

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is primarily a means of communication through which human ideas, feelings, thoughts, emotions, etc. are expressed. In the absence of language, human beings cannot communicate with each other. It is the unique possession of mankind. Human beings are distinguished from all other living creatures by language. Although some languages may be more important than others according to time, place, situation, content, people, etc. all languages are equally important in terms of communicative values.

Hornby (2000, p. 720) defines language as the system of communication in speech and writing that is used by people of a particular country. Likewise, Sapir (1921, p. 8) states that "Language is a purely human and non-instinctive method of communicating ideas, emotion and desires by means of a system of voluntarily produced symbols." Similarly, in the words of Crystal (1995, p. 255) "Language is the concrete act of speaking, writing or signing in a given situation".

Thus, language has been defined variously. No single definition of language is perfect in itself. However, it is widely accepted that language is a complex human phenomenon and its main function is to communicate.

On the other hand, there are so many languages being spoken all over the world. Furthermore, some languages are no more in spoken existence but in written forms only. All the languages are used to exchange ideas. So, from this angle, they are equally important.

1.1.1 The English Language

Among the languages spoken in the world, English has been recognized as a widely used language for global communication. In addition to their national languages, nowadays most of the countries around the world have put more emphasis on the English language education, realizing that English has played greater roles on international trade, technology, education, entertainment and other aspects of social life. Because of this increasing expansion of the scope of English, demands of learning it as a second language has also been increased rapidly. As we know that different languages such as English, Nepali, Hindi, Newari, Maithali, Bhojhapuri, etc. are spoken in the world. English deserves to be regarded as an international language. It is one of the world's most widely spoken language and common means of communication between the people of different nations. One person out of the every four on earth can be reached through English. English is supposed to be the passport to the mother tongue of most of the people of great Britain, Canada, the USA and Australia. Indeed, English is supposed to be the passport to travel the whole world and this has become an indispensable and excellent vehicle for the transmission of modern civilization in any part of the world.

1.1.2 English Language Teaching in Nepal

The teaching of the English language in Nepal was formally introduced for the first time at "Darbar High School" in 1854 A.D. Prime Minister Jung Bahadur Rana established this school after returning from England to give formal education to his children and to the children of other ruling Rana family members. He visited Britain in 1850 to strengthen the ties of friendship with powerful British Empire. He realized the importance of the English language to communicate and strengthen his friendship with the English people to make his position ever stronger in Nepal. He invited an Englishman to teach the children of Rana and

Royal families. However, it was opened for the general public in 1910 A.D. After the establishment of Tri-Chandra College in 1975 B.S., English became a compulsory subject in the higher education in Nepal.

During the Rana regime, there were only limited number of schools and colleges which provided education in English medium. Now it has occupied an important place in the educational system of Nepal. In Nepal, it is taught as a compulsory subject right from primary to Bachelor's level whereas the English medium schools teach English right from the nursery level.

1.1.3 Importance of English in Nepal

English is known as the key of success in science, technology and world culture for the developing countries like Nepal. The interests of every country are growing wider with the development of modern civilization. No country can afford to limit itself to its own store of knowledge and to the researches of its own nation. Nepal cannot be untouched from above conditions.

The importance of English is increasing day by day in Nepal. Now, even after completing Bachelor's degree one has to use English as the library language or as a means of communication with the foreigners. Accordingly, it has occupied an important place in the academic world. So, it has got a high position in our curricula. Now, it has gained high prestige in both governmental and non-governmental sectors in Nepal.

Nepal has got the membership of the international organizations like the UNO, SAARC, UNESCO and so on. Most of the people use English as a common language. We use the products of foods, clothes, machines, equipments and the manuals/instruments written in English as a common language. Doctors, Engineers, pilots and high-technical personalities should have the knowledge of English. Without the knowledge of English it is very difficult to get success in higher levels of education.

Another factor for the need of English education is that many of the advanced countries have been helping Nepal in its development providing financial assistance and technicians. We need to deal with such technicians through English. Being an international language, English has become very important language.

1.1.4 Vocabulary

Language is made up of vocabulary items and grammatical rules. Vocabulary is the vital aspect of language without which a language cannot exist in the world. Each language consists of vocabulary items which are the main instruments to express ideas. However, all the languages may not be rich in vocabulary items. The more vocabulary items we have, the more we can express our ideas in different fields. Vocabulary items have the important place in any language. Communication is almost impossible in the absence of lexical items. It can be defined as the total number of words, which make up a language.

1.1.4.1 Definition of Vocabulary

Various linguists have defined vocabulary variously. In this respects, Richards et al. (1985, p. 307) says "vocabulary refers to a set of lexeme including single word, compound word, and idioms." Similarly, Crystal (1995, p. 111) states, "Vocabulary is the Everest of a language". So, while teaching and learning vocabularies, the questions on the criteria of selection and need of the learners should be properly considered.

Learning a foreign language is a matter of learning the vocabulary of that language. Vocabulary plays an important role in expressing complex thoughts and ideas. Words constitute the elements of language structure and proper knowledge of this is essential for one and all. People feel frustrated when they do not find appropriate words while speaking the target language.

Even though vocabulary is the core part of language, it is relatively neglected area or it is thought that learning a foreign language is automatically learning

vocabulary items. It is essential to deal with vocabulary items separately to advance vocabulary repertoire so that the person can have command over language. Harmer (1991, p. 153) says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used." Similarly, Wilkins (1972, p. 111) asserts, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". From these definition, we can infer that, vocabulary is the list of words used in particular language.

1.1.4.2 Types of Vocabulary

So far as the type of vocabulary is concerned, there are various criteria on the basis of which vocabulary is classified. Harmer (1991, p.159) classifies vocabulary into two types: active and passive.

Active vocabulary refers to the vocabulary that students have been taught to learn and which they are expected to be able to understand, pronounce and use constructively in speaking and writing. Passive vocabulary refers to the words which the students recognizes when they occur in a context but which they will probably not be able to produce. Active vocabulary is used in day-to-day communication. so, it seems to be productive in its nature. On the others hand, passive vocabulary is only in competence level. So, it seems to be receptive in its nature.

Fries, (1994, p. 40) classifies English words into four groups: function words, substitute words, grammatically distributed words and content words. The function words primarily perform grammatical functions e.g. 'do' signals questions. The substitute words e.g. 'he, she, it, they' etc. replace class of words

and several classes. Grammatically distributed words e.g. some, any, etc. show unusual grammatical restriction in distribution. Similarly, Aarts and Aarts (1986, p. 22) classify words into 'major' and 'minor' word class. The former is also called 'open class'. Its membership is unrestricted and indefinitely large since it allows the addition of new members. Latter is also called 'closed class'. Its membership is restricted since it does not allow the addition of new members. Moreover, the number of items they comprise is so small that they can be listed easily. In English there are four major classes; noun, verb, adjective and adverb. The minor word classes are conjunction, article, pronoun, preposition and interjection. Likewise, Richards et al. (1985, p. 61) state,

The words which refer to thing, quality , state an action and which have meaning in isolation are known as content words, but the words which have little meaning on their own, but show grammatical relationship in between sentences are known as function words.

On the basis of the structure, there are three types of word: simple, compound and complex.

Simple words consist of a single free morpheme followed, or not by an inflection affix, such as play, plays, played, etc.

Compound words consist of two or many free morphemes e.g. blackboard. A compound word is a lexical item composed of two or more parts where the parts themselves function as a word e. g. bus park, school girl, etc.

Complex words consist of a root plus one or more derivational affixes e.g. boyhood, determination, etc.

1.1.5 Importance of Teaching Vocabulary

Although sounds are the buildings blocks of language, word is probably the most important unit of language. A sound in itself has no meaning at all whereas a word

is always meaningful. With words, we can send our message, i.e. communication is possible with words. Language learners need to learn the lexis of the language. With the right choice of words, a speaker creates good impression in the hearer. So, the vocabulary teaching is essential.

Language is a composite whole comprising grammar and vocabulary. Both of these components of language are equally important for communication to be successful. We can produce infinite number of sentences on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in the case of vocabulary because a word may be used differently in different situation. Hence, a vital question arises, which of the two is more important. Grammar or Vocabulary? Thus, Vocabulary teaching is essential.

When one acquires a language, he/she acquires vocabulary automatically. This implies that language learning is the matter of learning the vocabulary of that language. So, when we want to express our feelings, thoughts, ideas, etc. we need sound vocabulary power. When we do not have vocabulary power, we fail to communicate the ideas. In this regard, Wallace (1982, p. 09) says,

It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically the matter of learning the vocabulary of that language. It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find words they need to express their thoughts, ideas and feelings while communicating in the target language, so, it needs adequate number of vocabulary to engage in communication.

Learning a word is often considered learning the meaning but it is not true. In order to know how to use a word appropriately in English, a speaker needs to know more than simply the meaning of the word.

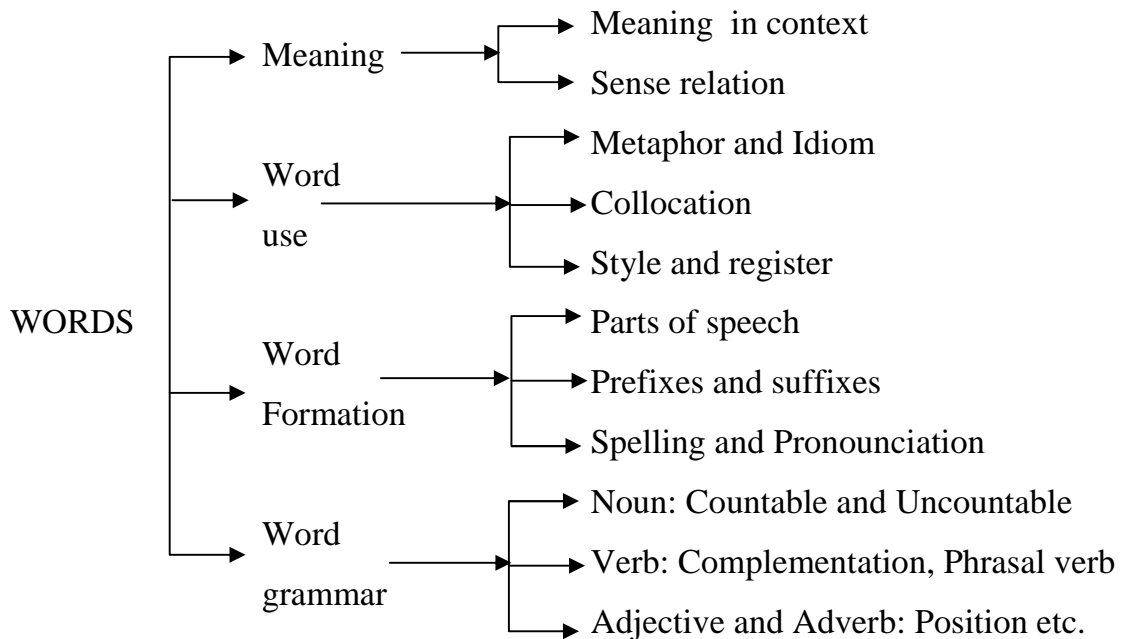
From the above paragraphs, we can say that vocabulary is the basic unit of language. It should not be neglected in teaching and learning.

1.1.6 Aspect of Learning Words

Teaching vocabulary is an entire notion which contains various aspects of vocabulary. For instance, word meaning, word use, word formation and word grammar. Unless the learner has command over these aspects of word, his/her learning remains incomplete.

It is obvious that some words are more frequent in use than other due to which we should lay emphasis on selection of words having high frequency, range, coverage, learnability, etc. While teaching vocabulary items, apart from this, we should be aware of which aspects of the words is to be highly considered.

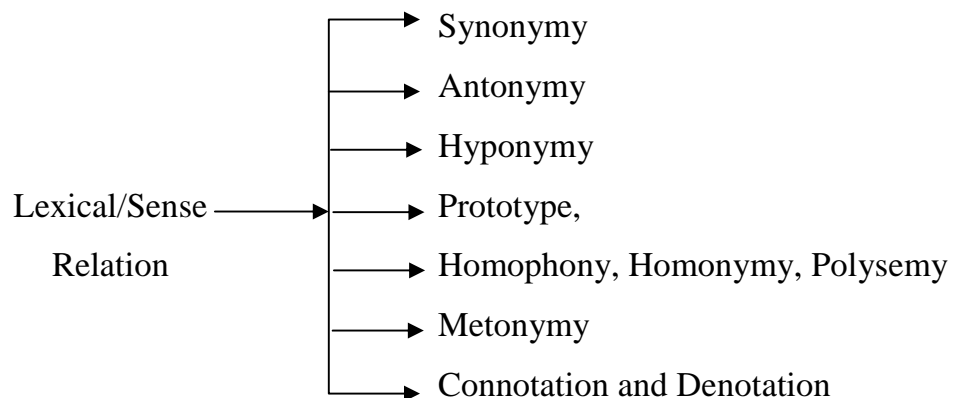
Regarding this, Harmer (1991, p. 158) has summarized knowing words as follows:



1.1.6.1 Word Meaning

Most words have more than one meaning. So, we cannot decipher the meaning of word in isolation. It needs the context in which it is used. For example, the word 'run' obviously means noun (e.g. the batsman made 12 runs), but it has more than 30 different meanings while combining it with different prepositions (which are called phrasal verbs). We decipher the meaning of a word by looking at the context in which it is used and by looking its relation to other words. For example, the word 'Bank' refers to the place where we keep money in one sense and, it has next meaning, the coastal area of a river. If we see a man drawing out his cheque book and saying 'I am going to the bank', the word 'bank' refers to 'financial institution' but if a man on a boat says, 'I am going to the bank', it refers to the coastal area of a river. Thus, while teaching the word 'bank' the teacher should teach how it is used to give different meanings in different contexts.

Next significant aspect of word meaning is sense relation. Sense relationship refers to the various ways in which the meanings of words may be related. The relationship might be of sameness or similarity of meaning. It is called synonyms or it might be opposite meaning in which case it is antonymy. Yule (1985, p.118) says, "Words are not only the meaning containers and role players but their relationship". There are various such relationship. The sense relationship incorporates the following features.



a. **Synonymy**

This is the relationship of sameness of meaning i.e. items that mean the same, or nearly the same; for example, bright, clever, smart may serve as synonyms of 'intelligent'. Synonyms are similar but seldom have the same meaning even between words that seem interchangeable, such as taxi and cab, one can be preferred over the other in certain contexts and by particular speakers. Thus, the word having similar meaning may be inappropriate in different contexts i.e. handsome refers to the charmness in boys but does not take the function of pretty, cute, beautiful.

b. **Antonymy**

It refers to the relationship of oppositeness of meaning i.e. two words or lexemes having opposite meaning i.e. alive and dead, good and bad, rich and poor etc. Antonymy is often thought of as opposite of synonymy, but the status of the two are very different. Languages have no real need of true synonyms, and it is doubtful whether any true synonymy exists. But antonymy is a regular and very natural feature of language and can be defined fairly and precisely. Antonyms can be divided into two types: gradable and non-gradable. Gradable antonymy is seen in terms of degree of quality involved. In other words, gradable pair does not necessarily imply the order.

Non-gradable antonyms are also called complement which refers to the relation between words or lexemes e.g. male and female, dead and alive, whose meanings are mutually exclusive; truth of one implies the falsity of other.

c. **Hyponymy**

Hyponymy is the relationship which obtains between specific and general lexical items, such that the former is 'included' in the latter. For example, a cat is a hyponym of animal, flute of instrument, chair of furniture and so on. Likewise any

orange or any mango is also a fruit. Therefore, the words mango and orange are hyponyms, and together they are co-hyponyms i.e. the relationship between the meaning of mango and orange is known as co-hyponymy.

d. Prototypes

It means the first design of something from which other forms are derived. Yule (1985, p.120), defines prototype as the element useful to explain meaning not in terms of component features but in terms of resemblance to the clearest example. The sparrow and pigeon are the closer prototype than eagle and ostrich to make a clear concept of bird. A sparrow would be a prototype of bird, whereas as an ostrich would not because of typical characteristics, notably its inability to fly. If the vocabulary teaching is performed with prototype, the students get chance to activate their passive vocabulary as well as the new vocabulary items can also be introduced to them in interesting way.

e. Homonymy

This refers to lexical items which have the same form but different meanings. Homonymy is illustrated from the various meaning of bear (=animal, carry) or ear (of body, of corn). We have seen how like and like can be two quite different words. I like looking Look like new. Homonyms cause a headache for learners. Thus, the teacher should teach different homonyms while teaching vocabulary items.

f. Homophony

Homophony is a type of homonymy. Homophones are words which have the same pronunciation but different written forms and meaning. For instance, threw through; rode, rowed; sew, so; some, sum; meet, meat, etc.

g. Polysemy

It refers to the multiple meaning of a single words as with 'foot' which can mean 'bottom of the leg' 'bottom of a mountain', etc. According to Crystal, (1995, p. 297) "It refers to lexical item which has a range of different meaning". The multiple meanings of polysemic words are not entirely different; they are in some way connected to the word. Thus, although the polysemous nature of vocabulary provides a complete headache for learners; it equally becomes useful if teacher teaches them different shades of meaning of a word in interesting way.

h. Metonymy

It refers to a figure of speech in which the name of an attribute of an entity is used in place of the entity itself. This is the different type of relationship between words based on a close connection in everyday experience, 'This connection is based on a container and contents, whole and part or a representative and symbol. For example:

can - juice

bottle - wine

king - crown

i. Connotation and Denotation

Denotation of a word refers to the conceptual meaning of that word. The most central part of the meaning of a word is related to the objects and things in the world. But in contrast, connotation refers to the meaning which is attached to the basic meaning of a word so it is also called secondary meaning or associative meaning. For example, Boy: a young, human being, who is playful, noisy, and lovable.

1.1.6.2 Word Use

What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. The meaning of a word can be frequently extended and stretched through following elements:

a. Metaphor

Metaphor refers to a figure of speech which makes use of comparison of descriptive term for a person and thing which is literally impossible. Richards et al., (1985, p. 106) state, "In a metaphor, no function words are used. Something is described by stating another thing with which it can be compared". In "his words stabbed at her heart", the words did not actually stab, but their effect is compared to the stabbing of knife.

b. Idiom

It refers to a sequence of words which are semantically and often syntactically restricted so that they function as a single unit. From a semantic point of view, the meaning of the individual word cannot be summed to produce the meaning of the idiomatic expression as a whole.

Hence, idiom is an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts. For example 'It's raining cats and dogs' does not mean it's raining a cat and a dog.

c. Collocation

Similarly, word meaning is also governed by collocation that is which words go with each other. For example 'bad' collocates with 'boy' but not with 'eggs', 'curd', etc. We can have a 'headache', 'stomachache', 'earache' but we can not have a 'throatache' or 'legache'. So, it is another piece of information about a new item which may be worth teaching.

d. Style

Style usually varies from casual to formal according to the type of situation, the person/persons addressed, the location, the topic discussed. According to Wallace (1989, p. 112)," It is, however word which is used in so many ways by so many different writers that is not difficult to use it with any technical sharpness." So, the use of language in different elements differs the meaning because of style. The learners should know the use of style of using words in formal and informal situations.

e. Register

Register refers to a speech variety used by a particular group of people, usually sharing the same occupation or the same interests. Register often distinguishes itself from other registers by having a number of distinctive words, by using words or phrases in a particular way.

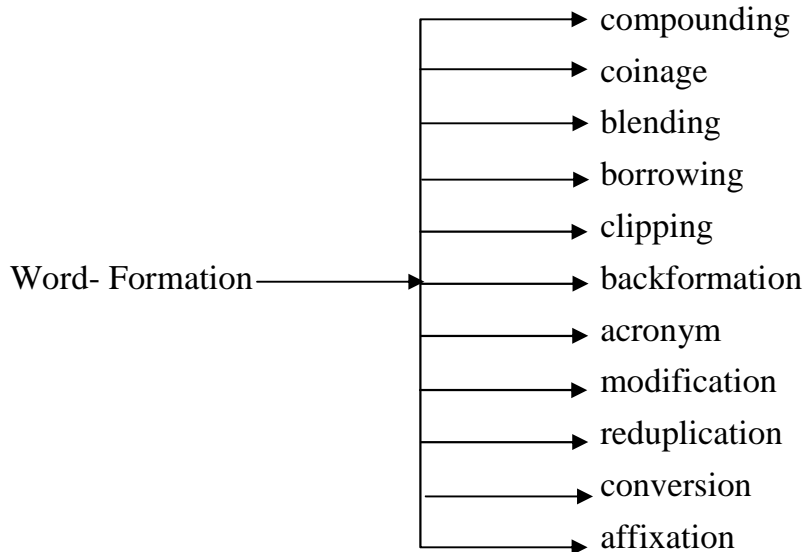
A distinction is often made between style and register. A register of English is variety of the languages used in specific contexts, such as legal English, academic English or technical English. Discrepancies in style and register are unusual collation.

1.1.6.3 Word Formation

Students need to know about word information and how to twist words to fit different grammatical contexts. As Ur (1996, p. 62) says, "Vocabulary items, whether one word, can often be broken down into their component 'bits'. Exactly, how these bits are put together is another piece of useful information perhaps mainly for more advanced learners". Similarly, Yule (1985, p. 64) states, "The study of the process whereby new words come into the relatively straight forward process for changing of the structure". So we can say that word formation is the process to make constant evolution of language in terms of new invention of

words and new uses of old terms to bring vitality and creativeness to shape language according to the need of the language user.

Yule (1985, p. 65) has categorized word formation in the following different ways:



Two words can be combined to make one item: a single compound word or two separate, sometimes hyphenated words (book-case, follow-up). Again, new coinages using the kind of combination are very common. Two words can be blended to form one new word i.e. called a blend, for example:

Hotel + motor = motel

Breakfast + lunch = brunch

A word can be co-opted from one part of speech and used as another. This process is called conversion. Typically, nouns are converted into verbs as in he watered the garden, she upped and left (preposition verb). A ballon flight is an absolute must (verb noun) additionally new words can be coined by shortening/clipping longer words. For example, Flu from influenza.

Forming a new word by the removal of an affix from the existing word is called back formation. For example, televise from television, peddle from peddler. Likewise, words can be formed by borrowing from another language. The

technique of grouping the initial letters to form a new word is known as acronym. For example, the UNESCO from United Nation Educational, Scientific and cultural organization.

Derivation of a word from another word by changing a sound segment/spelling in writing is called modification. For example, tooth-teeth, foot feet, man-men, etc.

Reduplication is the process of word formation in which prefix or suffix reflects certain phonological characteristics of the root, for example, Ding-dong, Tip-top.

Affixation is the morphological process where by grammatical or lexical information is added to stem. Crystal (1995, p. 98) divides affixation into two types: inflectional and derivational.

a. Inflection

Inflection is the bound morpheme used in word formation process which does not make any basic meaning change. Hockett (1958, p. 209) defines inflection as the part of morphology which involves inflectional affixes. In a single paradigm only one inflection can be used. Inflection can also be defined as a change in the form of a word to express its relation to other words in the sentence. Inflection does not make any change in word class, e.g. play - plays - played, but it changes the grammar of words.

b. Derivation

Derivation is the most common word formation process used for the production of new English words. In derivation a large number of small bits of language called affixes are added to other words. For example: un-, mis-, dis-, ful-, less-, ment-, ism-, ish-, are added in the words like uneducated, misfortune, disarmament, prehistoric, respectful, helpfulness, arrangement, heroism, boyish, careless, etc.

We can say that derivation is a process where new words are formed from the existing words, example: play-player, wash-washable.

Thus, word formation means knowing how words are written and spoken and knowing how they can change their forms. So, the students should be made familiar to all these phenomena while teaching vocabulary items.

1.1.6.4 Word Grammar

Another important aspect of learning words is word grammar. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences. It is important to provide learner with this information at the same time as we teach the base form. While teaching a new verb, we might give its past form, if this is irregular or regular, and we might note if it is transitive or intransitive. Similarly, while teaching a noun, we may wish to present its plural form, if irregular (mouse, mice) or draw learners attention to the fact that it has no plural at all (advice, information).

There are many other areas of grammatical behavior that students need to know about it. Such as,

What are phrasal verbs and how do they behave?

How are adjectives ordered?

What position can adverbs be used in ?

Thus, somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular.

We can draw the inference from the above description that knowing a word does not mean only recognizing meaning but also knowing word use, formation and

grammar. So, while teaching words, the teacher should lay emphasis on teaching all the aspects of vocabulary items.

1.1.7 Ways of Teaching Vocabulary

A number of ways to teach vocabulary items have been found, however, broadly speaking, there are two ways of teaching words; direct and indirect (Adhikari, 2005, pp. 20-22).

1.1.7.1 Direct Way of Teaching Vocabulary

Direct vocabulary teaching and learning refers to that process in which individual items are learnt consciously i.e. focusing the attention to the target items. In this process either the teacher selects the difficult items or asks his students to select them. Then he/she supplies the meaning of those words with the help of a number of techniques: translation, synonym, antonym, definition, explanation, demonstration, etc. Then, he/she exemplifies the items in sentences. As a next step, the teacher asks his students to study the meaning and sentences for a while and try to produce similar sentences. Lastly, he/she asks the student to produce their own sentences. The process shows that there must be three steps to learn a vocabulary items directly. In the first step, the meaning and the illustration are presented, in the second the same are practiced and in the third the new sentences with the newly exposed items are produced. The teacher has to be active in the first step. He/she must be helping the students in understanding the meaning and in trying to produce the similar sentences. He is supposed to be a judge in the third step-observing and confirming the student's productions.

1.1.7.2 Indirect Way of Teaching Vocabulary

Indirect vocabulary teaching and learning refers to a process in which the students learn the target item without directly focusing on it. In this technique they are exposed to a series of reading materials and encouraged to read the material on

their own so that they can form the habit of guessing the meaning from the context. Inferred meaning is verified and confirmed when the items recur again and again. The belief behind indirect learning is that the foreign language learners can acquire the targeted items. The teacher's role in this process is just like that of a guide or a facilitator from the beginning to the end.

1.1.8 Techniques of Teaching Meaning of Vocabulary

Obviously speaking, technique refers to presentation of items to the students in a understandable way. The main aim of teaching vocabulary is to make students find out word meaning themselves in different contexts. So, vocabulary items should be taught in a way that must help learner to use them in proper and suitable context. So, the techniques for vocabulary teaching should be perfect.

Regarding the techniques of teaching vocabulary different writers have given different views. But we follow the following techniques while teaching vocabulary.

- i. Use of realia (real object): Realia refers to the real objects, which can be brought and used into the classroom for teaching words. The name of many things can easily be taught by showing these objects or their models. For example word like, ball, watch, ruler etc., can be taught with relia.
- ii. Use of picture: Pictures are very useful means of teaching vocabulary. There is one saying "A picture is worth than ten thousands words". Pictures can be used when concrete objects are impossible to bring into the classroom. For example words like cow, car, elephant, etc. can be taught using pictures.
- iii. Use of mime, action and gesture: Explaining the meaning of words through the use of relia or pictures, sometimes becomes impossible. For example, word like running, jumping , smoking can be best taught through the use of mime, action and gesture but not through the use of realia.

- iv. Use of contrast: We can also teach meaning of words by contrasting them with another word. Such as 'big' can be taught contrasting it with 'small'.
- v. Use of Translation: We can also teach meaning of words by translating into student's mother tongue. It is an easy and quick way. It is useful in teaching meaning of abstract words.
- vi. Use of demonstration: It is not always possible to teach the meaning of words either through the use of real objects or pictures. Simple action can be performed to act out the meaning of several words. The word may refer to different kinds of movement e.g. working, running, laughing, teaching, etc. Teaching vocabulary through demonstration will help students understand their meaning easily.
- vii. Use of game: Vocabulary can be best taught by creating vocabulary game as it creates interest on the part of students. This technique also lays emphasis on learning by doing resulting in long lasting retention in the students. So, there are lots of games such as word puzzle, jumble word, etc. which can be used to teach meaning of words.
- viii. Use of context : Simply, context refers to the situation in which something is communicated. Context occupies important place in vocabulary teaching as teaching vocabulary without using context can not be effective for students to guess and find out the real meaning of a word. When the students are taught vocabulary through context it will be very helpful to motivate, create interest and break the monotony of the classroom. So, it can be developed as one of the techniques of teaching vocabulary.

Context refers to the environment or circumstance(s) in which the discourse takes up. A string of language cannot be fully analyzed without considering the context in which it has emerged. In the view of Richards et al. (1985, p. 86), 'context' refers to a situation occurring before or after a word or a string of sentences. The context always helps us in understanding the intended meaning of a word or an

utterance. The context occurring in a linguistic event may be a broader spectrum, such as a social, historical, economic, geographic, political, religious, legal, literacy, business and innumerable others. The importance of context for the interpretation of a sentence in a text is unquestionable. The meaning and effects of a sentence in one particular set of context can be entirely different when used in another set of context, specially when the factors like speakers, hearers, location and timing of an utterance are different. Let's consider the some utterances, used in two different sets of context.

'How brave of you, Bikash !'

Context A:

Speaker: Teachers; hearer; students, place: a torrential river, time: evening. They notice a student drowning in the flooded river. The student, Bikash by name, dives into the river and takes out the drowning student. The teacher remarks:

"How brave of you, Bikash!"

Context B:

Speaker: a friend; hearer: Bikash;place: a bushy area; time; evening. Bikash tramples down a mouse to death. His friend remarks at this:

"How brave of you, Bikash!"

The above similar remarks in the two different sets of context will be interpreted differently. In context A, the remark serves as an attribute, praising the courage and promptness of Bikash in saving his friend's life. While the same remark, in context B, will be taken as a satire on Bikash's insensitivity.

1.1.8.1 Types of Context

Nunan (1993, p. 48) has classified the context in the following three types.

a. Linguistic context

Linguistic context refers to the language that surrounds or accompanies the piece of discourse. Nunan (1993, p. 47) views that linguistic context refers to the words

and utterances, surrounding a piece of discourse. It is the preceding text called co-text of the given discourse that provides clues to interpret the text.

b. Situational Context

Situational context refers to the whole set of external word features, considered to be relevant the features of an utterance. It enables us to interpret the features of non-linguistic word in relation to the linguistic units. It includes the total non-linguistic background to a text, including the immediate situation in which it is used and the awareness by the speaker and hearer of what has been said earlier and of any relevant belief or pre-supposition.

c. Experiential Context

Experiential context refers to all those experiences of our mind realized through our five sensory stimuli such as olfactory, tactile, visual, gustatory and auditory. Though these experiences of human mind are non-verbal in the experiential contexts, they are crucially important stimuli because the interpretation of a discourse is nearly impossible unless these stimuli are properly used in reference to their contexts. Whatever we see, hear, smell, taste and touch, that is immediately communicated to our brains. These aspects of experiences are integral to any types of discourse inclusive of types of communicative events (such as jokes, stories, lectures, greetings etc.) topic of events, the purpose of event, the setting (location, time of day, season of the year) and physical aspects of situation (size of the room, arrangement of furniture), the participants, their reciprocal relationship, their background knowledge and assumption underlying the communicative events.

1.1.8.2 Importance of Context in Teaching Vocabulary

So far as the importance of context in teaching vocabulary is concerned, it can be considered as supplementary for teaching the English language. This thesis is based on the research work to find out the effectiveness of teaching vocabulary

through contexts. It is a universally agreed fact that a linguistic string or a sentence cannot be fully understood without taking context in consideration. Here, the short stories in this thesis have been used to provide the better context in which it is very helpful to motivate, create interest and break the monotony of classroom. When we teach vocabulary to our students through context using short stories, they will feel easy to comprehend the text in general and its meaning in particular. Besides, the students will develop the skill of pronunciation of particular word and use those words and phrases in their own sentences while making sensible sentences of their own. In this way, almost all the aspects of word can be taught through context.

Furthermore, context can also be very useful means to teach all the four skills of a language such as listening, speaking, reading and writing. Thus, the students can develop all those four skills of a learning a language in general and English language in particular.

It can be concluded that the importance of context is crucial in teaching English language in general to non-native speakers of English without which nothing can be understood by the students. Teaching vocabulary is one of the major aspects of a language. So context can be used as one of the techniques of teaching vocabulary.

1.2 Review of the Related Literature

Review of literature means reviewing research studies of other relevant propositions in the related area of the study so that all the past studies, their conclusions and deficiencies may be known and further research can be conducted. So far various research works have been carried out related to vocabulary. Some of them are related to this research are reviewed here.

Chudal (1997) in his thesis entitled "The Vocabulary Achievement of the Students of Grade Six" has made an attempt to explore the students' achievement of English vocabulary used in the English textbook of grade six as a whole. The finding was that the achievement level was poor. The students of urban area had better result than that of rural area. Girl's proficiency was better in rural area than that of boys but vice-versa in urban area.

Karki (2000) in his thesis "A Study of English Vocabulary Achievement of the Students of Grade Eight" has made an attempt to investigate students English vocabulary achievement in nouns in comparison to verbs. Along with the satisfactory English vocabulary achievement, it was found that the achievement of nouns was better in comparison to verbs.

Tiwari (2001) in his thesis entitled "A Study on English Vocabulary Achievement by the Student of Grade X" has made an attempt to investigate the students' achievement of English vocabulary used in the new English textbook for grade X. It concluded that the students' level of achievement was not satisfactory.

Upadhayay (2002) has carried out a research on "A Study on Achievement of Phrasal Verbs of the Students of Higher Secondary Level". The main objective of this study was to find out the proficiency level in the use of phrasal verbs of the students of higher secondary level. He came with the conclusion that the achievement of phrasal verbs of the students of higher secondary level was satisfactory.

Gyawali (2004) has carried out a research on "A Study on Teaching Vocabulary Through Direct and Indirect Techniques". He has made an effort to find the effectiveness of indirect technique over direct technique in teaching vocabulary and came up with a conclusion that the former was more effective than the latter.

Adhakari (2005) has carried out a research on "The Effectiveness of Teaching Vocabulary Through Games". He found that the game as a technique of teaching vocabulary was quite effective than usual technique of teaching vocabulary.

Chaudhary (2007) has carried out a research on "The Effectiveness of Teaching Vocabulary Through Songs and Rhymes". It was found that the effectiveness of teaching vocabulary through songs and rhymes was more effective than teaching with usual classroom technique i.e. without using songs and rhymes.

The present study is different because no study has yet been carried out on the effectiveness of teaching vocabulary through context. Thus it is a new venture in itself.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i. To find out the effectiveness of teaching vocabulary through contexts.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be useful for those who are involved in the field of language teaching especially in ELT. It will make a very remarkable contribution to the area of teaching vocabulary through contexts and other relevant techniques and methods. It is universally accepted fact that a linguistic sentence cannot be fully understood without taking context in consideration. The contexts which have been given in this thesis provide a better opportunity for the students to motivate, create interest and understand the texts in general and its meaning in particular.

CHAPTER TWO

METHODOLOGY

The process involved throughout the whole work need to be systematic for the achievement of the objectives. The success of work largely depends on the way it is performed. Since research is a scientific discipline, it deserves much more attention on the part of the researcher. A systematic study needs to follow a proper methodology to achieve the predetermined objectives. To quote, Kothari (1993, p.19), "Research methodology is a sequential procedure and methods to be adopted in a systematic study". In this study the researcher has tried to find out the effectiveness of teaching of English vocabulary at grade 8 through context. The methodology adopted during the study is discussed below:

2.1 Source of Data

The present research is actually a practical study in which both primary and secondary sources of data were used.

2.1.1 Primary Source of Data

The students of grade 8 studying in Shree Trijuddha Mahabir Prasad Raghbir Ram Secondary School, Birgunj, Parsa, were the primary source of data.

2.1.2 Secondary Sources of Data

Regarding the secondary sources of data, detailed information is presented in the bibliography. However, the following scholar's books were consulted by the researcher: Wallace (1982), Harmer (1991), UR (1996). Apart from these several theses, articles, journals related with the research work were consulted by the researcher.

2.2 Tools for Data Collection

Before preparing the set of test items, vocabularies from the textbook of grade eight were collected and a set of different test items was prepared as a major tool for data collection. It carried 50 marks. To make the analysis convenient, the test items were categorized into 'multiple choice', fill in the blanks', antonyms and synonyms', and 'matching items. The following table depicts the test categories with marks:

S.N.	Test Categories	Q.N.	Marks
1	Multiple choice	Question No. 1	5
2	Fill in the blanks	Question No. 2	5
3	Synonyms and antonyms	Question No. 3	10
4	Word arrangement	Question No. 4	10
5	Making sentences	Question No. 5	10
6	Matching items	Question No. 6	10
Full Marks			50

2.3 Process of Data Collection

The researcher collected the primary data from the written work of the students. For this, he followed the following procedures:

- i. First of all, the researcher prepared a set of written test and visited the selected school. For the test items, he selected 75 vocabulary items out of the 270 words from the grade eight "Our English Book" for experimental classes.
- ii. The researcher requested the headmaster and the class teacher for providing the class to administer the test.

- iii. A written pre-test was administered to determine the actual vocabulary level of the students. They were given two hours time to attempt the questions. Then their written responses were collected and marked.
- iv. The researcher determined the rank of the students on the basis of odd-even roll number according to their individual obtained marks. The procedure of the group division was as follows:

Group 'A'	Group 'A'
Odd	Even

- v. The students were divided into two groups and they were taught side by side. Group 'A' was taught vocabulary through context and group 'B' was taught without using context.
- vi. Each group was taught vocabulary five days a week, one period a day and each period lasted for forty five minutes. The teaching approximately lasted for a month.
- vii. After the experiment, a post-test was administered using the same test item used in the pre-test.
- viii. Finally the performances of the groups were compared and analyzed in order to explore the effectiveness of teaching vocabulary through context.

2.4 Limitations of the Study

To include a large area in this kind of small research would be impossible due to limited resources and time. Under certain limitations, it can measure the actual problems. Having considered all these things, there were certain limitations of the study which are as follows:

- i. The study was limited to Sharee Trijuddha Mahabir Prasad Raghbir Ram Secondary School Birgunj, Parsa, Nepal.
- ii. Only forty students of grade Eight of the same school were selected as the sample of this study.
- iii. The primary data for this study were collected from the written text.

- iv. The effectiveness of teaching vocabulary through context was observed only in grade Eight.
- v. The limitation of the time of the study was four weeks.
- vi. Though there are various techniques of teaching vocabulary, experimental group was taught vocabulary by using context.
- vii. Short stories were used to provide the context.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. Data were obtained from the due effort of the experimental study and since it was an experimental research it required a lot of information from the practical field. The main aim of this research was to explore the effectiveness of teaching vocabulary through context.

The data have been presented comparatively in holistic and item wise forms.

3.1 Holistic Comparison

In this comparison the result of group 'A' and group 'B' has been mentioned holistically.

Table No. 1

The Average Result of the Pre and Post-test of Group 'A' and Group 'B'

Group	Pre-test	Post-test	Diff.	Diff. %
A	13.95	32.9	18.95	37.9
B	14.55	25.05	10.5	21

The table given above shows the average score obtained by the students of group 'A' in the pre-test and the post-test. Group 'A' got 13.95 average score in the pre-test and 32.9 in the post-test and increased its marks by 18.95 in average score or 37.9 average percentage. On the other hand, group 'B' got 14.55 and 25.05 average score in the pre-test and the post - test respectively. Thus, group 'B' increased its marks by 10.5 in average score or 21 average percentage in the post test. It reveals the fact that group 'A' learnt more effectively than group 'B'. The difference in average score of group 'A' was 18.95 and Group 'B' was 10.5 between the two tests. So, as a whole, group 'A' progressed by 8.45 more average score than group 'B'.

3.2 Item wise Comparison

In this comparison the average score of both group 'A' and group 'B' in both of the tests (pre and Post test) in each six test-items has been shown with the help of following table.

Table No. 2
Score Achieved in Multiple Choice Test-items

Group	Pre-test		Post-test		Difference	
	Average Score	Average Percentage	Average Score	Average Percentage	Average Score	Average Percentage
A	1.75	35	3.95	79	2.2	44
B	2.05	41	3.47	69.5	1.42	28.5

The above table shows that group 'A' obtained 1.75 and 3.95 average scores in the pre-test and post-test respectively. Thus, while comparing two tests, group 'A' increased its marks by 2.2 average score and 44 average percentage.

On the other hand, average score of group 'B' in the pre-test was 2.05 and 3.47 in the post-test respectively. It got 1.42 average score and 28.5 average percentage. From the data we draw the conclusion that group 'A' excelled group 'B' in the post-test because the former got 44 average percentage but the latter got only 28.5 average percentage in post-test. So, group 'A' progressed by 15.5 more average percentage than group 'B'.

Table No. 3

Score Achieved in Fill in the Blanks Text-Items

Group	Pre-test		Post-test		Difference	
	Average Score	Average Percentage	Average Score	Average Percentage	Average Score	Average Percentage
A	2.15	43	4.4	88	2.25	45
B	2.15	43	3.32	66.5	1.17	23.5

The above table displays the achievement of the student in the pre-test and the the post-test in fill in the blanks test-item. It shows that group 'A' obtained 2.15 average score in the pre-test and 4.4 in the post-test and increased its marks by 45 percent in average percentage. On the contrary, group 'B' obtained 2.15 average score in the pre-test and 3.32 in the post -test and increased by 23.5 differences in a average percentage. It reveals the fact that group 'A' achieved more progress in the area of vocabulary than group 'B' because of former one got 45 average percentages in the post-test but the latter one got only 23.5 average percentage in the post-test.

Table No. 4

Score Achieved in Synonyms and Antonyms Test items

Group	Pre-test		Post-test		Difference	
	Average Score	Average Percentage	Average Score	Average Percentage	Average Score	Average Percentage
A	2.7	27	6.55	65.5	3.85	38.5
B	3.05	30.5	4.9	49	1.85	18.5

The above table shows that group 'A' got 2.7 average score in the pre-test and 6.55 in the post-test. It increased with 3.85 scores in the post-test and this group increased by 38.5 average percentage in the post-test.

On the country, group 'B' obtained 3.05 and 4.9 average score in the pre and the post-test respectively. It increased only by 1.85 average score and 18.5 average

percentage in the post-test. This data displays that group 'A' got better achievement than group 'B' in this test item.

Table No. 5
Score Achieved in Word Arrangement Test-items

Group	Pre-test		Post-test		Difference	
	Average Score	Average Percentage	Average Score	Average Percentage	Average Score	Average Percentage
A	2.1	21	5.75	57.5	3.65	36.5
B	2.2	22	4.2	42	2	20

The table shows that group 'B' in the pre-test got average score 2.2 against 2.1 average score of group 'A'. Similarly, group 'B' in the post-test got 4.2 average score but group 'A' got 5.75 average score in the post-test. Thus, teaching vocabulary through context is more effective in terms of this test items.

Table No. 6
Score Achieved in Making Sentences Test-item

Group	Pre-test		Post-test		Difference	
	Average Score	Average Percentage	Average Score	Average Percentage	Average Score	Average Percentage
A	3.1	31	5.5	55	2.4	24
B	2.9	29	4.3	43	1.4	14

The above table shows that group 'A' got 3.1 average score in the pre-test and 5.5 average score in the post-test and increased its mark by 24 average percentage.

Group 'B' got 2.9 average score in the pre-test and 4.3 average score in the post-test. It increased its mark by 1.4 that is 14 percent.

So group 'A' got 10 average percentages more than group 'B'. In this case as well students taught through context performed better than the students in controlled group.

Table No. 7
Score Achieved in Matching Test-Items

Group	Pre-test		Post-test		Difference	
	Average Score	Average Percentage	Average Score	Average Percentage	Average Score	Average Percentage
A	2.15	21.5	6.75	67.5	4.6	46
B	2.2	22	4.85	48.5	2.65	26.5

The above table shows that in the pre-test group 'B' got average score 2.2 against 2.15 average score of group 'A' which means that group 'B' was leading group 'A' by 0.05 more average score.

However, in the post-test, it was reversed i.e. group 'A' got 6.75 average score against group 'B' which got 48.5 average score. Thus, learning vocabulary through contexts has become more effective in terms of this test-items because the difference in average percentage of group 'A' is 4.6 but of group 'B' is only 2.65 which means group 'A' excelled group 'B' by 1.95 more average score.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter is categorized into two parts viz; findings and recommendations. After analyzing and interpreting the data, some findings have been derived out. Similarly, some recommendations have also been suggested on the basis of the findings.

4.1 Findings

On the basis of analysis and interpretation of the data, the following major findings of the research have been drawn:

- i. As a whole group 'A' performed better than that of group 'B' by 16.9 percent.
- ii. In multiple choice test item group 'A' performed better than that of group 'B' by 15.5 average percentage.
- iii. Group 'A' performed better than that of group 'B' by 21.5 average percentage in test item fill in the blanks.
- iv. Likewise, group 'A' performed better than that of group 'B' by 20 average percentage in the test-item antonyms and synonyms.
- v. Similarly Group 'A' performed better than that of group 'B' by 16.5 average percentage in the test-item word arrangement.
- vi. Group 'A' performed better than that of group 'B' by 10 average percentage in sentence making.
- vii. Group 'A' performed better than that of group 'B' in matching test item by 19.5 average percentage.

4.2 Recommendations

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

- i. This research shows that group 'A' performed relatively better than group 'B'. Thus, teaching vocabulary through contexts is beneficial and should be used to teach vocabulary items in all the schools of Nepal. This implies that this technique should be used for teaching vocabulary.
- ii. The textbook writer should include many contexts in their textbooks so that the teachers can present the vocabulary items by involving the students in various real life situations and develop in them the habit of learning word in context.
- iii. The syllabus designer and methodologist should encourage the use of context in the teaching of vocabulary in particular and language in general. Even though it may be difficult to present contexts for each language items in the textbook and syllabus, it is inevitable to mention contexts in right place for vocabulary item in particular.
- iv. The research was limited only to 40 students of a government aided school only. It cannot be, however, claimed that the findings of this study are applicable to all schools of Nepal. In order to test the validity of this research findings, it is desirable to carry out further research in this area involving more and more number of schools and students.

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APPENDIX I

Pre-test and Post-test Items

Name of the student.....

Full Marks-50

1. Tick (✓) the best similar meaning of the following words or phrases.
10x0.5=5
- i. Prey
a) hung b) hunt c) pray d) hunter
- ii. Frightened
a) terrified b) satisfied c) cried d) angry
- iii. I shall grow rich in no time. In this sentence the phrases "in no time" is similar to the word.
a) slowly b) fast c) gradually d) untimely
- iv. Tired
a) tried b) exhausted c) frightened d) hungry
- v. Feeling that you want to eat something is called
a) angry b) chewing c) hungry d) thirsty
- vi. An animal like a large rabbit with very strong back legs is called
a) tiger b) rat c) hare d) hare
- vii. Quarrelling
a) arguing b) laughing c) talking d) pushing
- viii. Offered
a) talked b) liked c) gave d) took
- ix. Refuse
a) agree b) suppose c) accept d) reject
- x. Howling
a) singing b) dancing c) laughing d) crying
2. Fill in the blanks choosing the correct word from the brackets. 10x0.5=5
a) Those grapes are (sour/shower) to eat.

- b) Somebody is at me very seriously. (staring/seeing)
- c) Please, keep(quite/ quiet) I am reading a book.
- d) He looks very (tired / tried).
- e) She writes in her every day. (dairy/ diary)
- f) Heto teach them a useful lesson. (went/ wants)
- g) I would stronglyyou to use the dictionary. (advice/ advise)
- h) The lion used to move for to satisfy his hunger. (pray/prey)
- i) I alwaysto the news on radio. (hear/ listen)
- j) She has a at her home. (here/hare)

3. Write down the words as indicated. 10x1=10

- a) united (antonym)
- b) happy (antonym)
- c) agreed (synonym)
- d) continuously (synonym)
- e) always (antonym)
- f) cunning (synonym)
- g) beautiful (antonym)
- h)reply (synonym)
- i) slave (antonym)
- j) admire (synonym)

4. Arrange the jumbled words meaningfully. 10x1=10

- a) mearst
- b) nodkye
- c) niol
- d) peehs
- e) yoj
- f) prages
- g) rirve
- h) gryunh
- i) rmeraf
- j) rgeeyd

5. Make sensible sentences using these words . 5x2=10

- a) foolish
- b) promised.....
- c) jump.....
- d) creature.....
- e) bunch of.....

6. Match the words in group 'A' with their similar meaning in group 'B'.

10x1=10

Group A

Pleasant

Promise

Narrow

Protest

Reward

Bitterly

Steady

Gazing

Trouble

Surprise

Group B

bonus

object

startle

slow

charming

vow

close

severely

staring

irritate

APPENDIX-II

Sample of the Lesson Plans

Lesson Plan No 1

Teaching Item: maze, boast, wandered, horried smell, lay, Minotour

Objectives: To give the meaning of the words mentioned above.
To make sensible sentences using the above given words.

Aids: usual teaching materials

Group A

The Story of Icarus

Daedalus, who came from Greece, built the great maze for Minos, King of Crete. He was very clever and very proud. He thought he was like a god. He had a son, Icarus. One day, soldiers came and took Daedalus and Icarus to the king. He was very angry. "You boasted about your maze, Daedalus. But now the Minotour is dead. The man who built the maze will die in it".

Daedulus tied a ball of thread near the door of the maze as the soldiers took them deep inside. He and Icarus wandered through the maze. They had a small oil lamp. There was a horrid smell, the smell of death. In the centre of the maze lay the dead Minotaur. Near the body were old bones and feathers (Gautam, N.P., et al. (2051).

Activities

Step 1

After entering the classroom the research will motivate the students of group 'A' by writing the title of the story (The story of Icarus) and write following vocabulary items from the text on the board e.g. *maze, boast, wandered, horried smell, lay, Minotaur.*

Step 2

The researcher asks group 'A' to read the story silently with a view to guess the similar meaning of words given above in particular and comprehend the story as a whole.

Step 3

The researcher will list out the above words in column 'A' and write their similar meaning in the same language column 'B' haphazardly and ask the students of group 'A' to match the words given in column 'A' with their similar meaning in column 'B'. He will check the task individually.

Column A	Column B
maze	walked without any purpose
boast	spread
wandered	network of paths
horried smell	a creature who is half man and half bull
lay	unpleasant smell
minotaur	proud

Step 4

The researcher will write following sentence on the board using one of the words, e.g. *Richa boasted about her beauty*. Then he will also ask the students to make sensible sentences using the above mentioned words.

Group B

Activities

Step 1

The researcher will enter the classroom and write the following words with their similar meaning translating in Nepali language. After that the researcher will ask the students of group 'B' to learn the mentioned below words by their heart.

Column A	Column B
maze	bhul bhulaiya
boast	ghamand garnu
wandered	bhautaryo
horried smell	naramro gandha

lay	paltinu
minotaur	adhi mancche ra aadhi saahe jasto jiue.

Step 2

The researcher will write above words in column 'A' and their similar meaning in the same language haphazardly in column 'B' on the board. After that the teacher will ask the students of group 'B' to match the words in column A with their similar meaning in column 'B'. The researcher will check the task individually.

Column A	Column B
maze	walked without any purpose
boast	spread
wandered	network of paths
horried smell	a creature who is half man and half bull
lay	unpleasant smell
minotaur	proud

Step 3

The researcher will write a sentence by using one of the words mentioned above e.g. Richa boasted about her beauty. Then he will ask the students of group B to make some sensible sentences using the above given words.

Lesson Plan No: 2

Teaching Item: feathers, wax, glorious, fastened, fall apart

Objectives: To read the story and pronounce the words correctly

To match the words mentioned above with their similar meaning

To make sensible sentences using the above given words.

Aids: usual teaching materials

Group A

The story of Icarus

Daedalus took some wax, and a needle and thread from his pocket. He sewed the feathers together. He melted the wax, and poured it onto the feathers. Icarus understood his father was making wings.

The lamp went out, but they followed the thread out into the glorious sunshine. Deedalus fastened the wings onto icaru's arms, and onto this own.

You must flap your arms, and fly like a bird." he told Icarus. "But don't fly to near the sea. The feathers mustn't get wet. And don't fly too near the sun. The wax will melt and the feathers will fall apart." They ran and they jumped from the cliff. They flew !.

(Gautam, N.P., et al. 2051)

Activities

Step 1

After entering the classroom the researcher will motivate the students of group 'A' by writing the title of the story (The story of Icarus) and write the following vocabulary items on the board, *e.g. feathers, wax, glorious, fastened, fall apart*

Step 2

The researcher will ask group 'A' to read the story silently with a view to infer the meaning of difficult words given above. Then, the researcher will pronounce the given words correctly and ask the students to follow him.

Step 3

The researcher will make a list of the above given words in column A and write their similar meaning in column B randomly. Then, he will ask the students of group A to match the words in column A with their similar meaning in column B. He will check the task individually.

Column A	Column B
feathers	wonderful
wax	joined together
glorious	soft light parts covering bird's body
fastened	breaking off the parts
fall apart	a soft sticky substance

Step 4

The researcher will write the following sentence on the board e.g. *He sewed the feathers together.* And ask the students of group A to make sensible sentences using the above given words. Then, he will check the task individually.

Group B

Activities

Step 1

The researcher will enter the classroom and write the following words with their similar meaning translating in Nepali language. They are *feathers, wax, glorious, fastened, and fell apart.* After that the researcher will ask the students of group 'B' to learn the mentioned above words by their heart.

Column A	Column B
Feathers	poyakhharu
Wax	tasine bastu

Glorious	aascharyajanak
Fastened	bandhyo
Fell apart	chhutiyo, alagbhayo

Step 2

The researcher will write above words in column 'A' and their similar meaning in the same language haphazardly in column 'B' on the board. After that the teacher will ask the students of group 'B' to match the words in column A their similar meaning in column 'B'. The researcher will check the task individually.

Step 3

The researcher will write a sentence on the board by using one of the words mentioned above e.g. *He sewed the feathers together.* Then, he will ask that students of group B to make similar sentences by using words mentioned above.

Appendix III

Item-Wise Table of Pre and Post Test Result

1. Test Result in Multiple Choice

Group 'A'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
1	2.5	5	2.5	50
3	2	4	2	40
5	2	5	3	60
7	2.5	4.5	2	40
9	2	4	2	40
11	2	5	3	60
13	2	4	2	40
15	2.5	5	2.5	50
17	2	5	3	60
19	1.5	4	2.5	50
21	1	3	2	40
23	1.5	4.5	3	60
25	2	3	1	20
27	2	4	2	40
29	1.5	3.5	2	40
31	1.5	4	2.5	50
33	1	3	2	40
35	1.5	2.5	1	20
37	1	3.5	2.5	50
39	1	2.5	1.5	30
Total Score	35	79	44	880
Average Score	1.7	3.95	2.2	44

2. Test Result in Multiple Choice

Group 'B'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
2	3	4.5	1.5	30
4	3	4	1	20
6	2	4	2	40
8	2	3.5	1.5	30
10	2.5	3.5	1	20
12	2	3	1	20
14	2	3	1	20
16	1.5	2.5	1	20
18	2	3.5	1.5	30
20	3	4.5	1.5	30
22	2	4	2	40
24	1.5	3	1.5	30
26	2.5	4	1.5	30
28	1	2	1	20
30	2	3.5	1.5	30
32	2.5	4	1.5	30
34	1.5	3.5	2	40
36	2	4	2	40
38	2	3	1	20
40	1	2.5	1.5	30
Total Score	41	69.5	28.5	570
Average Score	2.05	3.47	1.42	2.85

3. Test Result in Fill in the Blanks

Group 'A'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
1	3	5	2	40
3	2.5	5	2.5	50
5	2.5	4.5	2	40
7	3	5	2	40
9	2	4.5	2.5	50
11	2	4	2	40
13	3	5	2	40
15	1.5	3.5	2	40
17	1	3.5	2.5	50
19	1.5	4	2.5	50
21	2.5	5	2.5	50
23	2.5	4	1.5	30
25	2.5	5	2.5	50
27	2	5	3	60
29	1.5	5	3.5	70
31	2	4	2	40
33	2	4	2	40
35	1.5	3.5	2	40
37	3	5	2	40
39	1.5	3.5	2	40
Total Score	43	88	45	900
Average Score	2.15	4.4	2.25	45

4. Test Result in Fill in the Blanks

Group 'B'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
2	3	4	1	20
4	2	3	1	20
6	2.5	3.5	1	20
8	2	2.5	0.5	10
10	2.5	3.5	1	20
12	2	3.5	1.5	30
14	2.5	4.5	2	40
16	3	3	0	0
18	2.5	4.5	2	40
20	2.5	3.5	1	20
22	2	3.5	1.5	30
24	1.5	2.5	1	20
26	1.5	3	1.5	30
28	2	4	2	40
30	2	3.5	1.5	30
32	1.5	2.5	1	20
34	1.5	2	0.5	10
36	2	3	1	20
38	2	3.5	1.5	30
40	2.5	3.5	1	20
Total Score	43	66.5	23.5	470
Average Score	2.15	3.32	1.17	23.5

5. Test Result in Synonyms and Antonyms

Group 'A'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
1	5	9	4	40
3	4	8	4	40
5	4	8	4	40
7	4	8	4	40
9	3	7	4	40
11	3	8	5	50
13	4	8	4	40
15	3	6	3	30
17	3	8	5	50
19	3	7	4	40
21	2	7	5	50
23	2	6	4	40
25	2	7	5	50
27	3	5	2	20
29	2	4	2	20
31	1	5	4	40
33	2	5	3	30
35	1	4	3	30
37	2	5	3	30
39	1	6	5	50
Total Score	54	131	77	770
Average Score	2.7	6.55	3.85	38.5

6. Test Result in Synonymous and Antonyms

Group 'B'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
2	5	8	3	30
4	4	8	4	40
6	4	7	3	30
8	3	6	3	30
10	3	6	3	30
12	3	5	2	20
14	4	5	1	10
16	4	6	2	20
18	3	5	2	20
20	3	3	0	0
22	3	5	2	20
24	3	4	1	10
26	4	5	1	10
28	2	2	0	0
30	2	3	1	10
32	2	5	3	30
34	2	4	2	20
36	2	3	1	10
38	2	4	2	20
40	3	4	1	20
Total Score	61	98	37	370
Average Score	3.05	4.9	1.85	18.5

7. Test Result in Word Arrangement

Group 'A'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
1	3	9	6	60
3	3	8	5	50
5	2	7	5	50
7	2	6	4	40
9	2	5	3	30
11	3	7	4	40
13	2	6	4	40
15	2	6	4	40
17	3	7	4	40
19	2	5	3	30
21	2	5	3	30
23	2	6	4	40
25	2	6	4	40
27	2	5	3	30
29	2	5	3	30
31	2	5	3	30
33	2	4	2	20
35	2	5	3	30
37	1	5	4	40
39	1	3	2	20
Total Score	42	115	73	730
Average Score	2.1	5.75	3.65	36.5

8. Test Result in Word Arrangement

Group 'B'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
2	3	6	3	30
4	3	6	3	30
6	3	5	2	20
8	2	5	3	30
10	2	5	3	30
12	3	5	2	20
14	3	4	1	10
16	2	5	3	30
18	2	4	2	20
20	2	3	1	10
22	2	2	0	0
24	3	2	2	20
26	2	4	2	20
28	2	5	3	30
30	1	4	3	30
32	2	3	1	10
34	3	4	1	10
36	1	3	2	20
38	2	3	1	10
40	1	3	2	20
Total Score	44	84	40	400
Average Score	2.2	4.2	2	20

9. Test Result in Making Sentences

Group 'A'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
1	6	8	2	20
3	4	8	4	40
5	4	6	2	20
7	4	6	2	20
9	4	6	2	20
11	2	6	4	40
13	4	6	2	20
15	4	6	2	20
17	4	6	2	20
19	4	6	2	20
21	2	4	2	20
23	2	4	2	20
25	4	6	2	20
27	2	4	2	20
29	2	4	2	20
31	2	6	4	40
33	2	4	2	20
35	2	6	4	40
37	2	4	2	20
39	2	4	2	20
Total Score	62	110	48	480
Average Score	3.2	5.5	2.4	24

10. Test Result in Making Sentence

Group 'B'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
2	6	6	0	0
4	4	6	2	20
6	2	4	2	20
8	4	6	2	20
10	4	6	2	20
12	2	4	2	20
14	4	6	2	20
16	2	4	2	20
18	2	4	2	20
20	4	4	0	0
22	4	4	0	0
24	2	4	2	20
26	2	4	2	20
28	4	4	0	0
30	2	4	2	20
32	2	4	2	20
34	2	4	2	20
36	2	4	2	20
38	2	2	0	0
40	2	2	0	0
Total Score	58	86	28	280
Average Score	2.9	4.3	1.4	14

11. Test Result in Matching Items

Group 'A'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
1	4	9	5	50
3	4	9	5	50
5	3	8	5	50
7	3	7	4	40
9	3	7	4	40
11	2	6	4	40
13	3	8	5	50
15	2	7	5	50
17	2	7	5	50
19	2	6	4	40
21	1	6	5	50
23	2	7	5	50
25	2	8	6	60
27	1	6	5	50
29	2	6	4	40
31	2	6	4	40
33	1	6	5	50
35	2	6	4	40
37	1	5	4	40
39	1	5	4	40
Total Score	43	135	92	920
Average Score	2.15	6.75	4.6	46

12. Test Result in Matching Items

Group 'B'

Full Score : 5

R.N.	Pre-test	Post-test	Diff.	Diff. %
2	4	6	2	20
4	4	5	1	10
6	3	6	3	30
8	3	5	2	20
10	3	6	3	30
12	2	5	3	30
14	2	5	3	30
16	2	6	4	40
18	2	5	3	30
20	1	4	3	30
22	2	5	3	30
24	2	4	2	20
26	3	4	1	10
28	3	5	2	20
30	1	4	3	30
32	2	5	3	30
34	2	5	3	30
36	1	4	3	30
38	1	4	3	30
40	1	4	3	30
Total Score	44	97	53	530
Average Score	2.2	4.85	2.65	26.5

Lesson Plan No. 5

Teaching Item : gazed, soar, sailors, excitement, waved dazzled, floated, plunged

Objectives: to read the story and match the words with their similar meaning.

Group A

The last part of the story of Icarus

At first it was difficult. They moved their arms up and down too quickly. They fell down towards the glassy green blue sea. But then they began to move easily. They began to soar high in the sky like eagles. Farmers pointed to them. The women collecting water all gazed into the sky. Sailors and small ships waved to them "I'm a god. I've made men fly", shouted Daedalus, and Icarus shouted with joy and excitement. He flapped his arms. The cool air held him up. What happiness ! what freedom to be like a bird ! up, up, higher and higher he flew, towards the golden sun. He forgot his father's warning. The sun dazzled his eyes. and slowly the wax softened and began to melt one by one the feathers fell out and floated slowly down. The wings became smaller and smaller. Then Icarus fell, he plunged straight down like a falling star and disappeared into the silent sea. And Daedalus flew on weeping bitterly, "Oh Icarus, my son, my son."

Activities

The teacher will motivate the students by telling a short joke as soon as he enters the classroom. Then, the teacher will tell the story of Icarus himself in English at first. Then, he will let the students read the story themselves. After that, the teacher will discuss about the above given difficult words and make students understand the words by providing various contexts. After that the teacher will write the words with meanings on the blackboard and ask the students to match the given words with their similar meanings.

Group B

Activities

The teacher will write those difficult words with their meaning in mother tongue and ask the students to learn them by heart. Then the teacher will ask the students to read the story and match the words with their similar meaning.

Lesson Plan No. 6

Teaching Items : a flock of, shouted, frightened, punished, joke

Objective : to be able to read the story and make suitable sentence by using the words assigned words

Aids : set of words cards and usual teaching

Group A

The shepherd by And the Wolf

A boy was set to guard a flock of sheep. He got tired of watching the flock. One day he shouted, "Wolf ! Wolf !" to make a joke. The villagers came running. There was no wolf. The boy laughed very much. The men were very angry. A few days later the boy played the same joke. The men heard the cry of "wolf! wolf". some people came running again. They again found the boy laughing. There was no wolf at all. One day the wolf really came. The sheep were frightened. He shouted, "Wolf! Wolf!" again and again as before. But no one came to him. They all thought it was again a sheer joke. The wolf killed some of the sheep. The boy was punished.

Activities

First of all the teacher will tell short story as soon as he enters the classroom to motivate the students. Then, he will ask the students to read the story "The Shepherd boy and the Wolf". The teacher will help the students where they feel his help. After that the teacher will ask the students to make suitable sentences using the following words and phrases: a flock of, shouted, frightened, punished, Joke.

Group B

Activities

At first the teacher will write the list of the above give words on the black board with their similar meaning in mother tongue. then, the students will be asked to learn the

meaning of these words by heart and make suitable sentences using the above given words.

Lesson Plan No. 7

Teaching items : Congueror, bandits, emperor amazed, traveller, trading, struggled

Objectives: to read the story and match the words with their similar meaning

Aids: Word chart and usual calssroom materials

Group A

A Traveller and Conqueror

Marco Polo was born in venice, a city in Italy, in about 1254. Venice was a very important trading centre and Marco's father and Uncle travelled as for as Asia, buying and selling different goods. When Marco was seventeen he left Venice with his father Niccolo. They went by boat to Arabia and then they travelled night across central Asia. Bandits attacked them. They struggled with camels across the cold, dry Gobi desert and four years later, in 1275, they arrived at paking, the capital city of the Emperor of China, Kublai Khan. They were the first Europeans for many hundred of years to visit the great country of china. They became friends of Kublai Khan. They traveled all over china in his service.

Activities

The teacher will motivate the students telling a short joke. Then the teacher will tell story himself at first. Then the teacher will ask the students to read the story themselves. The teacher will help them when they gutouble to understand the story and discuss nore about the above given difficult words. Then the teacher will ask the students to match the above listed words with their similar meaning written on the black board.

Group B

Activate

The teacher will write shoes above given words with their meaning in Nepali language and ask the students to learn them by heart. Then, the teacher will ask the students to match those above difficult words with their similar meaning written on blackboard.

Lesson Plan No. 8

Teaching items : ambassadors, sailors, prison, adventures, ridiculous fantastic, dictated.

Objectives: to read the story and match the words with their similar meaning

Aids: Daily used materials

Group A

A Traveller and A Conqueror

After seventeen years in China, Marco and his father wanted to go home, but Kublai Khan wanted them to stay. At last he sent them as ambassadors to Persia and from there they were able to return to Venice. Sailors from another city, Genoa, attacked Venice, and Marco was caught and put in prison. While in prison he dictated an account of all his adventures to a friend called Rusticello. When Marco Polo was released he published this as a book. These are some of the things people said about the book.

Have you read this ? It's fantastic. No one can't believe it.	It's nonsense/An animal With a mouth big enough to eat a man ! He made it up	Long wide road paved with stones, It's ridiculous
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Activities

First of all the teacher will crack a joke to motivate the students. Then the teacher will read the story himself correctly. Then, the teacher will read the story himself. Then the teacher will read the story himself correctly. Then, the teacher will ask the students to read the story themselves. The teacher will make them understand where they get the problem to understand the story. After that the teacher will write those above given words one column and their meaning under other columns and ask the students to match them.

Group B

Activity

First of all the teacher will crack a joke to motivate the students and then write all the above given words on the blackboard with their meaning in Nepali language by translating them and ask students to learn them by heart. Then the students will be asked to match the words with their similar meaning.

Lesson Plan No. 9

Teaching items : goose, greedy, in no time, vain, foolishness

Objectives: to be able to read the story correctly and find out the words from the story.

Aids: usual teaching materials.

Group A

The Goose That Laid Golden Eggs

Once a farmer kept a goose. It was a wonderful bird. It laid a golden egg every day. The farmer was very happy. He sold the egg and got much money. He thought that he would soon grow rich. But he was a greedy farmer.

One day a strange idea of getting all the eggs struck him. He said to himself, "why should I wait for the eggs every day ? Why not kill the goose and get all the eggs all at once ? I shall grow rich in no time.

He cut open the stomach of the goose. But he did not find any egg in it. It was all in vain. He was sorry for his foolishness.

Activity

First of all, the teacher will tell a joke in the classroom as soon as he enters the classroom to motivate the students. After that, the teacher will ask the students to read the story correctly. In course of reading, the teacher will help them when they are in trouble to understand it. Then, the teacher will ask the students to find out the words or phrases from the story which are similar in meaning to the following words and phrases:

- a. female bird, mean, with less spending of time, waste, the act of being foolish.

Group B

Activities

The teacher will directly write the above given words with their meaning in mother tongue. Then the students will be asked to memorize them by heart.

Lesson Plan No; 10

Teaching items: tribe, ruthless, arrows, gun powder, cruel, frightening, kingdom, empire

Aids: usual classroom materials

Group A

Genghis Khan was born in 1162, the son of a chief of a tribe which lived in north-east Asia. There were many tribes or groups, all called Mongols. They rode horses and kept sheep, goats and cattle. Genghis Khan's father was murdered when he was a small boy. When he was older he trained his soldiers and made a great army. Genghis Khan means 'prince of all that lies between the Oceans. With his fierce, ruthless army he tried to conquer the world. It was an army of skilled horsemen. Each soldier had five horses.

The army burned and looted villages, attacked at great speed, and used arrows, and bombs made from gunpowder. By 1206 the Mongols controlled most of Northern Asia including China itself, and even parts of Europe. In 1227 Genghis Khan died. His four sons divided the great kingdom. Kublai Khan was Genghis Khan's grandson. He conquered the rest of China and ruled it for many years. He had a winter and a summer capital. Marco Polo came to his summer capital. The great king and Marco became friends, and for seventeen years Marco served Kublai Khan. He traveled all over the vast kingdom of China. He saw many things which surprised him.

Activities: At first the teacher will crack a joke to motivate the student. Then, he will tell the story himself. Then, the teacher will ask the students to read the story themselves. The teacher will help the students when they are in trouble to understand. After that the teacher will write those above given words out on the blackboard and ask the students to make suitable sentences using those words.

Group B

Activities

The teacher will tell a joke to motivate the students. Then, the teacher will write those above given words on the blackboard with their meaning in Nepali language by translating them and then ask the students to learn them by heart. After that the teacher will ask the students to write sensible sentences using those words.

Lesson Plan No: 11

Teaching Items: image, holy, annual, relief, barrage searching, missing

Objectives: to read the diary and make sensible sentences using these words.

Aids: Daily used teaching materials

Group A

In Janakpur

At Janakpur. Visited the Janaki Mandir where they found a gold image of Sita in 1657. Temple dates from 1911. I described it to Jyoti. Looked at more than twenty ponds and talked to holy men who stay at special hotels called Kutis. They told us that we'd missed the big annual walk, 8 kilometres long, all round the city. It was last week, 10,000 people came. Janakpur was the capital of the Mithila kingdom between two and three thousand years ago. Nearly everyone here speaks Maithili. Houses have beautiful paintings on the walls. Black lines with bright reds, yellows and blues. We described them to Jyoti. She could feel the black outlines. Noticed Chankhay was missing and spent hours searching for him. What a relief to find him. Had a great ride on the railway.

Activities

First of all the teacher will motivate the students by asking the questions 'where is Sita from?' then the teacher will read the passage himself and write those above given difficult words on the background in one side with their similar meaning in other will ask the students to read the passage themselves and ask the students to make sensible sentences by using those words.

Group B

Activities

At first the teacher will write the above mentioned words with their similar meaning in Nepali language and ask the students to learn them of heart. Then, the teacher will assign them to make suitable sentences using these words.

Lesson Plan No 12

Teaching Items: arriving, footplate, fireman, waving, keeping an eye, pleased, chattering, excitement carriage, comfortable

Objectives: To read the conversation carefully and find out the words which are similar to the above given words and phrases.

Teaching Aids: Usual classroom materials

Group A

"Well, we'd looked everywhere for him. At last we went to the railways station."

"Railway station? In Nepal?"

"Yes, Janakpur has one railway line going east and one going west. Both are 30 km long. Well, the train was just arriving, and there was Chankhay on the footplate of the engine, where the driver and fireman stand. He was driving the train and waving to us."

"Was the real driver there too?"

"Oh yes, he was keeping an eye on everything. We were so pleased to see Chankhay. He was chattering with excitement. The driver asked Jyoti if she'd like to drive too and she went up onto the footplate. The rest of us travelled in a first-class carriage. Not very comfortable, but great fun."

Activities: At first the teacher will motivate the students by asking one question from the previous taught lesson. Then the teacher will ask the student to turn the page N.39 of their English book and read the conversation himself correctly asking students to follow the teacher with silent reading. In course of reading the teacher will make the students clear about the context of the conversation which help them to guess the meaning of different words given in the text. The teacher will write the above words with their similar word in case the students find it difficult to guess the meaning.

Group B

Activities

The teacher will write those words on blackboard with their meaning in Nepali language using translation method without any context. Then, the teacher will ask the student to learn those words along with their meaning by heart.

Lesson Plan No: 13

Teaching Items: Cheese, praise, caw, cunning

Objective: to be able to read the story and by using the words given

Aids: usual classroom teaching materials.

Group A

The Crow and the Fox

A foolish crow got a piece of cheese somewhere. It was a big piece. It sat on the top of a tree with it. A hungry fox was sitting under the tree. He saw the crow with the piece of cheese. His mouth began to water. He was a clever fox. He thought out a plan. He began to praise the crow for its beauty. He said to the crow, "You are a good singer. Will you sing a song?" the foolish crow was very glad to hear all the praise. To show that it had a sweet voice, too, it opened its mouth and began to caw loudly. And as it did so, the piece of cheese in its mouth fell down. The cunning fox picked it up. He went away after eating it. The crow was sad.

Activities: First of all, the teacher will tell a short story as soon as he enters the classroom to motivate the students. Then, he will ask the students to read the story "The Crow and the Fox". The teacher will help them where they get problem to understand the story. After that, the teacher will ask the students to make suitable sentences by using the following words: cheese, praise, caw, cunning, sad, glad

Group B

Activities

First of all, the teacher will write the above given words with their similar meaning by translating them into their mother tongue. He will ask the students to learn those words with their meaning by heart. They will be asked one by one orally.

Lesson Plan No 14

Teaching Items: leaning, shove, smooth, rough, fur, steep, warmly, feet, blind, rock

Objectives: To match out the correct similar meaning of the above given words by reading the story. To make sensible sentences using the above given words.

Teaching Aids: Usual classroom teaching materials.

Group A

Ellen's Mountain (Part One)

Ellen sat leaning against a rock. The sun shone warmly. Her feet told her where she was. She knew the feel of sand and stones and different kinds of grass. Ellen was fourteen and she was blind. But she knew the sound of birds' wings and their songs. She knew the feel of things. round and smooth like eggs, rough like rock, soft like her dog's fur. And she knew the smell of flowers and fruit.

Ellen's father and brothers were away fighting the English. She felt sad because she couldn't go too, because she was a girl, and she was blind. But she looked after her father's goats. She knew each one. When Ellen called, they came. When she played her pipe they followed her up the steep mountains. It was a happy life.

Activities

At first, the teacher will motivate the students by telling the story himself orally. Then, the teacher will ask the students to read the story silently once within ten minutes. then, the teacher will write those words in column 'A' and their similar meaning in column 'B'; without proper arrangement and ask the students to match column 'A' with column 'B'. Then, the teacher will ask them to make sensible sentences using those above given words.

Group B

Activities

The teacher will use translation method to teach the above given words. After entering the classroom the teacher will write those above given words with their similar meaning

in Nepali language. Then the teacher will ask them to learn these words by heart and make sensible sentences using them.

Lesson Plan No: 15

Teaching Items: Commandor, attack, path, slippery, lead, set off, steep

Objectives: To match the above given words and phrases with their similar meaning. To make sensible sentences using the above given words and phrases.

Teaching Aids: Usual teaching materials.

Group A

"Ellens' Mountain" (Part One)

Then one night her brother, Callum, came home. Ellen, I have come for you," he said. "We need you. Stewart, our commander, wants you to come." So Callum took Ellen to the fighter's camp. Stewart, the commander, spoke to her.

"Listen Ellen, We are a hundred men behind us in the river. In front is the mountain, the English are at the top. We are going to attack them tonight. But there is only one narrow pat. It is dark, wet and slippery and very steep. Your brother says you can lead us there."

"Yes, I know the path" said Ellen. She went up and down it with her goats, and so they set off.

Activities

The teacher will motivate the students by telling the story himself orally. The, the teacher will ask the student to read the story will make the context clear and help the students in case they get difficulty to understand the meaning the above difficult words. Then, the teacher will write the above given words and phrase in column 'A' with their similar meaning in column 'B' and ask students to match column A with column B. Then, the teacher will ask the students to make sensible sentences using the above mentioned words and phrases.

Group B

Activities

The teacher will directly write those above given words, with their similar meaning in Nepali languages and ask students to by heart.

Lesson Plan No 16

Teaching Items: root, smelled, cliff, whispered, show-shot, instruction, wounded, gunpowder, silence

Objectives: To read the story and find these words in the story.

To match the above given words with their meaning.

Teaching Aids: Daily used classwork materials.

Group A

Ellens Mountain (Part Two)

They set off. Ellen was in the front, her father and Callum behind her, then a long line of one hundred man all following her. Her feet knew every stone and root. The path was steep and dangerous. It was dark, but it was always dark for Ellen. She smelled the air and the wet earth and the wild flowers.

Near the top there was a steep cliff. Elle began to climb, holding the wet rock with her hands. At last they reached the top. Stewart Whispered instructors, Ellen's father pushed her behind a stone "Stay there, we'll come for you", he said. There was a shout, a shot. Then everyone was shouting and shooting cries from the wounded. Shots and more shots. Shouts from the Scots, "The English are running away" Moreshots, the smell of gunpowder, then silence.

Activities

At first, the teacher will motivate the students by telling the story himself orally. the, the teacher will ask the students to read the story silently and find out the above given words in the story. In course of reading, the teacher will help them in case they get difficulty to understand the meaning clarifying context. The, the teacher will write the similar meaning of those words and ask the students to match the given words with their similar meaning.

Group B

Activities

The teacher will directly write these words with their similar meaning in Nepali language on blackboard and ask the student to learn them by heart.

Lesson Plan No: 17

Teaching Items: hare, race, outran, tortoise, rest, lay down, asleep, awoke, sprang up, ashamed

Objectives: To read the story properly and find out the above mentioned words and phrases in the story.

To make sensible sentence using these words and phrases.

Teaching Aids: Daily used classroom materials, hands out of the story.

Group A

The Hare and the Tortoise

A certain hare, who was very proud of his being a swift runner, once laughed at a tortoise and said, "you slow, old creature! Can't you go any faster than that?" "i may be slow," said the tortoise, "but I can beat you in a race." "very well," said the hare, "we will have a race." the decided to run for half a mile or so to a certain tree.

Off went the hare with quick steps while the tortoise moved slowly. Soon the hare outran the tortoise.

Then the hare thought, "There is no need for me to run so fast. I will lie down and rest." So, the hare lay down under a tree and soon fell fast asleep.

After some time, the hare awoke and sprang up. "Where are you old, slow one?" he cried. "I am at the winning-post," cried the tortoise. The hare was ashamed of himself. It is true: Slow and steady wins the race.

Activities

The teacher will tell the story himself orally to motivate the students as soon as he enters the classroom. The, the teacher will ask the students to read the story by distributing the hands out of the story to each and every students. And the teacher will also ask the students to find out the above given words and phrases in the story. Meanwhile the teacher will help the students to guess the meaning of those words making the context

clear to them and writing the similar meaning out the blackboard if needed. The, the teacher will ask the students to make sensible sentence and provide them feedback if needed.

Group B

Activities

The teacher will directly write those words with similar meaning in Nepali language and ask the students to learn these words by heart. Then the teacher will ask the students to make sensible sentences using these words and phrases and provide feedback if needed.

Lesson Plan No: 19

Teaching Items: Thirsty, despair, fetching, pebbles, dropped

Objectives: to make a list of nouns and verbs from the given story.

to make sensible sentences using the above given words.

Teaching Aids: Usual classroom materials, handout of the story.

Group A

The Thirsty Crow

A crow was once so thirsty that he thought he would die if he didn't find water. After sometime he saw a jug of water but, then he flew down to it, he found that the water was too low in the jug for him to be able to reach it. He was about to go away in despair when he thought of a plan. Fetching a few pebbles he dropped them one by one into the jug. This made the water rise high enough for him to be able to reach it. Thus, he saved his life by his cleverness.

Activities

The teacher will dictate a word letter by letter until the students guess the word 'stop'. After motivating the students the teacher will tell the story himself orally. Then the teacher will distribute a copy of handout that is the story and read the story himself line by line with correct pronunciation asking all the students to follow the teacher with silent reading. In course of reading, the teacher will make the students clear about the context of the story which help them to guess the meaning of the different words given in the story. The teacher will write the above listed words on the blackboard with their similar meaning if the students find difficult to guess the meaning. Then, the teacher will ask the students to make sensible sentences using the above mentioned words. Similarly, he will also ask the students to make a list of 'nouns' and 'verbs' given in the story. The teacher will help them if they cant'.

Group B

Activities

The teacher will write those words on the blackboard with their meaning in Nepali language by translation method without giving any context. Then the teacher will ask the students to learn the meaning of those words by heart within fifteen minutes. After that, the teacher will ask the students to make sensible sentences by using those words of their own. He will check their sentences and give feedbacks if necessary.

Lesson Plan No: 20

Teaching Items: Story, soup, distress, amusement, invited, pitcher, beak, enjoyed, realize, relish

Objectives: To find out the correct similar meaning of the underlined words given in the story.

To make sensible sentences using the given words.

Teaching Aids: Usual teaching materials, handout of the story.

Group A

The Fox and The Stork

The fox invited a stork to dinner, at which the only food by provided was a large flat dish of soup. The fox lapped it up the great relish, but the stork with her long bill tried in vain to eat the tasty broth.

Her distress caused the sly fox much amusement. But not long after, the stork invited him in turn, and set before him a pitcher with a long and narrow neck, into which he could get her beak with ease.

Thus, while she enjoyed her dinner, the fox sat by hungry and helpless, for it was impossible for him to reach the tempting contents of the vessel. He had to return home hungry. Now he came to realize that he had been paid back in his own coin.

Activities

At first, the teacher will motivate the students by telling the story himself orally. Then he will distribute the copy of the story each student and ask them to read the story silently once within fifteen minutes. After that, the teacher will write the words along with their meaning on the black board. The teacher will ask the students to make sensible sentences of their own using those words given above. The teacher will help them out in case they can't do.

Group B

Activities

The teacher will use the translation technique to teach the above mentioned list of words. After going to the classroom he will write those words with their meaning translating in Nepali language. The teacher will then ask them to learn them by heart and make sensible sentences of their own.

Lesson Plan No 18

Teaching Items: querrelling, reform, vain, bundle of, untie, impressed, united, harm

Objectives: To read the story carefully and find these above words and phrases in the story.

To match these words and phrases with their similar meaning.

Teaching Aids: Usual teaching materials, hands out of the story

Group A

An Old Farmer and His Sons

An old farmer had three sons but he was not happy with them. They were always quarrelling among themselves. The old man tried his hardest to reform them but in vain.

The old farmer fell seriously ill. He wanted to teach them a useful lesson. He called them to himself and asked each one of them to break a bundle of sticks. Each tried his best to break the bundle but could not. Then he asked them to untie the bundle. The bundle was untied and the sticks fell apart.

Then the old farmer asked them to break the sticks separately one by one. To say nothing of others, even the youngest one could break them one by one easily. The old man said, "Look, my sons, like the sticks if you stand united, nobody can do you any harm. But if you, like the sticks, stand divided, everybody can easily harm you."

The old man's last words impressed his sons and went deep into their hearts. They began to live united in peace. They all realized: Union is strength. It is true: United we stand, divided we fall.

Activities

At first the teacher will motivate the students by telling story himself orally as soon as he enters the classroom. then, the teacher will ask the students to read the story silently after distributing the hand out of the story to each and every students. Meanwhile, the teacher

will also ask the students to find out the above given words and phrase in the story. In course of their reading the teacher will help the students if they feel difficulty to understand the story. After that, the teacher will write those words with their similar meaning and ask the students to match those words and phrases with their similar meaning and will deal accordingly.

Group B

Activities

The teacher will enter the classroom and directly write those given words and phrases with their similar meaning in Nepali language and ask the student to learn them by heart. After that, the teacher will ask each student the meaning of these words and give punishment and reward if needed.

