then the students become clear like- more exciting story, most interesting lesson, more important message, most famous leader etc. He tells them to write all the forms of the above adjectives and they write. He checks their answer and if they make any errors / mistakes, he will correct them.

Evaluation

Write comparative and the superlative form of these adjectives.

Exciting, famous, expensive, important, interesting, ordinary and peaceful

Group 'B'

Materials

Daily used materials like chalk, duster and blackboard.

Presentation

The teacher makes a brief revision of the previous lesson and motivates the students by telling a short joke. Then, he writes, exciting, expensive, famous, important, interesting, ordinary and peaceful on the board and helps the students to pronounce them correctly. He also tells them to remember the spelling of them.

Practice

The teacher tells the students to change the given adjectives into comparative and the superlative. They will do as they did before. He checks their copies.

The students practise many times.

Evaluation

The teacher evaluates the students the same way as he did with group 'A'

Lesson plan No- 13

School: Shree Bharati Secondary School

Date-2068-02-20

Class: 7

Time- 45m

Topic: Adjective (comparison)

No of students: 20

Objective

On completion of this lesson, the students will be able to change the adjectives- powerful, reliable, selfish, similar, skillful, special and successful into comparative and superlative form.

Group 'A'

Materials

Matchstick figures, pocket chart, daily used materials.

Presentation

The teacher revises the previous lesson and tells some jokes related to adjective to encourage the students. He presents today's lesson by writing seven adjectives powerful, reliable, selfish, similar, skillful, special and successful on the board. The teacher pronounces them and the students follow him.

Practice

Drawing the matchstick figures on the board which shows the three forms of the above adjectives, the teacher teaches today's lesson as he taught the previous day. Then, the students become clear how to make comparative and the superlative, and the meaning of all the adjectives. He asks many questions about the lesson and tells them to write the three forms on their copies. He checks answer. If they make any mistakes, he will teach again or correct them.

Evaluation

The teacher asks them to fill the blanks with the suitable adjectives. He will write some sentences to fill the blanks.

Group 'B'

Materials

Daily used materials like chalk, duster and blackboard.

Presentation

The teacher revises the previous lesson briefly and tells a short joke for the motivation. Then, he writes powerful, reliable, selfish, similar, skillful, special and successful on the board. He helps the students to pronounce them correctly. He also tells them to remember the spelling of the given adjectives.

Practice

The teacher tells the students to change the given adjectives into comparative and the superlative. They will do as they did the previous day. He checks their copies.

Evaluation

The teacher evaluates the students the same way as he did with group 'A'

Lesson plan No- 14

School: Shree Bharati Secondary School

Date-2068-02-21

Class: 7

Time- 45m

Topic: Adjective (comparison)

No of students: 20

Objective

On completion of this lesson, the students will be able to change these adjectives- tiring, useful, usual, valuable, wonderful and modern into comparative and superlative.

Group 'A'

Materials

Matchstick figures, pocket chart, daily used materials.

Presentation

The teacher revises the previous lesson and tells some short jokes to motivate the class. He writes tiring, useful, valuable, wonderful and modern on the board. He pronounces the adjectives and the students follow him many times.

Practice

Showing the matchstick figures which have the three forms of the above adjectives, the teacher teaches about the comparison in the class. Then, He asks them to pronounce all the forms correctly. He also asks them to use them into the sentences. He checks their answers.

Evaluation

The teacher writes some sentences to fulfill them by using the proper form of the above adjectives. He checks their answer.

Group 'B'

Materials

Daily used materials like chalk, duster and blackboard.

Presentation

The teacher revises the previous lesson briefly and motivates the students by asking some questions related to the previous lesson. Then, he writes- tiring, useful, usual, valuable, wonderful and modern on the board. He helps the students to pronounce them correctly. He also tells them to remember the spelling of them.

Practice

The teacher tells the students to change the given adjectives into comparative and the superlative. They will do as they did before. He checks their copies. If they make any mistakes / errors, he'll correct them.

Evaluation: The teacher evaluates the students the same way as he did with group 'A'.