

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication for human beings. It is the system of expression of meaning. It is mainly used by human beings, so, it is species-specific especially of the mankind. According to Wardhaugh (1972,P.3) "language is the system of arbitrary vocal symbols used for human communication" (as cited in Brown, 1994,P.4). To quote Sapir (1978,P.8)" language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." As defined in the Oxford Advanced Learners Dictionary of current English (1996, P. 662) language is 1. The system of sounds and words used by humans to express their thoughts and feelings. 2. The particular language system used by a people or nation. 3. A particular way or style of speaking or writing. 4. The words and phrases used by a particular group or profession. 5. Signs, symbols gestures etc. used for indicating ideas or feelings. 6. A system of words, symbols and rules used in writing a programme. Thus, from the above definitions we can say that language is a medium for expression of ideas, opinions, thoughts, feelings, emotions etc.

There are very many languages in the world that are used to exchange ideas. Among the languages in the world English has been recognized as a widely used language for global communication. It is standard and prestigious language in the world as it is used by the people more or less of the world. It is, internationally, a lingua franca. It is used as an official language in many countries like Britain, America, Philippines, Singapore, South Africa, Hongkong, Canada, Ireland,

Scotland etc. It is one of the major languages among the six UN official languages. It has the richest vocabulary and literature also. It is not only used for international communication but also serves as a gateway of the world body of knowledge. Because of this language we have maintained the access to the advancement of science, technology, world civilization, medicine etc.

1.1.1 English Language Teaching in Nepal: A Short History

The history of the English language in Nepal goes back to the reign of Bhimsen Thapa (as a Prime Minister) When 'Gorkha Bharti Kendra' was established by the British Government. Nepalese youths who wanted to join in British Army felt the necessity of the English language and were attracted towards learning it. Formally, teaching-learning of the English language in our country began with the establishment of Durbar High School after the Prime-Minister Junga Bahadur Rana's first visit to Britain in 1906 B.S. In the beginning, it was just for his family members and later for Ranas and high-status families. After the establishment of Tri-Chandra college in 1975 B.S. teaching and learning of English started at higher level.

Since the implementation of New Education system Plan (NESP) in 2028 B.S. a drastic change occurred in education system and even in teaching English. The system fixed the compulsory subject of English of 100 full marks. Successive plans and commissions for education in Nepal highly emphasized the learning of the English language. Some notable contributions were made to develop the teaching learning process by All Round National Education Committee (1961), Curriculum Implementation Plan (1981), National Education Commission (1992) and Nepal National Education Commission (1996).

High Level Education Commission was formed in 1997 which suggested undertaking measures timely to reform education system in Nepal. The development of the present curriculum is the significant contribution of the report of this commission. Accordingly, changes and reforms in English language curriculum have been adopted. At present, English is being taught and learnt as a compulsory subject from grade one to bachelors level and English language curriculum occupies 100 full marks in all the levels. Furthermore, English is being taught and learn as an optional subject at school as well as college level.

1.1.2 Aspects and Skills of Teaching-Learning English

English is an international language. So, it has become a part of Nepalese life style too because it has influenced almost all areas and sides of our behavior such as daily functions and culture, education, lodging and fooding, dressing and walking, living and dying etc. So, we Nepalese people are also obliged to learn the English language. Learning a language means learning its various aspects and skills. The aspects of language are the vocabulary, grammar and language functions, and listening, speaking, reading and writing are the essential skills of it. If we are competent in these aspects and skills we can use language perfectly. So, these are the basic elements of English language teaching and learning.

Vocabulary refers to the total number of words that make up language that means it is the fundamental foundation of a language. To build a house bricks are needed as vocabulary serves as the bricks to build a house of language.

Grammar is defined as, " That allows us to make completely different sentences (which nevertheless have the same relationship between subjects and objects) if we use different words" (Harmer, 1991,P.13). He further says that this largely subconscious knowledge consists of a finite number of rules with which it is

possible to create an infinite number of sentences. It is one of the aspects of language that should be taught and learnt. It is central to the teaching and learning of languages and also one of the controversial aspects of language teaching.

A function of language refers to the purpose for which an utterance or unit of language is used. Such functions are often described as categories of behavior, e.g. requests, apologies, offers, etc.

1.1.3 What is Vocabulary?

Vocabulary is one of the aspects of language. It is building blocks of languages. The term 'Vocabulary' in general refers to the total number of words that make up language. A unit of vocabulary is generally referred to as a lexical item or lexeme. Likewise lexicon is synonymous with vocabulary. The lexicon has been characterized as a mental inventory of words and productive word derivational processes. According to Richards et al. (1985, P.307), "Vocabulary refers to a set of lexeme including single words, compound words and idioms. The Oxford Advanced learner's Dictionary (2000, P.1447) defines vocabulary in different ways as, 1. All words that a person knows or uses, and under it two categories can be found-active and passive vocabulary. 2. All the words in a particular language. 3. The words that people use when they are talking. 4. List of words with their meanings. From the above definitions we can infer that vocabulary is the list of words in a language

1.1.4 Types of Vocabulary

Vocabulary can be divided on the basis of different categories, such as on the basis of structure, on the basis of activeness and on the basis of function.

(a) On the basis of activeness

- I. Active vocabulary:- According to Harmer(1991,P.159) "Active vocabulary refers to the vocabulary that students have been taught or learnt and which they are expected to be able to understand, pronounce and use constructively in speaking and writing".
- II. Passive vocabulary:- According to Harmer(1991,P. 159)"Passive vocabulary refers to the words which the students recognizes when they meet them but which will probably not be able to produce".

(b) On the basis of function they serve

- I. Content word:- According to Richards et al.(1985,P.61) " The words which refer to a thing, quality, state or action and which have lexical meaning in isolation".
- II. Function words:-According to Richards et al.(1985,P.61),"The words which have little meaning on their own but show grammatical relationship in between sentences".

In teaching and learning vocabulary mainly four aspects of words are considered as such word meaning, word use, word formation and word grammar. Various tools, techniques and materials can be used in effective teaching – learning of vocabulary.

1.1.5 Teaching Materials

The term 'Teaching materials' or 'Teaching aids 'refer to the things brought into the classroom, like wall charts, slides, films etc. (something extra) which helps the

teacher to do his/her job better and to make the learners understand the lessons easily and vividly. For Corder (in Byrne, 1982, P.224) "anything which can be seen while the language is being spoken may be a visual aid" . He further says that everything belonging to or brought into the classroom, animate or inanimate, is a potential visual aid –teacher, boys , 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 aids. Heaton (1979, P 146) includes teacher himself as a basic visual aid.

An instructional material refers to any device with certain content or functions that are used for teaching process, including books, textbooks, supplementary reading materials, audio visual and other sensory materials, script for radio, TV, instructional program for computer managed instruction , instructional sheets and packaged sets or materials for construction or manipulation.

From aforementioned definitions, we can infer that teaching materials are those that help the teacher to teach his lesson effectively and helpful for the students to understand the lesson easily and clearly. 'Audio-Visual aids', 'Audio-visual materials', 'audio-visual media', 'Visual aids' or 'language teaching aids and materials—all these terms, broadly speaking, mean the same thing and have been used interchangeably.

1.1.6 Importance of Teaching Materials

Teaching materials are very important in teaching learning process that help the teacher to clarify, establish, correlate and co-ordinate accurate concepts,

interpretations and appreciations and enable him/her to make learning more concrete, effective, interesting, meaningful and clear. For these reasons teaching materials are important in language teaching-learning process. The importance of teaching materials can be made clear by the following Chinese proverb as,

I hear I forget.

I see I remember.

I do I understand.

Teaching materials are important as they

- a) brighten up the classroom
- b) arouse interest in the students towards a particular teaching item
- c) provide the situations that clears the meaning of the utterance used
- d) can help the teacher to improve his own English and to prepare more effective lesson
- e) can stimulate children to do the lesson
- f) help to give information about the background of literature, culture and of the whole life
- g) reduce the teacher talking time and increase student talking
- h) help to understand abstract ideas
- i) enable the teacher to follow the maxims of teaching like 'concrete to abstract' etc.

1.1.7 Types of Teaching Materials

There are various types of teaching materials that are used in teaching learning process. Mainly teaching materials can be categorized on the basis of sense organs involved. They are as follows:

- a) Audio materials:- Those teaching materials which appeal to the sense of hearing of the students and help to understand the lesson are audio materials. For example, language laboratories, sound systems, radio, tape.
- b) Visual materials:- Within teaching materials , visual materials are those that help the learners to learn the lesson perfectly by appealing the sense of seeing. Bulletin board, chalk board, chart, drawing, film strip, flash card, flannel board, flip book, magnetic board, map models, picture, poster, photograph, slide etc.
- c) Audio-Visual materials:- Those teaching materials which appeal the learners 'sense of hearing and seeing are the 'audio-visual' materials. For example demonstration, Films, printed materials with recorded sounds, sound filmstrips, study trips, TV, video tapes etc.

On the basis of technology:

- a) Technical Material:- It involves the use of some kind of machine or electricity and more technical knowledge to handle them. For example, OHP, Television, Tape recorder, Video etc.
- b) Non Technical Material:- It refers to those materials which do not require machine, electricity and more technical knowledge. For example, Flash cards, White board, Pictures etc.

On the basis of the way the teaching materials are used :

- a) Display devices:- The teaching materials which are used to display (present) other materials are known as display devices. For example, Black board, White board, Flannel board, Magnet board, Pocket chart etc.

- b) Visual Materials:- The teaching materials which are used to see in course of teaching learning process are known as visual materials. For example, Realia, Flash cards, Pictures, Puppets etc.
- c) Supplementary materials:- The teaching materials which support the students to learn and understand the lesson easily are supplementary materials. For example, Songs, Rhymes, Games, Puzzles etc.

1.1.8 Effectiveness

The term 'effectiveness' refers to having the desired effect; producing the intended result. It means how effectively something works to perform actions for good result is effectiveness. For example, how well a picture or realia helps to teach the word 'apple' with concrete concept in the learners mind is its effectiveness.

1.2 Review of the Related Literature

The researcher has gone through some researches before conducting the research work, on the selected topic to review the related literature in the field of his research work.

Many researches have been carried out on effectiveness of teaching materials in the field of teaching English language and its different aspects and skills in the Department of English education.

Chapagain (1999) carried out his research work in the title "Use of Teaching Materials and Its Impact in the English Language Learning: A case Study". His main objective was to find out the impact of teaching materials in English language learning and findings of his research work were that teaching aids are effective and they are the supplementary things in English language teaching. According to his recommendations school should provide teaching aids to the

teachers and untrained teachers should be trained and refreshment trainings should be conducted for the teachers time and again.

Adhikari (2005) carried out his research work on “The Effectiveness of Teaching Vocabulary Through Games” with the main objective to find out the effectiveness of teaching vocabulary through games. He used different test items and score of the sampled students of Grade IX studying in Jaya Devkota Manakamana Higher secondary school, Kathmandu as research tool and his main findings were that group A (Experimental group) performed relatively better in every aspect of word over group ‘B’ (Controlled group) with the difference between two groups in average is 31.34%. His recommendation was that game technique should be used to teach vocabulary items in all the schools.

Khakural (2005) carried out a research work entitled, “Effectiveness of Matchstick Figures in Teaching Action Verbs at Grade Five” and had the main objectives to find out the effectiveness of matchstick figures in teaching action verbs and to suggest some matchstick figures in teaching action verbs. He used forty students of Grade five of Buddha Shanti Secondary school, Piple-7, Chitwan as primary source of data collection and test items (pre-test and post tests) as tools. His finding was group ‘A’ (Experimental group) has greater average increment percentage than that of group ‘B’ (Controlled group) by 15.66% in holistic comparison. His finding shows that using matchstick figures in teaching action verbs has relatively better impact on the whole. Also he has pointed out the need of teacher training to encourage the use of teaching materials.

Similarly, another research carried out by Acharya (2005) on “Effectiveness of Instructional Materials on Teaching English to Grade X” had the main objective to determine the degree of effectiveness of IM on teaching English of grade X. His primary source of data was 30 students of grade ten from Bal Vidya Secondary School Kohalpur, Banke and their responses to the tests. He used test items (pre

test and post test) as research tools. His main findings were that public school teachers didn't use instructional materials, except the textbook and blackboard, they never conducted listening classes. The experimental group, which was taught using instructional materials, got its average scores in all skills of language, increased better. Progress rate was very high for experimental group in all areas except listening because of the use of instructional materials.

Marasini (2006) carried out the research work entitled "Effectiveness of Language Games in Teaching Sentences" with the objective to find out the effectiveness of language games on teaching sentences. His research was experimental research. Primary data were collected by administering pre-test and post test to the students of grade viii from Mahendra Higher Secondary school, Gulmi. His main finding was that teaching sentences using language games was found to have relatively better impact as a whole and the researcher has suggested applying the game technique in lower secondary level to make learning effective.

Sharma (2006) carried out a research work on "A study on Language Teaching Aids-A Case of Lower secondary Level of Lalitpur District" and had the objective to find out the awareness of the teachers about language teaching aids. She selected thirty public secondary schools out of 60 and collected primary data from the responses to the questionnaires of the English Language teachers and head teachers related to the concerned schools. The main Findings of her research work were that almost all the head teachers and teachers were aware of the usefulness/importance of language teaching aids while teaching but implementation aspect was found very poor. In spite of availability of chalk board, the concerned authorities are not aware of proper size, maintenance etc. The flannel boards, magnetic boards, pocket charts etc are still in the theory and TV, computers are the matter of dream.

Humagain (2006) carried out another research work on “The Effectiveness of Language Games in Learning Reading Comprehension”. Main objective of his research work was to find out the effectiveness of the games in teaching reading comprehension and he used the grade nine students of Siddhartha Secondary School Hetauda, Makawanpur as the primary source of data. He administered pre-test and post-test as the research tool. Main finding of his research work was that if the students are assigned to play games (i.e. language games) inside the classroom they can perform better in reading comprehension and teaching students using games is relatively more effective than teaching without using it.

Another research work carried out by Thapaliya (2007) on "A study on Techniques of Teaching Vocabulary: A Case of Secondary Level English Teacher," had the objective to find out the common procedure of teaching vocabulary and to compare the procedure of teaching vocabulary in terms of the aspects of vocabulary. He used twenty secondary level English teachers from Kathmandu district as the primary source of data and observation forms as the tool. His main findings were that all the teachers (100%) gave emphasis on word meaning and word use rather than on other aspects of vocabulary and most of the teachers used drill, writing word-meanings and parts of speech on the black board, and read and copy technique for teaching vocabulary.

The present study is different from all the studies carried out so far in the related topic in the sense that it focuses on the effectiveness of teaching materials for teaching vocabulary in Grade four. Moreover, no research work has been carried out that shows necessity of teaching materials to teach vocabulary in Grade Four. That is why the researcher is interested in this work to help the concerned persons for teaching vocabulary through teaching materials effectively.

1.3. Objectives of the Study

This study had the following objectives:

- I. To find out the effectiveness of teaching materials for teaching vocabulary.
- II. To suggest some pedagogical implications.

1.4 Significance of the Study

This research work will be important for those who are directly or indirectly related to English language teaching in different schools of Nepal, especially teaching English in grade four. Beside this, it will be important to the concerned authorities and school administrators to manage for teaching, text book writers to design the necessary things. Syllabus designers to design effective syllabus, English teachers to teach in the classroom effectively for grade four and the students to learn properly, teaching material designers to design effective and attractive teaching aids and producers will be benefited too. It will show the importance of English language teaching through the use of teaching materials, and realize the need for using teaching materials for teaching vocabulary.

This study is hoped to be significant for those who are willing to gain information about the use of teaching materials. Moreover, it will be helpful for the students who are studying language teaching courses and also will be the base for further studies or researches.

CHAPTER-TWO

METHODOLOGY

The following methodology was adopted to carry out the present study.

2.1 Sources of Data Collection

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

2.1.1 Primary Sources

The primary data for this study were collected by administering a pre-test and post-test. The pre-test was given before the actual classroom teaching and the post-test was given after teaching twenty-two classes. The researcher himself was involved in teaching the students of grade IV. Thirty-six students studying in Janata Lower Secondary School, Dulari-8, Morang were taken as the primary sources of data.

2.1.2 Secondary Sources

The following books were mainly used for designing the test items and classroom teaching materials. Harmer (1991), Hornby (1996), Journal of NELTA (2007 volume 12), Journal of NELTA (2008 volume 13), Richards. et al. (1985).

2.2. Sample Population

Thirty-six students of grade four from Shree Janata Lower Secondary School, Dulari-8, Morang were selected as the sample population.

2.3 Tools for the Data Collection

Before preparing the set of test items, sixty five words from the textbook of grade four were selected and classified into their word class (i.e. noun, verb etc.), and test items were designed, viz 'Matching word and picture items', 'Writing names of the pictures items', 'Fill in the blank choosing correct Word items', 'Fill up the missing letters item', 'Unjumbling the letters items', 'Making sentence items', 'Question-answer items' and 'Matching words and meanings items. The tools used for data collection were the tests. The test included the words of noun, verb, adjectives, and adverbs classes.

2.4 Process of Data Collection

The following procedure was followed to collect data

- a) A set of test items was developed to measure the proficiency of the students before and after experimental teaching.
- b) A written pre-test was given to determine the students' proficiency in vocabulary. They were given 1 ½ hours to attempt the test items. Then their written responses were marked.
- c) The students were divided into two groups 'A' and 'B' on the basis of results of the pre-test's odd-even roll number. The procedure of group division was as follows:

Group 'A'	Group 'B'
Odd roll numbers	Even roll numbers

- d) The students in Group 'A' were taught words through pictures and realia and Group 'B' was taught words without using teaching materials (adopted usual classroom techniques) because Group 'A' was considered as the experimental group and Group 'B' as the controlled group. Each group was taught six days a week, one period a day and each period of forty –five minutes. It took twenty- two days to finish teaching 65 selected words.
- e) At the end of classroom teaching, a post-test was given, the same test items used in the pre-test were used. Then the result of the two tests (i.e. pre-test and post-test) were compared to determine the effectiveness of teaching materials for teaching vocabulary

2.5 Limitation of the Study

The researcher attempted to carry out this research work taking the following limitations to make the study precise and systematic.

- a. The study was limited to Shree Janata Lower Secondary School, Dulari-8, Morang.
- b. Only the thirty-six students of grade four of the same school were included as the population of the study
- c. The study was limited to find out the effectiveness of teaching materials, especially pictures and realia for teaching vocabulary in Grade four.
- d. The primary data for this study were collected only from the written test
- e. Only sixty-five words were taught during this research period.
- f. The limitation of the time of the study was about four weeks.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter mainly deals with analysis and interpretation of data. The data have been presented in groups under the three main topics and they are analyzed separately.

3.1 Holistic Comparison

For this comparison, the whole results of the group 'A' and group 'B' are presented in the following tables:

Table No. 1

Holistic Comparison of Pre-test and Post-test

Type of test	Average marks out of 50	
	Group 'A'	Group 'B'
Pre-test	19.06	18.86
Post-test	32.05	23.02
Increment in Post-test	12.69	4.16
I% in Post-test	25.38	8.32

The above tables of group 'A' and group 'B' show that the average score of group 'A' is 19.6 in Pre-test and 32.05 in Post –test .This group (i.e. group 'A') has the improved average marks by 12.69 or 25.39%. Likewise, the group 'B' has the average score of 18.86 in Pre-test and 23.02 in Post-test. This group (i.e. group 'B') has the improved by 4.16 or 8.33%.

By the score above mentioned, it can be said that group 'A' learned more effectively than that of group 'B'. The increment score of group 'A' is 12.69 between the two tests (i.e. Pre-test and Post-tests) which is greater than the increment score of group 'B' by 8.53. This improvement is certainly valuable though it is not so high. The result of group 'A' and group 'B' in relation to the eight items of teaching vocabulary as discussed above on separate headings are shown in a single table below:

The following table shows the average increment percentage of group 'A' and group 'B' in terms of the test types

Table No.2

Overall performance of both groups in Pre-test and Post-test

Table	Language items	F.M.	Group 'A' Incr.%	Group 'B' Incr.%	Increment between 'A' & 'B'
1	Matching words with pictures items	5	21.6%	10%	11.66%
2	Naming the pictures items	5	18.33%	4.4%	13.93%
3	Choose and complete sentences items	5	20.55%	28.88%	-8.33%
4	Supply the missing letters of words items	5	17.77%	3.88%	13.89%
5	Re-arranging letters to make words items	10	34.44%	18.88%	15.56%
6	Sentence making items	10	25.55%	6.11%	19.44%
7	Questing answer items	5	30.55%	23.33%	7.22%
8	Matching word – meaning items	5	23.88%	17.77%	6.11%
	Total increment		192.73	113.25	79.48
	Average increment	50	24.09	14.15	9.94

The above table shows that the average increment percentage of group ‘A’ is 24.09% in various categories of language items , whereas group ‘B’ has average increment percentage of 14.15%. It is less than group ‘A’ .The average increment percentage difference between group ‘A’ and group ‘B’ is 9.94% that means group ‘A’ has learnt relatively better in vocabulary than group ‘B’ because of the use of teaching materials in teaching.

3.2 Item wise Comparison

3.2.1 "Picture matching items”

Table No. 3

The performance of both groups in matching items

Group	F.M.	Av score in pretest.	Avg. score in Post-test	Increment	I%
A	5	2.69 (53.8%)	3.78(75.60%)	1.09	21.80%
B	5	2.36 (47.2%)	2.86(57.20%)	0.5	10%

The category consisted 10 items and each item carried 0.5 marks. The vocabulary in one column and pictures in another column were included.

According to the above table, it can be seen that the group ‘A’ has the average score in the pre-test is 2.69 and 3.78 in post-test. This has increased its average marks by 1.09 or 21.80 %. Group ‘B’ has the average score of 2.36 in pre-test and 2.86 in post test this group has increased its marks by 05or 10%.It shows that the average score of group A is greater than that of group ‘B’ it indicates that group A learned more effectively than group ‘B’ because of the use of teaching materials.

3.2.2 "Naming pictures' items"

Table No 4

Performance of both groups in naming picture

Group	F.M	Av score in pre test	AV Score in post-test	Increment	I%
A	5	2.36(47.2%)	3.28(65.60%)	0.92	18.4%
B	5	2.08(41.60)	2.30 (46%)	0.22	4.4%

This category consisted of 10 items and each item carried 0-5 marks. Ten pictures were included to give their names. This table shows that the average score of group 'A' is 2.36 in the pre-test and 3.28 in post-test. This group has increased its marks by 0.92 or 18.4"% Group 'B' has the average score of 2.08 in the pre-test and 2.30 in the post-test. The mark of post test has increased by 0.22 or by 4.4%

It shows that the increment rate of marks of group 'A' is greater than that of group 'B. Therefore, group 'A' learned more effectively than group 'B' because of the use of teaching materials.

3.2.3 "Choose and complete sentence items"

Table No.5

Performance of both groups in choose and complete sentence items

Group	F.M	Av score in pre test	AV Score in post-test	Increment	I%
A	5	2.75(55%)	3.78(75.60%)	1.03	20.60%
B	5	2.38(47.60)	3.83 (76.60%)	1.45	29%

This category included 5 items and each item carried 1 marks. Incomplete sentences were given with three alternative words and pictures. The above table shows that the average score of group ‘A’ is 2.75 in pre-test and 3.78 in the post-test. This group has increased its average marks by 1.03 or 20.60% Group ‘B’ has the average score of 2.38 in the pre-test and 3.83 in the post-test. The mark has increased by 1.45 or 29%.

In this item it shows that the increment rate of group ‘B’ is greater though teaching materials were used for group ‘A’ in teaching vocabulary. It is perhaps, because of student’s speculation or areas other variable may have affected.

3.2.4 “Supply the missing letters of word items”

Table No.6

Performance of both groups in supply the missing letters of word items

Group	F.M	Av score in pre test	AV Score in post-test	Increment	I%
A	5	1.36(27.20%)	2.22(44.40%)	0.86	17.20%
B	5	2.08(22.20)	1.30 (26%)	0.19	3.8%

This category included ten items. Each item carried 0-5 mark. According to the above table group ‘A’ has the average score of 1.36(27.20%) in the pre-test and 2.2(44.40%) in the post-test. This group has made the improvement by 0.86 or by 17.20% group ‘B’ has the average score of 1.11 in the pre test and 1.30 in the post-test. This group has made the improvement by the average score 0.19 or by 3.8%

It shows that group ‘A’ learned more effectively than group ‘B’. The difference between two tests of group ‘A’ is 0.86 or 17.20% which is significant one.

3.2.5 "Re-Arranging letters to make words items"

Table No.7

Performance of both groups in re-arranging letters to make words items

Group	F.M	Av score in pre test	AV Score in post-test	Increment	I%
A	10	2.83(28.3%)	6.27(62.70%)	3.44	34.4%
B	10	2.44(24.4%)	4.33(43.3%)	1.88	18.80%

This category consisted of 10 items. Each item carried one mark. Group 'A' has average score of 2.83 in the pre-test and 6.27 in post-test. This group has made in increment in average marks by 3.44 or 34.4%. On the other hand, Group 'B' has average score of 2.44 in the pre-test and 4.33 in the post-test. It has made the increment in average marks by 1.88 or by 18.80%.

This analysis shows that group 'A' learned more effectively than group 'B'. The difference between two tests of group 'A' is 3.44 in average score that is important one. On the other hand, the difference between two tests of group 'B' is 1.88 in average score which is less than that of group 'A'. The increment of group 'A' shows the effectiveness of teaching materials.

3.2.6. "Sentence making items"

Table No.8

Performance of both groups in sentence making items

Group	F.M	Av score in pre test	AV Score in post-test	Increment	I%
A	10	3.22(32.2%)	5.61(56.1%)	2.38	23.8%
B	10	3.36(33.6%)	3.97(39.7%)	0.61	6.10%

This category consisted of 10 items and each item carried 1 mark. Group 'A' has average score of 3.22(32.2%) in the pre-test and 5.61(56.1%) in the post-test. This group has made the improvement in average marks by 2.38 or 23.8%. Likewise, group 'B' has the average score of 3.26(336%) in the pre-test and 3.97(39.7%) in the post-test. This group has made the improvement by 0.61 or by 6.1%.

By this, we can conclude that group 'A' learned effectively than that of group 'B'. The difference between two tests of group 'A' is 2.38 in score which is valuable one. On the other hand, the difference between two tests of group 'B' is 0.61 in score which is less than the score of group 'A'. It happened because of the use of teaching materials.

3.2.7. "Question-answer items"

Table No.9

Performance of both groups in question answer items

Group	F.M	Av score in pre test	AV Score in post-test	Increment	I%
A	5	1(20%)	2.55(51%)	1.55	31%
B	5	0.88(17.6%)	2.05(41%)	1.16	23.2%

This category consisted of 5 items and each item carried 1 mark. Group 'A' has the average score of one in the pre-test and 2.55 in the post-test or 20% in the pre-test and 51% in the post-test. This group has made the improvement in marks by 1.55 or by 31%. Like wise, group 'B' has the average score of 0.88 in the pre-test and 2.05 in the post- test or 17.6 in the pre-test and 41% in the post-test. This group has made the improvement in marks by 1.16 or by 23.2%.

This table shows that group ‘A’ learned relatively better than that of group ‘B’ because of the use of teaching materials to teach vocabulary by question answer technique. The difference between two tests of group ‘A’ is 1.55(31%) in score, which is significant one. On the other hand, the difference between two test of group ‘B’ is 1.16 (23.2%) which is less than that of group ‘A’.

3.2.8 “Word-meaning matching items”

Table No.10

Performance of both groups in word –meaning matching items

Group	F.M	Av score in pre test	AV Score in post-test	Increment	I%
A	5	3.33(66.6%)	4.52(90.4%)	1.19	23.8%
B	5	3.83(76.6%)	4.72(94.4%)	0.88	17.6%

This category consisted of 5 items. Each item carried one mark. Group ‘A’ has average score of 3.33 in the pre-test and 4.52 in the post-test. This group has made the improvement in marks by 1.19 or by 23.8%. Likewise, group ‘B’ has the average score of 3.83 in the pre-test and 4.72 in the post-test. This group has made the improvement by 0.88 or by 17.6%. It shows that group ‘A’ learned more effectively than that of group ‘B’. The difference between two tests of group ‘A’ is 1.19(23.8%) in score which is significant in comparison to group ‘B’ which has the difference of 0.88(17.6%) between the two tests.

3.3 Co-relational Analysis

The main objective of this study was to find out degree of effectiveness of teaching materials (Pictures and realia) in teaching vocabulary (words). in the light of main objective, a correlation coefficient between the two variables viz, performance difference between the pre-test and post-test of the experimental

group and the performance difference between the pre-test and post-test of the controlled group was also calculated.

For the purpose of interpretation of coefficient and gradation of the overall result, the following established criteria were used,

- a. r's from .00 to +/- 0.20 = very low, negligible
- b. r's from +/- .21 to +/- .40 = low, present but slight
- c. r's from +/- .41 to +/- .70 = substantial or marked
- d. r's from +/- .71 to +/- 1 = high or very high

(Carrol, as cited by Khakural 2005)

Correlation between the improvement differences of the pre-test and post-test of the experimental group and of the 'controlled group' in overall test items

Table No.11

Co relational data

Test Items	Increment percent (%) in the post test of the 'Experiment group'	Increment percent (%) in the Post-test of 'Controlled group'	Correlation
1. Matching words with pictures items	21.66	10	0.450
2. Naming the pictures Items	18.33	4.4	
3. Choose and Complete sentence Items	20.55	28.8	
4. Supply the missing letters of words items	17.77	3.88	
5.Re-arrange letters to make words items	34.44	18.88	
6. Sentence making items	25.55	6.11	
7. Question-Answer Items	30.55	23.33	
8. Matching Word meaning Items	23.88	17.77	

The above table shows that the correlation between the performance differences of the 'Experimental group' and the 'Controlled group' in the overall test items. It is inferred that the correlation co-efficient is 0.450 that is substantial or remarkable.

On the basis of this co-relational analysis, it is found that the correlation between the performance difference of the 'Experimental group' and the 'Controlled group' in the tests is substantial (remarkable). The standard deviation of the post test score of group 'A' is 3.94 and the Post-test score of group 'B' is 5.11. It shows that group 'A' (Experimental group) got better achievement than the group 'B' (Controlled group). This indicates that the use of teaching materials (i.e. pictures and realia) in teaching vocabulary is effective.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of analysis and interpretation of the data the findings of the study are as follows

- a) The average score of group 'A' is 19.36(38.72%) in the pre-test and 32.05(64.10) in the post-test. Similarly, the average score of group 'B' in the pre-test is 18.86(37.72%) and 23.02(46.04%) in the post-test. by the comparison between group 'A' and group 'B', it is found that group 'A' learned more effectively than that of group 'B'. As a whole, teaching vocabulary through pictures and realia is far better than teaching without using them.
- b) Group 'A' has the average increment percentage of 75.6% in word picture matching items where as group 'B' has the average increment percentage of 57.2%. By this, it is found that using pictures and realia to teach this item is relatively better.
- c) Similarly, in naming picture items group 'A' has average increment percentage by 19.6%. By this, it is found that teaching vocabulary through naming picture technique is better than without using it.
- d) In choose and complete items, group 'B' achieved slightly better than that of group 'A' by 1% though pictures and realia were used for group 'A' . It is

because of the speculation in the pre-test, the increment difference happened so. But the improvement is seen after the use of teaching materials for group 'A'. It means using pictures and realia is useful.

- e) In supply the missing letter items group 'A' got more than group 'B' in average score by 18.4%. It is found that to teach supply the missing letter items, pictures and realia are useful.

- f) Like-wise, it is found that teaching arranging letters items through pictures and realia is fruitful. In this items group 'A' obtained 19.4% more marks than group 'B' .

- g) Similarly, in sentence making items group 'A' got 16.4% more marks than that of group 'B' because of the use of teaching materials(picture and realia) to teach vocabulary.

- h) In question-answer items group 'A' got 10% more marks than that of group 'B' because of the use of pictures and realia to teach sentence making.

- i) Similarly, in matching word-meaning items group 'A' obtained 4% more marks than that of group 'B'. It is because of the use of teaching materials (pictures and realia).

Therefore, if the teachers use picture and realia as teaching materials to teach words and their aspects inside the classroom, the students can learn better than teaching without using them.

4.2 Recommendations

The findings of this study have the following pedagogical implications. The recommendations and suggestions have been made on the basis of these findings.

- a) This research work has shown that group 'A' (Experimental group) performed relatively better in most items of teaching vocabulary. Therefore, the use of teaching materials especially pictures and realia in teaching vocabulary is more effective here. This implies that this technique should be used for teaching vocabulary in the classrooms.
- b) The textbook writers should include very many large, attractive and appropriate pictures in the text books so that the teachers can present vocabulary to the students by the help of them. Students can learn faster and easily with the help of pictures.
- c) The syllabus designers have to suggest the teachers to use teaching materials (pictures and realia) in teaching vocabulary.
- d) The school administration should be ready to spend sufficient of budget to buy or make teaching materials. They should be available to the teacher.
- e) Teaching in small groups of students is more effective than in large class numbered with ninety or hundred students.
- f) The research was limited only to the thirty-six students of a public school. Therefore, it cannot be claimed that the findings of this study are applicable for all the school of Nepal or they are complete in

themselves. In order to test the validity of these researches finding, it is desirable to carry out further research work in this area including more and more number of school and students.

- g) At last, the researcher would like to suggest that if all the English teachers involved in teaching English in primary level, especially in grade four throughout the country use teaching materials (pictures and realia) for teaching vocabulary, it will certainly be fruitful.

Appendix-1

1. Match the following words in column A with the correct picture in column B

0.5×10 5

Television



bridge



camera
parrot



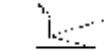
fingers



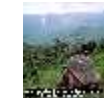
mountain



tortoise



plough



money



study



2. Write the names of the following picture.

0.5×10 5







3. Look at the picture, choose the correct word from the brackets and fill in the blanks. 0.5×10 5

(a) They are playing.....(basketball, hockey, chess)



(b) This is a(horn, tail, mouth)



(c)is a vegetable. (rose, goat, bean)



(d) It is a(parrot, cow, horse)



(e)works in the field. (doctor, farmer, nurse)



4. Fill up the blanks with missing letters. 0.5×10 5

- a) b - - ch -
- b) f - r - er
- c) - onk - y
- d) ba - - r - - m
- e) c - - f
- k) -

- f) w - d - in -
- g) un - i - y
- h) q - a - - e -
- i) - ra - ch
- j) d - i

5. Re-arrange the following letter and make meaningful words.

1×10 10

mseil, cedan, ottfallb, hbus, knurt ozo, dronu, selep, chenkit, ufniomr

6. Make sentences using the following words.

1×10 10

- children-----
- smart. -----
- candle. -----
- worship. -----
- swing. -----
- sky. -----
- together. -----
- video-game. -----
- park -----
- curly -----

7. Answer these question

1×5 =5

(a) What is this ?



Ans: It is a-----

(b) What is this?



Ans: It is a-----

(c) Who is she ?



Ans: She is an -----

(d) How is the boy ?



Ans : The boy is -----

(e) Which bird is this ?



Ans : -----

8. Match the words in column A with their meanings in column B.

1×5 =5

Group A

Crow

Zoo

Garland

Short

Camera

Group B

An instruments to take photo graphs

A series of flower.

Not tall.

A black bird.

A place where wilds animals are kept.

Appendix-2

Lesson Plan No. 1

School : Janta Lower Secondary School Dulari-8, Morang

Class : Four

Date : 2066.04.02

Number of Student : 36

Time : 40 minutes for each group

Subject : Com. English

Topic : Vocabulary

Item : Spelling, Pronunciation, meaning of words(finger, frog and bathroom)

1. Objectives : On completion of this lesson the students will be able to

- (a) Pronounce the words
- (b) Say the spelling and meaning of the words.
- (c) Make sentences using the words, above .

2. Teaching Materials: Chalk, duster, black board, flatin board and picture only for group 'A'

Group 'A'

3. Teaching Learning Activities

Entering the classroom the teacher will motivate the students towards the lesson through some physical activities, such as clapping, stand up and sit down .

The teacher will show the pictures and ask the students to guess the words t be learnt for the day and the students will discuss and try to say the words by looking the pictures. Then the teacher will present the words in and pronounce the words first. If they can't the teacher will present the model pronunciation the drill technique will be applied to teach pronunciation and spelling of the above mentioned words by showing the pictures.

The teacher will ask the meaning of the words if they know .If they can't the teacher will present the meaning (i.e. English and Nepali meanings) with the help of pictures. After presenting the meaning the teacher will present some model Sentences on the black board and ask the students to make their own sentences using the words.

4. Evaluation

The teacher will ask the following questions to evaluate the students achievement.

- (a) Spell out and pronounce the word 'finger, frog and bathroom'
- (b) Write the meaning of frog .
- (C) Make your own sentences using the words finger, frog and bathroo,.

5. Homework

Recite the spelling of bathroom, finger, frog.

Group 'B'

The teacher enters the classroom and teaches the students as usual. He presents the words on the blackboard and ask the students to pronounce and spell the words. He will present the meanings of words on the blackboard and present some model sentences and ask the students to use the words in their own sentences.

Lesson plan No. 5

School: Janta Lower Secondary School Dulari-8, Morang

Class: Four

Date: 2066.04.06

Number of Student: 36

Time: 40 minutes for each group

Subject: Com. English

Topic: Vocabulary

Item: Cow-Shed, Elephant, Tiger

1. Objectives

-) To spell and pronounce the words cow-shed, elephant and tiger
-) To say the meanings of the above words
-) To make sentences using the words

2. Teaching Materials: chalk, duster, blackboard and pictures

3. Teaching learning Activities

-) The teacher will enter the classroom and motivates the students singing a short song like Baba Black ship -----
-) He will write the words on the blackboard and ask students to spell and pronounce them and students will try.
-) Then , he will show the pictures and, spell and pronounce the words to the students. He will asks them to follow the spelling and pronunciation and he will match the words and pictures.
-) He clears the meaning with the help of the picture and present some model sentences on the blackboard and ask the students to practise to make sentences.

4. Evaluation

- (a) Pronounce the words cow-shed, elephant and tiger.

- (b) Say the meaning of cow-shed and elephant.
- (c) Make sentence using the word 'tiger elephant and cow-shed'.

5. Homework

- (a) Where does a cow live?
- (b) What is a tiger?
- (c) Make your own sentences using the words 'cow-shed, tiger and elephant'.

Group 'B'

-) The teacher enters the classroom with chalk, duster and textbook and motivates the students by clapping. Then he presents the words on the blackboard, spells and pronounces the words and asks the students to follow him. The students will follow the teacher.
-) The teacher writes the word meaning on the blackboard and asks the students to copy them and recite.
-) He will write some sentences on the blackboard and asks the students to practise to make sentences and students will make their efforts.
-) The teacher will evaluate the students with the same tools used for group 'A'

Lesson plan No. 16

School: Janta Lower Secondary School Dulari-8, Morang

Class: Four

Date: 2066.04.17

Number of Student: 36

Time: 40 minutes for each group

Subject: Com. English

Topic: Vocabulary

Item: 'zoo, television' scrub'

1. Objectives

) To spell and pronounce the words zoo, television and scrub

) To Re-arrange the letters to make meaningful word.

2. Teaching Materials: chalk, duster, blackboard, picture , realia and flatin board

3. Teaching learning Activities

) The teacher will enter the classroom and motivates the students by asking some words taught yesterday and shows the picture of TV. He will ask the student to name the picture. The students will try.

) The teacher will write the words 'television, zoo and scrub' on the blackboard and ask the meaning of the words. If they can't, the teacher will scrub the floor and give the meaning concept of scrub, talks about will animals and says the place to keen will animals is the zoo. He will show the picture and give its meanig.

) The teacher will ask the students to make their own sentences using the above words. If they can not, he will write some model sentences on the blackboard and asks them to practise to make sentences and they will so do.

4. Evaluation

(a) spill out the words zoo, television and scrub and pronounce them.

(b) Re-arrange the letters and make words liiievwon, ozo, burcs

(c) Make sentences using the following words 'scrub, television, scrub and zoo'

5. Homework

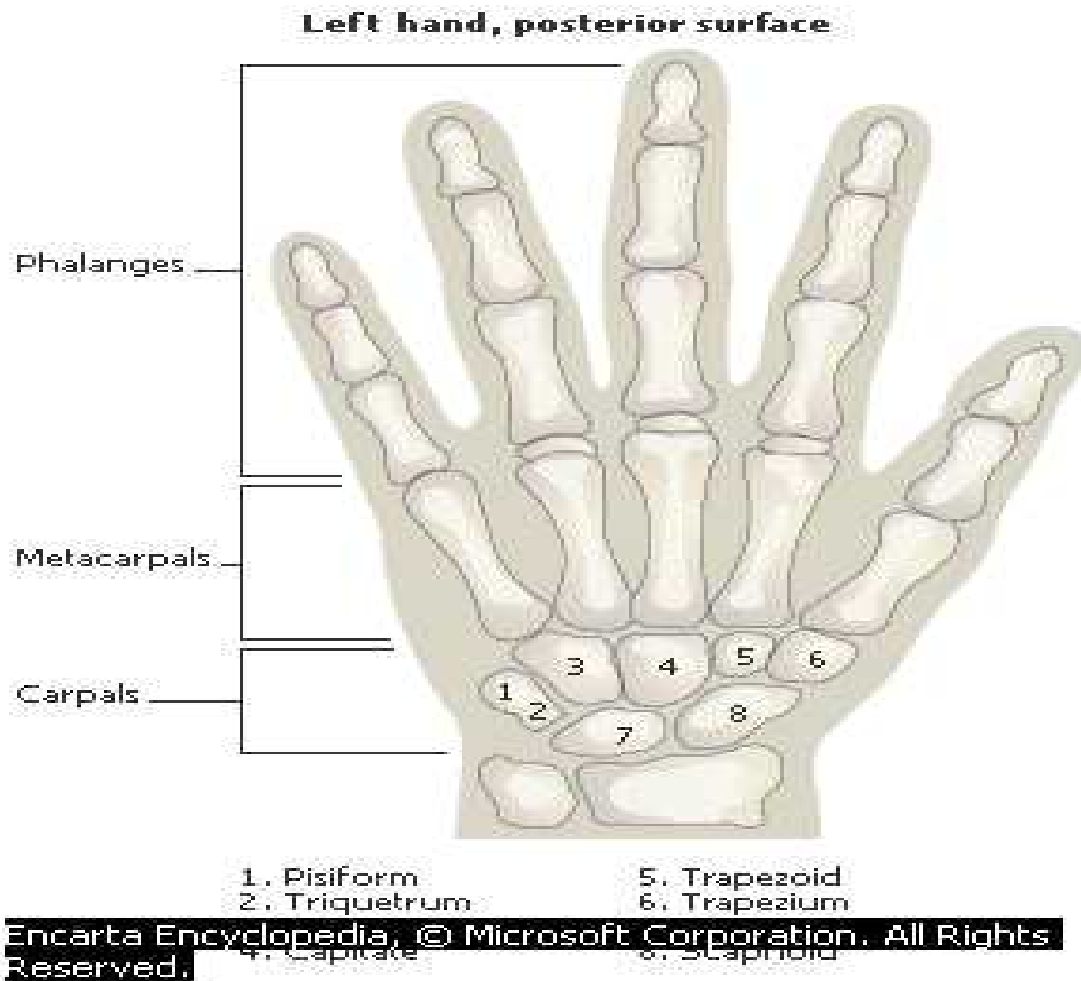
(i) Learn the spelling and meaning of the words television, scrub and zoo..

Group 'B'

-) The teacher will enter the classroom and motivates the students with some physical activities .
-) The teacher uses chalk, duster and textbook as teaching materials and writes the word on the blackboard and ask the students to pronounce the word with spelling.
-) The teacher will present the model sentences on the blackboard and asks the students to generate new sentences using the words.
-) The teacher uses the tools to evaluate the students that were used for group 'A'

Appendix-3

Some used pictures





Encarta Encyclopedia, Jack Dermid/Bruce Coleman, Inc.



L. Rorke/The Image Works



Encarta Encyclopedia, D. Sansoni/Panos Pictures



Akhtar Hussein/Woodfin Camp and Associates, Inc.





Appendix-4

Groupwise Table of the Pre-Test and Post-Test Results.

Table No. 1

1. The result of the Pre-Test and Post-Test of Group 'A'

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
1	Sunita B.K	50	25	37	12	24
3	Kafas Limbu	50	29.5	40.5	11	22
5	Sabita Tiwari	50	18.5	30.5	12	24
7	Manita Rai	50	15	30	15	30
9	Renuka Magar	50	20.5	30	9.5	19
11	Lixmi kri. Chaudhari	50	14	28.5	14.5	29
13	Suskita Chaudhari	50	24	35	11	22
15	Pabitra B.K	50	23	36	13	26
17	Indrahang Limbu	50	22	34.5	12.5	25
19	Samjhan Chaudhari	50	16.5	28	11.5	23
21	Mansha Rajbanshi	50	10.5	28	17.5	35
23	Tara Thapa	50	14.5	27	12.5	25
25	Sita B.K	50	22.5	36.5	14	28
27	Dil Kri. Chaudhari	50	16	32	16	32
29	Suraj Rajbanshi	50	20.5	33	12.5	25
31	Nisha Uraw	50	16.5	25	8.5	17
33	Ganga Mandal	5	20	33	13	26
35	Sabitra Luitel	50	20	32.5	12.5	25
Total Marks		900	348.5	577	228.5	457
Mean(X)		50	19.36	32.05	12.69	25.39
Sd(S)			4.52	3.94		

Groupwise Table of the Pre-Test and Post-Test Results.

Table No. 2

The result of the Pre-Test and Post-Test of Group 'B'

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
2	Sujita Katuwal	50	17.5	20.5	3	6
4	SantaKala Limbu	50	18.5	21	2.5	5
6	Asmita Chaudhari	50	19	27.5	8.5	17
8	Bimala Subba	50	24.5	30	5.5	11
10	Sujita Chaudhari	50	14	17.5	3.5	7
12	Rita Chaudhari	50	16	19	3	6
14	Kabita Limbu	50	22.5	30	7.5	15
16	Sunita Majhi	50	21.5	27.5	6	12
18	Sandip Uraw	50	22.5	30	7.5	15
20	Nisha Khanal	50	21.5	28.5	7	14
22	Prakash Chaudhari	50	20	22	2	4
24	Tujan Limbu	50	21.5	27.5	6	12
26	Anjana Rojbanshi	50	14	17	3	16
28	Radha Mandal	50	14	14.5	0.5	1
30	Sanjip Uraw	50	18.5	20.5	2	4
32	Sanim Chaudhari	50	23	24.5	1.5	3
34	Rekha Bayalkoti	5	17.5	20.5	3	6
36	Kamala Magar	50	13.5	16.5	3	6
Total Marks		900	339.5	414.5	75.0	150
Mean(X)		50	18.86	23.02	4.16	8.33
Sd(S)			3.42	5.11		

Appendix-5

Itemwise comparison

Table No. 1

1. The Result of "Matching words with picture" Item
 Group 'A' Total Item : 10 Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
1	Sunita B.K	5	3	4	1	20
3	Kafas Limbu	5	4	4	0	0
5	Sabita Tiwari	5	2	4	2	40
7	Manita Rai	5	3.5	5	1.5	30
9	Renuka Magar	5	2.5	4	1.5	30
11	Lixmi kri. Chaudhari	5	2.5	2.5	0	0
13	Suskita Chaudhari	5	3	3.5	0.5	10
15	Pabitra B.K	5	4	4	0	0
17	Indrahang Limbu	5	1.5	4	2.5	50
19	Samjhan Chaudhari	5	3	3	0	0
21	Mansha Rajbanshi	5	1.5	4	2.5	50
23	Tara Thapa	5	2	2.5	0.5	10
25	Sita B.K	5	4	3.5	-0.5	-10
27	Dil Kri. Chaudhari	5	3	4	1	20
29	Suraj Rajbanshi	5	2	4	2	40
31	Nisha Uraw	5	1.5	4	2.5	50
33	Ganga Mandal	5	3	4.5	1.5	30
35	Sabitra Luitel	5	2.5	3.5	1	20
Total Marks		90	48.5	68	19.5	390
Average Marks		5	2.69	3.78	1.08	21.66
Percentage			53.8%	75.6%	21.6%	

Itemwise comparison

Table No. 2

1. The Result of "Naming the picture" Item
Group 'A' Total Item : 10

Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
1	Sunita B.K	5	2	3.5	1.5	30
3	Kafas Limbu	5	3	3.5	0.5	10
5	Sabita Tiwari	5	2	3.5	1.5	30
7	Manita Rai	5	2.5	3.5	1	20
9	Renuka Magar	5	2.5	3	0.5	10
11	Lixmi kri. Chaudhari	5	3	3.5	0.5	10
13	Suskita Chaudhari	5	2	3.5	1.5	30
15	Pabitra B.K	5	2	4	2	40
17	Indrahang Limbu	5	3.5	3.5	0	0
19	Samjhan Chaudhari	5	2	2.5	0.5	10
21	Mansha Rajbanshi	5	2	3	1	20
23	Tara Thapa	5	1.5	2.5	1	20
25	Sita B.K	5	2.5	4.5	2	40
27	Dil Kri. Chaudhari	5	2	3	1	20
29	Suraj Rajbanshi	5	2.5	2	-0.5	-10
31	Nisha Uraw	5	2.5	3.5	1	20
33	Ganga Mandal	5	2.5	3.5	1	20
35	Sabitra Luitel	5	2.5	3	0.5	10
Total Marks		90	42.5	59	16.5	330
Average Marks		5	2.36	3.28	0.92	18.33
Percentage			47.2%	65.6%	18.4%	

Itemwise comparison

Table No. 3

1. The Result of "Choose and Complete" Item

Group 'A' Total Item : 5

Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
1	Sunita B.K	5	3	4	1	20
3	Kafas Limbu	5	4	4	0	0
5	Sabita Tiwari	5	2	4	2	40
7	Manita Rai	5	2	4	2	40
9	Renuka Magar	5	4	4	0	0
11	Lixmi kri. Chaudhari	5	4	4	0	0
13	Suskita Chaudhari	5	3	4	1	20
15	Pabitra B.K	5	3	5	2	40
17	Indrahang Limbu	5	3	4	1	20
19	Samjhan Chaudhari	5	3	4	1	20
21	Mansha Rajbanshi	5	2	2	0	0
23	Tara Thapa	5	2	4	2	40
25	Sita B.K	5	1.5	3	1.5	20
27	Dil Kri. Chaudhari	5	3	3	0	0
29	Suraj Rajbanshi	5	2	4	2	40
31	Nisha Uraw	5	2	4	2	40
33	Ganga Mandal	5	3	4	1	20
35	Sabitra Luitel	5	3	3	0	0
Total Marks		90	49.5	68	18.5	370
Average Marks		5	2.75	3.78	1.03	20.55
Percentage			55%	75.6%	20.6%	

Itemwise comparison

Table No. 4

1. The Result of "Supply the Missing Letters" Item

Group 'A' Total Item : 10

Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
1	Sunita B.K	5	2	3.5	1.5	30
3	Kafas Limbu	5	2.5	2.5	0	0
5	Sabita Tiwari	5	1.5	3	1.5	30
7	Manita Rai	5	1	1.5	0.5	10
9	Renuka Magar	5	1.5	2	0.5	10
11	Lixmi kri. Chaudhari	5	0.5	2.5	2	40
13	Suskita Chaudhari	5	1.5	3	1.5	30
15	Pabitra B.K	5	1.5	1	-0.5	-10
17	Indrahang Limbu	5	2.5	2.5	0	10
19	Samjhan Chaudhari	5	0.5	1.5	1	20
21	Mansha Rajbanshi	5	1	1	0	0
23	Tara Thapa	5	1.5	1	-0.5	-10
25	Sita B.K	5	1.5	3.5	2	40
27	Dil Kri. Chaudhari	5	1.5	2	0.5	10
29	Suraj Rajbanshi	5	1	2	1	20
31	Nisha Uraw	5	1.5	1.5	0	0
33	Ganga Mandal	5	0.5	3	2.5	50
35	Sabitra Luitel	5	1	3	2	40
Total Marks		90	24.5	40	16	320
Average Marks		5	3.36	2.22	0.86	17.77
Percentage			27.2%	44.4%	17.2%	

Itemwise comparison

Table No. 5

1. The Result of "Re-Arranging Letters " Item

Group 'A' Total Item : 10

Total Marks :10

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
1	Sunita B.K	10	4	7	3	30
3	Kafas Limbu	10	6	10	4	40
5	Sabita Tiwari	10	3	5	2	20
7	Manita Rai	10	3	6	3	30
9	Renuka Magar	10	2	5	3	30
11	Lixmi kri. Chaudhari	10	4	5	1	10
13	Suskita Chaudhari	10	5	7	2	20
15	Pabitra B.K	10	4	9	5	50
17	Indrahang Limbu	10	4	7	3	30
19	Samjhan Chaudhari	10	2	5	3	30
21	Mansha Rajbanshi	10	1	6	5	50
23	Tara Thapa	10	0	6	6	60
25	Sita B.K	10	4	8	4	40
27	Dil Kri. Chaudhari	10	0	7	7	70
29	Suraj Rajbanshi	10	5	8	3	30
31	Nisha Uraw	10	0	0	0	0
33	Ganga Mandal	10	2	5	3	30
35	Sabitra Luitel	10	2	7	5	50
Total Marks		180	51	113	62	620
Average Marks		10	2.83	6.27	3.44	34.44
Percentage			28.3%	62.7%	34.4%	

Itemwise comparison

Table No. 6

1. The Result of "Sentence Making" Item

Group 'A' Total Item : 10

Total Marks : 10

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
1	Sunita B.K	10	4	7	3	30
3	Kafas Limbu	10	6	9	3	30
5	Sabita Tiwari	10	3	5	2	20
7	Manita Rai	10	3	4	1	10
9	Renuka Magar	10	2	5	3	30
11	Lixmi kri. Chaudhari	10	0	5	5	50
13	Suskita Chaudhari	10	5	6	1	10
15	Pabitra B.K	10	6	6	0	0
17	Indrahang Limbu	10	5	6	1	10
19	Samjhan Chaudhari	10	4	5	1	10
21	Mansha Rajbanshi	10	1	5	4	40
23	Tara Thapa	10	3	6	3	30
25	Sita B.K	10	2	6	4	40
27	Dil Kri. Chaudhari	10	1	5	4	40
29	Suraj Rajbanshi	10	3	4	1	40
31	Nisha Uraw	10	4	7	3	30
33	Ganga Mandal	10	3	5	2	20
35	Sabitra Luitel	10	3	5	2	20
Total Marks		180	58	101	43	460
Average Marks		10	3.22	5.61	2.38	25.55%
Percentage			32.2%	56.1%	23.8%	

Itemwise comparison

Table No. 7

1. The Result of "Question-Answer" Item

Group 'A' Total Item : 10

Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
1	Sunita B.K	5	2	3	1	20
3	Kafas Limbu	5	2	3	1	20
5	Sabita Tiwari	5	2	3	1	20
7	Manita Rai	5	0	3	3	60
9	Renuka Magar	5	1	2	1	10
11	Lixmi kri. Chaudhari	5	0	3	3	60
13	Suskita Chaudhari	5	1.5	3	1.5	30
15	Pabitra B.K	5	1.5	2	0.5	10
17	Indrahang Limbu	5	1	3	2	40
19	Samjhan Chaudhari	5	1	3	2	40
21	Mansha Rajbanshi	5	0	2	2	40
23	Tara Thapa	5	1.5	1	-0.5	-10
25	Sita B.K	5	2	3	1	20
27	Dil Kri. Chaudhari	5	0.5	3	2.5	50
29	Suraj Rajbanshi	5	0	3	3	60
31	Nisha Uraw	5	0	0	0	0
33	Ganga Mandal	5	1	3	2	40
35	Sabitra Luitel	5	1	3	2	40
Total Marks		90	18	46	28	550
Average Marks		5	1	2.55	1.55	20.55
Percentage			20%	51%	31%	

Itemwise comparison

Table No. 8

1. The Result of "Word-Meaning Matching" Item
Group 'A' Total Item : 10

Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
1	Sunita B.K	5	5	5	0	0
3	Kafas Limbu	5	2	5	3	60
5	Sabita Tiwari	5	3	3	0	0
7	Manita Rai	5	0	3	3	60
9	Renuka Magar	5	5	5	0	0
11	Lixmi kri. Chaudhari	5	0	3	3	60
13	Suskita Chaudhari	5	3	5	2	40
15	Pabitra B.K	5	1	5	4	80
17	Indrahang Limbu	5	5	5	0	0
19	Samjhan Chaudhari	5	1	4	3	60
21	Mansha Rajbanshi	5	2	5	3	60
23	Tara Thapa	5	3	4	1	20
25	Sita B.K	5	5	5	0	0
27	Dil Kri. Chaudhari	5	5	4.5	-0.5	-10
29	Suraj Rajbanshi	5	5	5	0	0
31	Nisha Uraw	5	5	5	0	0
33	Ganga Mandal	5	5	5	0	0
35	Sabitra Luitel	5	5	5	0	0
Total Marks		90	60	81.5	21.5	430
Average Marks		5	3.33	4.52	1.19	23.88
Percentage			66.6%	90.4%	23.8%	

Itemwise comparison

Table No.9

1. The Result of "Matching words with picture" Item
Group 'B' Total Item : 10

Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
2	Sujita Katuwal	5	2.5	2.5	0	0
4	SantaKala Limbu	5	1.5	2.5	1	20
6	Asmita Chaudhari	5	3.5	5	1.5	30
8	Bimala Subba	5	2.5	3	0.5	10
10	Sujita Chaudhari	5	2.5	2.5	0	0
12	Rita Chaudhari	5	1.5	2.5	1	20
14	Kabita Limbu	5	2	2.5	-0.5	10
16	Sunita Majhi	5	2	3	1	20
18	Sandip Uraw	5	2.5	4	1.5	30
20	Nisha Khanal	5	2.5	3	0.5	10
22	Prakash Chaudhari	5	3	3	0	0
24	Tujan Limbu	5	3	3.5	0.5	10
26	Anjana Rojbanshi	5	2.0	2.5	0.5	10
28	Radha Mandal	5	2	1.5	-0.5	-10
30	Sanjip Uraw	5	2.5	2.5	0	0
32	Sanim Chaudhari	5	2.5	3	0.5	10
34	Rekha Bayalkoti	5	3	3	0	0
36	Kamala Magar	5	1.5	2	0.5	10
Total Marks		90	42.5	51.5	9	180
Average Marks		5	2.36	2.86	0.5	10
Percentage			47.2%	57.20%	20%	

Itemwise comparison

Table No. 10

1. The Result of "Naming the Pictures" Item
Group 'B' Total Item : 10

Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
2	Sujita Katuwal	5	2	2	0	0

4	SantaKala Limbu	5	1.5	2.5	1	20
6	Asmita Chaudhari	5	2.5	2.5	0	0
8	Bimala Subba	5	2.5	2.5	0	0
10	Sujita Chaudhari	5	1.5	1.5	0	0
12	Rita Chaudhari	5	2	2.5	0.5	10
14	Kabita Limbu	5	2	2	0	0
16	Sunita Majhi	5	2	2.5	0.5	10
18	Sandip Uraw	5	2	2.5	0.5	10
20	Nisha Khanal	5	2	1.5	0.5	10
22	Prakash Chaudhari	5	2.5	2.5	0	0
24	Tujan Limbu	5	2	2.5	0.5	10
26	Anjana Rojbanshi	5	2.5	2.5	0	0
28	Radha Mandal	5	1.5	2	0.5	10
30	Sanjip Uraw	5	2	2.5	0.5	10
32	Sanim Chaudhari	5	2.5	2.5	0	0
34	Rekha Bayalkoti	5	2.5	2.5	0	0
36	Kamala Magar	5	2	1.5	-0.5	-10
Total Marks		90	37.5	41.5	4	80
Average Marks		5	2.08	2.30	0.22	4.4
Percentage			41.6%	46%	4.4%	

Itemwise comparison

Table No. 11

1. The Result of "Choose and Complete" Item
Group 'B' Total Item : 5

Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
2	Sujita Katuwal	5	2	3	1	20

4	SantaKala Limbu	5	2	3	1	20
6	Asmita Chaudhari	5	2	3	1	20
8	Bimala Subba	5	4	4	0	0
10	Sujita Chaudhari	5	2	3	1	20
12	Rita Chaudhari	5	3	4	1	20
14	Kabita Limbu	5	3	5	2	40
16	Sunita Majhi	5	3	4	1	20
18	Sandip Uraw	5	3	5	2	40
20	Nisha Khanal	5	3	5	2	40
22	Prakash Chaudhari	5	2	4	2	40
24	Tujan Limbu	5	2	5	3	60
26	Anjana Rojbanshi	5	2	2	0	0
28	Radha Mandal	5	1	4	3	60
30	Sanjip Uraw	5	2	5	3	60
32	Sanim Chaudhari	5	3	4	1	20
34	Rekha Bayalkoti	5	2	4	2	40
36	Kamala Magar	5	2	2	0	0
Total Marks		90	43	69	26	520
Average Marks		5	2.38	3.83	1.44	28.88
Percentage			47.6%	76.6%	28.8%	

Itemwise comparison

Table No. 12

1. The Result of "Supply the Missing Letters" Item
Group 'B' Total Item : 10

Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
2	Sujita Katuwal	5	1.5	1.5	0	0

4	SantaKala Limbu	5	0	0	0	0
6	Asmita Chaudhari	5	1	1	0	0
8	Bimala Subba	5	1.5	1.5	0	0
10	Sujita Chaudhari	5	1	2	1	20
12	Rita Chaudhari	5	1.5	1.5	0	0
14	Kabita Limbu	5	2	2.5	0.5	10
16	Sunita Majhi	5	1.5	1.5	0	0
18	Sandip Uraw	5	1	1	0	0
20	Nisha Khanal	5	1	1	0	0
22	Prakash Chaudhari	5	1.5	2	0.5	10
24	Tujan Limbu	5	1	1	0	0
26	Anjana Rojbanshi	5	0.5	1	0.5	10
28	Radha Mandal	5	1.5	2	-0.5	10
30	Sanjip Uraw	5	0.5	0.5	0	0
32	Sanim Chaudhari	5	1	1.5	0.5	10
34	Rekha Bayalkoti	5	1	1	0	0
36	Kamala Magar	5	1	1	0	0
Total Marks		90	20	23.5	3.5	70
Average Marks		5	1.11	1.30	0.19	3.88
Percentage			22.2%	26%	3.8%	

Itemwise comparison

Table No. 13

1. The Result of "Re-Arranging Letters " Item
Group 'B' Total Item : 10

Total Marks :10

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
2	Sujita Katuwal	10	0	5	5	50

4	SantaKala Limbu	10	4	5	1	10
6	Asmita Chaudhari	10	2	4	2	20
8	Bimala Subba	10	2	6	4	40
10	Sujita Chaudhari	10	0	2	2	20
12	Rita Chaudhari	10	1	3	2	20
14	Kabita Limbu	10	3	6	3	30
16	Sunita Majhi	10	5	7	2	20
18	Sandip Uraw	10	4	6	2	20
20	Nisha Khanal	10	3	6	3	30
22	Prakash Chaudhari	10	5	2	-3	-30
24	Tujan Limbu	10	4	5	1	10
26	Anjana Rojbanshi	10	0	1	1	10
28	Radha Mandal	10	1	3	2	20
30	Sanjip Uraw	10	2	5	3	30
32	Sanim Chaudhari	10	4	5	1	10
34	Rekha Bayalkoti	10	2	4	2	20
36	Kamala Magar	10	2	3	1	10
Total Marks		180	44	78	34	340
Average Marks		10	2.44	4.33	1.88	18.88
Percentage			24.4%	43.3%	18.8%	

Itemwise comparison

Table No. 14

1. The Result of "Sentence Making " Item
Group 'B' Total Item : 10

Total Marks :10

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
2	Sujita Katuwal	10	4.5	5	0.5	5

4	SantaKala Limbu	10	4	4	0	0
6	Asmita Chaudhari	10	3	5	2	20
8	Bimala Subba	10	5	5	0	0
10	Sujita Chaudhari	10	4	4	0	0
12	Rita Chaudhari	10	4	4	0	0
14	Kabita Limbu	10	5	5	0	0
16	Sunita Majhi	10	3	3	0	0
18	Sandip Uraw	10	3	4.5	1.5	15
20	Nisha Khanal	10	4	5	1	10
22	Prakash Chaudhari	10	5	5	0	0
24	Tujan Limbu	10	2	4	2	20
26	Anjana Rojbanshi	10	1	5	4	40
28	Radha Mandal	10	1	2	1	10
30	Sanjip Uraw	10	3	3	0	0
32	Sanim Chaudhari	10	4	5	1	10
34	Rekha Bayalkoti	10	3	3	0	0
36	Kamala Magar	10	2	0	-2	-20
Total Marks		180	60.5	71.5	11	110
Average Marks		10	3.36	3.97	0.61	66.11
Percentage			33.60%	39.70%	6.1%	

Itemwise comparison

Table No. 15

1. The Result of "Question -Answer" Item
 Group 'B' Total Item : 5 Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
2	Sujita Katuwal	5	2	2.5	0.5	10

4	SantaKala Limbu	5	1	1	0	0
6	Asmita Chaudhari	5	0	2	2	40
8	Bimala Subba	5	1	3	2	40
10	Sujita Chaudhari	5	1	2	1	20
12	Rita Chaudhari	5	0	2	2	40
14	Kabita Limbu	5	1.5	3	1.5	30
16	Sunita Majhi	5	1	2	1	20
18	Sandip Uraw	5	0	2	2	40
20	Nisha Khanal	5	2	3	1	20
22	Prakash Chaudhari	5	0	3	3	60
24	Tujan Limbu	5	0.5	3	2.5	50
26	Anjana Rojbanshi	5	1	1	0	0
28	Radha Mandal	5	1	1.5	0.5	10
30	Sanjip Uraw	5	1	2	1	20
32	Sanim Chaudhari	5	1	1	0	0
34	Rekha Bayalkoti	5	1	1	0	0
36	Kamala Magar	5	1	2	1	20
Total Marks		90	16	37	21	420
Average Marks		5	0.88	2.05	1.16	23.33
Percentage			17.6%	41%	23.2%	

Itemwise comparison

Table No. 16

1. The Result of "Word-Meaning Matching" Item
Group 'B' Total Item : 5

Total Marks :5

Roll No	Name	F.M.	Pre-Test	Post-Test	Increment	I%
2	Sujita Katuwal	5	3	3	0	0

4	SantaKala Limbu	5	3	3	0	0
6	Asmita Chaudhari	5	5	5	0	0
8	Bimala Subba	5	5	5	0	0
10	Sujita Chaudhari	5	2	5	3	60
12	Rita Chaudhari	5	3	4	1	20
14	Kabita Limbu	5	3	5	2	40
16	Sunita Majhi	5	3	5	2	40
18	Sandip Uraw	5	5	5	0	0
20	Nisha Khanal	5	2	5	3	60
22	Prakash Chaudhari	5	5	5	0	0
24	Tujan Limbu	5	5	5	0	0
26	Anjana Rojbanshi	5	3	5	2	40
28	Radha Mandal	5	5	5	0	0
30	Sanjip Uraw	5	5	5	0	0
32	Sanim Chaudhari	5	5	5	0	0
34	Rekha Bayalkoti	5	5	5	0	0
36	Kamala Magar	5	2	5	3	60
Total Marks		90	69	85	16	320
Average Marks		5	3.83	4.72	0.88	17.77
Percentage			76.6%	94.4%	17.6%	

REFERENCES

- Acharya, N.N. (2005). *Effectiveness of Instructional Materials on Teaching English to Grade x*. An Unpublished M. Ed. Thesis T.U. Kirtipur.
- Adhikari, S.R. (2005). *The Effectiveness of Teaching Vocabulary through Games*. An Unpublished M.Ed. Thesis. Kirtipur.

- Awasthi, J.R. (ed.) 2007. *Journal of NELTA, Volume 12*. Kathmandu.
- Awasthi, J.R. (ed.) 2007. *Journal of NELTA, Volume 13*. Kathmandu.
- Bhattarai, G.R. (2001). *A Thematic Analysis of Research Reports*. Ratna Pustak Bhandar.Kathmandu, Nepal.
- Brown, G.H. (1994).*Principles of Language Learning and Teaching*, Englewood Cliffs. New Jersey: Prentics Hall.
- Byrne, D. (1982). *Teaching Writing Skills*: Longman. London.
- Chapagain, T.R. (1999). *Use of Teaching Materials and Its Impact in English Language Learning: A Case Study*. An Unpublished M.Ed. Thesis. T.U. Kirtipur.
- El-Araby, (1974). *Audio-Visual Aids for Teaching English: An Introduction to Material and Method*. Longman: London.
- Harmer, J. (1991). *The Practice of English Language Teaching*. Longman.
- Hornby, A.S. (2000). *Oxford Advanced Learners Dictionary of Current English*. OUP.
- Hornby, A.S. (1996). *Oxford Advanced Learners Dictionary of Current English*. OUP.
- Humagain, G. P. (2006). *The Effectiveness of Language Games in Learning Reading Comprehension*. An Unpublished M.Ed. Thesis. T.U. Kirtipur.
- Khakural, R.H. (2005). *Effectiveness of Matchstick Figures in Teaching Action Verbs at Grade Five*. An Unpublished M.Ed. Thesis. T.U. Kirtipur.
- Marasini, K. P. (2006). *Effectiveness of Language Games in Teaching Sentences*. An unpublished M.Ed. Thesis. T.U. Kirtipur.
- Richards et al. (1985). *Longman Dictionary of Applied Linguistics*.
- Sapir, E. (1978). *Language: And Introduction to the Study of Speech*. London: Grandona Publishing.

- Sharma, S. (2006). *A Study on Language Teaching Aids: A Case of Lower Secondary Level of Lalitpur District*. An unpublished M.Ed. Thesis T.U.kirtipur.
- Thapalia, M.P. (2007). *A Study on Techniques of Teaching Vocabulary: A Case of Secondary Level English Teacher*. An Unpublished M.Ed. Thesis.T.U. kirtipur.
- Thornbury,S. (2002). *How to Teach Vocabulary*: Longman.