

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is a means of communication. It is viewed as one of the most important possessions of human being. It may refer to the concrete act of speaking, writing or signing in a situation. It is an abstraction based on the linguistic behaviour of its users. It is both personal and social phenomenon which reflects culture and civilization but differs in terms of geographical area, social ethnicity and field of use among other. Therefore, the most rudimentary forms of social organizations and technological achievements depend on language. In its absence, it is impossible to expect human existence and human civilization. It is a distinctive property of mankind because of which human beings seem to be extraordinary and superior to all the species on the earth in any respect.

Language is dynamic in its nature. All languages change in course of time and vary from place to place. As a result, the forms of language which were acceptable in the past may not be acceptable now. Similarly, different forms may be used in different dialects to refer to the same things. From this point of view, we can say that language is responsible for social change, social mobility, and satisfaction. Language is a powerful means in the absence of which the present day world, particularly the development of education, science and technology would never have been possible.

For Sapir (1987, p.8) language is ‘a purely human and non instinctive method of communicating ideas, emotions and desires by means of the system of voluntarily produced symbols’. Similarly, Hornby (1996, p.721) defines language as ‘the system of communication in speech and writing that is used by people of a particular country’. According to Richards et al. (1999, p.196) define language as, ‘the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger

units, e.g. morphemes, words, sentences, utterances'. Similarly, Crystal (2003, p.255) defines language as 'the abstract system underlying the collection totality of a speech/ writing behaviour of a community or the knowledge of the system by an individual'. Various scholars have defined language differently but none of the definitions are absolutely complete in themselves. So, defining a language depends upon the perspective a person puts on it. However, different definitions given by different scholars clearly share some common characteristics of language.

Language is a system of systems. Each language has its own systems, lexical system and discourse system. All human beings acquire their mother tongues at their childhood but learning another language is entirely different, which is supposed to be a planned activity, requiring conscious effort on the part of the learner. English, like all languages, is full of problems for foreign learners. But there are other problems which are trickier and cause difficulty even to advanced students and teachers.

Language is seen as a means that allows one to get things done. The things that can be done through a language are communicative functions like making plans and expressing intentions, making requests and rejecting offers, criticizing and so on. There are hundreds of languages in the world. Among these languages, English is the most widely used language in the world. English has become the medium of all relevant social interactions and the ability to use English effectively is considered absolutely essential for honorable existence. It is the most dominant language in almost all areas, e.g. international diplomacy, foreign mission, mass media, academics, world politics, etc. It is one of the six official languages of the United Nations Organizations. It is used as the link language of people belonging to the different speech communities world wide.

In conclusion, language can be defined as an arbitrary, unique, systematic and structurally complex property and social phenomenon. It is essential to all human beings. The main aim of language is to share feelings, thoughts, ideas and emotions with others appropriately in appropriate situation.

### **1.1.1 Importance of Grammar**

Grammar is one of the important aspects of any language. It is the backbone of a language. It is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence.

According to Lado (1961, p.144), ‘grammar governs the central structure of an utterance’. Here, the central structure means the way of arranging the morphemes in the words and words into the sentences. Quirk et al. (1978, p.8) define grammar as ‘the words that have been identified by sound or spelling must be combined into larger units and it is the complex set of rules specifying such combination that refer to as GRAMMAR’. According to Huddleston (1984, p.34), ‘the grammar will consist of rules saying how sentences are made up of smaller units and ultimately of the minimal units of this level of structure’. Grammar is the way in which words change themselves and group together to make sentences. Harmer (1992, p.1) defines, ‘grammar as (the study and practice of) the rules by which words change their forms and are combined into sentences’. There are two basic elements in this definition: the rules of grammar; and the study and practice of the rules. Thornbury (1999, p.1) says, ‘grammar is a description of the rules that govern how a language’s sentences are formed’. Similarly, Palmer (2003, p.16) says, ‘grammar is not a collection of hard and fast rules. It is more flexible (and, therefore, more useful) than that grammar gives an account of the way in which a language is used by those who use it well’.

From the above definitions, it is clear that grammar is a science that contains a set of rules for speaking and writing a particular language correctly and appropriately. All the uses of grammar so far illustrated might appear in speech or writing of the same person, the possibilities of misunderstanding are very real.

### **1.1.2 Tense and its Classifications**

There is no single well accepted definition of tense. It is difficult to define tense; it varies. The term 'tense' is derived from the Latin translation of the Greek word for time (Greek Khoronos, Latin Tempus). The tense is defined as the category of the verb that placed the action or state which refers to past, present or future in relation to the utterances. It is a grammatical category which manifests itself in the verbal forms of a language. Its role is to relate the universal time of the situation to the movement of speech. The tense of a verb is a part of grammar. It refers to the correspondence between the forms of the verb and our concept of time (past, present or future).

While defining the term tense, Leech and Svartvik (1975, p.305) say, 'by tense we understand the correspondence between the form of the verb and our concept of time past, present or future'. So, it can be inferred that tense is related to the time and the form of verb and the aspect with the manner of verbal action. The point in time a statement related to is usually indicated in part by the group used in the tense. According to Aarts and Aarts (1986, p.74), tense is 'an obligatory category in the finite verb phrases'. It forms a small part of grammar. Wren and Martin (1993, p.67) argue that 'the tense of verb shows not only the time of an action or event but also the state of an action referred to'.

From the above definitions, we can conclude that tense is related to time and the form of verb. The notion of tense came with the origin of grammar. In other words, tense is a set of verb form that indicates a particular point in time or period of time in the past, present or future.

Traditionally, tense can be divided into three types. They are as follows:

#### **a) The Present Tense**

Present tense means coincident of the time of the situation and the present moment.

## **b) The Past Tense**

Past tense means location of the situation prior to the present moment.

## **c) The Future Tense**

Future tense means location of the situation that will come after the present moment or the events will happen then.

From the above definitions, it is apparent that a set of verb forms indicate a particular point in time in the past, present or future which, in other words, is called a tense. Some grammarians have divided tense in past and non past. The tense contrasts are especially related to time boundaries.

According to Leech (1992, pp.94-96), the present tense has four sub types.

They are as follows:

### **a) Simple Present Tense**

A form of verb phrase in which there is just one verb: a present tense form of the main verb. The simple present is the most widely used form of verb phrase in English. It is used for a range of meanings with reference to events. (e.g., these houses look old.)

### **b) Present Continuous Tense**

A verb construction combining the present tense with the progressive, and consisting of am/is/are + -ing form is present continuous tense. The present continuous, rather than the present simple, is used to describe events or activities going on at the present time: *the players are playing football*. The present continuous can also be used to refer to planned future happenings: *I'm playing tennis with Noam tomorrow*. However, that verbs referring to state (e.g., be, know, seem, resemble) do not go easily with the continuous. We use these verbs with the present simple to describe an ongoing state: *Harry seems tired this evening (not: \*is seeming)*

### **c) Present Perfect Tense**

The present perfect tense is a verb construction which combines the present tense with the past aspect, consisting of has/have+ -ed form. The present perfect often refers to the *recent* indefinite past: *Have you eaten (yet)?*

### **d) Present Perfect Continuous Tense**

The present continuous tense is a verb construction which combines the *present tense* with the *perfect* and *progressive* construction: has/have been +-ing form. This combines the idea of past with present relevance with the idea of going on over a (limited) period: I'm tired-*I've been working all day.*

## **1.1.3 Visual Aids and their Benefits**

Learning is a complex process and visual aids are a great help in stimulating the learning of a foreign language. All the materials that can be used and seen inside or outside the classroom are visual aids. The classroom includes many objects and things that can be used as visual aids. Visual aids can help by providing contexts which would not otherwise be available. Anything which is used to teach is called teaching material. Teaching materials are selected for the teaching purpose and they can be obtained in the form of text books, work books, cassette, whiteboard, videos, photocopies, dictionaries, grammar books and so on.

In a general sense, teaching materials are classified under the following three headings:

Visual materials

Audio visual materials

Audio materials

Audio visual materials and audio materials are more expensive than visual materials. Visual materials include the sense of vision of the students, e.g. realia/locally available materials, picture cards, word cards, pictures and photographs, posters, maps, charts, diagrams and drawing, magazine cut outs,

matchstick figures, model puppets, etc. It means anything which can be seen while the language is being spoken may be visual aids. This makes language teaching and learning long lasting, live and interesting. In other words, everything belonging to or brought into the classroom animate or inanimate is a potential visual aid i.e. teachers, students, tables, bags, and so on. She /he performs talking, looking, writing, reading, playing etc. We make a division between visual materials for talking about and visual materials for talking with. There is, of course, no hard and fast line between these two types. The division is made principally in order to draw attention to the relation between things and language in the world outside the classroom which it is meant to reflect.

Corder (1972, p.32) says, 'the device that the learner can see in the classroom or through the window is potentially a visual aid in the teaching of meaning'. This applies to the permanent fittings of the classroom such as walls, doors and windows; to its usual furnishings, desks, cupboards, chairs, blackboard and bookshelves; to things which are introduced into it either normally such as books or writing materials, or abnormally, such as animals, plants and tools; or indeed anything in the world which is transportable and small enough to be got through the door. The teacher should enter the classroom with lesson plan and new sets of visual aids.

El. Araby (1974, p.40) says, 'A picture is better than a thousand words'. From this also we can understand the students learn by living materials rather than by given sentences. Visual aids help them to modify the learning process to suit their needs.

Bowen (1982, p.11) says, 'visual aids are means to an end but not an end in themselves'. He means that visual aids are the supporting materials to make the teaching and learning a language successful, but to use these materials is not the target. Hence, the teacher can use them in order to achieve the objectives of teaching.

Visual materials are useful to the language learners. Visual materials are to contribute to a particular situation the more lively teacher is to be able to

choose and use the visual materials effectively; one visual aid gives thousand meanings without writing or telling something. Seeing is more powerful than hearing.

The proper use of visual aids in language teaching and learning is very essential. Various aids are designed to encourage the participations; they bring the class nearer to real life or bring the outside world into the classroom. They help to clarify the points explained in words and make the language learning long lasting as well.

Teaching aids bring the learner's world into the classroom. Teaching materials have their recreational value. They are important to entertain the learners. They are helpful for maintaining the relationship between teachers and students.

Visual aids help the teacher to improve his own English and to prepare a more effective lesson. Visual aids can stimulate the students to speak as well as to read and write.

Benefits of visual aids in the language classroom are as follows:

- i. Visual aids can brighten up the classroom and bring more varieties and interest into the classroom.
- ii. Visual aids in particular can help to provide the situations which light up the meaning of the utterances used.
- iii. Visual aids help to teach listening, speaking, reading and writing and allow the teacher to integrate these skills constructively.
- iv. Visual aids can help in giving information of one kind or another about the background of literature and about the English speaking countries.
- v. Visual aids can clarify the meaning of a grammatical point for the pupils and to draw their attention to the precise form of the language involved.
- vi. Visual aids can provide a clue to the meaning of gist.
- vii. Visual aids can provide a clue to the meaning of detail.
- viii. Visual aids can increase the confidence of teachers and learners.



Visual aids can be used for decorative purposes, for creating variety and for making the lesson more interesting, to make the meaning of a word or a structure clear and to practice them in meaningful situations. Visual aids save time and effort. Therefore, visual aids play a vital role in teaching learning process in classroom activities.

#### **1.1.4 Teaching Present Continuous Tense Through Matchstick Figures**

Tense can be taught by applying different methods and techniques, for example inductive and deductive methods, learner centered techniques and teacher-centered techniques, likewise various teaching materials can be adopted in teaching present continuous tense. Visual aids are pictures, realia, cut outs, puppets, matchstick figures and so on. Among them matchstick figure is one which is widely used in teaching present continuous tense. Matchstick figures play a vital role in teaching present continuous tense.

Matchstick figures are also called pin men pictures. They are relatively easy to draw in a short time and they are often blackboard sketches rather than real pictures. Teachers need just a little practice to draw them. One of the most striking developments in the techniques of modern language teaching has been the success achieved by using technological aids such as the language laboratory. Matchstick figures are particularly useful for teaching present continuous tense like swimming, playing, riding, driving, and so on. Such figures can represent both males and females and young and old. If there are several figures they can be distinguished by adding such a small details as beard, cap, stick and so on. In our context, in a classroom where a single teacher has forty or more students, a very limited amount of money is available for classroom aids. To such a teacher the most prized possession, apart from competence in the language being taught is an ability to draw. Only a few language teachers are artists and many simply do not use pictorial aids to their fullest advantage simply because they think they cannot draw. There are always times in the teaching of a new vocabulary item, language concept or situation

when the production of figures would teach precisely in two seconds, what minutes of verbal explanation may not.

Blackboard drawings are desirable because pictures attract attention of the students. Learners like the figures and drawing. Matchstick figures are those original pictures which are chosen for a particular purpose. The teacher can draw, rub out and replace quickly if necessary. The teacher should use colour chalk because in this situation the learner can be highly motivated, attracted and learn better.

Matchstick figures can be very useful for teaching present continuous tense. They are very simple in drawing and minimize the time of detailed drawing since they can be prepared with a minimum cost and simple ideas for teaching present continuous tense. If the teacher cannot keep other materials ready, he/she must be ready to draw these matchstick figures. He/she can show many activities through them.

The purpose of learning to draw matchstick figures are to use them as aids in teaching grammar as well as short reading, composition and dialogues. They can be helpful in planning drills and game, and give both the teacher and learner a sense of creativity, integration and closure to human relationship. Through systematic steps, we can learn how to draw such matchstick figures.

According to Lee and Coppen (1964,p.178), 'Matchstick drawing is easy to do freehand and is suitable for black and white lines or colored lines... good teaching matchstick pictures are simple and limited and are easier to make'. It means that matchstick figures are the drawings which are easy to draw and the teacher uses them to make the lessons or class clear and memorable. According to Wright (1996, p.23), 'without visual materials it is very difficult for the teacher to create a situation in which the students want to say something'. Visual aids in language teaching have come in very quickly.

In conclusion, matchstick figures are useful in teaching present continuous tense in the sense that they are motivating, stimulating, break monotony and

boredom on the part of the learners and also inspire in imaginativeness of both the teachers and students in teaching learning process.

### **1.1.5 Teaching Present Continuous Tense Through Demonstration**

Teaching present continuous tense through demonstration plays a significant role in language teaching. Demonstration here refers to all those objects that the teacher exhibits during the classroom teaching. The teacher can implement different activities e.g. facial expressions, gestures, actions, body language, different symbols as a demonstration in language teaching.

Regarding these, present continuous tense can be taught by demonstrating different actions for example (the teacher running in front of the class) asks what am I doing? Students will reply, you are running. Teacher showing the action of crying, what am I doing? The students will reply, you are crying. The teacher pointing his/ her fingers and asks what am I wishing? You are wishing to remain silent.

We can say that demonstration is a process whereby people through intentional or unintentional manipulation of normative actions and expectations express experience, feelings and attitudes either singly or in combination with verbal behaviors in the exchange and interpretation of messages within a given situation or context. Action delivers message beyond the words for the analysis, this is a useful division.

It is true that actions account for a large part of meaningful human communication. Actions, such as facial display, eye contact, body language or the way we wear our clothes, make hair style, etc. speak louder than words and often help others make accurate judgments about our thoughts, feelings and intentions.

Demonstration is vitally important for effective language teaching technique in the sense that it sets the scene for total communication. Demonstration can be used as a technique for teaching a language. The teacher demonstrates his/ her gestures, actions, facial expression to clarify the meanings of the words,

phrases or sentences. In order to create the situation, the teacher can make use of demonstration in language teaching classroom, the students are highly motivated. They can understand the meaning of the words and sentences clearly. The teacher need not explain the teaching items. Even primary level learners can understand it clearly. But the teacher should be more active in the language classroom teaching. Billows (1961, pp.147-148) states:

Actual representation of an action represents the action better than any picture can, because, with it, we have movement and the third dimension, for lack of which a picture is sometimes unsatisfactory. The teacher and, after him, the pupil can act a blind beggar or an enraged cook, or a lame man getting on to a bus, or a woman running for a bus holding a baby in one arm and dragging a child by the other, holding her handbag in her teeth and trying to attract the attention of the conductor with cries of rage, entreaty sorrow, exhortation and cajolery, punctuated with sharp agonized interjection to the children to be quiet to run faster, or to stop sucking their thumbs. It means that any acts can be learnt easily through demonstration than the pictures.

Corder (1966, p.33) says, 'While demonstrating visually 'getting up' and 'getting down' 'jumped on to a chair' with such force that it broke and spilled him onto the floor'. This means learner can learn any actions by looking visual demonstration of the teacher. Similarly, Harmer (1966, p.161) says, 'it is often impossible to explain the meaning of words and grammar or in pictures. Actions, in particular, are probably better explained by mime'. He means that

not only pictures are sufficient to explain the meaning of words and grammar in pictures but also mime can help.

To sum up, the demonstration plays a vital role in teaching outward or inward language teaching classroom activities. In the sense that it is one of the necessary technique in language teaching classroom. Pictures and realia cannot be available always in the language classroom teaching in that time demonstration plays a vital role to attract the attention of the students. It provides real life environment to the students. It brings a close relationship between theory and practice. It enables the students to acquire knowledge in the first hand form. It requires skillful and knowledgeable teacher who can demonstrate his activities using an appropriate language. It should be noted that students may simply enjoy watching rather than trying to understand the process. It helps to motivate the students. It is very useful; the teacher need not explain all the meanings of the words, phrases and sentences. The students will know the meanings of the words, phrases and sentences with the help of demonstration. Teaching present continuous tense through demonstration technique is also equally possible in language teaching so that my concern here is to identify the relative comparative efficacy between these two (matchstick figures and demonstration) techniques. So, it has been a genuine issue to identify which one is better between the matchstick figures and demonstration technique.

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

Up to now various research studies have been carried out in “The Effectiveness of Teaching Aids” in different disciplines by different researchers under the Department of English Education. Some of them related to the study are as follows:

Chapagain (1999) conducted a research to find out the impact of teaching materials and to suggest their effective use. It was found that experimental group performed better than controlled group.

Satyral (2003) conducted a research to find out the effectiveness of visual aids in teaching English at primary level. The finding showed that the use of visual aids in teaching English at primary level was effective.

Shah (2004) conducted a research to find out a comparative study on the simple present tense and the simple past tense of English and Maithili. The finding showed that English tense system differed from Maithili. However, there were similarities as well.

Khakurel (2005) conducted a research study to find out effectiveness of matchstick figures in teaching action verbs at grade five. The finding showed that the degree of effectiveness in teaching action verbs by using matchstick figures in English was very good.

Karki (2007) conducted a research study to find out effectiveness of pin men pictures in teaching action verbs at grade three. The finding showed that using pin men pictures was more fruitful than traditional ways of teaching process.

Sah (2007) conducted a research study to find out effectiveness of matchstick figures in teaching of prepositions at primary level. The finding showed that the effectiveness in teaching prepositions by using matchstick figures in English was more effective than without using it.

Some of the research studies mentioned above are related to this research in the sense that they tried to find out the effectiveness of visual aids. This is the first research of practical study in the field of efficacy of matchstick figures and demonstration in teaching present continuous tense at grade five.

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

The objectives of this study were as follows:

- a) To find out the efficacy of matchstick figures and demonstration technique in teaching present continuous tense.
- b) To suggest some pedagogical implications on the basis of the finding of the study.

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

This study will be useful to all those who are interested in the field of language teaching and learning process. It will be significant to those teachers, learners and researchers who are involved in this type of study, as they will find out which way to adopt while teaching present continuous tense.

This study will provide information about the matchstick figures and demonstration technique in teaching present continuous tense in the classroom activities in our language teaching and learning classroom activities. Similarly, textbook designers, language planners, methodologists and syllabus designers will also be benefited from the findings of this study.

## **CHAPTER TWO**

### **METHODOLOGY**

The researcher was adopted the following methodology in this study.

#### **2.1 Sources of Data Collection**

The researcher used both the primary and secondary sources of data.

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

The primary sources of data for this study were collected from the students of grade five.

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

Secondary sources of data signify the written documents. Different books related to this study were consulted for constructing test item and teaching materials. Some of them are given below:

Johnson et al. (1971), Quirk et al. (1972), Salah and Araby (1974), Heaton (1975), Wright (1976), Lee and Coppen (1976), Bowen (1982), Harmer (1982), Huddleston (1984), Aarts and Aarts (1986), Corder (1987), Harmer (1991), Best and Kahn (1992), Brown (1993), and so on.

#### **2.2 Sample and Sampling Procedure**

I selected Shree Janapriya Secondary School, Bartung, Palpa as a research area of my study by using purposive sampling procedure. I selected 40 students of grade five by using sampling procedure.

#### **2.3 Tools for Data Collection**

A set of different test items was used as a major tool for data collection. It carried 100 marks and included 54 sub- items. The types of test items are presented as below:

- i. Short Question Answer Item
- ii. Yes/No Question Item



- iii. Multiple Choice Item
- iv. Fill in the Blanks Item
- v. True/False Item
- vi. Matching Items
- vii. Sentence Formation Item
- viii. Identifying Picture Item

## 2.4 Process of Data Collection

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

- i. The researcher prepared a set of test items to find out the efficacy of matchstick figures and demonstration technique in teaching present continuous tense.
- ii. The researcher went to the field and established rapport with the concerned people.
- iii. Then, the researcher explained the purpose of the tests to the students.
- iv. Then, the researcher nonrandomly selected 40 students. A written pre-test was given to determine the efficacy of matchstick figures and demonstration in teaching present continuous tense. Time allocated was two hours to attempt the questions. And their written responses were marked.
- v. The students were divided into two groups 'A' and 'B' on the basis of odd and even number according to their pre- test score. The procedure of the group division was as follows:

Group 'A'	Group 'B'
Odd	Even

- vi. Group 'A' was taught through matchstick figures and group 'B' was taught through demonstration technique.

- vii. Each group was taught for six days a week, one period a day and each period lasted for thirty minutes. The teaching continued for one month duration.
- viii. At the end of the classroom teaching, a post -test was given, the same test which was used in the pre- test then the results of the two tests were compared to determine the efficacy of matchstick figures and demonstration technique in teaching present continuous tense.

## **2.5 Limitations of the Study**

- i. The proposed research was limited to only one government aided school. It was limited to 40 students of grade five of the school (Janapriya Secondary School, Bartung, Palpa).
- ii. The primary data were collected only from the written test.
- iii. The efficacy of matchstick figures and demonstration technique was observed in teaching present continuous tense.
- iv. The duration of the time of the study was about 4 weeks only.
- v. This study was limited only in teaching present continuous tense through matchstick figures and demonstration technique.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data. The data collected from the students were analyzed under the following headings:

- i. Holistic comparison and
- ii. Itemwise comparison

#### 3.1 Holistic Comparison

This includes both subjective and objective test items. There were altogether 54 sub- items with the weightage of 100 marks. The marks obtained by students of both the groups in the pre- test and the post- test are presented below:

**Table No. 1**  
**Overall Performance of Students**

Group	Av. score in pre -test	Av. score in post- test	D	D%
A	32.1	63.02	30.92	30.92
B	31.05	55.5	24.45	24.45

The given table shows that the average score obtained by group 'A' were 32.1 in the pre- test and 63.02 in the post- test. This group increased its average marks by 30.92 or 30.92 percent. Similarly, the average scores of group 'B' were 31.05 in the pre- test and 55.5 in the post- test. This group increased its average scores by 24.45 or 24.45 percent.

This analysis helps to conclude that the performance displayed by group 'A' was better than that of group 'B'. In totality, it showed that teaching through matchstick figures technique was more effective than the teaching through demonstration technique.

## 3.2 Itemwise Comparison

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

- i. Objective item and
- ii. Subjective item

### 3.2.1 Objective Test Item

Objective test items included various items, they are presented below:

#### 3.2.1.1 Multiple Choice Items

This test item 'Multiple Choice' consisted of 8 items and carried 10 marks. The marks obtained by both the groups in this type of test items are presented below:

**Table No. 2**

**Students' Performance in Multiple Choice Items**

Group	Av. scores in pre- test	Av. scores in post- test	D	D%
A	6.25	7.87	1.62	16.2
B	4.55	6.55	2	20

The above table shows that the average scores obtained by group 'A' were 6.25 in the pre- test and 7.87 in the post- test. The difference of their marks was 1.62 or 16.2 percent. Group 'A' increased its average marks by 1.62 or 16.2 percent. On the other hand, group 'B' obtained 4.55 average score in the pre- test and 6.55 in the post- test. The difference between them was 2 or 20 percent. It means group 'B' increased its average marks by 2 or 20 percent. The difference in the score obtained by group 'A' and group 'B' does not seem to be significant.

### 3.2.1.2. Fill in the Blanks Item

This test item ‘Fill in the Blanks’ consisted of 9 items and carried 20 marks. The marks obtained by both the groups in this type of item are presented below:

**Table No. 3**  
**Students’ Performance in Fill in the Blanks Item**

Group	Av. score in pre- test	Av. score in post- test	D	D%
A	0.55	9.77	9.22	46.1
B	0.6	9.05	8.45	42.25

The above table shows that the average scores obtained by group ‘A’ were 0.55 in the pre- test and 9.77 in the post- test. And the average increased marks were 9.22 or 46.1 percent. Similarly, the average scores obtained by group ‘B’ were 0.6 in the pre- test and 9.05 in the post- test. The increased score of group ‘B’ was 8.45 or 42.25 percent. The difference in the score obtained by group ‘A’ and group ‘B’ does not seem to be significant.

### 3.2.1.3. Yes/ No Question Item

This test item ‘Yes/ No Question Item’ consisted of 8 items and carried 20 marks. The marks obtained by both the groups in this type of test item are presented below:

**Table No. 4**  
**Students’ Performance in Yes/ No Question**

Group	Av. score in pre- test	Av. score in post- test	D	D%
A	8.85	8.85	0	0
B	7.32	7.27	-0.05	-0.25

The above table shows that the average scores obtained by group ‘A’ were 8.85 in the pre- test and 8.85 in the post -test. Here, group ‘A’ has no increase its average marks.

On the other hand, the average scores obtained by group 'B' were 7.32 in the pre -test and 7.27 in the post -test. Group 'B' decreased its marks by -0.05 or - 0.25 percent.

This analysis shows that both groups did not perform better.

### 3.2.1.4 True/ False Item

This test item 'True/False' consisted of 5 items and carried 10 marks. The marks obtained by both the groups in this type of test item are presented below:

**Table No. 5**  
**Students' Performance in True/ False Item**

Group	Av. score in pre- test	Av. score in post- test	D	D%
A	3.32	7.55	4.23	42.3
B	4.97	5.25	0.28	2.8

The above table shows that the average scores obtained by group 'A' were 3.32 in the pre -test and 7.55 in the post- test. Group 'A' has increased its average marks by 4.23 or 42.3 percent.

On the other hand, the average scores of group 'B' were 4.97 in the pre -test and 5.25 in the post- test. Here, group 'B' increased its average marks by 0.28 or 2.8 percent.

The analysis shows that group 'A' performed better than group 'B' and the teaching through matchstick figures seems to be more effective than teaching through demonstration in true/ false item.

### 3.2.1.5. Matching Items

This test item 'Matching Items' consisted of 4 items and carried 10 marks. The marks obtained by both the groups in this type of test item are presented below:

**Table No. 6**  
**Students' Performance in Matching Items**

Group	Av. score in pre- test	Av. score in post- test	D	D%
A	7.97	9.6	1.63	16.3
B	8.62	9.75	1.13	11.3

The above given table shows that the average scores of group 'A' were 7.97 in the pre- test and 9.6 in the post -test. This group increased its average marks by 1.63 or 16.3 percent.

The average scores of group 'B' were 8.62 in the pre- test and 9.75 in the post -test. This group increased its average scores by 1.13 or 11.3 percent. Group 'A' performed better than group 'B' in this type of items.

### **3.2.1.6. Sentence Formation Item**

This test item 'Sentence Formation' consisted of 5 items and carried 10 marks. The marks obtained by both the groups in this type of test item are presented below:

**Table No. 7**  
**Students' Performance in Sentence Formation**

Group	Av. score in pre- test	Av. score in post- test	D	D%
A	1.92	6.42	4.5	45
B	1.62	5.77	4.15	41.5

The table shows that group 'A' obtained 1.92 average score in the pre- test and 6.42 in the post- test. Group 'A' increased its average marks by 4.5 or 45 percent.

Whereas group 'B' obtained 1.62 average score in the pre -test and 5.77 in the post- test. Here, group 'B' increased its average marks by 4.15 or 41.5 percent.

The difference in the score obtained by group 'A' and group 'B' does not seem to be significant.

### 3.2.1.7. Identifying Picture Item

This test item 'Identifying Picture' consisted of 5 items and carried 10 marks. The marks obtained by both the groups in this type of test item are presented below:

**Table No. 8**  
**Students' Performance in Identifying Picture**

Group	Av. score in pre- test	Av. score in post- test	D	D%
A	2.37	7.7	5.33	53.3
B	2.45	6.82	4.37	43.7

Here, group 'A' obtained the average score of 2.37 in the pre -test and 7.7 in the post- test. This group increased its average marks by 5.33 or 53.3 percent. Similarly, group 'B' obtained the average score of 2.45 in the pre- test and 6.82 in the post- test. This shows that group 'B' increased its scores by 4.37 or 43.7 percent.

The analysis shows that the gap in the average scores of group 'A' and group 'B' is very wide and the group 'A' has better achievement than the group 'B'. So, the effect of matchstick figures is significant in teaching identifying picture item.

### 3.2.2 Subjective Test Item

'Short Question Answer' was given under subjective test item which consisted of 10 items and carried 10 marks. The marks obtained by both the groups in this type of test item are presented below:

**Table No. 9**  
**Students' Performance in Short Question Answer**

Group	Av. score in pre- test	Av. score in post- test	D	D%
A	0.85	5.25	4.4	44
B	0.9	5.02	4.12	41.2



The above table shows that the average scores obtained by group 'A' were 0.85 average score in the pre- test and 5.25 in the post- test. Here, group 'A' increased its average score by 4.4 or 44 percent.

Likewise, the average score obtained by group 'B' were 0.9 average score in the pre- test and 5.02 in the post- test. The average increased score was 4.12 or 41.2 percent. The difference in the score obtained by group 'A' and group 'B' does not seem to be significant.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

The findings obtained from the analysis and interpretations of data are presented below:

- i. Group 'A' obtained the average score of 32.1 in the pre- test and 63.02 in the post- test. Here, group 'A' increased its average score by 30.92 or 30.92 percent. While group 'B' obtained the average scores of 31.05 in the pre- test and 55.5 in the post- test. Here, group 'B' increased its average score by 24.45 or 24.45 percent. Since the students taught through matchstick figures performed better than the students taught through demonstration technique. Teaching present continuous tense through matchstick figures is found to be more effective than teaching through demonstration technique.
- ii. The results drawn out from the answers of the students in various items such as true/ false, fill in the blanks, identifying picture, sentence formation, yes/ no question, matching and short questions showed that the students belonging to group 'A' show better improvement than the students belonging to group 'B'. Therefore, we can conclude that teaching present continuous tense through matchstick figure was more effective and better than teaching through demonstration.
- iii. Observing, the results of 'identifying pictures' and 'true/ false' items, it was found that group 'A' performed better than group 'B'. Hence, teaching present continuous tense through matchstick figure was more effective than demonstration.
- iv. The result drawn out from 'multiple choice' item shows that the group 'B' performed better than the group 'A'. Here, teaching present continuous tense through demonstration was more effective than

teaching through matchstick figure. However, the difference in the score obtained by group 'A' and group 'B' was not significant.

## **4.2 Recommendations**

On the basis of the findings, the following recommendations for pedagogical implication have been presented below:

- i. Group 'A' taught through matchstick figures performed comparatively better than group 'B' which was taught through demonstration. Thus, it indicates that a matchstick figure is more effective than demonstration for teaching present continuous tense at grade five. So, matchstick figures should be used for teaching present continuous tense.
- ii. In some cases (i.e. multiple choice items) demonstration was also found to be more effective than matchstick figure. It can also be used for teaching present continuous tense.
- iii. The language teachers and syllabus designers should emphasize in the application of matchstick figures and demonstration in teaching present continuous tense.
- iv. This study was conducted in one of the government aided school of Palpa district. It was limited to only 40 students. So, it cannot be claimed that the findings of the study are applicable to all the schools and all the students of Nepal in teaching present continuous tense. Therefore, it is suggested that further research in different schools should be carried out and a large number of students should involved to make the findings are more reliable and valid.

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## APPENDIX-I

### Test items (Pre-test/Post-test)

**F.M.:100**

**Time: 2hrs**

**Obtained Marks:**

**Student's name.....**

**Class: .....**

**Roll No:.....**

**School's name: .....**

**1. Answer the following questions on the basis of the given pictures (Give short answers) 10**

a)What are the birds doing now ?

Ans. The birds are .....in the sky now.

b) What is the boy doing now?

Ans: The boy is ..... a book now.

c) What are the students doing now?

Ans: The students are ..... volleyball now.

d) What is Hari doing now?

Ans: Hari is .....a bag now.

e) What is the old man doing now?

Ans: The old man is.....now.

f) What are the girls doing now?  
Ans: The girls are ..... now.

g) What is the cat doing now?  
Ans: The cat is ..... now.

h) What is the baby doing now?  
Ans: The baby is.....now.

i) What are the birds doing now?  
Ans: The birds are.....grain now.

j) What is the mother doing now?  
Ans: The mother is .....food now.

**2. Write 'Yes' or 'No' for the following questions: (Give short answer) 20**

a) Are the boys running?  
Ans:.....

b) Is the girl watering now?  
Ans:.....

c) Is it raining now?

Ans:.....

d) Are the girls swimming now?

Ans:.....

e) Are the boys eating banana now?

Ans:.....

f) Is the girl crying now?

Ans:.....

g) Is the boy cutting wood now?

Ans:.....

h) Is the boy bathing now?

Ans:.....

**3. Fill in the blanks with suitable verb related to the pictures, choosing from the bracket.**

**10**

a) The girls is ..... stones now.  
(crying, throwing, writing)



b) The boy is ..... now.  
(reading, jumping, playing)

c) The man is..... now.  
(playing, reading, walking)

d) Ram is ..... now.  
(eating, working, singing)

e) Rosy is .....now.  
(eating, praying, swimming)

f) Susma is ..... now.  
(playing, swimming, eating)

g) Ram is .....now.  
(sleeping, sitting, swimming)

h) Rita is ..... now.  
(standing, running, reading)

**4. Complete the following incomplete sentences with the help of the pictures.**

**20**

b) The boy is ..... a television now.

c) The girl is ..... now.

d) Rama is .....flower now.

e) The boy is ..... a bicycle now.

f) Two boys are ..... juice now.

g) The boy is .....a tree now.

h) Susan is ..... now.

i) Ram is ..... now.

j) Rajan and Rohan are .....tennis now.

**5. Write 'T' for True and 'F' for False in the box with the help of the following pictures. 10**

a) The boy is praying now.

b) The girl is pointing her friend now.

c) Ashish is lying on the ground now.

d) Prem is shooting now.

e) Kamal is singing now.

**6. Match the sentences with the following pictures.**

**10**

a) Ram is driving a bus now.

b) Devi is skipping now

c) The teacher is teaching in the class room now.

d) Suman is falling from the tree now.

**7. Make suitable sentences by using these words with the help of the following pictures. 10**

a) Running

.....

b) Hopping

.....

c) Kicking

.....

d) Swimming

.....

e) Dancing

.....

**8. Guess the letters and complete the words with the help of the following pictures.** **10**

a) The bird is f...y...ng in the sky now.

b) The sweeper is sw...e...ng the street now.

c) Hari is pl...y...ng a ball now.

d) The boy is wr...t.....ng his homework now.

e) Susnmita is p...ck...ng fruits now.

## APPENDIX-II

### Rank of the students according to the pre- test result.

S.N	Name of the students	Obtained marks	Pre-test
1	Asbina Disuwa	62	62
2	Bashanti B.K	57	57
3	Sheesha Pandey	54	54
4	Rabi Gaire	51.5	51.5
5	Nisha Rana	49.5	49.5
6	Somar Kumal	48.5	48.5
7	Bishal Thapa	46.5	46.5
8	Rita Rana	45	45
9	Shanta B.K	43	43
10	Shova B.K	39.5	39.5
11	Nirmala Kumal	37	37
12	Sweta B.K	37	37
13	Adharsha B.K	33.5	33.5
14	Kusum B.K	33	33
15	Maya B.K	31	31
16	Manish B.K	30.5	30.5
17	Manjila Bhattarai	28.5	28.5
18	Deelip Bhattarai	28	28
19	Barsha Bhattarai	28	28
20	Barsha Gaha	28	28
21	Purnima Gurung	27.5	27.5
22	Rupesh Gaha	26.5	26.5
23	Sunil Lohani	26.5	26.5
24	Indu Timalseña	26	26
25	Pradeep Pandey	26	26
26	Sujata B.K	25.5	25.5
27	Keshav Bashyal	24.5	24.5
28	Sudha Shah	23	23
29	Gir Bdr Kumal	22.5	22.5
30	Suraj Karki	22.5	22.5
31	Sajan Bhat	22	22
32	Niranjan B.K	21.5	21.5
33	Durga B.K	21.5	21.5
34	Narayan Gaire	20.5	20.5
35	Anil Rana	20.5	20.5
36	Shiva B.K	20.5	20.5
37	Bal Krishna Bashyal	19.5	19.5
38	Prashant Nepal	19.5	19.5
39	Priyanka Subedi	18.5	18.5
40	Sanjay B.K	17	17

**Group division on the basis of the odd /even ranking process of the pre-test.**

**Group 'A'**

SN.	Name of the students	Obtained marks	Pre- test
1	Asbina Disuwa	62	62
3	Shreesha Pandey	54	54
5	Nisha Rana	49.5	49.5
7	Bishal Thapa	46.5	46.5
9	Shanta B.K.	43	43
11	Nirmala Kumal	37	37
13	Adarsha B.K.	33.5	33.5
15	Maya B.K.	31	31
17	Manjila Bhattarai	28.5	28.5
19	Barsha Bhattarai	28	28
21	Purnima Gurung	27.5	27.5
23	Sunil Lohani	26.5	26.5
25	Pradeep Pandey	26	26
27	Keshav Bashyal	24.5	24.5
29	Gir Bdr Kumal	22.5	22.5
31	Sajan Bhat	22	22
33	Gurga B.K.	21.5	21.5
35	Anil Rana	20.5	20.5
37	Bal Krishhna Bashyal	19.5	19.5
39	Priyanka Subedi	18.5	18.5



**Group division on the basis of the odd /even ranking process of the pre-test.**

**Group 'B'**

<b>S.N.</b>	<b>Name of the students</b>	<b>Obtained marks</b>	<b>Pre -test</b>
2	Bashanti B.K.	57	57
4	Rabi Gaire	51.5	51.5
6	Somar Kumal	48.5	48.5
8	Rita Rana	45	45
10	Shova B.K.	39.5	39.5
12	Sweta B.K.	37	37
14	Kusum B.K.	33	33
16	Manish Bashyal	30.5	30.5
18	Deelip Bhattarai	28.5	28.5
20	Barsha Gaha	28	28
22	Rupesh Gaha	26.5	26.5
24	Indu Timalsona	26	26
26	Sujata B.K.	25.5	25.5
28	Sudha Shah	23	23
30	Suraj Karki	22.5	22.5
32	Niranjana B.K.	21.5	21.5
34	Narayan Gaire	20.5	20.5
36	Shiva B.K.	20.5	20.5
38	Prashant Nepal	19.5	19.5
40	Sanjay B.K.	17	17

### APPENDIX-III

**Teaching Present Continuous Tense at grade five. These words are presented below:**

Falling	Bowling	Hunting
Fishing	Eating	Batting
Leaving	Praying	Drawing
Hopping	Catching	Listening
Diving	Talking	Walking
Singing	Drawing	Washing
Riding	Knocking	Hanging
Teaching	Bathing	Chasing
Jumping	Throwing	Trying
Locking	Dusting	Climbing
Cleaning	Rising	Dressing
Touching	fighting	Crying
Shooting	Cutting	Cooking
Skipping	Crossing	Killing
Arriving	Calling	Watering
Sweeping	Clapping	Climbing
Reading	Selling	Sailing
Running	Sweeping	writing
Rowing	Sleeping	Marching
Raining	Digging	Waving
Playing	Drinking	Kicking
Picking	Driving	Dancing
Pointing	Posting	Lying
Planting	Pushing	Combing
Hitting	Pulling	Wearing

## APPENDIX-IV

### Lesson plan- 1

#### Group A

**Name of school: Janapriya Secondary School, Bartung, Palpa**

**No. of student: 20**

**Technique: Matchstick figures**

**Class: 5**

**Time: 30 min.**

**1. Teaching item:** Teaching words- falling, eating, drinking, fighting and diving.

**2. Objectives:** On completion of this lesson, the students will be able to:

-pronounce these words-falling, eating, drinking, fighting and diving correctly.

-tell the structure of present continuous tense.

-identify these words-falling, eating, drinking, fighting and diving with the help of the pictures.

**3. Teaching materials:** Matchstick figures, flash cards and daily uses materials.

**4. Activities:** The teacher will:

- display some pictures to motivate the students.

- encourage them to complete the incomplete sentences with the help of the following pictures.

e.g. a) The boy is .....coffee now.

c) Mohan is ..... into the river.

- make some sentences by using these words- falling, eating, drinking, fighting and diving.
- draw some matchstick figures on the board and ask them what is happening?
- ask them to find out the underlying structures of the following sentences with the help of the pictures. e.g.

a) The boy is falling from the tree.

b) Suman is eating food.

- summarize the lesson in simple language.

**5. Evaluation:** The teacher will give some tasks to evaluate the students:

- formulate the structure of present continuous tense with the help of following pictures and sentences.

a) Two boys are fighting each other.

b) The old man is falling from the tree.

c) The man is working in the field.

- pronounce these words-falling, eating, drinking, fighting and diving.

## Group 'B'

**Technique: Demonstration**

**No. of students: 20**

**Time: 30 min.**

**(Objectives, Teaching item and Evaluation are same as for group 'A', only the materials and teaching activities are different)**

**Materials:** daily used classroom materials such as chalk, duster, board and so on.

**Activities:** The teacher will:

- tell a short story to motivate the students.
- pronounce these words-falling, eating, drinking, fighting and diving correctly.
- explain the meaning through demonstration.
- ask them to remember these words- falling, drinking, fighting, eating and diving.
- ask them to make simple sentences by using these words- falling, eating, drinking, fighting and diving.
- ask them to follow the action of the teacher.
- ask them to find out the underlying structure of the following sentences.  
e.g. a) Mohan is eating banana.  
b) The boy is drinking milk.
- Complete the following incomplete sentences with the help of the action of the teacher.
  - a) The teacher is..... a mango now.
  - b) sanjay is .....with his friend.
  - c) The boy is ..... from the tree.
- ask short questions with the help of the action of the teacher.
  - a) What is the teacher doing now?
  - b) What is the boy doing?
- summarize the lesson in simple language.

## Lesson plan-2

### Group A

**Teaching item:** Teaching words- reading, running, rowing, shooting and raining.

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

- identify these words- reading, running, shooting, raining and rowing with the help of the pictures.
- make correct sentences by using these words- reading, rowing, raining, shooting and raining.

**Activities:** The teacher will:

- tell a short story to motivate the students.
- draw some pictures on the board and ask them to identify the action of the pictures.
- ask some questions related to the following pictures.

a) Who is rowing a boat?

b) What is the boy doing?

c) What is the old man doing?

d) What is the girl doing now?

- encourage them to make their own sentences with the help of the given pictures.

a)

b)

- ask them to make correct sentences by using these words- reading, raining, shooting, running and rowing.

- ask them to fill in the blanks with the help of the pictures.

a) The small girl is.....

b) It is .....

c) The sailor is..... a boat.

- summarize the lesson in simple language.

**Evaluation:** The teacher will give the following task to evaluate the students:

- pronounce these words- rowing, raining, shooting, running and reading?

- make correct sentences by using these words- rowing, raining, running, shooting and reading.



## Group B

**Activities:** The teacher will:

- ask some questions from the previous lesson to motivate the students.
- write some words on the board and ask them to pronounce correctly.
- ask them to memorize the spelling of these words- shooting, running, rowing, raining and reading.
- do the actions of these words- shooting, rowing, raining, running and reading.
- divide the students into five groups and ask them to make 2/2 sentences for each of the group correctly by using these words- running, shooting, rowing, raining and reading.
- ask them some short questions to break the monotonous of the students.

e.g. a) What is happening now?

b) What is the boy doing?

d) Who is reading a newspaper?

- ask them to fill in the blanks with the help of the action of the teacher.

e.g. a) The small baby is.....

b) The boy is.....

c) It is .....

d) The girl is .....

- ask them to identify the action of the teacher.

e.g. a) The boy is rowing a boat.

b) It is raining now.

c) The old man is reading a book.

- Summarize the lesson in simple language.

**Lesson plan- 3**  
**Group - A**

Date:

Time:

**Teaching items:** Teaching words- playing, picking, pointing, sailing and planting.

**Objectives:** On completion of this lesson, the students will be able to  
-pronounce these words – playing, picking, pointing, sailing and planting correctly.

-choose the correct word from the bracket.

**-Activities:** The teacher will

-write these words- playing, picking, pointing, sailing and planting on the one side and on the other hand side draw pictures on the board.

-encourage them to pronounce these words-pointing, picking, sailing, playing and planting correctly.

-draw some matchstick figures on the board and ask them simple questions related to the pictures.

) ask them orally to complete the sentences with the help of the pictures.

) ask them short questions related to the teaching item and ask them to make simple sentences by using these words- playing, picking, pointing, sailing and planting.

e.g. a) What are the boys doing?

b) What is the woman doing?

c) What is Rina doing now?

-ask them to choose the correct word from the bracket with the help of the given pictures.

e.g. a) The boy is ..... a ball now.

(playing, picking, pointing)

c) The girl is ..... the plant in the garden.

(planting, picking, planting)

d) The woman is ..... apples now.

(smelling, jerking, picking)

e) The boy is ..... to his friend.

(Pointing, painting, laughing)

-Summarize the lesson in simple language.

**Evaluation:** The teacher will give some exercises to evaluate the students.

-Make simple sentences by using these words – pointing, painting, planting, sailing and picking.

-Choose the correct word from the bracket.

a) Suman is..... a flower.

(pointing, playing, picking)

c) The ship is ..... in water.

(sailing, playing, diving)



## Group B

**Activities:** The teacher will

-ask some questions from the previous lesson to motivate the students.

-write some incomplete sentences on the board and tell them to complete the incomplete sentences with the help of the action of the teacher and clue of the word.

e.g. a) Suman is pl....nti.....g in the garden.

b) Rosy is p....ck....ng flowers now.

c) The boy is p.....int.....g a pencil towards his friend.

-ask them to make simple sentences by using these words- playing, pointing, sailing, picking and planting.

-ask some simple yes/ no questions with the help of the actions of the teacher.

e.g. Is the boy picking flowers?

ask them the spelling of the words-sailing, playing, planting, pointing and picking.

-summarize the lesson in simple language.

## Lesson plan-4

### Group A

**Teaching item:** Teaching words- selling, swimming, sitting, sleeping and cutting.

**Objectives:** On completion of this lesson, the students will be able to  
-make suitable sentences by using these words- selling, swimming, sitting, sleeping and cutting.  
-answer yes/ no questions with the help of the pictures.

**Activities:** The teacher will  
-pronounce these words- selling, swimming, sitting, cutting and sleeping correctly.  
-draw the pictures on the board and ask them to identify the action of the pictures.  
-draw the pictures and ask them the following short questions.

a) What is the girl doing?

b) What the old man doing?

-ask them some yes/no questions.

a) Is the boy sleeping?

.....

b) Is the old man sitting on the chair?

.....

-ask them to make appropriate and correct sentences by using these words – selling, sitting, cutting, swimming and sleeping.  
-summarize the lesson in simple language.

**Evaluation:** The teacher will give some tasks to evaluate the students.  
-Make appropriate sentences by using these words- selling swimming, cutting, sleeping and sitting.

-Answer the following yes/ no question with the help of pictures.

a) Is the Ram carrying a bag?

b) Is the tailor cutting clothes?

c) Is the man sleeping?

### **Group B**

-tell a short story to motivate the students.

**Activities:** The teacher will

-pronounce these words- sleeping, sitting, swimming and selling correctly.

-ask them to read aloud then ask them to memorize the spelling of these words- sitting, swimming, selling and sleeping.

-ask them short questions with the help of action of the teacher.

-ask them to make suitable sentences by using these words –sitting, selling, swimming and sleeping.

-ask them to do the action of the related words if they cannot able to do that the teacher will help them.

-summarize the lesson in simple language.

## Lesson plan -5

### Group A

**Teaching item:** Teaching words-wearing, riding, posting, driving and leaving.

**Objectives:** On completion of this lesson, the students will be able to  
-spell these words- riding, wearing, posting, driving and leaving correctly.

-guess the letters and complete the incomplete sentences.

**Activities:** The teacher will

-pronounce these words- driving, riding, posting, driving and leaving correctly.

-ask them to make sentences by using these words- riding, posting, driving and leaving.

-draw the pictures on the board and ask them to identify the action of the pictures.

-ask them to match the word with the pictures.

e.g.

Driving

Riding

Leaving

-ask them to guess the letters and complete the words with the help of the following pictures.

e.g.

we....r....ng



dr....v....ng

le....v....ng

-summarize the lesson in simple language.

**Evaluation:** the teacher will give the following tasks to evaluate the students.

-make suitable sentences by using these words- pulling, pushing, hunting and leaving.

-Guess the letters and complete the incomplete sentences with the help of the pictures.

a) The old man is .....a bag.

b) Rama is ..... a letter into the letter box.

c) The girl is ..... her friend.

d) The man is..... on the ground.

### **Group B**

- tell a joke and revise the previous lesson to motivate the students.
- ask them to pronounce these words- wearing, riding, driving, posting and leaving correctly.
- ask them to memorize the spelling of these words-wearing, riding, driving, posting and leaving.
- ask them to do the action of the related teaching item.
- ask them to make appropriate sentences by using these words- posting, riding, driving, wearing and leaving.
- ask them to guess the letters and complete the incomplete sentences with the help of the action of the teacher.
- e.g.a) The man is dr...v....ng a car.
- b) The old woman is l...v...ng her son.
- c) The man is r...d...ng a bicycle.
- d) The boy is we....r....ng a shirt.
- summarize the lesson in simple language.

### Individual scores of group 'A' (Pre-test)

SN	Name of the students	Short question answer	Yes/no question	Multiple choice	Fill in the blanks	True/false	Matching	Sentence formation	Identifying picture	Total
1	Asbina Disuwa	4	12	10	6	8	10	6	6	62
3	Shreesha Pandey	3	10.5	9	1	4	10	8	8.5	54
5	Nisha Rana	1.5	10.5	8	0	4	10	7.5	8	49.5
7	Bishal Thapa	3.5	12	8.5	2	8	10	1.5	1	46.5
9	Shanta B.K.	1	11.5	7	0	4	10	6.5	3	43
11	Nirmala Kumal	0	12	8	0	4	10	3	0	37
13	Adarsha B.K.	0	10.5	9	0	4	10	0	0	33.5
15	Maya B.K.	.5	7.5	6	1	2	5	3	6	31
17	Manjila B.K.	.5	8	7	0	2	10	1	0	28.5
19	Barsha Bhattarai	.5	7	5	0	2	10	1.5	2	28
21	Purnima Gurung	0	10.5	7	0	2	5	0	3	27.5
23	Sunil Lohani	0	10.5	0	0	4	10	.5	1.5	26.5
25	Pradeep Pandey	1	8.5	5.5	1	0	10	0	0	26
27	Keshav Bashyal	0	10.5	8	0	0	5	0	1	24.5
29	Gir Bdr Kumal	0	6	4.5	0	2	10	0	0	22.5
31	Sajan Bhat	0	8.5	3.5	0	6	2	0	2	22
33	Durga B.K.	1	9	5.5	0	2	2.5	0	1.5	21.5
35	Anil Rana	0	12	3	0	2.5	0	0	3	20.5
37	Bal Krishna Bashyal	.5	0	6	0	2	10	0	1	19.5
39	Priyanka Subedi	0	0	4.5	0	4	10	0	0	18.5
<b>Total marks</b>		<b>17</b>	<b>177</b>	<b>125</b>	<b>11</b>	<b>66.5</b>	<b>159.5</b>	<b>38.5</b>	<b>47.5</b>	<b>642</b>
<b>Percentage</b>		<b>8.5</b>	<b>44.25</b>	<b>62.5</b>	<b>2.75</b>	<b>33.2</b>	<b>79.7</b>	<b>19.2</b>	<b>23.7</b>	<b>32.1</b>
<b>Average marks</b>		<b>0.85</b>	<b>8.85</b>	<b>6.25</b>	<b>0.55</b>	<b>3.32</b>	<b>7.97</b>	<b>1.92</b>	<b>2.37</b>	<b>32.1</b>

### Itemwise individual scores of group 'A' (Post test)

SN.	Name of the students	Short question answer	Yes/ no question	Multiple choice	Fill in the blanks	True/false	Matching	Sentence formation	Identifying picture	Total
1	Asbina Disuwa	9	19	9	19.5	10	10	9.5	8	94
3	Shreesha Pandey	7.5	9.5	9	16	8	7	10	9	76
5	Nisha Rana	5	17.5	7	11.5	10	10	8.5	10	79.5
7	Bishal Thapa	8.5	13	9	17.5	9	10	7	9	83
9	Shanta B.K.	8.5	10.5	10	15	6	10	8	5	73
11	Nirmala Kumal	1	5.5	8	9	6	10	0	8	47.5
13	Adarsha B.K.	6.5	10.5	9	14	10	10	6	9	75
15	Maya B.K.	2.5	3.5	6.5	1.5	6	10	5	7	42
17	Manjila B.K.	7	6	7.5	11	10	10	7	9	67.5
19	Barsha Bhattarai	7.5	5	6.5	15.5	6	10	6	8	64.5
21	Purnima Gurung	4	3	5	0	4	5	4	10	35
23	Sunil Lohani	3.5	10.5	9.5	9.5	10	10	7	7	67
25	Pradeep Pandey	5	10	9.5	6.5	10	10	8	10	69
27	Keshav Bashyal	3.5	8.5	8.5	8.5	6	10	7	6	58
29	Gir Bdr Kumal	6	6.5	7	6	6	10	7	6	54.5
31	Sajan Bhat	4	6.5	5	1	8	10	7	4	45.5
33	Durga B.K.	3.5	8.5	9	7	10	10	6	7	61
35	Anil Rana	6.5	10.5	9	15.5	10	10	8	8	77.5
37	Bal Krishna Bashyal	3.5	9.5	8	10	2	10	7.5	7	57.5
39	Priyanka Subedi	2.5	3.5	5.5	1	4	10	0	7	33.5
<b>Total marks</b>		<b>105</b>	<b>177</b>	<b>157.5</b>	<b>195.5</b>	<b>151</b>	<b>192</b>	<b>128.5</b>	<b>154</b>	<b>1260.5</b>
<b>Percentage</b>		<b>52.5</b>	<b>44.25</b>	<b>78.75</b>	<b>48.87</b>	<b>75.5</b>	<b>96</b>	<b>64.25</b>	<b>77</b>	<b>63.02</b>
<b>Average marks</b>		<b>5.25</b>	<b>8.85</b>	<b>7.7</b>	<b>9.77</b>	<b>7.55</b>	<b>9.6</b>	<b>6.42</b>	<b>7.7</b>	<b>63.02</b>

### Itemwise individual scores of group 'B' (Pre-test)

SN	Name of the students	Short question answer	yes/no question	Multiple choice	Fill in the blanks	True/false	Matching	Sentence formation	Identifying picture	Total
2	Bashanti B.K.	4	12	10	5	6	10	4	6	57
4	Rabi Gaire	3.5	12	9	2	8	10	0	7	51.5
6	Somar Kumal	3	10.5	9	1	3	10	7	5	48.5
8	Rita Rana	2.5	12	4.5	0	4	10	5	7	45
10	Shova B.K.	1.5	10.5	7	1	2	10	7.5	0	39.5
12	Sweta B.K.	2.5	11	1.5	1	2	10	3	6	37
14	Kusum B.K.	0	7	7	0	4	10	0	5	33
16	Manish B.K.	0	12	2.5	0	6	10	0	0	30.5
18	Deelip Bhattarai	0	10.5	0	1	6	10	0	1	28.5
20	Barsha Gaha	0	3.5	4.5	0	10	10	0	0	28
22	Rupesh Gaha	0	4.5	2	0	10	10	0	0	26.5
24	Indu Timalseña	0	0	6	0	2	10	6	2	26
26	Sujata B.K.	0	0	4.5	0	8	10	0	3	25.5
28	Sudha Shah	0	10.5	7	0	2	2.5	0	1	23
30	Suraj Karki	0	7	3	0	2.5	10	0	0	22.5
32	Niranjana B.K.	.5	7	3	0	6	5	0	0	21.5
34	Narayan Gaire	0	10.5	3	0	2	5	0	0	20.5
36	Shiva B.K.	0	4.5	2	0	6	5	0	3	20.5
38	Prashant Nepal	0	1.5	0	1	4	10	0	3	19.5
40	Sanjay B.K.	.5	0	5.5	0	6	5	0	0	17
<b>Total marks</b>		<b>18</b>	<b>146.5</b>	<b>91</b>	<b>12</b>	<b>99.5</b>	<b>172.5</b>	<b>32.5</b>	<b>49</b>	<b>621</b>
<b>Percentage</b>		<b>9</b>	<b>36.6</b>	<b>45.5</b>	<b>3</b>	<b>49.7</b>	<b>86.2</b>	<b>16.2</b>	<b>24.5</b>	<b>31.05</b>
<b>Average marks</b>		<b>0.9</b>	<b>7.32</b>	<b>4.55</b>	<b>0.6</b>	<b>4.97</b>	<b>8.62</b>	<b>1.62</b>	<b>2.45</b>	<b>31.05</b>

### Itemwise individual scores of group 'B' (Post-test)

SN	Name of the students	Short question answer	yes/no question	Multiple choice	Fill in the blanks	True/false	Matching	Sentence formation	Identifying picture	Total
2	Bashanti B.K.	7.5	13	9	1.5	10	10	9	10	82
4	Rabi Gaire	8.5	9	10	18	4	10	8	10	77.5
6	Somar Kumal	9	20	7.5	19	10	10	10	7	92.5
8	Rita Rana	2	.5	5	1	2	10	0	4	24.5
10	Shova B.K.	6.5	6.5	8	5	4	10	9	8	57
12	Sweta B.K.	6	5	6.5	13	6	10	8	5	59.5
14	Kusum B.K.	6.5	11	9.5	13	2	10	7	7	66
16	Manish B.K.	8	10.5	5.5	13.5	6	10	7	8	68.5
18	Deelip Bhatarra	4.5	6.5	6	7.5	4	10	2	8	48.5
20	Barsha Gaha	5	4	10	10.5	10	10	6.5	4	60
22	Rupesh Gaha	2	4.5	3.5	2	2	10	6	2	32
24	Indu Timal	7	5	6.5	13.5	10	10	6	7	65
26	Sujata B.K.	1.5	8	8.5	2.5	6	10	8	8	52.5
28	Sudha Shah	3.5	12.5	8.5	11.5	2	10	8.5	10	66.5
30	Suraj Karki	4.5	10.5	1.5	11.5	5	10	2	5	50
32	Niranjana B.K.	3.5	4	5	2.5	10	10	0	3	38
34	Narayan Gaire	1	4	4.5	6	4	10	6	8	43.5
36	Shiva B.K.	5	4	4.5	7.5	2	10	2.5	8.5	44
38	Prashant Nepal	1	4	7.5	2.5	4	10	2	7	38
40	Sanjay B.K.	8	3	4	7.5	2	5	8	7	44.5
<b>Total marks</b>		<b>100.5</b>	<b>145.5</b>	<b>131</b>	<b>181</b>	<b>105</b>	<b>195</b>	<b>115.5</b>	<b>136.5</b>	<b>1110</b>
<b>Percentage</b>		<b>50.2</b>	<b>36.35</b>	<b>65.5</b>	<b>45.25</b>	<b>52.5</b>	<b>97.5</b>	<b>57.5</b>	<b>68.2</b>	<b>55.5</b>
<b>Average marks</b>		<b>5.02</b>	<b>7.27</b>	<b>6.55</b>	<b>9.05</b>	<b>5.25</b>	<b>9.75</b>	<b>5.77</b>	<b>6.82</b>	<b>55.5</b>



