

**EFFECTIVENESS OF TEACHING ACTION VERBS  
THROUGH PINMEN PICTURES**

**A Thesis Submitted to the Department of English Education,  
Tribhuvan University, Kirtipur, Kathmandu  
In Partial Fulfilment for the Master's Degree in Education  
(Specialization in English Education)**

**By  
Birendra Karki**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2008**

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**DEDICATED**

**To**

**My Late Mother Nara Maya Karki and Other Family  
Members, who devoted the great span of their lives to  
complete my dream for higher studies to make me  
what I am today, even under a very complicated  
situation.**

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## **ABSTRACT**

This research entitled "The Effectiveness of Teaching Action Verbs Through Pinmen Picture" is an attempt to find out the effectiveness of pinmen pictures in teaching action verbs. This study is an experimental research in nature. The researcher selected Shree Sharada Higher Secondary School through purposive non- random sampling procedure for data collection. To fulfil the objectives, the researcher used the non-random sampling procedure for selecting the sample population. He administered pre-test after getting the approval from the concerned person in grade three. He taught at grade three by dividing the students into two groups for 25 days, and administered post-test in order to find out the progress of the students from the pre-test, and the difference between two groups, in the post- test, which are presented by using different tables.

It has been found that, the achievement of the Experimental Group is better than the Controlled Group in the post-test, in terms of Intra-Itemwise, Inter-Itemwise, Holistic, Groupwise and Genderwise items in general. The major findings of this research study were that the girls students of both groups have obtained greater scores than their boy counterparts. Within girl students, the girls of group A had scored more marks than the girls of group B. Similarly, the use of pinmen pictures seems more useful and appropriate in teaching true and false, recognize the activities, matching and short answer rather than the rest ones such as rearrange the letters pick out and put on etc.

The thesis has four chapters. The first chapter deals with introduction which consists of general background, review of the literature, objectives and significance of this research study.

Chapter two presents the methodology which is adopted for the study. This chapter comprises of sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of the study.

Chapter three incorporates an analysis and interpretations of the collected data which has been done using statistical and descriptive approaches.

Chapter four deals with the findings and recommendations of this research. The references and appendices are the concluding part of the research.

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## SYMBOLS AND ABBREVIATIONS

Aver.	:	Average
Diff.	:	Different
e.g.	:	For example
E.L.T.	:	English Language Teaching
et.al.	:	And other people
F.M.	:	Full Marks
Fig.	:	Figure
G.T.	:	Grammar Translation
i.e.	:	That is
Lg.	:	Language
NEC	:	National Education Commission
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Educational System Plan
No.	:	Number
O.M.	:	Obtained Marks
Post- T	:	Post test
Pre-T	:	Pre- Test
Q.	:	Question
S.L.C	:	School Leaving Certificate
T.U.	:	Tribhuvan University
T.V.	:	Television
TMS	:	Teaching Materials
UN	:	United Nation
V.S.	:	Vikram Sambat
VAS	:	Visual Aids
%	:	Percentage
<	:	Less than
=	:	Equal to
>	:	Greater Than