

CHAPTER ONE

INTRODUCTION

1. General background

Language is the most advanced and powerful means of human communication. The vast knowledge in different fields of human activities is accumulated and stored by the use of language. It is the universal medium to express human thoughts, feelings, ideas and emotions. Language is species specific and species uniform possession of human beings. There are different means of communication. Among them language is the most commonly used means of communication and the property of only human beings.

The term 'language' has been defined in several ways by various linguists in various times.

According to Bloch and Trager (1942), "A language is a system of arbitrary vocal symbols by means of which a social group cooperates" (p.5). Similarly, Coder (1972, p.32) states that, "Language, by which man communicates a system of communication, for the purpose of communication". Likewise, Crystal (2003, p.225) defines Language as, "the abstract system underlying the collection totally of speech, writing behavior of a community or the knowledge of a system by an individual".

In conclusion, language can be defined as a voluntary vocal system of human communication. It is a means of communication among human beings to exchange their ideas and information. It is the species-specific and species uniform possession of man. It is God's special gift for mankind. So, it is essential to all human beings.

1.1. Grammar: An Introduction

Grammar can be defined as how words are combined or changed to form acceptable units of meaning within a language. Grammar has a central role to the teaching and learning of language. It is also one of the most difficult and controversial aspects of language teaching.

The meaningful arrangement of forms in a language constitute is its grammar. Grammar is the science of language. It is an analytical study of language structure or forms. Grammar is the practical analysis of language and its anatomy. It deals with function of words in a sentence. It explains the structural detail of a sentence. It is concerned with the general rules of syntax.

In Thornbury's (1999, p.1) words grammar is description of the rules that govern how a language's sentences are formed. According to Huddleston (1984), "The grammar will consist of rules saying how sentences are made of the smaller units and ultimately of the minimal units of this level of structure"(p. 34).

Grammar is the study of language. It involves phonetics, phonology, morphology, syntax and semantics. Therefore, the sound knowledge of grammar is inevitable to express our ideas, feelings, experiences appropriately in our life.

1.1.1. Importance of Grammar

Grammar is one of the important aspects of any language. It is the backbone of a language. Teaching grammar plays vital role in language teaching learning. Grammar is the theory of language. It is the study of the organization of words and phrases into sentences. Every language has its own grammar. The grammar of a language is very important for the individual who are learning the language. But the knowledge of grammar is perhaps more important for the second language learners than the native speaker. It is because in the process of

acquiring the mother tongue the native speaker intuitively internalizes the grammar of the language whereas the second language learners have to make a conscious effort to master the grammatical aspects of the language.

The teaching of grammar plays a central role in language learning. The importance of teaching grammar is given below:-

- (a) Grammar is the study of organization of words into sentences which are based on certain rules.
- (b) Grammar is essential to produce correct expression.
- (c) It gives an insight into the structure of the language.
- (d) It is a systematized knowledge of language.
- (e) It provides criteria for judging the correctness of language.
- (f) It helps in developing many mental abilities such as reasoning, observation and concentration.

1.1.2. Tense and its Classification

The term 'tense' is derived from the Latin translation of the Greek word for time (Greek khronos, Latin tempus). According to Crystal (2003), "The tense is a category used in the grammatical description of verb referring primarily to the way the grammar marks the time as which the action denoted by the verb took place" (p. 459). Traditionally a distinction is made between the past present and future tense often with future division the role of tense is to relate the universe time of the situation to the movement of speech. The tense of verb is a part of grammar. It refers to the correspondence between the forms of the verb and our concept of time (past present and future).

In conclusion, tense is the relationship between the form of the verb and the time of the action or state it describes. It is a grammatical category which is directly associated with verbs. It denotes the action taken by the verb. The motion 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 perfect or future.

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

a. Present tense

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

b. Past tense

Past tense refers to the location of the situation prior to the present movement.

c. Future tense

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

According to Leech (1992, p.p. 94-96) present tense has four sub types. They are as follows:

i. 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 most widely used form of verb phrase in English. It is used for a range of meanings with reference to events.

When a verb is based on the simple present, we use the base form (v1) and the-'s' form (v5).

The-'s' form (v5) is used when the subject is in the third person singular numbers. The base form (v1) is used with all other types of subject.

ii. Present Continuous Tense

The present continuous is used when we are talking about something that is happening at the moment we are speaking. A verb construction combining the present tense with the progressive, add consisting of is/am/are + -ing form. The present continuous, rather than the present simple, is used to describe events, action or activities going on at the present time: the players are playing football. The present continuous tense can also be used to refer to planned future happenings: I'm playing tennis with Ram tomorrow. However, that verb referring to start (e.g.; be, know, seem, resemble) do not go easily with the continuous. We use these verbs with the simple present to describe an ongoing state.

iii. Present Perfect Tense

The present perfect tense is used when we mention something that happened in the past but, we do not start specific time. In other words, verb construction which combines the present tense with the past aspect consisting of has/have/+ -'v3' form. The present perfect often refers to the recent indefinite past: have you eaten (yet)?

iv. Present Perfect Continuous Tense

This tense is used for the action which began in the past and is still continuing. On the other hand, 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 working all day.

1.1.3 Visual Aids and Their Benefits

Anything which is used to teach is called teaching materials. Teaching materials are selected for the teaching purpose and they can be obtained in the

form of textbooks, works books, cassette, white boards, videos, pictures, photocopies, dictionaries, grammar books and so on.

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

Visual materials

Audio materials

Audio-visual materials

Audio visual and audio materials are more expensive than visual materials. All the materials that can be used and seen inside the classroom are called visual materials. In other words, anything which can be seen while the language is being spoken may be a visual aid. Visual materials include the sense of vision of the students, e.g. realia, locally available materials, pictures cards, word cards, pictures, photographs, poster, map, charts, diagram, drawings magazine cutouts, matchstick figure, model etc. Teaching materials make language teaching long lasting, effective, live and interesting. In another way, everything belonging to or brought into the classroom, animate or inanimate, is potential visual aids. i.e. teachers, students tables, chairs, bag and so on. She/he performs talking, looking, writing, reading, playing etc. We make division between visual materials for talking about and visual materials for a talking with. There is, of course, no hard and fast line between those two types. The division is made principally in order to draw attention to the relation between things and language in the world.

According to Bowen (1982), "visual aids are means to an end but not an end in themselves" (p.11). 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.

In Coder's (1972 p. 32), words "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 to the classroom such as walls doors, and to its usual furnishings, desks, cupboard and books themselves; 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.

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

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

1. Visual aids can brighten up the classroom and bring more varieties and interest into the classroom.
2. Visual aids in particular can help to provide the situations which light up the meaning of the utterance.
3. Visual aids help to teach listening, speaking, reading and writing and allow the teacher to integrate these skills constructively.
4. Visual aids can help in giving information of one kind or another about the background of literature and about the English speaking countries.

5. 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.
6. Visual aids can provide a clue to the meaning of gist.
7. Visual aids can provide a clue to the meaning of detail, either introducing him/her to the meaning for the first time or reminding him/her of it.
8. Visual aids can increase of the confidence of teacher 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 situation. Visual aids save time and effort. Therefore, visual aids play vital role in teaching learning process in classroom activities.

1.1.4. Teaching Present Continuous Tense Through Realia

The appropriate aid is determined on the basis of the subject matter, teacher's individual artistry, composition of the class, level, age, interest, needs and linguistic background of the students. There are various teaching aids being particed in the field of language teaching. Visual aids are pictures, picture card, word card, posters, maps, charts, diagrams, cutouts, pinmen pictures realia and so on. Among them realia is one which is widely used in teaching present continuous tense.

Realia are the real objects which are bought into the classroom and used as examples or as aids to be talked or written about and used in teaching. Realia may include, such things as photographs, articles of clothing, kitchen object human beings, animal or locally available things which are used in language

teaching. They are both easy and cheap to prepare and use. They can be used for a number of purposes: to teach pronunciation, to teach vocabulary items, to practise structures to help students in role play, and to practise different language structures.

Teaching present continuous tense through realia plays a significant role in language teaching. The teacher can implement different activities e.g. facial expression and different actions as a realia in language teaching.

Regarding this, present continuous tense can be taught by realia doing different actions for example (walking in front of the class) the teacher asks what am I doing? Students will reply, you are walking.

The teacher will show the action of dancing, what am I doing? The students will reply, you are dancing. The teacher pointing the class and asks, what are they doing? The student will reply, they are writing a structure of present continuous tense.

If the teacher makes use of action or realia, the students are highly motivated. They can understand the meaning of the words and sentences clearly. The teacher does not need to explain the teaching items for a long time. Even very small children can understand it clearly. But the teacher and students should be more active in the class.

The benefits of using realia in the language classroom are given below.

- a. Real objects are highly motivating and promote retention on the part of the students.
- b. There are abundant sources for realia at no or very little cost.
- c. Realia provides structural support, which is especially beneficial for the beginners.

- d. As opposed to commercial language teaching materials, realia can be adopted to any teaching style or classroom environment.
- e. Unlike two dimensional or computer based materials, realia can be held and manipulated as good vehicles for authentic, meaningful communication, especially for students with tactile learning styles.
- f. They can be used to create situation to make the meaning of a word or a structure clear and to practice them in meaningful situations.
- g. Realia can dispel the monotony of practice work by creating variety.
- h. They can brighten up the classroom and bring more varieties and interest into the classroom.
- i. They shorten teaching learning time too.
- j. They stimulate the students to speak the target language as well as read and write it.
- k. They stimulate the students to speak the target language as well as read and write.
- l. They make communicative approach to language learning easier and more natural.
- m. They help to teach listening, speaking, reading and writing and allow the teacher to integrate these skills constructively.

In conclusion, the realia plays a vital role in teaching all the classroom language activities. In the sense that it is one of the visual aids in teaching a language in the classroom. Realia is motivating, stimulating, breaking monotony and boredom on the part of the learners and also they inspire both the teachers and

students in teaching learning process. It should be noted that students may simply enjoy watching rather than trying to understand the process.

1.1.5. Teaching Present Continuous Tense Through Matchstick Figures

Tense can be taught by applying different methods and techniques, for example inductive and deductive method, learner centered technique and teacher centered techniques, likewise various teaching materials can be adopted in teaching present continuous tense. Visual aids are picture, realia, puppets, matchstick figure, cut outs 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 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 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.

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 in teaching present continuous tense. They are very simple in drawing and minimizing the time of detailed drawing which can be prepared with a minimum cost and simple ideas. 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 it. 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".

The purpose of learning to draw matchstick figures is to use them as aids in teaching grammar as well as short reading, composition and dialogues. They can be helpful in planning drills and games and given both the teacher and learner a sense of creativity of integration and closure to human relationship.

In conclusion, magazine cutouts are useful in teaching present continuous tense in the sense that they are motivating, stimulating, breaking monotony and boredom on the part of the learners and also they inspire both the teachers and students in teaching learning process.

1.2 Review of Related Literature

Up to now various research studies have been carried out in "The Effectiveness of Teaching Aids" in different disciplines by different researches 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.

Acharya (2001) carried out a research to find out the effectiveness of recorded materials and live materials in teaching listening. It was found that recorded materials are slightly better than the live materials in teaching listening.

Satyal (2003) conducted a research to find out the effectiveness of visual aids in teaching English at primary level. The finding showed that 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 simple past tense of English and Maithili. The finding showed that English tense system differs 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 effective 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 at primary level. The finding showed that the effectiveness in teaching preposition by using matchstick figures on English was more effective than without using it.

Paneru (2009) has also carried out research in 'Use of Computer for Teaching English Grammar'. He had selected thirty students of grade ten as informants.

The objective of this study was to find out the effectiveness of computer in teaching grammar. It was found that teaching grammars through computers is effective and create interest to the students.

Neupane (2009) conducted a research study to find out effectiveness of realia for teaching English prepositions. The finding showed that use of realia for teaching English preposition is more effective and fruitful.

Thapa (2010) conducted a research study to find out efficiency of demonstration and matchstick figures in teaching present continuous tense. The finding showed that using matchstick figures was more fruitful and effective than using demonstration.

Though a great number of studies have been carried out on "The Effectiveness of Teaching Aids", there is no research carried out on the "Effectiveness of Realia over Matchstick Figures in Teaching Present Continuous Tense". Some of the researches 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 in the field of effectiveness of realia over matchstick figure in teaching present continuous tense at grade six.

1.3 Objective of the study

The objectives of this study were as follows:

- (a) To find out the effectiveness of realia over matchstick figure 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

The study will be useful for the future researchers who may want to study in similar areas. 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 realia over matchstick figures in teaching present continuous tense in the classroom activities in our language teaching and learning classroom activities. Similarly, textbooks designers, language planners, methodologists and syllabus designers will 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

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

2.1.2 Secondary sources

Secondary sources of data consist of the written documents, different books related to this study will be consulted for constructing test and teaching materials. Some of them are given below:

Johnson et al (1971), Quirk et al. (1972), Salah and Araby(1974), Wright(1976), Bowen(1982), Huddleston(1984), Aarts & Aarts(1986), Coder(1987) and so on.

2.2 Sample and Sampling Procedure

I selected Shree Pashupati Higher Secondary School, Pathraiya, Bardiya as a research area of my study by using purposive sampling procedure. I selected 30 students of grade six by using sampling procedure.

2.3 Tools for Data Collection

A set of test was used as a major tool for data collection. It carried 100 marks and included 8 different items and 54 sub-items. They were:

- i. Yes/No Questions
- ii. Matching Items
- iii. True/False Items
- iv. Fill in the Blanks
- v. Short Answer questions
- vi. Multiple Choice Items
- vii. Sentence Formation
- viii. Identifying Pictures

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 tests items to find out the effectiveness of realia over matchstick figures 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 non-randomly selected 30 students. A written pre-test was given to determine the performance level of the students on the basis of their score 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' to maintain equal proficiency level of both groups, on the basis of

their individual scores of written test. They were divided according to odd and even numbers. The procedure of the group division was as follows:

Group 'A'	Group 'B'
Odd	Even

- vi. Group 'A' was taught through realia and group 'B' was taught through matchstick figures.
- vii. Each group was taught for six days a week, one period a day each period lasted for forty 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 beginning. The results of the two tests were compared to determine the effectiveness of realia over matchstick figure 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 30 students of grade six of the school. (Pashupati Higher Secondary School, Pathraiya, Bardiya)
- ii. The primary data were collected only from the written test.
- iii. The effectiveness of realia over matchstick figure 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 to teaching present continuous tense through realia over matchstick figure 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. Item wise 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	35	62.5	27.5	27.5%
B	33.5	52.5	19	19%

This given table shows that the average score obtained by group ‘A’ were 35 in the pre-test and 62.5 in the post test. This group increased its average marks by 27.5 or 27.5 percent. Similarly, the average scores of group ‘B’ were 33.5 in the pre-test and 52.5 in the post-test group ‘B’ increased its average scores by 19 or 19 percent.

This analysis shows that the performance displayed by group ‘A’ was better than that of group ‘B’. In totality, it showed that teaching through

realia technique was more effective than the teaching through matchstick figure technique.

3.2 Item wise Comparison

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

- 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 Yes/No Question Item

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

Table No. 2
Students' Performance in Yes/No Question

Group	Av. Score in pre-test	Av. Score in post –test	D	D%
A	8.6	8.76	0.16	1.6%
B	6.72	7	0.28	2.8%

The above table shows that the average scores obtained by group 'A' were 8.6 in the pre-test and 8.76 in the post-test. Here, group 'A' increased 0.16 or 0.16 percent.

On the other hand, the average scores obtained by group 'B' were 6.72 in the pre-test and 7 in the post-test. Group 'B' increased its marks by 0.28 or 0.28 percent.

This analysis shows that both groups did not perform better, on the basis of scores of group 'A' and 'B'.

3.2.1.2 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. 3
Students' Performance in Matching items

Group	Av. Score in pre-test	Av. Score in post –test	D	D%
A	8.86	9.46	0.6	6%
B	8.73	9.66	0.93	9.3%

This table shows that the average scores obtained by group 'A' were 8.86 in the pre-test and 9.46 in the post-test. Here, group 'A' increased its average marks by 0.6 or 6.0 percent. Likewise, the average score of group 'B' were 8.73 in the pre-test and 9.66 in the post-test. Group 'B' increased its average marks by 0.93 or 9.3 percent. On the basis of above scores obtained by group 'A' and group 'B' does not seem to be significant.

3.2.1.3 True/False Item

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

Table No.4
Students' Performance in True/False Item

Group	Av. Score in pre-test	Av. Score in post –test	D	D%
A	3.6	8.5	4.9	49%
B	5.73	7.26	1.53	15.3%

The above table shows that the average scores obtained by group 'A' were 3.5 in the pre-test and 8.5 in the post-test. Group 'A' has increased its average marks by 4.9 or 49 percent.

On the other hand, the average scores of group 'B' were 5.73 in the pre-test and 7.26 in the post-test. Here, group 'B' increased its average marks by 1.53 or 15.3 percent.

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

3.2.1.4 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. 5
Students' Performance in Fill in the Blanks Item

Group	Av. Score in pre-test	Av. Score in post –test	D	D%
A	1.16	9.2	8.0	40%
B	1.16	6.16	5	25%

The above table shows that the average scores obtained by group 'A' were 1.16 in the pre-test and 9.2 in the post-test. And the average increased marks was 8.0 or 40 percent. Similarly, the average scores obtained by group 'B' were 1.16 in the pre-test and 6.16 in the post-test. The increased score of group 'B' was 5 or 25 percent.

The analysis shows that the group 'A' performed better than group 'B'.

3.2.1.5 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. 6
Students' Performance in Multiple Choice

Group	Av. Score in pre-test	Av. Score in post –test	D	D%
A	6.3	7.73	1.43	14.3%
B	4.0	6.8	2.8	28%

The above table shows that the average scores obtained by group 'A' were 6.3 in the pre-test and 7.73 in the post-test. The difference of their marks was 1.43 or 14.3 percent.

On the other hand, group 'B' obtained 4.0 average score in the pre-test and 6.8 in post-test. The difference between them was 2.8 or 28 percent. It means group 'B' increased its average marks by 2.8 or 28 percent. The difference in the score obtained by group 'A' and group 'B' does not seem to be significant.

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	2.53	5.46	2.93	29.3%
B	1.63	5.06	3.43	34.3%

The table shows that group ‘A’ obtained 2.53 average score in the pre-test and 5.46 in the post-test. Group ‘A’ increased its average marks by 2.93 or 29.3 percent.

Whereas, group ‘B’ obtained 1.63 average score in the pre-test and 5.06 in the post-test. Here, group ‘B’ increased its average marks by 4.33 or 43.3 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	2.53	5.78	3.25	32.5%

B	2.1	6.0	3.9	39%
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Here, group 'A' obtained the average score 2.53 in the pre-test and 5.78 in the post-test. This group increased its average marks by 3.25 or 32.5 percent. Similarly, group 'B' obtained the average score of 2.1 in the pre-test and 6.0 in the post-test. This shows that group 'B' increased its scores 3.9 or 39 percent. The difference in the score obtained by group 'A' and group 'B' does not seem to be significant.

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	1.46	7.33	5.87	58.7%
B	1.96	4.53	2.57	25.7%

Above table shows that the average scores obtained by group 'A' were 1.46 in the pre-test and 7.33 in the post-test. Here, group 'A' increased its average score by 5.87 or 58.7 percent. Similarly, the average scores obtained by group 'B' were 1.96 in the per-test and 4.53 in the post-test. The average increased score was 2.57 or 25.7 percent.

The analysis shows that the gap in the average score of group 'A' and group 'B' is very wide and the group 'A' has better achievement that the group 'B'. So, the effect of realia is significant in teaching short question

answer item. In another way, group 'A' performed better than group 'B' in this type of test item.

CHAPTER FOUR

FINDING 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 35 in the pre-test and 62.5 in the post-test. Here, group 'A' increased its average score by 27.5 percent. While group 'B' obtained the average scores of 33.5 in the pre-test and 52.5 in the post-test. Here, group 'B' increased its average score by 19 or 19 percent. Since the students taught through realia technique performed better than the students taught through matchstick figures technique, teaching present continuous tense through matchstick is found to be more effective than teaching through matchstick figures technique.
- ii. The result drawn out from the answers of the students in various items such as true/false, fill in the blanks, yes/no question, matching, multiple choice, short question, sentence formation and indentifying picture showed that the students belongings to group 'A' showed better improvement than the students belonging to group 'B'. Therefore, we can conclude that teaching present continuous tense through realia was more effective and better than teaching through matchstick figures.

- iii. The result drawn out from ‘true/false’, ‘fill in the blanks’ and ‘short question answer’ items show that the group ‘A’ performed better than the group ‘B’. On the other hand, the results drawn out from ‘multiple choice’ and ‘matching item’ show that the group ‘B’ performed better than the group ‘A’. Here, teaching present continuous tense through matchstick figure was more effective than teaching through realia. However, the difference in the score obtained by group ‘A’ and ‘B’ which was very little, was not significant.

4.2 Recommendations

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

- i. Group ‘A’ taught through realia performed comparatively better than group ‘B’ which was taught through matchstick figures. Thus, it indicates that a realia is more effective than matchstick figure for teaching present continuous tense at grade six. So, realia should be used for teaching present continuous tense.
- ii. In some cases (i.e. multiple choice items) matchstick figures were also found to be more effective than realia. It can also be used for teaching present continuous tense.
- iii. The language teachers and syllabus designers should emphasize the application of realia and matchstick figure in teaching present continuous tense.

- iv. This study was conducted in one of the government aided school of Bardiya district. It was limited to only 30 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 future research in different schools should be carried out and a large number of students should be involved to make the findings more reliable and valid.

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APPENDIX-I

Test items (Pre-test/Post-test)

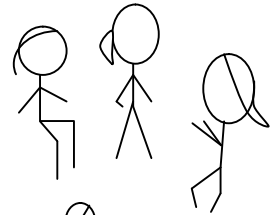
F.M.:100
Time: 2hrs
Obtained Marks:

Student's name:
Class: **Roll No.:**
School's name:

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

a) Are the girls reading?

Ans:



b) Is the girl watering now?

Ans:



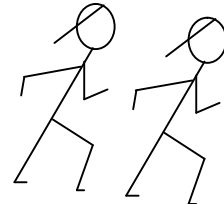
c) Is it raining now?

Ans:



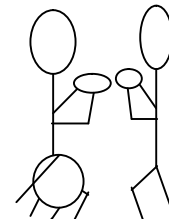
d) Are the girls writing now?

Ans:



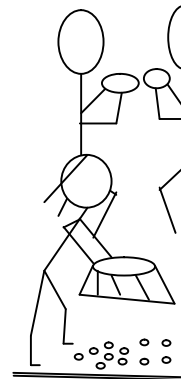
e) Are the boys eating banana now?

Ans:



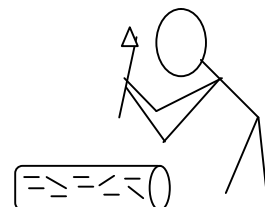
f) Is the girl sleeping now?

Ans:



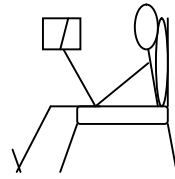
g) Is the boy cutting wood now?

Ans:



h) Is the boy playing now?

Ans:

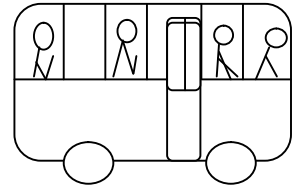


2. Match the following matchstick figures with the sentences given

below:

10

a) Ram is driving a bus now.



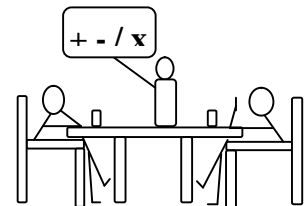
b) Devi is skipping now.



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



d) Suman is falling from the tree now.



3. Write 'T' for True and 'F' for False in the box with the help of the action of the teacher.

10

a) I am writing on the black board.

b) The teacher is drinking tea in the class.

c) The teacher is reading a note.

d) The teacher is playing football now.

e) The teacher is singing a song.

4. Complete the following incomplete sentences.

20

a) The boy is a television now.

b) The player is football now.

c) Rama is a book.

d) The boy is a bicycle now.

e) Two boys are tea.

f) The driver is bus now.

g) Susan is in the river.

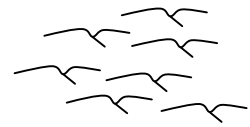
h) A singer is a song.

i) Rajan and Rohan are tennis now.

5. Answer the following questions on the basis of the given matchstick figures. (Give short answers) 10

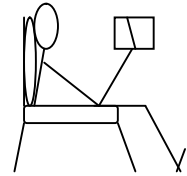
a) What are the birds doing now?

Ans: The birds are in the sky now.



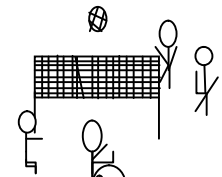
b) What is the boy doing now?

Ans: The boy is a book now.



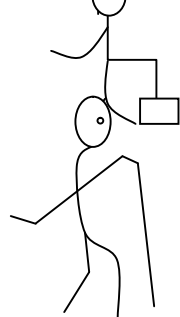
c) What are the students doing now?

Ans: The students are volleyball now.



d) What is Hari doing now?

Ans: Hari is a bag now.



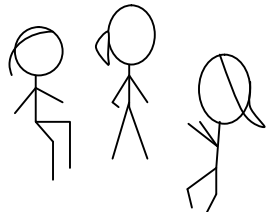
e) What is the old man doing now?

Ans: the old man is now.



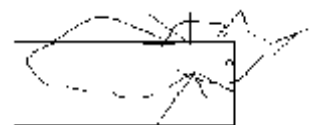
f) What are the girls doing now?

Ans: The girls are now.



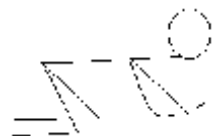
g) What is the cat doing now?

Ans: The cat is now.



h) What is the baby doing now?

Ans: The baby is now.



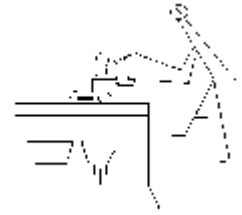
i) What are the birds doing now?



Ans: The birds are grain now.

j) What is the mother doing now?

Ans: The mother is now.



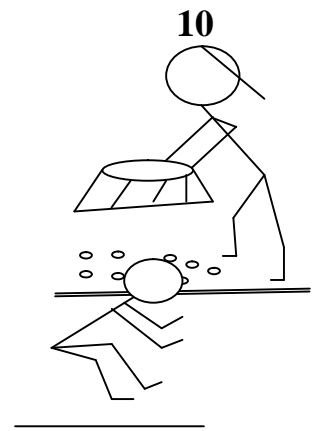
6. Fill in the blanks with suitable verb related to the matchstick figure, choosing from the bracket.

a) The girls is stones now.

(crying, throwing, writing)

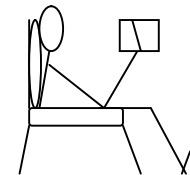
b) The boy is Now.

(reading, jumping, playing)



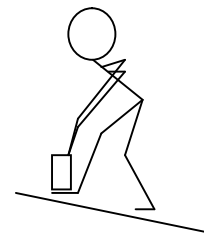
c) The man is now.

(playing, reading, walking)



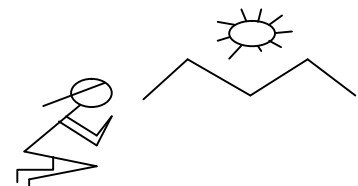
d) Ram is now.

(eating, working, singing)

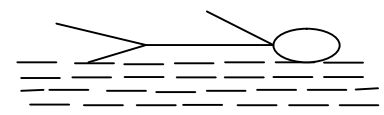


e) Rosy is now.

(eating, praying, swimming)

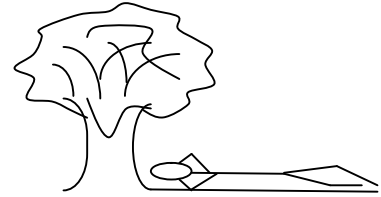


f) Susma is now.



(playing, swimming, eating)

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



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



7. Make suitable sentences by using these words with the help of the action of the teacher.

10

a) Walking

.....

b) Singing

.....

c) Writing

.....

d) Reading

.....

e) Sitting

.....

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

10

a) The girl is d...c...ng now.

b) The teacher is te...h...ng in the class.

c) The player is pl....y...ng a ball now.

d) The girls are re...d...ng the books now.

e) The man is r...d...ng a camel.

APPENDIX- II

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

S.N.	Name of the students	Obtained marks
1	Sita Chaudhary	61
2	Mohit Acharya	58.5
3	Nam Raj Shahi	55.5
4	Divakar Chhetri	54
5	Rita Tharu	49.5
6	Bina Dahit	48
7	Nisha Lamsal	46
8	Samir K.C.	44
9	Nirmala Rawal	43
10	Hikaka B.K.	41.5
11	Rikesh Thapa	38
12	Maya Chaudhary	36.5
13	Manisha Chaudhary	33
14	Dipak Pandey	32.5
15	Jank Budha	32
16	Sapsna Malla	31.5
17	Shova Nagarkoti	28.5
18	Pabitra Kefle	27
19	Rajesh Tharu	27
20	Bhuvan Tharu	26.5
21	Harikala Thapa Magar	25.5
22	Shiva Bohora	25
23	Madhav Basnet	24.5
24	Basanta Sharma	24
25	Shanty Shahi	22
26	Rajan Khatri	20.5
27	Krishna Bom	19
28	Ram Krishna Subedi	18.5
29	Laxmi Karki	17
30	Chhotu lal Tharu	15

APPENDIX-IV

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

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

APPENDIX-V

Lesson Plan

Group - A

Lesson Plan – 1

Name of school:Pashyapati Secondary School, Pathraiya, Bardiya

Number of students: 15

Technique: Realia

Class: 6

Time: 40 min

Teaching items: Teaching present continuous tense- falling, eating, drinking, fighting and sitting

Objectives: At the end of this lesson, the students will be able to:

- a) pronounce the words, falling, eating, drinking, fighting and sitting correctly
- b) identify the words- falling, eating, drinking, fighting and sitting with the help of realia

Materials: Usual classroom materials.

Activities: The teacher will:

1. tell a joke to motivate the students.
2. pronounce these words-falling, eating, drinking, fighting and sitting correctly.
3. explain the meaning through realia.

4. ask them to remember these words-falling, drinking, fighting, eating and sitting.
5. ask them to make simple sentences by using these words-falling, eating, drinking, fighting and sitting.

Evaluation

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

) What is the teacher doing now?

) What is the boy doing?

Lesson Plan - 2

Teaching items: Teaching present continuous tense- reading, singing, dancing, writing and running

Objectives: At the end of this lesson, the students will be able to:

- c) pronounce the words, reading, singing, dancing, writing and running correctly
- d) identify the words- reading, writing, dancing, and singing with the help of realia

Materials: Usual classroom materials.

Activities: The teacher will:

- a) write some words on the black board and pronounce the words herself and ask them to follow as she pronounces. E.g. reading, singing, dancing, and reading.

- b) do action of the related words- dancing, singing, reading , drawing and so on.
- c) ask them to memorize the spelling of the words.
- d) 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.
- e) ask them some short questions to break the monotony of the students.
 - e.g.) What is happening now?
 -) What is the boy doing?
 -) Who is reading a book?

Evaluation

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

- e.g.) The small baby is
-) The boy is
-) The girl is

) Ask them to pronounce the words-reading, singing, dancing, writing and running

Group- B

Lesson Plan-1

Technique: Matchstick figure

Number of students: 15

Time: 40 min.

Teaching Item: Teaching present continuous tense-drinking, diving, falling, eating, fighting and working

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

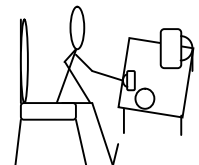
- identify these words-drinking, diving, falling, eating, fighting and working with the help of the matchstick figures.
- make correct sentences by using these words- drinking, diving, falling, eating, fighting and working

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

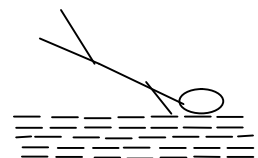
Teaching learning activities: The teacher will:

- 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 tea now.



b) Mohan is into the river.

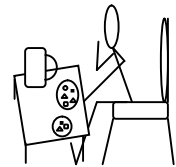


- make some sentences by using these words-falling, eating, drinking, fighting and diving.
- draw some matchstick figures on the board and ask them what is happening?
- ask them to find out the underlying structures of the following sentences with the help of the pictures. e.g.

a) The boy is falling from the tree.



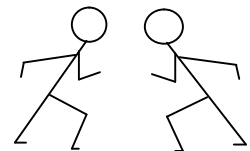
b) Suman is eating food.



Evaluation: the teacher will evaluate the students by giving tasks:

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

a) They are fighting now.



b) The boy is falling from the tree.



c) The man is working in the field.



- how do you pronounce the words –reading, singing, dancing, riding and running?

Lesson Plan-2

Teaching item: Teacher present continues tense-reading, running, shooting, raining, rowing

Objectives:

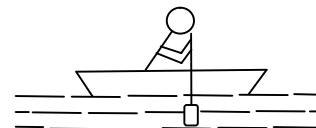
- identify these words-reading, running, shooting, raining, rowing and playing with the help of the matchstick figures.
- Make correct sentences by using these words-reading, running, shooting, raining, rowing

Teaching Materials: Matchstick figures and usual classroom materiaes.

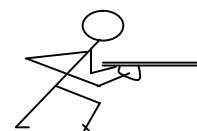
Activities: The teacher will:

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

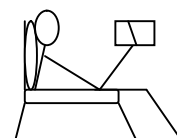
a) Who is rowing a boat?



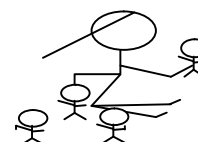
b) What is the boy doing?



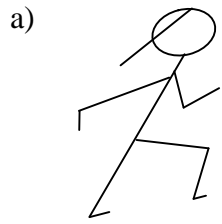
c) What is the old man doing?



d) What is the girl doing now?

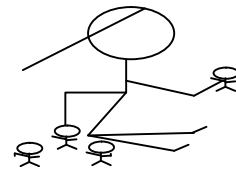


- encourage them to make their own sentences with the help of the given pictures.



- 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.

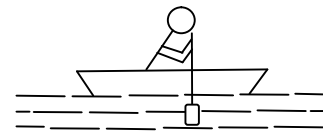
a) The small girl is



b) It is



c) The sailor is a boat.



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

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