

**TEACHING ENGLISH ALPHABET TO THE
BEGINNERS USING PICTURES AND
TRADITIONAL METHOD**

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master of' Education in English**

**Submitted by
Tolakant Neupane**

**Faculty of Education
Prithvi Narayan Campus, Pokhara
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2010

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

Dedicated
to my Parents and Teachers

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ABSTRACT

The main objective of this study was to compare the picture and traditional teaching method of teaching alphabet. For that, Shree Shitaladevi Community Secondary English Medium School, Shitaladevi, Pokhara-12 was selected where picture method is launched to teach English Alphabet to the children of Nursery class. Forty students of Nursery were the primary source. The main tools of data collection for the study were the test items. At first, a pre-test was administered. Then the students were divided into two groups as control group (A) and experimental group (B) by lucky draw system and some of the students were exchanged to maintain balance in the average obtained marks. Both of the groups were taught the last five letters of English alphabet separately. Control group was taught without using picture stamps but experimental group was taught using picture stamps. Equal time was given to both groups. After 15 days the post-test was administered to test their proficiency. The obtained data were compared and analyzed. The researcher also noted the remarks of the teachers. The study showed that the picture stamps have the high positive effect in teaching alphabet to the beginners since the students of experimental group had performed better in their post-test.

This thesis comprises of four chapters. Chapter one deals with introduction of alphabet, how to learn and teach alphabet, the short history of teaching the English language in Nepal. It also includes the review of the related literature, objectives of the study and significance of the study. Chapter two deals with the sources of data, population of the study and sampling procedure, process of data collection, and limitations of the study. The third chapter is devoted to the interpretation and analysis of the data collected. To analyze the data, scores were tabulated and the difference between pre-test and post-test was calculated in terms of average scores and percentage. The group which had higher progress rate was regarded as better group. Finally, chapter four deals with the findings and recommendations of the study.

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LIST OF ABBREVIATIONS AND SYMBOLS

B.Ed.	-	Bachelor of Education
B.S.	-	Bikram Sambat
CW	-	Class work
Exc.	-	Excellent
Exp.	-	Experimental
HW	-	Homework
M.Ed.	-	Master of Education
Min	-	Minute
No	-	Number
P.	-	Page
P.N.C.-		Prithvi Narayan Campus
S.N.	-	Serial number
Stds.	-	Students
Stf.	-	Satisfactory
T.U.	-	Tribhuvan University
UNO	-	United Nations Organization
%	-	Percent

CHAPTER ONE

INTRODUCTION

1.1 General background

Language is a gift to human to communicate with each other. It is a means of communication through which we exchange our ideas, feelings, thoughts, desires, information and so on. It is generally defined as a medium of communication. All human beings speak at least one language and it is hard to imagine much significant social and intellectual activities taking place in its absence. Thus, we can easily claim that language is the most powerful medium for receiving and conveying message.

English is the most widely used language. It is an international language as well which occupies a dominant position in the world. English language was originated from Indo-European language. Crystal (1990, p. 427) says:

English is the mother tongue of more than 300 million people in the world. The people who use English as their mother tongue for example are British, Irish, Australians, Canadians, South Africans, and so on. Similarly, around 300 million people speak English as a foreign or second language. It is the official language of UNO. (as cited in Neupane, 2008, p. 1)

Moreover, if we look at the mass media, in the field of education, science and technology, business, English is widely used. So, English is the most dominant language among all other languages spoken in the world. English is taught and learnt as a foreign language in Nepal. English language teaching has a long history in Nepal. It is a core subject from grade Nursery to Bachelor level since Rana regime to present Republican Nepal. Sharma and Sharma (2006, p. 372)

state that English entered in Nepal in 1910 B.S with the establishment of Durbar High School, the first school for English language teaching in Nepal.

1.1.1 What is Teaching Method?

Teaching method means the science or an art of teaching language or something else. Bhandari and Gyanwali (2003, p.10) state that method is an overall plan for the orderly presentation of language materials no part of which contradicts and all of which is based upon the selected approach. So, method is procedural. Method tends to be concerned primarily with teachers' and students' roles, and secondarily with such features such as subject matter, objectives, selection, gradations. Method is almost always thought of as being broadly applicable to the variety of audiences in the variety of context.

1.1.2 What are Teaching Materials?

Teaching materials are, generally, defined as any material that can be used in the classroom to facilitate learning by the teacher. Teaching materials are teaching devices such as charts, drawings, pictures, etc. to enhance and promote teaching learning process. OHP, multimedia projector, films, TV, video etc. are also teaching materials. Visual and audio aids, which can be helpful to the teacher of English as a foreign language, are known as teaching materials. Teaching materials are those which help the teacher to do his job better.

El - Araby (1974, p. 2) says, "Teaching aids are designed to help the teacher to save time and effort. Many of them can be effectively used in large classes and some of them in small classes. All of them make class interesting".

Hence, we conclude that language teachers can easily arouse the interest of their students, make them express their ideas clearly and make good use of

teaching materials. Those materials allow the students to learn quickly and easily.

1.1.3 Importance of Teaching Materials

Teaching materials have great importance in teaching and learning process. Teaching learning process, without using teaching aids, will be meaningless. The following authors state their views on the importance of teaching materials:

Lee and Copen (1964, p. 1) say that visual and aural materials can be helpful to English teacher in a number of different ways:

- i. They can brighten up the classroom and bring varieties and interests into language lessons.
- ii. Visual aids in particular can help to provide the situations (contexts) which light up the meaning of the utterances used.
- iii. Aural aids in particular can help the teacher to improve his own English and to prepare more effective lessons.
- iv. Both audio and visual aids can stimulate children to speak English as well as to read and write it.
- v. They can help in giving information of one kind or another about the background of literature and about life in English speaking countries.

So, teaching materials are very important in teaching learning activities.

According to Wright (1986, p. 46), there are some importance of teaching aids, they are as follows:

- i. They make communicative approach to language learning easier and more natural.
- ii. They can be used for decorative purpose, for creating variety and for making the lesson more interesting.

- iii. They shorten teaching learning process.
- iv. The use of aids to teach word meaning is obvious.

So, teaching materials make the teaching learning process interesting, save the time and make the learning easier and more natural.

Similarly, Aggrawal (1997, p. 36) mentions the following merits of teaching aids:

- i. They develop a sense of reality and visualness.
- ii. They develop a sense of objectivity.
- iii. They provide a kind of convenient and motivating environment.
- iv. They arouse curiosity among the students.
- v. They provide opportunity for useful mental experience and imagining, comparing, analyzing and drawing inferences.
- vi. They provide interest in the study of the subject.
- vii. They promote functional knowledge.
- viii. They supplement classroom lessons.

Therefore, the importance of teaching aids and materials in language teaching is immense.

1.1.4 Stages of Teaching Writing

a) Copying

This is the first stage of writing where children copy the given shapes, alphabet words and phrases.

b) Combining

In this stage children tries to join and combine the shapes, lines, alphabet, words and sentences.

c) Reproduction

In this stage, children themselves can reproduce and rewrite as they practise earlier.

d) Paraphrasing

Children can combine, join, reproduce and form new shapes, size, words, phrases, sentence and paragraphs too.

1.1.5 What is Alphabet?

Alphabet is the basic unit; it is the graphic symbol of language. There are twenty-six letters in English alphabet. Oxford Advanced Learners Dictionary (2005, p. 42) defines alphabet as a set of letters or symbols in fixed order in language.

The modern English alphabet is a Latin-based alphabet consisting of 26 letters. There are capital and small letters in English. They are as follows:

Capital letters: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y and Z

Small letters: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y and z

The five letters, a, e, i, o, u are considered as vowels. And rest 21 are considered as consonants (as cited in

http://en.wikipedia.org/wiki/English_alphabet).

1.1.5.1 Teaching English Alphabet and Activities

Teaching English Alphabet to the beginners is very difficult task. We must be careful while teaching them. The following are some of the points to be considered while teaching English Alphabet.

a. The Formation and Direction of the Letters

Durkin (1996) states that all vertical and all straight lines start at the top and form the vertical lines of a letter before putting in the horizontal ones (horizontal movements go from left to right) (as cited in Dahal, 2008, p. 4). Circles or parts of circles which are made in an anticlockwise direction begin at the two o'clock position (proceeding to the left), while circles or parts of circles which are made in clockwise direction begin at the ten o'clock position (proceeding to the right). Teaching learners to write their names in capital letters (or whole words not normally produced in upper case letters) is considered damaging to handwriting later on. Most copying tasks should be involved mainly lower case letters and use upper case letters according to the normal rules of capitalization, and at no greater frequency.

b. The Spacing Between Letters and Words

According to Berninger et al. (1997, p. 85), practise materials help handwriting by offering learners guidelines to letter formation, orientation and spacing. Skelton letters of alphabet are often used as the model for early handwriting practise.

So, the clear instructions should be given for spacing between letters and words.

c. The Height of Letters

The tall letters such as 'b', 'f', 'h', 'k' and 'i' should be about twice the height of small letters such as 'c', 'e' and 'o'. Medium sized letters such as 'd' and 't' should be in between. There are arguments for using plain paper with young children attempting to form the letters of the alphabet for the first time; correct pen hold, hand movement and orientation pose a sufficient challenge. A little later, ruled guidelines can be used to indicate the positioning and relative sizes of the letters.

d. The Use of Guidelines

A straight 'dotted guideline' is often included, usually running half-way between the continuous parallel ones. According to Berninger et al. (1997, p. 95), in many handwriting schemes, the space between this 'dotted line' and 'the lower of the two continuous parallel lines' defines any of the following:

1. The optimum height of the rounded part of lower-case letters (b, c, d, e, g, h, m, n, o, p, q, s)
2. The vertical length (before dotting) of letters such as 'i' and 'j'
3. The place for crossing letters such as 'f' and 't' (as cited in Dahal, 2008)

1.1.5.2 Teaching English Alphabet

The first step in becoming a successful reader is to learn to recognize the letters of the alphabet. Spoken language is represented by written words. Attaching sounds to letters and learning to write them pave the way for successful reading and writing. Reading A-Z provides a number of resources to help teachers, parents and caretakers teach the alphabetic principle. Writing is the most difficult skill among all skills. It produces a sequence of sentences arranged in a particular order and linked together in certain ways. It is a productive skill which involves manipulating, structuring, and communicating ideas.

Psychologically students are more impressed by exercises that are to be written and handed in than by those that are to be learned. Practically the students' minimum contact with the language in the classroom must be expanded as much as possible.

Learners need some practise in the recognition of handwritten text. The purpose of teaching reading, the school reading room should contain the common fonts seen in books, newspapers, and other printed materials and on general web sites. Berninger et al. (1997) state that it is notable that many of the best handwriting schemes available today, date from earlier decades when

the use of computer technology played a lesser part in both ELT and the primary school curriculum (as cited in Dahal, 2010).

1.1.5.3 Teaching English Alphabet to the Nursery Children

Teaching alphabet to the beginners is a very difficult task. Teaching a child to learn the alphabet is very rewarding to the teacher and child. Children are usually anxious to learn and absorb what is taught while playing games. Learning through play is a very important step in early childhood education. The following are the steps and instructions to teach the children of Nursery.

Things we need:

-) Alphabet chart
-) Alphabet flashcards
-) Play dough
-) Magnetic letters
-) Color sheets
-) Books about letters

Step 1

We should teach the child to sing the alphabet song by pointing to a chart, including the upper and lower case i.e. capital and small letters. Every week, we should introduce and focus on one letter by having the child do activities.

Step 2

We should introduce a letter, for example, A for apple, B for ball. Seeing, sounding and associating an object with the letter will encourage letter and sound recognition in upper and lower case letters.

Step 3

Participating in activities such as finding and cutting out a particular letter from magazines or newspapers to make a letter collage will promote learning.

Forming play dough letters, coloring letter colour sheets, playing a matching game will not only teach recognition, but will teach problem solving and build self-esteem.

Step 4

Eating a snack, such as a banana for the letter “B” or finding the letter “B” in the cereal or alphabet soup, is also a way to teach.

Step 5

Children love to interact out the letter. This not only allows them to love books, but introduce a whole world of learning and entertainment (as cited in http://www.ehow.com/how_4457651_teach-english_alphabet_nursery-children.html).

1.1.5.4 Organizing Learning Items

A task is a unit of planning and teaching containing language data and an activity or sequence of activities to be carried out by learners. This refers to the act of putting those selected items into certain groups according to certain criteria. According to Aggrawal (1997), the task of organizing the learning items/contents includes the following sub-functions.

a. Segmenting

The learning items are divided or categorized into different blocks or segments so that learning and teaching become more specific and easier.

b. Grouping

It is an act of putting those selected materials into certain groups according to certain criteria especially on the basis of similarity, simplicity and on the basis of nature of coverage, for example, putting them into sound items, word level items and function-wise classified items and so on.

c. Grading

Learning items are arranged on the basis of simple to complex, known to unknown, easy to difficult, near to far in a natural order of learning.

d. Arranging

Selected learning items are arranged in a particular order that is what we determine, for example, spiral, linear, parallel and so on. It occurs with depth and difficulty level.

e. Spacing or Distancing

Distribution of certain learning contents is repeated or kept in a proper space or distance.

f. Distributing

Learning activities or tasks or grammatical items are spread over the syllabus or distributed among various units proportionally.

g. Sequencing

It is an act of determining the order of the contents to be taught. Contents can be sequenced according to difficulty, frequency or communicative needs of the learners (as cited in Dahal, 2008).

So, learning items should be well organized according to the certain criteria to make learning fruitful.

1.1.6 Base for Producing Writing Alphabet

Adams (1990) states:

Familiarity with letters is strongly related to the ability to remember the forms of written words and with the tendency to treat print as an ordered sequence of letters rather than a holistic pattern. Finally, not being able to recognize or name letters is coupled with extreme difficulty in learning letter sound and word recognition. As Adams notes, mastering the abstract, visual forms of 26 uppercase and lowercase letters is not a "snap". The letters of the alphabet are not learned holistically; they are learned through a "visual system" in the brain that breaks down each letter into its parts. (as cited in Dahal, 2008)

The reader is using the very same types of information taught during handwriting instruction. Theoretically, students in the very beginning for practicing writing alphabet, should be taught to use different shapes as Down stroke, Straight line, Left-diagonal stroke, Right-diagonal stroke, Horizontal stroke, Oval (Anti-clockwise), Oval (Clockwise stroke), Circle (Clockwise), Circle (Anti-clockwise), and so on. The four letter groups are: (a) e, a, s, c, o (b) b, d, p, o, g, h (c) f, l, t, k, i, h and (d) n, m, u, h, r. Letters differ in the direction of their extension (b-p, d-g, q-d), their left-right orientation (b-d, p-q, g-p), their top-bottom orientation (m-w, n-u, M-W) and their line-curve features (u-v, V-U). The letters that confuse children the most are those with reversible parts such as b-d, p-d, q-b, h-u and i-l. If children are in preschool, teach the uppercase letters first since those are easier to distinguish visually.

And if you are working with children in kindergarten and grade one, focus on the lower case letters since these are the letters from most frequently encountered in text. Normally, writing pattern of capital letters is line-based and small letters are the curve-based writing.

1.1.7 Nature of the Beginners and Teaching Activities

Pre-school education is also termed as early childhood education. Normally the children from the age of 2/3 to 5/6 years are prepared for formal schooling stage. It is difficult to teach writing for children below the age of six years. As they are young, they can have a problem of motor co-ordination. Writing skills comprises different motor activities, eye co-ordination, finger co-ordination and memorizing and muscular strengths. Educational device are important for the use in teaching both reading and writing skills to the students. The device includes, in combination, a board member having a plurality groove there in, each of the grooves forming at least of portion of a specific character; a tracer element, other paper based works and activities to extend writing practices. According to Hurlock (1979), the typical skills of early childhood children are as follows:

a) Hands skills

They do self-feeding and dressing skills; they prefer throwing and catching. They can simply handle copy, pencils and paint for the use of drawing and paintings.

b) Leg skills

They learn to walk, turn, jump, dance and gallop.

c) **Speech skills**

Children of 24 months to 36 months have the limited vocabularies. Their major achievement is speaking skills. They build up vocabulary mastering pronunciation and combine words and sentence.

d) **Writing skills**

The present invention relates, in general, to an educational device for use in teaching writing skills and more specifically, the use of pencil, pen, and or brush in free-hand forming phonetic, numerical or pictorial letters and characters. The familiar ABC blocks are usually the first letter teaching device given to a child. However, such blocks do not teach anything about copying the letters and the child typically loses interest in the blocks before becoming interested in lettering.

e) **Handedness**

Early childhood may be regarded as a critical period in the establishment of handedness. In this period children have a tendency to shift from the use of one hand to another hand and also begin to concentrate on learning skills with one hand as a dominant and the other as auxiliary. As the time passes, the habit of using one hand as a dominant hand becomes more firmly established. Children normally find using right hand easier and less confused. It is believed that handedness is hereditary traits. Skills do not need the both hand's equal role: the movement and the task are made by dominant hand and the auxiliary hand helps to carry out the task.

1.1.8 Traditional and Picture Methods of Teaching Alphabet

Traditional method indicates the teaching alphabet without using anything else except copy, pencil or chalk, duster and blackboard. Here, the teacher only forces the students to read or write the alphabet. But in picture method, letters

of alphabet are taught to the beginners using matchable and colorful pictures. A Chinese proverb “A picture is worth more than thousand words” (as cited in Bhandari and Gyawali, 2003, p. 23) suggests the importance of pictures in teaching learning process. Pictures make our teaching effective and learning permanent. Moreover, they also motivate the students in their study.

1.2 Review of Related Literature

A few research studies related to teaching materials/aids can be found especially in terms of their effectiveness on teaching the English language. In Nepal, among many research studies, some of them have been conducted to find out the use of teaching materials in teaching English, whereas some of them are concerned only with the problems of teaching aids. No one has done the research on teaching alphabet using pictures stamps. The following are some related researches and their findings.

Upriety (2005) carried out his research work on ‘Phonological Disorder’. The objectives of the research were: to find out the different sound patterns in English, to suggest some pedagogical implications. The study showed that it is easy to produce the sounds if they are well organized.

Humagain (2006), conducted a study on ‘The Effectiveness of Language Games in Learning Reading Comprehension.’ The objectives of the study were: to find out the effectiveness of language games in learning comprehension and to suggest some pedagogical implications. The study showed that teaching students using games was relatively more effective than teaching them without using them for teaching reading comprehension in general.

Dahal (2008) carried out a research on ‘Teaching English Alphabet to the Beginners.’ The objectives of the research study were: to examine the process and sequence of teaching English alphabet to the beginners from both

theoretical and practical view points, to compare between and among the existing process of teaching English alphabet among the schools to the beginners considering (a) the trained, semi-trained and untrained teachers (b) government, private and Montessori schools and (c) teaching techniques methods and use of materials and to suggest some pedagogical implications. And the findings were: teaching from simple to complex pattern was followed by Montessori school mostly by semi-trained teachers, the private and Montessori school were more result oriented, Montessori school has got organized and simplified system of teaching alphabet for the beginners than at private and government schools, Montessori schools use more teaching materials than private and government schools and all the teachers of all schools taught capital letter at first and then the small letters.

Neupane (2008) carried out a research on, 'Effectiveness of Teaching Aids in the Development of Writing Skills.' The objectives of the research were: to find out the effectiveness of the teaching aids in the development of writing skills, to find out the rate of using teaching aids in different schools and to suggest some pedagogical implications. The findings of the research were: the teachers in public and community schools of Nawalparasi did not use teaching aids except usual materials, teachers focused only on the test items and classes were fully exam-oriented. All the aspects related to the experimental group were very positive; the teaching materials were integral part of teaching. They had very high positive impact in developing the writing skill in English.

Though there have been some researches done on teaching techniques and methods, no research has been done on 'Teaching English Alphabet to the Beginners Using Picture and General Traditional Method' in this department. So, it will be distinct from other researches.

1.3 Objectives of the study

The study had the following objectives:

- I) To compare the traditional and picture method of teaching alphabet to the beginners.
- II) To suggest some pedagogical implications.

1.4 Significance of the study

Besides the accepted values about the importance of teaching aids in teaching English alphabet, no research studies had been conducted in order to ascertain the concrete ratio of the effect of teaching aids on teaching English alphabet to the beginners. So, the study will be useful to those who are involved in teaching field, especially in pre-primary and primary level, and those who are interested in this field. It will be significant to teachers, students, course book designers, trainers, researchers, materials producers and so on. It will also pave the way for the further study to other researchers in the similar area.

CHAPTER TWO

METHODOLOGY

This chapter describes the research methodology that was used in the research study. It comprises the sources of data, population of the study, tools used in data collection, process of data collection and limitations of the study.

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

Students of class-Nursery studying in Shree Shitaladevi Community Secondary English Medium School, Pokhara-12, and the teachers teaching in those classes were the primary sources of data.

2.1.2 Secondary Sources of Data

The researcher also took the help of some secondary sources, books like 'Principle, Method and Techniques of Teaching' by Aggrawal (1997), 'Treatment of Handwriting Problems in Beginners' by Berninger et al. (1997), 'Research Methodology' by Adhikari and Khatiwada (2007) and so on, 'Oxford Advanced Learner's Dictionary' (7th Edition, 2005), web articles, previously carried out theses like Uprety (2005), Dahal (2008), Neupane (2008) and so on were used for the study.

2.2 Population of the Study

Forty (40) students of class Nursery of Shree Shitaladevi Community Secondary English Medium School, Pokhara-12 were the total population for the study. The researcher selected and took the pre-test of those forty (40) students and divided them into two groups as controlled group (A) and

experimental group (B). The name list of the student is presented in Appendix-D.

2.3 Sampling Procedures

Among the schools in Pokhara valley, the researcher selected forty (40) students of class Nursery of Shree Shitaladevi Community Secondary English Medium School, Pokhara-12. And he introduced the last five letters of English alphabet orally and on the board, then he took the pre-test for all of those forty students. The model question of pre-test has been given in Appendix-A. Then he divided the students as controlled group (A) and experimental group (B) on the basis of their obtained marks in pre-test. The students of controlled group (A) were taught without using extra teaching materials or picture stamps. But the students of experimental group (B) were taught using picture stamps associating the letter and related pictures as A for Apple (picture), B for Ball (picture), V for van (picture), W for watch (picture) and so on. The teaching process / steps and model exercise of both groups are given in Appendix C-J. Both of the groups were given the equal amount of time in teaching learning activities. They were taught the last 5 letters (V W X Y and Z) of English alphabet for 15 days. After 15 days, the post-test was administered for both groups. The model questions of both groups are given in the Appendix-B and C.

2.4 Tools for Data Collection

The main tools for the data collection were the test items. The model of test items is presented in Appendix- A, B and C. The weightage was 20 for each letter and altogether 100 marks. Same was the case for post-test as well. Moreover, he set a set of text containing 10 questions to the grade teachers for getting the general information. The model questionnaires has been given in

Appendix-E. An observation checklist was also prepared to collect the general class room activities, which is presented in Appendix-F.

2.5 Process of Data Collection

The process used in data collection was as follows: First of all, the permission was taken to conduct the research with the school administration. Then the researcher introduced the last 5 letters (V W X Y and Z) of English alphabet shortly. After that the researcher prepared a set of questions for pre-test and tested them. Then he divided them into two groups as controlled group (A) and experimental group (B) on the basis of the pre-test result. He taught the students of controlled group (A) without using picture stamps and the students of experimental group (B) using picture stamps in different class room periods. The researcher also observed the classroom activities. He taught them for 15 days. After 15 days, the post-test was administered to compare and analyze the result. For more information, a set of questionnaire was prepared to the teacher of Nursery class and he took the information about her view and experience of teaching using picture stamps and without using the pictures in the classroom.. The questionnaire is given in Appendix-E. Moreover, he prepared a general observation checklist to record the students' performance in their class. The model form is given in Appendix-F.

2.6 Limitations of the Study

The limitations of the study were as follows:

- (I) The study was limited to only one school i.e. Shree Shitaladevi Community Secondary English Medium School, Pokhara-12, Kaski, Nepal.
- (II) The study was based on only 40 (forty) students of Nursery and their teacher.

- (III) Due to the limitation of time, it was not possible to check the students' total performance in terms of all the letters they had acquired. Only the last 5 letters of English alphabet were examined and experimented.
- (IV) It was the comparative study between using picture stamps and without using pictures in teaching in the classroom.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the effectiveness of teaching aids i.e. pictures in teaching alphabet to the beginners. First, it presents the data in a tabular form and then interprets it. It also includes the information related to the teacher's views and experience. Students' result of both pre-test and post-test of both groups are compared and analyzed. The information received from both questionnaires and observation form is also analyzed.

3.1 General Analysis of Both Groups

During the research study, the researcher observed the students' class room activities in terms of their homework, class work, handwriting, motivation and so on and listed in the observation form. Generally, the number of students performing the activities was tabulated and analyzed which is given below.

Table No. 1

General Observation Check List

S.N.	Item	Controlled Group		Experimental Group			
		No. of Stds. (out of 20)	%	No. of Stds. (out of 20)	%		
1	Doing Homework						
	(i) Regularity	12	60%	19	95%		
	(ii) Activeness	11	55%	19	95%		
	(iii) Correctness	11	55%	19	95%		
	(iv) Interested in doing work	10	50%	19	95%		
2	Class work						
	(i) Activeness	14	70%	20	100%		
	(ii) Correctness	14	70%	20	100%		
	(iii) Interested in doing work	12	60%	20	100%		
		Stf.	Good	Exc.	Stf.	Good	Exc.
3	Handwriting	✓				✓	
4	Classroom environment	✓					✓
5	Motivation	✓					✓
6	Teachers' remarks		✓				✓
7	Researchers remarks		✓				✓

On the basis of class-observation checklist, teachers' responses and the researcher's impression, it is found that more than 95% students of experimental group were regular, 95% students were active, 95% students were very much interested in doing homework but in case of controlled group, they

were comparatively less motivated or only about 60% students were regular, 55% students were active and correct and about 50% students were interested in doing their homework.

Similarly, in case of class work of experimental group (B), 100% students were active, correct and very much interested but the students of controlled group (A), about 70% students were active, correct and 60% students were interested in doing their class work. Likewise, in case of handwriting, the handwriting of experimental group was better than the students of controlled group. The classroom environment of experimental group was peace but was a bit noisy of controlled group. The students of experimental group were highly motivated in the class but the students of controlled group were not motivated properly.

Teachers were fully satisfied and enjoyed their job teaching the students/beginners using picture stamps. They said that pictures were very useful for teaching the beginners. Picture stamps create motivation in teaching. Students were found to be very much interested in doing their class work and homework. But it lacked in the students of controlled group.

I myself realized that picture stamps motivated the students in reading and writing the alphabet. I was fully impressed with the activities of students and teacher of experimental group of Nursery class of Shree Shitaladevi Community Secondary English Medium School, Pokhara-12, Kaski, Nepal. The classroom activities of controlled group were normal; students were not so active in the classroom. The result of students shows that picture stamps are very useful to teach the students in the classroom. The average obtained marks of control group was 44 in pre-test and 69 in post-test. The average marks difference of controlled group was 25. But the average marks of the students of experimental group who were taught using picture stamps was 44 in pre-test and 97 in post-test. The average marks difference of experimental group was 53 between pre-test and post-test. So, it is proved that picture stamps are very useful in teaching alphabet to the beginners.

3.2 Performance of Group-A (Controlled Group)

The researcher requested the grade teacher to teach the students of controlled group (A) without using picture stamps, then prepared the model questions and took the test. There were 20 students in controlled group. The full marks of the test was 100. The result of the students is given below.

Table No. 2

Marks Obtained of Controlled Group (A) in Pre-test and Post-test

F.M. - 100

S.N.	Score of pre-test	Score of Post-test	Difference
1.	60	60	0
2.	40	60	20
3.	20	80	60
4.	20	80	60
5.	40	80	40
6.	60	60	0
7.	40	60	20
8.	40	100	60
9.	0	80	80
10.	60	60	0
11.	40	40	0
12.	60	60	0
13.	60	80	20
14.	40	80	40
15.	60	60	0
16.	40	80	40
17.	60	80	20
18.	60	80	20
19.	40	60	20
20.	40	40	0
Total	880	1380	500
Average Marks	44	69	25

$$\text{Average} = \frac{\text{Total Score}}{\text{Total No. of Stds.}}$$

The above table shows that student 1 has got 60 marks out of 100 in both pre-test and post-test. There is no difference in the marks obtained in both of the tests. Same is the case of the students 6, 10, 12 and 15. Similarly, student 2 has

got 40 marks out of 100 in pre-test and 60 marks in post-test. There is 20 marks difference between the marks of pre-test and post-test. Same is the case in students 7 and 19. They have got 20 marks more in post-test than pre-test. Likewise, student 3 has got 20 marks in pre-test and 80 marks in post-test. Same is the case in student 4. There is 60 marks difference between pre-test and post-test. Similarly, student 5 has got 40 marks in pre-test and 80 in post-test. There is 40 marks difference between pre-test and post-test. Same is the case in students 14 and 16. Likewise, student 8 has got 40 marks in pre-test and 100 marks in post-test out of 100. It was the highest marks in post-test of controlled group. There is 60 marks difference in pre-test and post-test. Similarly, student 9 did not get any marks or she got 0 mark in pre-test and got 80 marks in post-test. There is 80 marks difference between pre-test marks and post-test marks. Likewise, students 11 and 20 have got the same marks i.e. 40 in both tests. There is no marks difference between the tests. Similarly, students 13, 17 and 18 have got the same marks 60 in pre-test and post-test and 80 in post-test. There is 20 marks difference in the marks of pre-test and post-test.

In the given table we can see that the highest marks obtained in pre-test is 60 and lowest marks is 0. Similarly, the highest marks obtained marks in post-test is 100 and lowest marks is 40. The highest marks difference is 80 and lowest marks difference is 0. The average marks was 44 in pre-test and 69 in post-test. The average marks difference between two tests was 25 in the student of controlled group (A).

3.3 Performance of Group 'B' (Experimental Group)

The researcher prepared the model questions for pre-test and took the test, then taught the students using pictures stamps for 15 days and took post-test. There were 20 students in experimental group. The full mark of the test was 100. The result of the students is presented below.

Table No. 3

Marks Obtained of the Students of Experimental Group (B) F.M. - 100

S.N.	Score of pre-test	Score of Post-test	Difference
1.	60	100	40
2.	60	100	40
3.	40	100	60
4.	40	100	60
5.	60	80	20
6.	60	100	40
7.	20	100	80
8.	20	100	80
9.	60	100	40
10.	20	100	80
11.	60	100	40
12.	40	60	20
13.	40	100	60
14.	60	100	40
15.	20	100	80
16.	60	100	40
17.	20	100	80
18.	60	100	40
19.	20	100	80
20.	60	100	40
Total	880	1940	1060
Average Marks	44	97	53

$$\text{Average} = \frac{\text{TotalScore}}{\text{TotalNo.ofStds.}}$$

In the above given marks table, we can see that student 1 has got 60 marks in pre-test and 100 marks in post-test out of 100. There is 40 marks difference

between the marks of pre-test and post-test. Same is the case of the students 2, 6, 9, 11, 14, 16, 18 and 20. Similarly, student 3 has got 40 marks in pre-test and 100 marks in post-test. There is 60 marks difference between the marks of pre-test and post-test. Same is the case of the students 4 and 13. Likewise, student 5 has got 60 marks in pre-test and 80 marks in post-test. There is 20 marks difference between the marks of pre-test and post-test. Similarly, student 7 has got 60 marks in pre-test and 100 marks in post-test. There is 80 marks difference between the marks of pre-test and post-test. Same is the case in the students 8,10,15,17 and 19. Likewise, student 12 has got 40 marks in pre-test and 60 marks in post-test. There is 20 marks difference between the marks of pre-test and the post-test.

In the table, we can see that the highest obtained marks is 60 and the lowest marks is 20 in pre-test. Similarly, in post-test the highest marks is 100 and the lowest marks is 60. Likewise, the highest marks difference is 80 and lowest marks difference is 20. The average marks in pre-test is 44. Similarly the average marks in post-test is 97. The average marks difference is 53 in the students of experimental group.

3.4 Comparative Description

The researcher got the final result of both control group (A) and experimental group (B) and tabulated the data according to the number of students and their obtained marks with percentage of students getting the same marks. The marks table is given below.

Table No. 4**Number of Students Obtaining Different Marks**

Score	No. of stds. in Pre-test (out of 40)	Percentage (%) of Students	No. of Students in Post-test			
			Group -A (Controlled)		Group -B (Experimental)	
			No. (out of 20)	%	No. (out of 20)	%
0	1	2.5%	0	0%	0	0%
20	8	20%	0	0%	0	0%
40	13	32.5%	2	10%	0	0%
60	18	45%	7	35%	1	5%
80	0	0%	10	50%	1	5%
100	0	0%	1	5%	18	90%
Total	40	100%	20	100%	20	100%

In the above given table, there is the details of the students scores in pre-test and post-test of both groups i.e. controlled group and experimental group. We can see that there were 40 students appearing in pre-test. Similarly, in post-test, there were 20/20 students in each group. The number of students getting 0 was 1 or 2.5% out of 40 in pre-test. But none of the students got 20 marks both from controlled group and experimental group in their post-test. Similarly 8 students out of 40 or 20% students got 20 marks in pre-test but none of the students from controlled and experimental group got 20 marks in their post test. Likewise, 13 or 32.5% students got 40 marks in pre-test but 2 or 10% students out of 20 students of control group got 40 marks in post-test and none of the students of experimental group got that marks i.e. 40 in post-test. Similarly, out of 40, 18 students or 45% students got 60 marks in pre-test then out of 20, 7 students or 35% students of control group (A) got the same marks i.e. 60 in

post-test but out of 20 students of experimental group only 1 or 5% students got 60 marks in post-test. Likewise, none of the students or 50% students got 80 marks in pre-test, but 10 students or 50% students of control group got 80 marks in post-test and only 1 student or 5% students of experimental group got 80 marks in post-test. Likewise, none of the students got 100 marks in pre-test. Only 1 student or 5% students of control group got 81-100 marks in post-test. But 18 students or 90% of experimental group got 100 marks in post-test.

In the table list we can see that most of the students (18 or 45%) got 60 marks in pre-test. None of the students got 80 and 100 marks in pre-test as they were not taught properly. In case of post-test, most of the students (10 or 50%) of controlled group got 80 marks in their post-test, only one student got 100marks in post-test as they were taught without using pictures stamps. But in case of the students of experimental group, most of the students (18 out of 20 or 90%) got 100 marks in their post-test as they were taught using picture stamps. It shows that the picture stamps have the great role. It has high positive effect in teaching and learning of alphabet to the beginners.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter presents the summary of findings and the pedagogical implications based on the study which are given below under their respective sub-headings

4.1 Findings

After the description, analysis and interpretation of the data, the following findings have been set up:

- a. Students were fully motivated in the class when the teacher used picture stamps. But they were less motivated while teaching was done without using picture stamps.
- b. Ninety percent students of experimental group got 100% marks but only 5% students of controlled group got 100% marks in their post test.
- c. Students of the experimental group were highly motivated in learning than the students of controlled group.
- d. The average marks obtained by the students of experimental group in post-test was 97.
- e. The average marks difference of controlled group in post-test was 25 but the average marks difference of experimental group was 53.
- f. Handwriting was comparatively better of the students of experimental group than controlled group.
- g. The average marks obtained by controlled group in post-test was 69.

- h. In case of class work, 100% students of experimental group were active, correct and very much interested in doing activities but about 70% students of controlled group were active, correct and 60% were interested in doing the activities.
- i. In case of homework, about 95% students of experimental group were regular, active, correct and interested in doing homework but about 60% students of controlled group were regular, 55% of students were active, correct and about 50% students were interested in doing their activities.
- j. The teachers generally used picture stamps, chalk duster, blackboard, copy, pencil, picture charts, rhymes (CD), toys and other playing materials to teach the students of pre-primary level.

So, it is found that pictures are very useful in teaching alphabet to the beginners.

4.2 Recommendations

4.2.1 Recommendations for Pedagogical Implications

On the basis of the findings, the researcher puts forward the following recommendations for the pedagogical implications.

- a. Teaching alphabet associating with the matchable pictures is preferable.
- b. Using rhymes and games are useful in teaching to the students of beginning level.
- c. Teaching capital letters in the beginning is better.
- d. Before starting to write, the students should get varieties of exercises for practicing lines, dot lines, free paints, free play, curve lines etc. for motor coordination and muscular practise.

- e. Alphabet chart, alphabet flash cards, magnetic letters, colour books should be used in teaching alphabet.
- f. The school needs to manage the necessary teaching materials for effective teaching.
- g. Teachers should teach the children by singing the alphabet song and by pointing an alphabet chart.
- h. It is better to practise recognizing the alphabet, using flash cards. Holding flash cards one at a time to help the child practise the alphabet is advisable. Those flash cards must have related pictures on them which help them to associate letters with objects.

4.2.2 Recommendations for Further Research

The present study was concerned with only comparison between traditional and picture method of teaching English Alphabet. However, picture method can also be used to teach vocabulary and structure. Thus, similar research can be conducted to investigate the role of picture method in teaching vocabulary and structure. Moreover, to characterize the picture method was not the concern of this study. So, another descriptive study can be conducted to enlist the typical characteristics of picture method.

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