

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is purely a species specific and a special gift to human beings. It is as old as human civilization because it was started when human beings were in small groups. According to Sapir (1987:8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of the system of voluntarily produced symbols". Language is not knowledge but a set of skills. The teaching of a 'content subject' like science, and the role of direct sensory experience in the learning of a language will also, therefore, be different. So that language is called a part of human behavior and the learning of it is said to be the learning of a set of skills. It is possible to study a language or languages in the way we study history or geography or science as a 'content subject', a set of concepts varying degrees of abstraction. This is the way a linguist studies a language, so that he/she can analyze and describe it. This too, requires skills but it is the sort of skill a scientist needs rather than the language learners. There are many linguists who are capable of giving an excellent description of language in which they may be only mediocre performers.

Similarly, Chomsky (1972: 172) states, "Language is the distinctive quality of human mind that is so far as we know unique to man. It is a set of infinite sentences in length constructed out of a finite set of elements". Language is a vehicle through which human beings express their thoughts and a special medium of mutual exchange of ideas, feelings and opinions, so that language is the most widely and highly developed and most

frequently used means of communication i.e. the primary function of language is to communicate either in spoken or in written form from one person to another. When the human beings came into contact the language became complex phenomenon.

In communication, no language can be thought to be inferior or superior to other language though some languages play more dominant role in a particular community in a particular situation. Among them, English is regarded as the most prestigious, important and effective language in the world, which is accepted as an international lingua franca. To express the importance of the English language for international communication, it should not give the sense that there is only one language for this purpose. There are six UN official languages, among them English plays a vital role in the world. Nearly half of the world's books of science and technology are written in English. If we look at the media, we can find that over 50% of the world's newspapers, radio stations use English as a medium of communication. That is why, English is a passport to travel to the whole world and thus has become an excellent vehicle for the transmission of modern civilization in the world.

When the English language bore the capacity of adapting words from different languages, it became easier for language users. It unknowingly became heart touching for different language speaking communities and also suitable for public tongue in the world. People also would need to learn English to survive in an English speaking community. To this regard, the English language is functionally as a target language. There are specialized users who share a common pragmatic range wherever in the world they are and whatever the speech community they belong to. Therefore, we can claim that English speaking communities are major sources of attraction and dreamland for any one in

any corner of the world. By means of the English language, we can exchange our intentions, views, thoughts and emotions and promote harmony. To survive in such English language communities and get opportunities and to study in the world's reputed universities, so many people are learning English language broadly.

1.1.1 Teaching Materials

Those devices which are used to help or facilitate the teaching and learning process are called teaching materials and they can be visual or audible such as charts, pictures, drawings, realia and so on. Clear perception of English by classroom teaching faces different challenges. Only the methods, techniques or approaches are not sufficient to complete this purpose. For this, the teacher needs supports. These supports can be provided by the teaching materials. Teaching materials are often said to focus attention in meaning helped to make the language used in classroom more realistic and alive, change pupils' attention, stimulate imagination, facilitate the understanding of the pupils, provide incentive for action, develop ability to listen and other various skills.

In other words, teaching materials mean any device which is used for teaching process, including books, textbooks, supplementary, audio, visual and other sensory materials, scripts for radio and T.V., instructional programme for computer managed instruction instructional sheets and packaged sets a materials for construction a manipulation. This definition shows that those materials which help in instructional process either they are audio or visual are called the teaching materials. Likewise, teaching materials are those sensory objects or images which initiate or stimulate and reinforce in learning (Agarwal, 1997).

Any material, programme or machine used to help the teacher explain his/ her lessons better can be included under teaching materials. The teaching materials are divided into many ways. Among them, as follows El-Araby (1974:95), there are four groups of teaching materials. According to their showing method, they are projected (shown to a group) and non- projected (used by individual students). According to the sense used, they are audio and visual and in terms of the language skills they are used for, they can be grouped under listening, speaking, reading and writing.

Teaching materials in teaching English are given special focus to boosting the confidence and enhancing the skills of the participants in making various teaching materials and using them effectively in actual classroom teaching. Such a prominent and integral elements of teaching English should not be ignored and its wise application is expected to increase the quality of our English education. Among these various teaching materials visual materials are the main focus in this study.

1.1.2 Visual Aids and Their Significance

The term visual aids suggests in the first instance things brought in to the classroom like pictures, wall charts, slides and films, pinmen pictures, realia and so on, which helps the teacher to do his / her job better. It means anything that can be seen while the language is being spoken may be visual aids which make language teaching and learning long-term, alive and interesting. In other words, everything belonging to or brought into the classroom, animate or inanimate, is a potential visual aids. i.e. teachers, boys, books, girls, pens and so on. Everything that anyone is seen to do, and movement she/he makes, any action she / he performs- laughing, crying, singing etc. It means anything that can be

used and seen either inside or outside the classroom are visual aids, which make the teaching and learning process effective. We make a division between visual materials for talking about and visual materials for talking with. There is, of course, no hard and fast line between these two types. The division is made principally in order to draw attention to the relation between things and language in the world outside the classroom which it is meant to reflect.

In other words, the device that the learner can see in the classroom or through the window is potentially a visual aid while in teaching of the English language. This applies to the permanent fittings of the classroom. Such as walls, windows or doors; to its usual furnishings-desks, benches, cupboards, chairs, blackboards and book-shelves. For the pupils, the picture is the centre of attention for the teacher however it is the language connected with picture-making. This type of situational teaching is the truest and most effective because the language used is completely and naturally contextualized (Corder, 1987:32).

Wright (1996) says, "Without a visual material is very difficult for the teacher to create a situation in which the students want to say something". Visual aids in language teaching have come in very quickly, their introduction has been hastened by the development of electronically and mechanical means for displaying visual aids. Forty years ago, apart from what the individual teacher may have done to make use of the visible features of the classroom situation for language teaching, visual techniques, if they deserved the name were confined to rudimentary textbook illustration, or blackboard drawing. Now a days new visual aids appear in the market almost monthly. As Bowen (1982:11), "Visual aids are means to an end but not an end in themselves". He means that visual aids are the supporting materials to make the teaching and learning a

language successfully, but to use these materials is not the target. Hence, the teacher can use them in order to achieve the objectives of teaching.

We can say that visual aids in broad sense, may be defined as anything that can be seen while the language is being spoken or something that pupils can look at to help them understand, learn, remember and so on. In simple sense, visual aids mean things brought into the classroom, which are not essential but helpful in teaching. Perhaps this may be true in the teaching of other subjects but for language teaching, visual aids are not only helpful but essential things, without which language teaching is nearly impossible. Visual aids includes pictures, charts, graphs, models, slides, photographs, display devices on bulletin boards blackboards, specimen, film strips, puppets show, drama motion pictures, flannel graphs and flash cards etc., including the classroom situation as a whole.

The teacher him/herself is effortful to make the class lively, to change the usual situation of the class, to motivate the students and to make teaching realistic. The teachers should enter the classroom with new sets of visual aids and they should match with the aim and plan of the lesson. After their use, there would be fully motivated students who can be controlled before teaching starts. The students are psychologically prepared to learn and the teaching time and effort are shortened by the visual aids.

1.1.3 Significance of Visual Aids in Teaching the English Language

Most teachers do not realize it but the truth is that most students fall asleep or yawn in class because they are tired of listening to the monotonous talking of the teacher. Visual aids keep them awake and they take interest in whatever happening in the classroom. Thus, the

significance of visual aids and materials in language teaching is immense and their presence is indispensable. In other subjects, they may be extra because they are the things the teacher brings in the classroom. In language teaching it is the must, because it is not something extra which is brought into the classroom but even the objects in the classroom are used as visual aids. The significance of using visual aids in the language classroom are summarized as below:

- They develop a sense of objectivity and provide the functional and long-term knowledge in the subject matters.
- They can arouse curiosity in students to follow the lesson and shorten the teaching learning time too.
- They can be used to create situations, to make the meaning of a word or a structure clear and practice them in meaningful situations.
- They help to teach the four language skills, i.e. listening, speaking, reading and writing and allow the teacher to integrate these skills constructively.
- They provide opportunity for useful mental experience and imagination, comparison, canalization and drawing inferences to the students.
- Visual aids can brighten up the classroom and bring more varieties and interest into the language lessons.
- Visual aids in particular can help to provide the situations which light up the meaning of the utterance used.
- They can dispel the monotony of practice work by creating variety.

- They can be used for decorative purposes, for creating teaching learning process alive and for making the lesson more interesting.
- They supplement classroom lessons and provide functional knowledge. (Corder, 1987 and Agarwal, 1997)

When we use visual aids, it should match with the objectives of teaching. It should also match with the needs, interests, age and mental and physical status of the learners. For example, complex maps and composite pictures are more useful for the learners of advance levels whereas simple and single coloured pictures are more useful for the early stages. The meaning of some words can be taught only with the help of visual aids, but not by only other methods, such as worlds like hills, bus, camera, train and so on. Therefore, we can use different kinds of visual aids in our language teaching and learning classroom to make our lessons more attractive, seasonable and effective one.

1.1.4 Pinmen Pictures and their Role in Language Teaching

Pinmen pictures are also called matchsticks figures which are relatively easy to draw in a short time, and they are often black / whiteboards sketches rather than real pictures. Teachers need just a little practice to draw them. They are useful for teaching and learning action words particularly such as running, jumping, playing, eating, dancing and so on. Such pictures can represent both females and males, and young and old. If there are several pinmen, they can be distinguished by adding such small details as beard, cap, stick and so on.

Blackboard is most suitable and effective place for drawing pinmen pictures. Blackboard drawing is desirable because pictures attract attention of the learners. They love pictures and teachers can take help

from their learners in drawing. The teachers should keep in mind that blackboard drawing should be simple, showing only the more important details, which can be done by drawing pinmen pictures. They are preferable because they are easy to draw and at the same time they can be drawn very quickly.

In other words, matchstick drawings are pinmen drawings. They just take the shape of persons on things they are not actual objects or persons; they are simply outlines or rapid sketches. It means that pinmen drawings are not complex drawings and actual objects or persons but they are only the drawing of stick/s and match them to make meaningful or sensible pictures; they are simply outlines or rapid sketches, but they need not be artistic.

The purpose of learning to draw stick pictures is to use them as aids in teaching grammar as well as short reading, composition and dialogues. They may be employed directly in the elaboration of charts and cards as well as being used frequently on the blackboard. They can be helpful in planning drills and games, and given both the teacher and learner a sense of creativity of integration and closure to human relationship. Through systematic steps, we can learn how to draw such matchstick pictures. Boards are the most suitable and appropriate place for drawing such pictures. With the help of the pinmen pictures the teacher can teach not only the action words but can also teach the following lessons easily;

1. Vocabulary (see appendix v and vi)
2. Giving expressions to the face such as
 - a. Eye
 - b. Eyebrows

- c. Mouth
- d. Dots for eye
- e. Male faces
- f. Female faces
- g. Animals and things

3. Other expression of faces (see appendix vi)

(Bhattarai, 1996)

Mastersen, (1986) states that "The pinmen drawings are meant to make the material clear and memorable. They are not art and need not be judged by artistic standards. Even a bad drawing makes more lasting impression than none at all." He means that teacher draw pinmen pictures to make the lessons or class clear and memorable. Drawing pinmen pictures, does not need an artist and judge by artistic standards even a bad sketching makes more lasting impressions than none at all. Sometimes we need to portray facial features or expressions either to distinguish among characters or to indicate emotions.

There are many more visual aids we can use in teaching and learning such as drawing pictures, cutouts pictures, films and slides, realia, flash cards, pinmen, pictures and so on. Out of these visual aids, pinmen pictures are very important and effective means, which are easily used in language teaching and learning. They provide clear vision and concept to the learners about language activities. They can be easily prepared and do not need good skill of artists. Teachers can draw them within a short time on the board in the classroom, to clarify the language activities. For detailed drawing, it takes longtime and teachers should have good drawing skills as well. Pinmen pictures look very simple but language teachers and learners can get enormous helps from them and teaching and learning processes become more fruitful.

Matchstick drawing is easy to do free hand, and is suitable for black and white lines or colour lines--- good matchstick pictures are simple and limited, and are easier to make. Pinmen pictures can be very useful for teaching and learning verbs. They are very simple in drawing and minimize the time of detailed drawing which can be prepared with low cost and simple ideas for teaching verbs. A teacher can show motions, emotions and activities through them. If the teacher can not keep other materials ready, she /he must be ready to draw these pinmen pictures (Lee and Coppen, 1964).

In conclusion, the teacher should bear in his/ her mind that stick figures are not limited to people and their actions and living conditions. Animals and other things can also be included in teaching and learning processes. To make the teaching learning process effective and motivate the learners while drawing the pictures the teacher should remember the following points;

- do not overwork the figure; simplicity is a requirement
- do not have your figures static
- do not worry about proportion
- have them doing some thing.
- keep it simple.
- observe yourself and others
- ears and nose are seldom represented but you may include them if you wish

The teacher must rub off the board clearly before s/he starts writing and s/he must speak something when s/he is drawing. S/he should comment constantly on her/ his drawings. This avoids noise in the class and makes the students think the teacher is doing some thing actively and motivates the students properly.

1.1.5 Verb and its Kinds

Verb in the English language is a lexically and morphologically distinct part of speech which describes an action, an event or a state. So, a verb is a member of the syntactic class of word that-

-) typically signals the events and action,
-) comes singly or in a phrase, a minimal predicate of a clause
-) governs in the number and types of other constituents which may occur in the clause and
-) inflects for a tense, aspect, voice, modality and agreement with other constituent in person, number or grammatical gender

(<http://www.sil.org/linguistic.glossaryoflinguisticterms>)

In other words, verb refers to the most essential and inevitable element in a meaningful and complete sentence. It means that a sentence is composed up of combining different elements like Subject, Verb, Object and so on. Among these elements 'Verb' is one of the most inevitable and powerful elements without its combination, a sentence can not be completed and becomes meaningless. So, verb is one of the most essential components of a sentence, without verb the sentence seldom provides its complete meaning.

The verb performs the action, which is done by subject in a sentence. It leads the part of predicate which is the obligatory part of a meaningful sentence or utterance. Nobody can utter a meaningful utterance without using the appropriate form of verb but it is possible in which only the verb is used and the other parts are possible to understand in the utterance. For e.g. Ram is dancing in a competition. In the above

sentence 'dancing' is an example of a verb, without its appearance the sentence cannot give meaning clearly.

So, a word which describes a condition, experience and action, is called verb, for example sleeping, drinking, dancing, crying, jumping and fighting and so on. In other words, we can say that, verb is a backbone of a sentence; except its appearance in a sentence meaning can not be provide. It is an inevitable component of every sensible sentence. It means a verb plays the role of a bridge to join subject and complement of each utterance. Many English verbs have five forms: the BASE, the 'S-FORM', the 'PAST', the '-ING PARTICIPLE', and the -ED PARTICIPLE.

1.1.5.1 Kinds of English Verb

There are various ways in which it will be necessary to classify verbs in English. Out of them a university grammar book classifies verbs in to two types. Such as;

I. Lexical Verb

A lexical verb is a number of the open class of verbs which form the primary verb vocabulary of a language. In other words, normal verbs are also called lexical verbs.

Lexical verbs are also called primary verbs or main verbs. They can take the place of action, experience or condition in a sentence. They can either appear with the helping verbs or, without helping verbs in English grammar. So, lexical verbs are divided into two leads;

a. Regular Lexical Verb

A regular verb is any verb whose conjugation following the typical grammatical inflections of the language it belongs to. A verb that cannot

be conjugated like this is called a regular verb. All natural language, to different extents, have a number of regular verbs. In English, the verb "to talk" is regular. This is not a particularly impressive feat in English given that there are at most only four forms of each regular verb.

Regular lexical verbs have the following four forms:

V	base	call	like
V-ing	-ING.PARTICIPLE	calling	liking
V-S	-S FORM	calls	likes
V-ed	-PAST/-ED PARTICIPLE	called	liked

These are regular in that we can predict the other forms if we know the base of such a verb. This is a very powerful and useable rule, since the base is the form listed in dictionaries and the vast majority of English verbs belonging to this regular class.

b. Irregular Lexical Verb

Most verbs in English form their various tenses consistently: added to the base of a verb to create the simple past and past participle he walked; he has walked. There are, however, a number of so-called irregular verbs, (including unfortunately, some very common verbs such as to be and to have) whose various forms must be memorized. (<http://grammar.ccc.comment.edu/grammar/verbs.htm>)

Irregular lexical verbs differ from regular verbs in the following ways;

a) Irregular verbs either do not have a /d/ or /t/ inflection, such as drink, drank-drunk or break the rule burn-burnt, beside the regular burned/d/.

b) Irregular verbs typically, but not necessarily, have variations in their base vowel. Such as;

find- found- found, write - wrote- written

c) Irregular verbs have a varying number of distinct forms. Since the -s and -ing forms are predictable for regular and irregular verbs alike most irregular verbs have, like regular verbs, only one common form for the past and the-ed participle. such as;

	Base	V-ed ₁	V-ed ₂
All alike	put	put	put
V-ed ₁ = V-ed ₂	meet	met	met
V = V - ed ₂	come	came	come
All different	write	wrote	written

(Quirk and Greenbaum, 2005:23)

II. Helping Verb (Auxiliary Verb)

A helping verb always accompanies an action or linking verb in a sentence. A helping verb is never used by itself; it is always followed by an action or linking verb. The helping verb's role is to give the main verb a special meaning or time frame (tense).

Ram should do his homework.

In this sentence, the main verb is "do" and the helping verb is "should" (http://wwwcabrillo.edu/services/writing_center/290/verbs.ptdf.)

In other words, auxiliary verbs work with the main verb to complete the verb phrase. For example -be, have, do and so on are some auxiliary verbs in English. Similarly, can, shall, will, may etc. are also other auxiliaries in English. So, in English grammar, auxiliaries break down into two sub-groups;

a. Primary Auxiliaries

These are the verbs 'be', 'have', and 'do'. They have a dual function. They work as auxiliaries;

The company is gaining a lot of money.

They have been gaining money for some time.

I do what I wish in my life

They can also stand on their own as main verbs in the sentences. Such as;

Ram is my best friend.

She has a lot of knowledge in this field.

She has a lot of knowledge in this field.

His new car can do over 100 mph.

b. Modal Auxiliaries

All the other auxiliaries except 'be', 'have' and 'do', are described as modal auxiliaries in English. Primary auxiliaries refer to actual events in the past or present; modal auxiliaries refer not to actual events, but to

possible events. Some of them give us information about the speaker's views on the likelihood of something happening. Such as will/would can/could shall/should, may/might, ought to, must, need etc. are example of modal auxiliaries.

On the other hand, English verbs are primarily classified into two heads:

a. Main Verb

Main verbs can be divided according to the way in which they work in the sentence they can be:

i. Transitive

Transitive verbs are those verbs that express action that terminates in or is received by, an object. The object of a transitive verb can be a noun, pronoun, or a noun clause or phrase.

e.g. I threw the ball

we beat them.

([http://www.taxstate.edu/slac/writing/grammar/verbs_typesandtenses, pdf.](http://www.taxstate.edu/slac/writing/grammar/verbs_typesandtenses.pdf))

Verbs that can be used in sentence like this are described as transitive verbs in English. Transitive verbs can be used in two different ways i.e. active and passive for example,

Active: Your dog bit me.

Passive: I was bitten by your dog.

ii. Intransitive

Intransitive verbs are verbs that express action but do not take an object. The subject and verb express a complete thought without an object. The verb can, however, be followed by an adverb or modifier.

e.g. I ran

I ran swiftly

I ran in the race

Sentences like these consist either of just a subject and verb or subject, verb and adverbial, or subject, verb and object. Some sentences are mainly about the subject: they give us information about the persons, things, or, ideas referred to in the subject, but do not refer to any other persons, things, or ideas.

iii. Linking Verb

Linking verbs connect the subject noun to an idea about the noun. Linking verbs are most commonly different forms of the verb "to be".

am, are, is (present tense)

was, were (past tense)

Some sentences consist of a subject and a verb followed by a complement. This is a sentence element that completes the subject for example,

She became a special constable.

Her parents were very pleased.

The verbs used in such sentences belong to a small group of linking verbs they are also called copular verbs. The commonest by far is 'be' and others are;

Seem appear become look etc.

(Seely, 2006:37)

Similarly, we can also find the division of English verbs as follows:

i. Action Verb

An action verb is exactly that which shows the subject noun performing some kind of action. Note that an action is not necessarily a physically obvious activity. Thinking and dreaming are also actions.

Action verbs are also known as main or ordinary verbs in grammar. They show the visual and audible actions. They are divided into transactional and intransitive which are mentioned above.

ii. Causative Verb

Causative verbs designate the action necessary to cause another action to happen. In "The devil made me do it" the verb "Made" causes the "do" to happen. Here is a brief list of causative verbs, in no particular order let, help, allow, have, require, allow, motivate get make, convince, hire most of them are followed by an object (noun or pronoun) followed by an infinitive.

iii. Copula Verb

Be functions as an auxiliary verb as well as a copula. The copula links nonverbal predicates (i.e. nouns, adjectives, and certain adverbials) with their subjects. In sum, a verb is copula if it is followed by a noun

phrase, an adjective phrase, or an adverbial that specially predicates something about the subject of the verb. (Celce- Murcia and Larsen-Freeman; 1999:53).

iv. Phrasal Verb

Phrasal verbs are not unique to English , but they are different enough from verbs in many languages of the world, and common enough in English, to pose a significant learning challenge phrasal verb is made up of two (or mere) parts that function as a single verb. Phrasal verbs are sometimes called two word verbs because they usually consists of a verb plus a second word, the latter often referred to as an adverb (Celce-Murcia and Larsen- Freeman; 1999:425).

v. Finite verb

A finite verb makes an assertion or expresses a state of being and can stand by itself as the main verb of a sentence.

Finite verbs have tense distinction. They occur as the verb element of a clause. There is a person and number concord between the subject and the finite verbs. Similarly, finite verbs have also mood. For example

He is working.

She smokes heavily.

vi. Non- Finite Verbs

Non-finite verbs can not by themselves be main verbs. Another, more useful term for non- finite verb is verbal. In other words, the non-finite forms of verb are the infinitive [(to)+call], the-ing participle (calling), and the - ed participle (called). Non-finite verbs consist of one or more such items.

For example,

I found him working

To smoke like that must be dangerous.

(Quirk and Greenbaum, 2005:29).

1.2 Review of the Related Literature

Up to now various researches have been carried out in "The Effectiveness of Teaching Aids" in different disciplines by the different researcher under the Department of English Education. Some of them are as follows:

Shrestha (1971) conducted a research on "The Use and Availability of Instructional Materials in Teaching Social Studies. He found that none of the lower secondary schools of Pokhara have instructional materials in required numbers and types. Where only few schools had half of instructional materials needed for teaching social studies ,like flannel boards, maps, globes, papers, pictures, cutouts, textbook and so on.

Chapagain (1999) conducted a research to find out the impact of teaching materials and to suggest their effective use and the finding is drawn from the study is that the teaching materials are an intregal part of ELT. They have very highly positive impact in teaching the English language.

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

Satyal (2003) conducted a research to find out the effectiveness of visual aids in teaching English at primary level. He found that teaching the English language with the helps of visual aids is more fruitful and effective rather than without using visual aids in primary level.

Pandey (2004) conducted a research to measure the relative effectiveness of language games in teaching grammar. The finding shows that the students' achievement has been analyzed in terms of 3 criteria: item-wise, group-wise and holistic comparison. Teaching grammar using games is relatively more effective fruitful than teaching them without using it for teaching grammar in traditionally.

Adhikari (2005) conducted a research to find out the effectiveness of teaching vocabulary through games. It is an experimental type of research. The finding shows that teaching vocabulary through games has been more effective than traditional ways of teaching.

Khakurel (2005) conducted a research to find out effectiveness of matchstick figures in teaching action verbs at grade five. The finding shows that the degree of effectiveness in teaching action verbs by using the match stick figures in English is very good.

Although, various researches have been done on the topic of the effectiveness of visual aids, which are in broad topic. This is the first research of practical study in the field of effectiveness of pinmen pictures in teaching–learning action verbs at grade three.

1.3 Objectives

This study has the following objectives:

- a. To identify the action verbs from the English textbook grade three.

- b. To find out the effectiveness of pinmen pictures in teaching action verbs.
- c. 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 and learning particularly in English language teaching and learning. It can be very essential for students, teachers and researchers. It will be directly benefited as they can find the way to adopt while teaching action verbs. Similarly, textbook writers, language planners, methodologists and syllabus designers can also be advantaged from the findings of the study.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methods to carryout the study:

2.1 Sources of Data

Both primary and secondary sources were used for data collection.

2.1.1 Primary Sources of Data

The primary sources of data for this study were the students of grade three, at Shree Sharada Higher Secondary School, Dhankuta.

2.1.2 Secondary Sources of Data

Secondary sources of data signify the written documents. Therefore, different research reports carried out earlier, books, journals, newspapers etc, related to this research topic were consulted by the researcher while doing this research. Among them some of the books are as follows:

Lee and Coppen (1964), El-Araby (1974), Wright (1996), Bowen (1981), Rajbhandary (1994), Best and Khan (1998), Bhattarai (1996) Quirk and Greenbaum (2005), Seely (2006), Chomsky (1972) and different websites.

2.2 Population of the Study

The total populations of the study were students at grade three of Shree Sharada Higher Secondary School, situated at Six Number. Budhabare in Dhankuta district.

2.3 Sampling Procedure

The researcher was selected a government school by adopting non-random sampling purposive procedure. The non-random sampling procedure was applied to select the students of grade three also. Students were selected from the Shree Sharada Higher Secondary School Six Number Budhabare, Dhankuta. He selected 3 students of the grade three and taught during 25 days regularly.

2.4 Tools for Data Collection

The main tools for collection of data were a set of test items based on grade three English textbook. Before preparing the set of test items, action verbs were collected from the textbook of grade three. The test items were designed to assess the effectiveness of pinmen pictures in teaching the action verbs. The test items consisted of 50 words carrying 50 marks. The test items were divided into different teaching items and each item, except true or false and pick out a verb and put on the suitable picture, carried 5 full marks and the true or false item carried 3 full marks and pick out a verb and put on item carried 7 full marks. (see appendix-II)

2.5 Process of Data Collection

The primary data was collected by conducting pre- test and post-test. For this purpose the researcher used the following procedures:

-) The researcher collected all the action verbs from the textbook of grade three.
-) He visited the concerned school and asked approval for data collection from the related authority and contacted the students and informed them of the research study.

-) A set of test items were developed to measure the proficiency of the students before and after experimental teaching. A written pre-test was given to determine the students' proficiency in action verbs. The researcher provided 2.00 hrs times to attempt the test and their written responses were marked.
-) The students were ranked in position on the basis of their grade two final exam results. They were divided into two groups. Experimental (A) and Controlled (B) on the basis of add- even ranking of the individuals scores in grade two final examinations.
-) The researcher taught the Experimental Group (A) the action verbs using pinman pictures and taught the Controlled Group (B) without using pinmen pictures as a conventional teaching method.
-) The researcher took altogether 28 classes during this study.
-) At the end of the classroom teaching the researcher administered the post- test to both the groups. The same test used in the pre- test was given. Then, the results of the both the groups were analyzed and compared to determine their performance of the pre- test and post-test and find out the effectiveness of pinmen pictures in teaching and learning action verbs.

2.6 Limitations of the Study

This study had the following limitations:

-) This study was limited to only one government-aided school.
-) This study was based on only thirty students of grade three of a school.

-) For this study, the primary data was collected only from the written test.
-) Due to the limitation of time, it was not possible to check the students' total performance in terms of all action verbs given in their textbook.
-) The effectiveness of teaching action verbs through pinmen pictures was observed.
-) 108 action verbs are given in the grade three English textbook. Among them only 50 action verbs were taught during this research period.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of data. The results of pre- test and post-test are shown in this chapter. The results are also compared between two groups so as to find out the effectiveness of pinmen pictures in teaching action verbs in English language teaching. The outputs are analyzed and interpreted on the basis of Intra Item-wise, Inter-Itemwise, Group-wise, Gender-wise and Holistic Analysis. In this analysis, the difference between the average scores of pre-test and post-test are computed and tabulated. If it is higher than zero, it shows the progress of the groups.

3.1 Holistic Analysis

In this analysis the outputs of group A and group B are shown. The tables of the group A and group B are given in the appendix II (A and B). The researcher analyzed the result of both the groups regarding the different ten test items while teaching action verbs, on separate headings which are shown as follows:

Table No. 1
Average Percentage of Groups A and B in Test Items

Table	Types of test item	F.M	Group A in %	Group B in %	Diff. (A-B)
1	Recognize the Activities	5	30.8	7.4	23.4
2	Choose the Correct Verbs	5	45.4	2.8	42.6
3	short Answer (Yes/ No)	5	50.8	0.0	50.8
4	True and False	3	49	29	20
5	Guess and Complete	5	36	-2	38
6	Rearrange the letters	5	41.4	10	31.4
7	Make a sensible sentence	5	40	0.0	40
8	Matching	5	32	6.8	25.2
9	Pick Out and Put on	7	27.7	0.85	26.85
10	Fill in the Blanks	5	31.4	-28	59.4
Total Difference			384.5	26.85	357.65
Average difference		50	38.45	2.68	35.76

This table shows the average scores of both the groups in the ten test items. Through this table, we can say that group B has less average scores than group A. in these test items. Group A achieved the total average marks 38.45% in the ten test items is and the group B only 2.68% altogether. The difference between the both groups in average scores is 35.76 %. It means that although in some test items the achievements of group B is not satisfactory, group A secured the satisfactory marks in each test item effectively. It shows that the teaching procedures using pinmen pictures are more effective and positive in teaching action verbs in the English language than without using them.

3.2 Intra-Itemwise Analysis

This type of analysis is done on the basis of ten items which are given as follows:

3.2.1 Recognize the Activities

Table No. 2

Students' Achievement in Recognize the Activities Item

Groups	Average score of the pre-T	Average Score of the post T	Diff.	Diff. %
A	2.26	3.8	1.54	30.8
B	2.13	2.5	0.37	7.4

The above table shows that the average scores of the pre- test and post- test and the difference between them in each group. The table shows that the average scores of experimental group (A) has 2.26 in the pre- test and 3.8 in the post- test and group (A) has increased its average mark by 1.54. The controlled group (B) has the average scores 2.13 in pre-test and 2.5 in post- test and has increased in average mark by 0.47 only. It shows that both groups have progressed by 30.8 % and 7.4% respectively. Hence, the achievement of group A is higher than group B. In this term, teaching action verbs through pinmen pictures has been more effective.

3.2.2 Choose the Correct Verb Item

Table No. 3

Students' Achievement in Choose the Correct Verb Item

Groups	Average score of the pre-T	Average Score of the post- T	Diff	Diff %
A	2.13	4.4	2.27	45.4
B	2.26	2.4	0.14	2.8

The table given above shows that the gap between the two groups is very wide. The group A has the average scores 2.13 in the pre-test and

4.4 in the post-test. The group A has increased its average mark by 2.27 . The controlled group B has the average scores 2.26 in the pre-test and 2.4 in the post-test and the group B has increased its average score by 0.14 . But the progression of group A, in the post-test, is greater than the progression of group B in the post-test. The variation of average percentage of group A is 45.4% whereas group B is 2.8% only. It means that the use of pinmen pictures is more effective than as usual teaching methods.

3.2.3 Short Answer (Yes/ No) Item

Table No. 4

Students' Achievement in Short- Answer Item

Groups	Aver. score of the pre-T	Aver. Score of the post-T	Diff	Diff.%
A	1.26	3.8	2.54	50.8
B	1.8	1.8	0.0	0.0

From the table no. 3 it is obvious that the result of the pre-test of both groups is almost equal whereas the post- test result of group A is better than that of group B. The variation of the average score of group A between the pre-test and post-test is 2.54 and the increased average percentage of the group A is 50.8%. The group B has the average score of pre-test and post-test is equal. It means that the increased percentage of average score is equal in the pre-test and the post-test of group B. By this statistical analysis, we can say that the progression of group A after teaching is better than group B. So, the effect of pinmen pictures is significant, in teaching action verbs, in this item also.

3.2.4 True and False Item

Table No. 5

Students' achievement in True and false Item

Groups	Average score of the pre-T	Average Score of the post-T	Diff	D%
A	2.93	4.4	1.47	49%
B	2.93	3.8	0.87	29%

Through the above mentioned table, we can observe that in pre-test, the average scores are equal of the both the groups by 2.3. The group A has the average scores 4.4 in the post test and the group B has 3.8 average scores in the post-test. The groups A and B have the average scores in percentage is 49% and 29% respectively. It is obvious that after teaching both the groups have increased in the average marks but group A has scored more than group B.

3.2.5 Guess the Letters and Complete the Verb Item

Table No. 6

Students' Achievement in Gues and Complete the Verb Item

Groups	Aver. score of the pre-T	Aver. Score of the post-T	Diff	Diff.%
A	2.46	4.26	1.8	36
B	2.4	2.3	-0.1	-2

From this table, we can see that the group A has the average scores 2.46 and 4.26 in the pre-test and post-test respectively. It shows the increased averaged scores are 1.8 of group A and is -0.1 of group B. and

the variation of average percentage between the pre-test and the post-test of group A is 36% whereas it is -2% of group B. So that the group A has better average percentage than group B and the effect of pinmen picture is more positive in teaching action verbs.

3.2.6 Rearrange the Letters and Make a Suitable Verbs Item

Table No. 7

Students' Achievement in Rearrange the Letters Item

Groups	Average score of the pre-test	Average Score of the post-T	Diff	Diff.%
A	2.13	4.2	2.07	41.4
B	2.0	2.5	0.5	10

From this table, we can see that the average scores of group A is 2.13 and 4.2 in the pre-test and the post-test respectively and the variation between the two tests is increased by 2.07. The average percentage of group A is 41.4 which is greater than the group B. The average scores of group B in the pre-test and the post-test are 2.0 and 2.5 respectively. It shows that the increased average mark is only 0.5 and the variation percentage of the group B is 10% only. This statistical analysis presents the results that the group A's progression is better than that of group B and the use of pinmen pictures in teaching is effective.

3.1.7 Make a Sensible Sentence Item

Table No. 8

Students' Achievement in Make a Sensible Sentence Item

Groups	Average score of the pre-T	Average Score of the post-T	Diff	Diff.%
A	2.0	4.0	2.0	40%
B	2.0	2.0	0.0	0.0

Through this statistical analysis, the progression of group B is equal due to the average scores in pre-test and post-test are equal by 2.0. The progression of group A is satisfactory; in the pre-test it has the average score 2.0 and 4.0 is in the post-test. The increased percentage of group A is 40% and is larger than the group B. By observing the statistical analysis, the special treatment for group A has been more effective compared to group B.

3.2.8 Matching Item

Table No. 9

Students' Achievement in Matching Item

Groups	Average score of the pre-T	Average Score of the post-T	Diff	Diff.%
A	3.2	4.8	1.6	32
B	3.26	3.6	0.34	6.8

The table shows that, the average score of group A is better than the group B. In the pre and post-test 3.2 and 4.8 average scores are achieved by the group A and the variation of both tests is 1.6. The increased percentage in average scores is 32%. The average scores of group B in the pre-test is 3.26 and in the post-test is 3.6 and the progression has not been satisfactory. The variation of percentage in average is 6.8% only. So that, the effect of new treatment in teaching is more than the other.

3.2.9 Pick Out a Verb and Put on Item

Table No. 10

Students' Achievement in Pick Out and Put on Item

Groups	Average score of the pre-T	Average Score of the post-T	Diff	Diff.%
A	1.86	3.8	1.94	27.7
B	2.06	2.0	-0.06	0.85

From the above table, the average scores in the pre-test and the post-test are 1.86 and 3.8 of group A. It means that the difference between both the tests is 1.94 and the average percentage of group A is 27.7%. The difference of average score of group B is negative and in the pre-test and the post-test average scores are 2.06 and 20, respectively. Thus, the average gap of group A and group B is very wide and the group A has better achievement than the group B.

3.2.10 Fill in the Blanks Item

Table No. 11

Students' Achievement in Fill in the Blank Item

Groups	Average score of the pre-T	Average Score of the post-T	Diff	Diff.%
A	2.33	3.9	1.57	31.4
B	3.6	2.2	-1.4	-28

This table represents the unsatisfactory average scores of group B. The post-test achievement is less than the pre-test and the average percentage in the scores of this group is -28% . The average scores in the pre-test is 2.33 and 3.9 in the post-test of group A. It shows that the variation percentage is 31.4% of group A and the effect of teaching action

verbs through pinmen pictures is positive and very appropriate in the English language.

3.3 Inter-Itemwise Analysis

Table No. 12

Inter- Itemwise analysis of Groups B and A in the Pre-test

S.N.	Types of Test Item	Group B	Compare Symbol	Group A	Diff.	Diff.%
1	Recognize the Activities	2.13	>	2.26	0.13	2.67
2	Choose the Correct Verbs	2.26	<	2.13	-0.13	-2.6
3	short Answer (Yes/no)	1.8	>	1.26	-0.54	-10.6
4	True and False	2.93	=	2.93	0.0	0.0
5	Guess and Complete	2.4	>	2.46	0.06	1.2
6	Rearrange the Letters	2.0	>	2.13	0.13	2.6
7	Make a Sensible Sentence	2.0	=	2.0	0.0	0.0
8	Matching	3.26	<	3.2	-0.06	-1.2
9	Pick Out and Put on	2.06	<	1.86	-0.2	-2.8
10	Fill in the Blanks	3.26	<	2.33	-0.93	-18.6

The above table shows that the average scores in the pre-test of group B has achieved more marks in items II, III, VII, IX and X. The variation average scores of the group B is -0.13, -0.54, 1.2, 2.1 and 18.6 respectively. Likewise, Group A has obtained the average marks in pre-test in items I, V, and VI . The increased average scores of group A has been 0.13, 0.06 and 0.13 respectively. The average scores in the pre-test

of both groups are equal in items IV and VII by achieving the average scores 2.93 and 2.0 in the both groups.

Table No. 13

Inter- Itemwise analysis of Groups B and A in the Post-test

S.N.	Types of Test Item	Group B	Compare symbol	Group A	Diff.	Diff.%
1	Recognize the Activities	2.5	>	3.8	1.3	26
2	Choose the Correct Verbs	2.4	>	4.4	2	40
3	Short Answer (Yes/No)	1.8	>	3.8	2	40
4	True and False	3.8	>	4.4	0.6	20
5	Guess and Complete	2.3	>	4.26	1.96	39.2
6	Rearrange the Letters	2.5	>	4.2	1.7	34
7	Make a Sensible Sentence	2.0	>	4.0	2.0	40
8	Matching	3.6	>	4.8	1.2	24
9	Pick Out and Put on	2.0	>	3.8	1.8	25.7
10	Fill in the Blanks	2.2	>	3.9	1.7	34

Through this table, we can analyze that in the post-test, group A and group B are very different. Group A has secured the greater average scores than group B in each ten test items. The average percentage of variation in these both groups are 26% , 40%, 40% 20% 39.2% , 34% 40%, , 24% , 25.7% and 34% respectively in each test item. It is obvious that the group A after teaching by using pinmen pictures, has obtained better average marks rather than group B. Therefore, the effect of teaching action verbs through pinmen pictures is positive and satisfactory.

3.4 Groupwise Analysis

The following table shows the variations between the mean scores of group A and group B in the pre-test and post-test and also the progress of both the groups as group-wise.

Table No. 14
Students' Achievement in both Tests

Groups	Aver. score of the pre-T	Aver. Score of the post-T	Diff	Diff. %
A	22.6	41.53	18.93	37.86
B	24.13	25.46	1.33	2.66

This table shows the average scores of both the groups in the pre-test and the post-test. By observing the table, the average scores in the pre-test of both groups are almost equal ie. 22.6 A and on B where group B achieved more marks than group A. But in the post-test, the difference in average scores of group A is greater than group B ie. 25.46 and 41.53 respectively A. That is to say, the average percentage of difference in the pre-test and the post-test of group A is 37.86% whereas group B is 2.66% only. That is why the progress of the former group is better than that of the later group. That means pinmen pictures in teaching action verbs have been effective to some degree than the conventional way of teaching action verbs.

3.5 Gender-wise Analysis

Table No. 15
Gender-wise Analysis

Groups	Sex	Average Score of the Pre- T	Average Score of the pre-T	Diff.%
A	Girls	24.66	42.5	17.73
	Boys	20.77	41.11	2034
B	Girls	26.71	26.57	-0.14
	Boys	20.75	23.0	2.25

By observing the above given table that the progress of both girl and boy students of group A is better than that of group B. In group A the average scores of the girl and boy students in pre-test are 20.77% and 24.66% respectively whereas in group B, the scores of girl and boy students in the pre-test are 20.75% and 26.71% respectively. Hence in the pre-test the average scores of the girl students of group B is the greatest of all. In both the groups, the girl students have scored better than the boy students. In group A, the difference in average percent between the girls and boys is 3.89% in group B. Similarly, in the post-test, both the boys and girls of both the groups scored much better marks than they obtain in the pre- test but the ratio between group A and group B is different. It means that in the post-test the boy students of group A have scored 41.11% and 42.5% scored by the girl students in the same group. So that the differences between the pre-test and the post-test of boys and girls are 20.34% and 17.73% in group A respectively. And -0.14% and 2.25% differences are obtained by the girls and the boys respectively in group B. It indicates that, the boy and the girl students of group B scored 20.75% and 26.71% respectively in the pre-test, and 23.0% and 26.57% average scores have been obtained by the boy and the girl students of group B in the post -test. From this statistical analysis the girl students have scored lower average mark in the post-test but the boy students achieved the better scores in the same-test. Finally, we can conclude that the effect of pinmen pictures in teaching action verbs is satisfactory as well as better than the conventional methods.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The objective of this study was to find out the effectiveness of pinmen pictures in teaching action verbs at grade three. On the basis of this objective, the researcher collected the data by teaching the students for more than 25 days, dividing them into two groups, each day. The test items were prepared before going to the field and were administered to students. The researcher divided the students into two groups on the basis of the roll number of the class and taught them for 25 days separately. After teaching for 25 days, the post-test was administered and its result was analyzed and interpreted. On the basis of analysis and interpretation of the data, the following findings are drawn:

- a. Through this study, the researcher found that girl students of both groups have obtained greater scores than their boy counterparts. It indicates that the girl students have been more curious and eager to learn than the boy students. Within girl students the girls of group A had secured more marks than the girls of group B.
- b. The use of pinmen pictures seems more useful and appropriate in teaching true and false, recognize the activities, matching and short answer items. The students achieved better scores in these teaching items but in some items like rearrange the letters, make suitable sentences, guess and complete the verbs, fill in the blanks and pick out and put on, students scored lower marks than the expectation.
- c. From this study, on the whole, pinmen pictures have been found to be effective in the teaching of action verbs. The progress is seen in

favour of experimental group and the variation in output between two groups in the post-test is greater. So, we can say that if the teachers use this method in teaching action verbs the teaching and learning process is more effective, profitable and appropriate, though some teaching items do not yield significant results.

- d. We come to the conclusion that, teaching language using different instructional materials is more useful and effective but the teachers should use them according to the situation, age, demand and the subject matters. Particularly using pinmen pictures in teaching action verbs is more effective and suitable in the English language. So, no single or traditional technique is useful and effective in teaching action verbs.

4.2 Recommendations

On the basis of the above findings the following recommendations are made:

- a. Teaching action verbs with the help of pinmen pictures is one of the effective and useful ways of teaching the English language. But most of the teachers are unknown and unfamiliar about how to draw and use them while they are teaching in the classroom properly. So, all the concerned agencies such as the textbook writers, syllabus designers and methodologists should include and encourage the use of pinmen pictures in teaching action verbs, should provide the trainings, orientations, and the necessary teaching materials like pinmen pictures in each school to refresh and make the teachers familiar with the demand of the day.
- b. This study is only concerned and limited to teaching action verbs. Such studies should be done on other aspects and skills of the

English language. Similarly the research is limited only to the thirty students of a school. The results of a few studies are insufficient to claim about the maximum use of pinmen pictures in our country, Nepal. Thus, a series of action researches on pinmen pictures in different situations like public and private schools, boy and girl learners, involving more respondents than that of this study, rural and urban etc, at various levels should be carried out.

- c. The research is limited only to the academic achievement of the students in the English language. So, further studies should be carried out on the effectiveness of teaching language through pinmen pictures, on the basis of other dependent variables i.e. attitude towards contents, peer- group relation, teacher- student relation, academic motivation, social relation, self-esteem and school environment for teaching different aspects of language.
- d. Teaching action verbs is not an easy task and no single method is available, suitable and appropriate for teaching all kinds of action verbs. So, the teachers should be dynamic and tactful to the situation and the nature of the verbs in which they teach action verbs and should use gestures procedure as the items require.

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APPENDIX II (A)

Name and Marks Obtained in the Pre-test as a Whole

S.N.	Name of students	Item										
		I	II	III	IV	V	VI	VII	VIII	IX	X	T
1	Roshmita Shrestha	4	3	4	4	3	3	3	4	3	4	35
2	Keshar Maya Magar	3	3	3	3	3	4	4	4	4	3	34
3	Sabin Chamlagain	4	4	3	4	3	3	3	4	2	3	33
4	Ghoma Shrestha	3	3	3	4	3	3	4	4	2	4	33
5	Tek maya B.K	3	4	4	4	2	3	3	4	3	3	33
6	Mahesh Shresta	4	3	2	4	2	2	3	4	4	3	29
7	Bikram Shrestha	4	2	2	4	2	3	2	3	3	2	27
8	Mahesh Shrestha	4	3	1	3	3	2	1	3	2	4	26
9	Santa Bdr. Shrestha	4	2	1	4	2	3	2	3	1	3	21
10	Mausam Pulami	2	1	1	3	4	3	2	3	1	3	23
11	Maina kumari Magar	2	2	1	3	3	2	2	3	1	3	22
12	Ratna Kumar Magar	1	3	2	3	3	2	2	2	2	3	23
13	Sanjyoti Tamang	3	3	2	3	3	2	1	3	2	4	26
14	Dil Bdr. Shrestha	3	4	2	2	2	1	2	2	1	2	21
15	Harimaya Ale	2	2	1	2	2	2	2	4	2	2	21
16	Juny Shrestha	2	1	0	2	3	1	1	4	2	2	18

17	Sajan Pulami	1	2	0	1	2	1	2	4	3	1	17
18	Sanjita Gurang	1	2	1	1	4	2	1	3	2	2	19
19	Sanjita shrestha	0	1	0	2	2	1	2	3	2	2	15
20	Umesh Shrestha	0	1	0	2	2	2	3	2	2	1	15
21	Sangita Shrestha	3	2	2	2	3	2	3	3	2	2	24
22	Laximi Shrestha	2	2	1	4	2	1	4	3	2	2	23
23	Hari Kumar Shrestha	2	2	1	4	2	1	2	2	1	3	20
24	Subash Chand Karki	2	3	1	3	2	2	1	2	2	2	22
25	Yugesh Pulami	1	3	2	3	2	1	1	3	1	4	21
26	Debendra B.k.	1	2	1	2	1	2	1	3	1	2	16
27	Chewng Tamang	1	0	2	2	1	2	1	4	2	2	17
28	Kharindra K Magar	1	0	1	3	2	2	1	3	2	1	16
29	Sandip Magar	1	2	1	3	2	1	2	3	2	1	18
30	Tara Prsd. Ghimire	2	1	1	3	2	3	1	4	2	2	21
Total Marks		66	66	46	88	73	63	60	97	59	75	69 3
Average marks		2.2	22	1. 5	29	2.4	21	2.0	3.2	1. 9	2.4	23

Appendix II (B)

Name and Marks Scored in Both the Tests by Both Groups

Group A				Group B			
S.N.	Name of the Students	Marks scored in Pre-T	Marks in Post-T	S.N.	Name of the Students	Marks scored in Pre-T	Marks in Post-T
1	Roshmita Shrestha	35	37	1	Kesharmay magar	34	46
2	Sabina Chamlagain	33	34	2	Goma Shrestha	33	45
3.	Tekmaya Shrestha	33	28	3	Mahesh Shrestha	29	44
4.	Bikram Shrestha	27	30	4	Mahesh Shrestha	21	42
5.	Sausam Pulami	23	28	5	Sana Bdr. Shrestha	22	42
6	Ratna Kumar Magar	23	22	6	Maina Kumari Magar	26	40
7	Sanjyoti Tamang	26	21	7	Dil Bdr. Shrestha	21	41

8	Harimaya Ale.	21	22	8.	Junu Shrestha	18	41
9.	Sajan Pulami	17	21	9	Sanjita Gurung	19	41
10	Sanjita Shrestha	15	25	10	Umesh Shrestha	15	40
11	Sangita Shrestha	20	19	11	Laxmi Shrestha	23	40
12	Hari Kumar Shrestha	20	20	12	Subash Chandra Karki	22	42
13	Yugesh Pulami	21	19	13	Debendra B.K.	16	40
14	Chhewang Tamang	17	20	14	Kharindra K. Magar	16	39
15	Sandip Pulami	18	24	15	Tara Prasad Ghimire	21	40

Appendix II (C)

Group B (Controlled Group)

Marks Scored in Both the Tests by Boy and Girl Students of Group B.

S.N.	Name of boy students	Marks scored in the pre-T	Marks Scored the post-T
1	Bikram Shrestha	27	30
2	Mausam Pulami	23	28
3	Ratna K. Magar	23	22
4	Sajan Pulami	17	21
5	Hari Kumfcar Shrestha	20	20
6	Yugesh Pulami	21	19
7	Chhewang Tamang	17	20
8	Sandip Pulami	18	24
S.N.	Name of the girl students	Marks scored in the pre-T	Marks Scored the post-T
1	Roshmita Shrestha	35	37
2	Sabina Chamlagain	33	34
3	Tekmaya Shrestha	3	28
4	Sanjyoti Tamang	23	21
5	Harimaya Ale	26	22
6	Sanjitq Shrestha	17	25
7	Sangita Shrestha	15	29

Group A (Experimental Group)

Marks Scored in Both the Tests by Boy and Girl Students of Group

A

S.N.	Name of boy students	Marks scored in the pre-T	Marks Scored the post-T
1	Mahesh Shrestha	29	44
2	Santa Bahadur Shrestha	21	42
3	Mahesh Shrestha	26	40
4	Dil Bdr. Shrestha	21	41
5	Umesh Shrestha	15	40
6	Subash Chandra Karki	22	42
7	Debendra B.K.	16	40
8	Kharindra Kumar Magar	16	39
9	Tara Prd. Ghimire	21	40
S.N.	Name of girl students	Marks scored in the pre-T	Marks Scored the post-T
1	Kesharmaya Magar	34	46
2	Goma Shrestha	33	45
3	Maina Kumari Magar	22	42
4	Junu Shrestha	18	41
5	Sanjita Gurung	19	41
6	Laxmi Shrestha	23	40

APPENDIX- III
Lesson Plan - 1
Group - A

Name of School: Shree Sharada Higher Secondary School, Dhankuta.

Number of Student: 15
10

Date: 2064-5-

Class: Three

Time : 45 Min.

) **Teaching Items:** Teaching action verbs – playing, running, jumping and eating.

) **Objectives:** At the end of this lesson, the students will be able to :
– pronounce the action verbs playing , running jumping and eating correctly
– tell the meaning of these verbs related to the topic.

) **Teaching materials:** Flannel board, pinmen pictures, flash cards, pocket chart and daily classroom use materials.

) **Activities:** The teacher will;
– present some pictures to motivate the students.
– ask them to guess out and try to pronounce these verbs.
– encourage the students to complete the sentences after writing on the board these incomplete sentences.
– help them to pronounce these verbs and tell them to repeat or imitate how he pronounces.
– draw some pinmen pictures on board and ask them tell what these picture are doing now, after dividing the class into three groups.
– write some action verbs on the other side of the board and ask the groups discuss and match the verbs and pictures appropriately.
– help the students to complete the incomplete sentences and match verbs and pictures where is necessary.

- summarize the lesson in a simple language and their mother tongue if need.
- ask the meaning of the these verbs in groups and help them, as a hints.

) **Evaluation:** The teacher will evaluate the students by giving following tasks:

- how do you pronounce the verbs-jumping, running, eating and playing?
- complete the following incomplete sentences with the help of verb given in box.

Group B

(Objectives, Teaching Items and Evaluation are Same as for group A, only the materials and teaching activities are different)

) **Materials:** Daily classroom use materials such as chalk, duster, board and so on.

) **Activities:** The teacher will;

- write some words on the board and ask them the corrected pronunciation to motivate the students.
- pronounce the verbs by himself and ask them imitate him how he pronounces.
- tell them the meanings of these verbs and write down on the board.
- make sentences and tell them to read these sentences and the meaning of verbs
- give the time for remembering the meaning of the verbs.
- ask them to use the verbs in sentences of their own and summarize the lesson in a simple language.

Lesson Plan - 2
Group - A

Date: 2064-5-12

Time 45 min.

-) **Teaching Item:** Teaching action verbs – jumping, running, playing and eating.
-) **Objectives:** On completion of this lesson, the students will be able to;
 - use the action verbs jumping, running, playing and eating in sentences correctly.
 - answer some questions related to the teaching items.
-) **Materials :** (Materials are some as lesson plan 1 in each lesson plans from 1-25)
-) **Activities:** The teachers will;
 - ask some questions form the previous lesson to motivate the students.
 - show the pictures and ask questions like, what is she doing? what the meaning of the picture? Is he running?
 - tell them to discuss to identify and search the correct verbs after seeing pictures, after dividing the class into three separate groups.
 - write some verbs on the board and draw some pictures on the other side of the board and ask the groups guess and match them into the words.
 - encourage them by helping the students to identify the pictures' activities and to match the verbs and pictures appropriately.

- ask them to make these verbs in sentences on their own and draw the pictures of these verbs and provide them the appropriate clues if necessary.
- summarize the lesson in simple and effective language and provide the facility of their own mother tongue if they feel require.

) **Evaluation:** The teacher will give the following tasks to evaluate the students;

- ask to match the pictures and the action verbs .
- ask to make sensible sentences of these verbs.

Group B

) **Materials:** (Materials are same as lesson plan 1 in each lesson plans from 1-25)

) **Activities :** The teacher will;

- motivate the students by asking the questions from previous lesson and revise the lesson as a short.
- write down the verbs on the board and ask them guess the meaning one by one and help them.
- make the sentences of each verb and write down them on board.
- give the time for matching the verbs and the meaning of sentences and provide the hints if they feel difficult.
- ask them to use these words in sentences of their own.
- summarize the lesson in a simple and clear language and discuss in their own mother tongue if there is necessary.

Lesson Plan - 3

Group - A

Date: 2064-5-13

Time: 45 mins.

) **Teaching Items:** Teaching action verbs- drawing, driving, doing and dancing.

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

- pronounce the verbs drawing, driving, doing and dancing, correctly.
- tell meanings of these verbs appropriately.

) **Activities:** The teacher will;

- present the chart of the verbs and ask them to guess the meanings of these verbs to motivate them.
- write down the verbs on the board and ask the students pronounce them correctly as much as they can.
- ask them repeat the verbs after the teacher how he pronounces and draw some pictures.
- write some sentence on the board and encourage them to find out the single words of these sentences and help them by giving some clues if need.
- present the new verbs on the other side of the board and ask them to match them with the meaning/sentences the new verbs on other side of the board and ask them to match them with meanings/sentences appropriately.
- draw some pinmen pictures to make the clear concept towards new verbs and meanings of these verbs.

- summarize the lesson by using simple language and tell them to their own mother tongue

) **Evaluation:** The teacher will give the following exercises to evaluate the students:

- how do you pronounce the verbs drawing, dancing and driving correctly?
- complete the incomplete sentences with the help of the action verbs given in the box.

Group B

) **Activities:** The teacher will;

- ask some questions from the previous lesson and summarize the previous lesson to motivate them.
- write some new verbs on the left side and the meaning on the other side on the board.
- pronounce the single verbs correctly and ask them to follow him and repeat again if require
- ask them to guess the meanings of the verbs and match them to the correct and suitable verbs and provide the hints to facilitate them.
- encourage them to remember the verb and the meaning of each verb.
- summarize the lesson in the simple language and discuss them to their own mother tongue if they feel difficult to tell the meanings.

Lesson Plan - 4

Group - A

Date : 2064-5-14

Time: 45minis

) **Teaching Items:** Teaching the action verbs –dancing, drawing, doing and driving.

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

- make a suitable sentence of their own
- answer some questions on the basis of the teaching items.

) **Activities:** The teacher will;

- motivate the students by drawing some pictures and revise the previous lesson very briefly.
- write the action verbs on the board and ask them to pronounce them correctly.
- provide some incomplete sentence on the other side of the board and ask them to complete the sentences by using the action verbs and help them if necessary.
- ask them to make sentences by using the action verbs and provide some clues to them.
- draw some pinmen pictures on the board and ask them match the pictures with the action verbs correctly and also ask them to draw some pictures one by one on the board after his drawing.
- summarize the lesson very simple language and their own mother tongue if there is necessary.

) **Evaluation:** The teacher will give the following exercises to evaluate the students:

- make the suitable sentences of your own.
 - complete the incomplete sentences with the help of the action verbs given in the box.
- a) Ram ispicture son the copy (drawing/dancing)
 - b) Bhim is a car n the road (driving/drawing)
 - c) Anju isin a competition. (drawing/dancing)
 - d) Manita isher homework. (driving/doing)

Group B

) **Activities:** The teacher will;

- revise the previous lesson very briefly and ask some questions to motivate the students.
- write some action verbs on the left side and some incomplete sentences and ask them to complete them by choosing the action verbs and tell them the sentences in a complete form one by one.
- make the suitable sentences by sing the action verbs, and let them the time to remember the verbs and ask them to make the sentences of their own.
- summarize the lesson in a simple language and their own mother tongue if there is necessary.

Lesson Plan – 5

Group - A

Date: 2064-5-16

Time: 45

mins.

) **Teaching Items:** Teaching action verbs breaking, calling, cooking and opening.

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

- pronounce the action verbs breaking, calling coking and opening correctly,
- tell meaning of these action verbs appropriately,

) **Activities:** the teacher will;

- ask the students to revise the previous lesson very briefly and provide the facility to them.
- write the action verbs on the board and ask them to pronounce correctly and pronounce the verbs correctly and ask them to pronounce after him.
- draw some pinmen pictures on the side of the board and ask to guess what the picture are doing randomly all the students.
- write some sentences on the board and ask them match them to the pictures correctly and provide the clues to them if they feel difficult.

- ask them the meaning of the action verbs and match them to pictures and sentences, and help them very carefully to solve the problems.
- summarize the lesson if necessary in simple language and their mother tongue too.

) **Evaluation:** The teacher will give the following tasks to evaluate the students;

- how do you pronounce the action verbs breaking, calling and opening correctly?
- what the pictures are doing? etc.

Group B

) **Activities:** The teacher will;

- motivate the students by asking the previous lesson's question and revise them the lesson very briefly.
- write some action verbs on the board and pronounce them correctly.
- ask them to repeat the teacher how they pronounce and also ask them to guess the meanings of the verbs.
- tell the meanings of the verbs one by one by writing on the board.
- present some incomplete sentences on the board and ask them to complete them by seeing the action verbs.
- tell the summary in simple language and their mother tongue too if they require.

Lesson Plan – 6

Group A

Date : 2064-5-17

Time : 45 mins.

) **Teaching Items:** Teaching action verbs – breaking, calling, cooking and opening.

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

- make sentences of their own correctly.
- answer some questions concerned to the lesson.

) **Activities:** The teacher will;

- present a chart of action verbs ask the students pronounce them correctly to attract their attention.
- write down some sentence on the one side of the board and ask them read out appropriately and help them if require.
- draw some pinmen pictures on the board and ask them to match the sentence to the pictures and find out what the pictures are doing? and provide the require clues.
- write some incomplete sentences one side of the board and some words on the other side and ask them match them each other to recognize the correct sentences of each action verbs.
- ask them to make a sensible sentences of their own and provide the summary of the lesson as much as a simple language.

) **Evaluation:** The teacher will evaluate the students by giving the following exercises:

- how do you complete the incomplete sentences appropriately?
- use the verbs calling, breaking, cooking and opening in sentences of your own.

Group B

) **Activities:** The teacher will;

- revise the previous lesson briefly to motivate the students and ask some questions from the lesson.
- write the verbs on side of the board and some sentences on the other side, and ask the students guess the meanings of the verbs and match the verbs and sentences appropriately.
- write four meanings of verbs and ask them the single words for the meanings and help them.
- make some new sentences by using these verbs and write down on the board, and ask them read out the sentences after him correctly.
- let give them sometimes to memorize the meanings of the verbs and ask them to make their own sentences by using these new verbs appropriately.
- summarize the lesson in simple language and also their own mother tongue if necessary.

Group – A

Date: 2064-5-19

Time : 45 mins.

) **Teaching Items:** Teaching the action verbs - flying, crying writing and pulling.

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

- pronounce the action verbs flying, crying pulling and writing correctly
- tell meanings of these verbs appropriately.

) **Activities:** The teacher will;

- show some pictures to attract the students' attention towards the teaching process.
- ask them what the pictures are doing and write the new action verbs on the board to help them.
- pronounce these verbs correctly by himself and ask them to follow up him what he pronounces.
- encourage them to guess the appropriate meanings of the action verbs and write down the sentences on the board.
- give the list of sentences randomly in each group after dividing the class into three groups, to match the verbs and suitable sentences.
- draw some pinmen pictures on the board and ask them to tell what each picture is doing and match with the verbs as well as sentences appropriately.
- summarize the lesson in simple words and the mother tongue of the students in require.

) **Evaluation:** The teacher will give the following tasks to evaluate the students:

- how do you pronounce the verbs flying, crying pulling and writing correctly?
- what are the sensible meanings of these verbs?

Group - B

-) **Activities:** The teacher will;
- write some new verbs on the board and ask these the pronunciation of these verbs to motivate them.
 - pronounce the verbs correctly and ask them to repeat after him and ask them to repeat after him and remember the pronunciation of these verbs.
 - write four sentences on the board and ask them the single verbs for the meanings and help the students to choose the appropriate single verbs.
 - write some incomplete sentences on one side of the board and ask them to complete these sentences appropriately and help them properly.
 - summarize the lesson briefly and in simple language and the mother tongue of the students if require.

Lesson Plan - 8

Group - A

Date: 2064-5-20

Time : 45 mins.

) **Teaching Items :** Teaching action verbs flying, crying , writing and pulling.

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

- use the verbs flying, crying pulling and writing in sentences of their own
- answer some questions related to the teaching items.

) **Activities:** The teacher will;

- ask some questions from the previous lesson to motivate the students and revise the lesson briefly.
- write four sentences on the board and ask them guess the single words of these sentences and help them as the clues.
- write down the four new words on the other side of the board and ask them to find out the correct meanings of each sentence and match them with the verbs appropriately.
- draw some pinmen pictures on the board and ask the students to pick the verbs and put on the suitable pictures and provide the hints if necessary.
- summarize the lesson in simple words as much as he can and also tell in mother tongue of the students if they feel difficult.

) **Evaluation** : the teacher will give the following tasks students;

- match the sentences with the correct verbs
- use the verbs flying, crying pulling and writing in sentences of your own .

Group - B

) **Activities**: The teacher will;

- revise the previous lesson briefly and ask some questions related to the previous lessons.
- write some sentences on the other side of the board and ask them to match the sentences with the correct verbs and give some hints.
- make some sentences by using the verbs and ask them read out these sentences correctly.
- encourage them to memorize the meanings of the verbs and make sentences of them own .
- summarize the lesson in clear and simple language and their mother tongue also if necessary .

Lesson Plan - 9

Group - A

Date : 2064-5-21

Time : 45 mins.

) **Teaching Items:** Teaching action verbs giving, going, killing and talking.

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

- pronounce the action verbs giving, going, killing and talking correctly.
- give meanings of these verbs appropriately.

) **Activities:** The teacher will;

- ask some questions from the previous lesson and tell the summary of the lesson again to motivate the students.
- draw some pinmen pictures on the board and ask them to tell what the pictures are doing? and write the new verbs on the board to help them.
- ask the correct pronunciations of each verbs and pronounce them correctly himself.
- ask them to follow him what he pronounces and write some sentences on the board and to match them with the verbs truly.
- write four in complete sentences on the board and ask chose and complete the sentences and provide some clues to facilitate them.

- give a brief summary in simple language and their mother tongue to make the lesson clear if require.

) **Evaluation:** the teacher will evaluate the students by giving the following tasks.

- how do you pronounce the verbs giving, going, killing and talking correctly?
- match the verbs with the sentences appropriately.

Group B

) **Activities:** The teacher will;

- ask some question from the previous lessons and revise the previous lesson briefly.
- pronounce the words correctly and write down one by one letter on the board and ask them to pronounce after him.
- write some meanings of the verbs on the board and ask them tell the single verbs of each sentences and help them.
- let given them time to remember the meaning of the verbs and ask them the sentences by giving the verbs.
- write some incomplete sentences and some new verbs on the sides of the board and match them.
- tell the summary of the lesson briefly if need.

Lesson Plan - 10

Group - A

Date : 2064-5-23

Time : 45 mins.

) **Teachings Items:** Teaching action verbs giving, going, killing and talking.

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

- use the verbs giving, going, killing and talking in sentences of their own
- answer some questions concerned with the lesson.

) **Activities:** The teacher will;

- revise the previous lesson briefly and ask the students to pronounce the verbs correctly.
- draw some pinmen pictures and ask them what the pictures are doing and give some hints.
- write four incomplete sentences on the board and ask them to complete these sentences and help them if necessary.
- present some meanings of the verbs on the board and ask them to match them write the correct verbs appropriately.
- ask them to make some new sentences with the help of the verbs and pictures.

- give the summary of the lesson in simple and clear words and their mother tongue if need.

) **Evaluation:** The teacher will give the following tasks:

- what the pictures are doing?
- use the verbs giving, going, killing and talking in sentences of your own.

Group B

) **Activities:** The teacher will;

- write some words on the board and ask them pronounce correctly.
- use the verbs in sentences and write down on the board one by one.
- write some incomplete sentences on the board and ask to complete them appropriately.
- let give time to memorize the meanings of the verbs and ask to make sensible sentences.
- tell the brief summary of the lesson as clear language as he can.

Lesson Plan - 11

Group - A

Date : 2064-5-24

Time : 45 mins.

) **Teaching Items:** Teaching action verbs 'carrying, reading, watching and raining.

) **Objectives:** on completion of this lesson, the students will be able to;

- pronounce the action verbs carrying reading, watching and raining correctly.
- tell meanings of these verbs appropriately.

) **Activities:** the teacher will;

- motivate the students by asking some questions from the previous lesson and revise the lesson briefly.
- write the action verbs on the board and ask the pronounce these verbs correctly and help them by writing each letters on the board.
- draw some pinmen pictures and ask them tell what the pictures are dong to each students of the each group after dividing into three groups.
- ask them to match the pictures with the verbs appropriately and provide some clues to make easy to the students.

- write some sentences on the side of the board and ask them guess the single words of each sentence one by one in each group.
- tell the summary of the lesson in simple and clear language and their mother tongue too.

) **Evaluation:** The teacher will give the following exercises to evaluate the students.

- how do you pronounce the action verbs watching and raining correctly.
- match the verbs with the sentences appropriately.

Group B

) **Activities:** The teacher will;

- write some action verbs on the board and ask them to pronounce these verbs and pronounce these verbs and ask them to follow him.
- encourage them to tell the meanings of these verbs and present the sentences on the board.
- ask them to match these verbs with the sentences and tell them the meanings by matching each other.
- write some incomplete sentences on the board and ask them to complete by choosing the verbs and correct their sentences writing on the board.
- summarize the less briefly by using simple language and their mother tongue if necessary.

Lesson Plan - 12

Group - A

Date : 2064-5-25

Time : 45 mins.

) **Teaching Items:** Teaching action verbs - carrying, reading, watching and raining.

) **Objectives:** on completion of this lesson, the students will be able to:

- make sentences by using the action verbs carrying reading, watching and raining.
- answer some questions related to the lesson.

) **Activities:** The teacher will;

- revise the previous lesson and ask them to pronounce the action verbs correctly.
- draw some pinmen pictures on the board and ask them guess what these pictures are doing and provide some hints to facilities them.
- do some hints to facilitate them.
- write some words on the board and ask them to match with the suitable pictures and give some clues to them clerkly.
- encourage them to use these verbs in sentences of their own and help them if necessary.
- write some incomplete sentences on the board and ask them tell the single words of each sentence and help them using the action verbs.

- tell is simple language and the mother tongue too, the summary of the lesson.

) **Evaluation:** The teacher will give the following tasks;

- match the action verbs with the sentences.
- use the action verbs in sentences of your own.

Group B

) **Activities:** The teacher will;

- ask some question form the previous lessons to attract their student's attention.
- write the action verbs on the board and tell the meanings of each verbs.
- let them give time to remember the meanings of words and sue these verbs in sentences by writing them on the board.
- write some sentences on the board and ask them to guess and match them with the correct verbs.
- tell them to make sentence using these verbs.
- summarize the lesson in simple and student centered language as much as possible.

Lesson Plan - 13

Group - A

Date : 2064-5-26

Time: 45 mins.

) **Teaching Items:** Teaching action verbs- sleeping, selling waiting, and listening.

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

- pronounce the action verb sleeping, selling, waiting and listening.
- tell meanings of these action verbs.

) **Activities:** The teacher will;

- show the pictures and ask the students tell the activity doing by these pictures.
- write the action verbs on board and ask them to pronounce these verbs correctly in each group one by one.
- pronounce these verbs correctly and tell them to repeat after him, how he pronounces.
- draw some pinmen pictures on the board and ask them what these pictures are doing and tell to find out the suitable verbs to match them correctly.
- give some sentences on the board to facilitate them and help them to match the sentences, verbs and pictures each other in each group.

- give the summary of the lesson as much as brief, clear and simple language according to their interest.

) **Evaluation:** The teacher will evaluate the students by giving some tasks such as;

- how do you pronounce the action verbs sleeping, selling, waiting and listening correctly?
- match the verbs with the suitable sentences.

Group B

) **Activities:** The teacher will;

- write down some action verbs on the board and ask the students can you tell the meaning of these verbs?
- pronounce the action verbs and ask them follow him after his pronunciation correctly.
- write some sentences on the board and ask them guess the single words of each sentences:
- write and discuss the meanings of the action verbs and tell them to copy down.
- encourage them to find out the actual meanings of the verbs and give them some incomplete sentences and complete these sentences by discussing with the students.
- give the summary in the students interest as much as possible.

Lesson Plan - 14

Group - A

Date 2064-5-27

Time 45 mins.

) **Teaching Items:** The action verbs – sleeping, telling, waiting and listening.

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

- make sentences form these verbs.
- answer some questions concerned to the lesson.

) **Activities:** The teacher will;

- ask some question from the previous lessons to motivate towards the subject matters.
- write the words on the board and ask the students tell the meanings of these verbs and draw the pinmen pictures on the other side of the board to provide the hints to them.
- ask about the pictures and ask them to match the pictures with the verbs correctly.
- write some sentences on the boar and the verbs on the other side and ask the students find out the correct verbs and match them appropriately.
- summarize the lesson in the student centered and interested ways as much as possible

) **Evaluation:** Use the verbs in sentences of your own.

- complete the incomplete sentences correctly using the verbs.
- make suitable sentences using the action verbs appropriately.

Group B

) **Activities:** The teacher will;

- ask some questions from the last classes and revise the last lesson briefly.
- write the words on side and some incomplete sentences on the other side of the board and ask the students complete these sentences using the verbs.
- present some sentences on the board and match them with the verbs by discuss with the students.
- encourage them to make suitable sentences by using these verbs, after memorizing the meanings of these verbs and help if necessary.
- tell the summary of the lesson in the student's mother tongue as well as simple language.

Lesson Plan - 15

Group - A

Date : 2064-5-28

Time : 45 mins.

) **Teaching Items:** Teaching action verbs, shutting, waiting, clapping and pointing.

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

- pronounce the action verbs shutting, waiting, clapping and pointing correctly
- tell meanings of these verbs appropriately.

) **Activities:** The teacher will;

- show some pictures related to the lesson and ask them to draw any one picture which they like most
- encourage them to pronounce the action verbs after writing these verbs on the board.
- pronounce these verbs correctly and tell them to copy down what he pronounces.
- write some sentences on one side and the verbs on the other side, and ask them match with the correct and appropriate sentence in group wise and help them as providing clues.
- draw some pinmen pictures and ask the students tell what each picture is doing in each group and match them with the suitable verbs to provide them facility.
- give a short summary of the lesson as much as the technique of students' centered.

) **Evaluation:** The teacher will evaluate the students by giving the following exercises:

- how do you pronounce the action verbs shutting, waiting, clopping and pointing correctly?
- tell the meanings of these verbs.

Group B

) **Activities:** The teacher will;

- write the action verbs from the previous class and ask them pronounce correctly to motivate them.
- pronounce the action verbs and write down the verbs in correct pronunciation tell them copy down them appropriately.
- encourage them to use these verbs in sentences of their own.
- write some sentences on the right side and verbs on the left side on the board and match them in a suitable way:
- encourage them to complete the four incomplete sentences and find out the meanings of the verbs.
- summarize the lesson appropriate language and also student's mother tongue if necessary.

Lesson Plan - 16

Group - A

Date : 2064-5-30

Time : 45 mins.

) **Teaching Items:** Teaching action verbs – shutting, waiting, clapping and pointing.

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

- use the action verbs shutting, waiting, clapping and pointing in sentences correctly,
- give answer of some questions

) **Activities:** The teacher will;

- revise the previous lesson briefly and ask the students to tell the meanings of the action verbs.
- write the action verbs on the board and ask them to draw the pinmen pictures on their won copy and give the clues to them.
- write some sentences on the right side of the board and ask the each group match them with the sensible verbs.
- draw some pinmen pictures on the board and ask the group what each picture is doing and give the clues of verbs to help them.
- ask them use these verbs in sentences of their own and facilitate them with the hints. if need.

- tell them the brief summary of the lesson in simple language and their own mother tongue if require.

) **Evaluation:** The teacher will evaluate the students by giving the following tasks;

- complete the sentences using the correct verbs.
- use the verbs shutting and pointing in their own sentences.

Group B

) **Activities:** The teacher will;

- motivate the students by asking some previous classes' questions and revise the lesson again briefly.
- Write some incomplete sentences and encourage them to fill the blanks using the action verbs.
- Tell them the complete form of the sentences and match them to the correct verbs.
- Let them time to discuss and remember the sentences and ask them use these verbs in sentences of their own.
- Write four sentences on the board and match them with the verbs by discussing the students.
- Summarize the lesson in simple and clear words.

Lesson Plan - 17

Group - A

Date: 2064-5-31

Time: 45 mins.

) **Teaching Items:** Teaching action verbs - climbing, picking, sleeping and hanging.

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

- pronounce the action verbs climbing, picking, sleeping and hanging correctly.
- tell meanings of these action verbs.

) **Activities:** The Teacher will;

- ask some questions from the previous lessons.
- draw some pinmen pictures on the board and tell them write what they are doing in each group, after dividing into three groups and help them.
- write down the action verbs on the board and ask them to pronounce these verbs correctly.
- pronounce the verbs correctly and tell them to copy down him how he pronounces.
- write some sentences one side of the board and ask them tell the single verbs of each sentence.

- provide them verbs as clues on the other side of the board and ask the each group find out and match the sentences with the verbs
- tell them the summary of the lesson as much as the students oriented methods.

) **Evaluation:** The teacher will give the following tasks to evaluate the students;

- how do you pronounce the action verbs sleeping, picking and hanging?
- tell the meanings of these verbs correctly.

Group B

) **Activities:** The teacher will;

- motivate the class by telling the summary of the previous lesson.
- write the verbs on the board and pronounce them correctly.
- tell them to copy down him after his pronunciations of these verbs.
- tell them the meanings of these sentences by writing one by one on the board.
- write some blank sentences on the board and ask them fill the sentences using the action verbs.
- summarize the lesson in clear and simple language and their own mother tongue as much as possible.

Lesson Plan - 18

Group - A

Date: 2064-06.01

Time: 45 mins.

) **Teaching Items:** Teaching action verbs - climbing, picking, sleeping and hanging.

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

- use the action verbs climbing, picking, sleeping and hanging in sentences of their own,
- give answer of some questions.

) **Activities:** The teacher will;

- ask some questions from the previous classes and raise the lesson a brief way.
- write some sentences on the board and ask them tell the single word of each sentence and give some clues if need.
- write some verbs on one side of eh board and ask them match them with the suitable sentences.
- draw some pinmen picture and provide them some solution of matching problems and ask to draw pinmen pictures and make a sensible sentence of each verbs and help them
- tell the summary of the lesson in students centered methods.

) **Evaluation:** The teacher will give following tasks to evaluate the students;

- match the verbs climbing, picking hanging and sleeping with the sentences correctly.
- use them in your own sentences.

Group B

) **Activities:** The teacher will;

- revise the lesson and ask some questions from the previous lessons.
- write down the verbs on the board and encourage the students guess the meanings of the verbs.
- give some sentences on the board and ask them read them twice times and find out the single words of each sentence.
- match the verbs with the sentences and tell them copy down the sentences.
- give four sentences using eh action verbs and tell them to memorize the sentences and use their own sentences.
- tell the conclusion of he lesson in simple language and the mother tongue of them to if they feel require.

Lesson Plan - 19

Group - A

Date: 2064-06-02

Time: 45 mins.

) **Teaching Items:** Teaching action verbs-catching, pointing, ridding and standing.

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

- pronounce the action verbs catching, pointing, ridding and standing correctly
- tell meanings of these action verbs.

) **Activities:** The teacher will;

- show the char of verbs and ask the students pronounce the verbs correctly.
- write the verbs and pronounce them one by one correctly and ask them copy out him.
- present some incomplete sentences and ask them to complete rightly and draw some pinmen pictures to help them.
- ask them to draw some pinmen pictures by seeing the verbs and match them with the correct verbs.
- help them giving some complete sentences to make easy to sole the problems.

- summarize the lesson in short, clear and simple words as their requires.

) **Evaluation:** The teacher will evaluate the students by giving the following tasks:

- what is the correct pronunciation of the verbs catching and ridding?
- match the verbs with your suitable meanings.

Group B

) **Activities:** the teacher will;

- ask some questions form the previous classes and revise the lesson briefly.
- present the list of the verbs on the board and encourage to the students guess the correct meanings.
- pronounce these verbs correctly and tell them imitate his very carefully and write the form of pronunciations.
- present a list of incomplete sentences one side of the board and tell them fill the blanks sentences.
- write down the correct meaning of these verbs on the board and summarize the lesson briefly.

Lesson Plan - 20

Group - A

Date: 2064-06-03

Time: 45 mins.

) **Teaching Items:** Teaching action verbs – catching, pointing, ridding and standing.

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

- make sensible sentences of their own.
- give answer some questions from the lesson.

) **Activities:** The teacher will;

- ask some questions form the previous lessons and revise them briefly.
- draw some pinmen pictures on the board and tell the students find out the activities what each picture is doing in each group.
- present the sentences of each verb one by one secretly on the board and ask them to match them with the correct pictures.
- encourage them to tell the single words of the each sentence appropriately and help them drawing some pictures randomly.
- provide them eh action verbs on the board as the clues to correct their single words and ask to match them with the pictures rightly.

- encourage them to use these verbs in their own sentences and tell the summary of the lesson clearly.

) **Evaluation:** The teacher will give the following tasks to evaluate the students;

- complete the incomplete sentences properly.
- use the verbs ridding, pointing and standing in sentences of your own correctly.

Group B

) **Activities:** The teacher will;

- draw their attention by asking some previous lessons and revise them the previous lesson briefly.
- tell the meanings of he verbs and write down on the board.
- encourage them to guess the single verbs from these sentences rightly and tell them the verbs of each sentences.
- ask them to complete the incomplete sentences giving on the board and help them.
- use these verbs in sentences and ask them memorize these sentences one by one
- tell the brief summary of the lesson clearly.

Lesson Plan - 21

Group - A

Date: 2064-06-06

Time: 45 mins.

) **Teaching Items:** Teaching action verbs picking, sitting, singing and skipping.

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

- pronounce the action verbs picking, sitting, singing and skipping correctly.
- tell meanings of these verbs rightly.

) **Activities:** The teacher will;

- ask some previous lesson's questions and revise the last lesson shortly.
- write down the verbs on the board and ask them pronounce these verbs correctly.
- correct their pronunciations and write down on the board and tell them.
- present some sentences on the board and ask the students tell the correct single words and match the sentences with the verbs to help them.
- draw some pinmen pictures on the board and ask them what they are doing and tell them to find out the correct meanings and verbs seeing on the board.

- summarize the lesson clear, brief and simple language in the student's interest as much as he can.

) **Evaluation:** The teacher will give the following exercises;

- how do you pronounce the verbs skipping, picking and sitting correctly?
- tell the right meanings of these verbs.

Group B

) **Activities:** The teacher will;

- write the action verbs on the board and tell them the pronunciations of these verbs.
- pronounce the verbs correctly and tell them to imitate him, how he pronounces.
- encourage the students guess the correct meanings of these verbs.
- write the sentences on the board and tell them read out these verbs one by one.
- match these sentences with the verbs rightly and encourage the students copy out them.
- discuss the meanings of the verbs with the students and tell them remember the meanings.
- tell the summary as the student's interest in clear and simple language.

Lesson Plan - 22

Group - A

Date: 2064-06-07

Time: 45 mins.

) **Teaching Item:** Teaching action verbs – picking, sitting, singing and skipping.

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

- make sensible sentences of the verbs picking, sitting, singing and skipping.
- answer some questions form the lesson rightly.

) **Activities:** The teacher will;

- ask some questions form the last classes to draw the students attention and revise the lesson.
- draw some pinmen picture son the board and ask the students tell the sentences what they are doing?
- present some related verbs on the board and ask them make suitable sentences of their own and provide some hints drawing some pictures.
- ask them to match the verbs with the sentences seeing the pictures and help them.
- write some sentences on the board and tell them find out the right single verbs and help them drawing the pictures as the clues.

- tell the summary of the lesson in simple clear and student's require words briefly.

) **Evaluation:** The teacher will evaluate the students by giving the following tasks;

- match the verbs with the correct sentences.
- use these verbs in your own sentences.

Group B

) **Activities:** The teacher will;

- ask some questions from the previous lessons and revise the summary of the lesson briefly.
- write the verbs on the board and pronounce them correctly and write down them on the board.
- present some sentences on the board and match the verbs with the correct verbs rightly.
- encourage the students copy down these verbs and sentences on their won exercise book.
- use these verbs in sentences and write down these sentences on the board and tell them to memorize each sentences rightly.
- tell the summary of the lesson in simple language as much as the can.

Lesson Plan - 23

Group - A

Date: 2064-06-08

Time: 45 mins.

) **Teaching Items:** Teaching action verbs-smoking, piloting shining and catching.

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

- pronounce the verbs smoking, catching, shining and piloting correctly.
- tell meanings of these verbs rightly.

) **Activities:** The teacher will;

- show some pinmen pictures and ask the students to tell the activities of the peruse are doing.
- write down the verbs on the board and ask them pronounce these verbs correctly.
- pronounce these verbs correctly and tell them copy down after him rightly.
- ask them draw some pinmen pictures on the basis of eh verbs and help them by giving clues.
- write some sentences on the board and ask them guess the single words of each sentences in each group after dividing them into three groups.

- tell them to match these sentences with the correction verbs and provide some hints drawing the pinmen pictures.
- give the summary of the lesson as much as the students centered techniques.

) **Evaluation:** The teacher will give some tasks to evaluate the students such as:

- how do you pronounce the verbs piloting, shining and smoking correctly.
- tell the meanings of these verb in right way.

Group B

) **Activities:** The teacher will;

- revise the previous lesson asking some questions from the last lesson.
- pronounce the each verb by writing on the board and as tell them repeat him rightly.
- present some sentences on the board and ask them the single words of each sentences
- match the sentences with the correct verbs and tell them the solution of the matching item.
- let them discuss and identify the appropriate meanings of ea h verb one by one.
- summarize the lesson clear and simple language as much as possible.

Lesson Plan - 24

Group - A

Date: 2064-06-09

Time: 45 mins.

) **Teaching Items:** Teaching action verbs- smoking, piloting, shining and catching.

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

- use the verbs smoking, piloting, shining and catching in their own sentences.
- give answer of some question related to the lesson.

) **Activities:** The teacher will;

- ask some questions from the previous lessons and revise the summary of the lesson briefly.
- draw some pinmen pictures on the board and ask them tell what they are doing and ask them to draw some pinmen pictures on their own copy.
- provide some sentences to facilitate them and ask them tell the single words of each sentence in the each group after dividing into three groups.
- ask them match these sentences with the correct verbs and write down them on the board and correct if necessary.

- tell them use the verbs in their own sentences and provide the clues drawing the pictures.
- give the brief summary of the lesson in the students interest language very clearly.

) **Evaluation:** The teacher will give the following tasks to evaluate the students;

- complete the incomplete sentences rightly.
- use the action verbs smoking, piloting and shining in your own sentences.

Group B

) **Activities:** The teacher will;

- write some verbs from the last lesson and ask the students pronounce these verbs correctly.
- revise the last lesson briefly and write four incomplete sentences on the board and ask them to complete these sentences and help them by writing on the board.
- provide some action verbs on the board and ask the students to tell the single words of the each sentences.
- use these verbs in the simple and sensible sentences and tell them to memorize each of them
- summarize the lesson as simple and clear words as he can briefly.

Lesson Plan - 25

Group - A

Date: 2064-06-10

Time: 45 mins.

) **Teaching Items:** Teaching action verbs-shutting, climbing, brushing and laying.

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

- pronounce the action verbs climbing, brushing, laying and shutting correctly
- use them in their own sentence appropriately.

) **Activities:** The teacher will;

- revise the last class in brief asking some questions related to the lesson.
- write the action verbs on the board and ask them pronounce these verbs correctly and pronounce the verbs correctly himself.
- draw some pinmen pictures on the board and ask them tell what these pictures are doing and tell them draw some pinmen pictures on the board.
- provide some sentences on the board and encourage them to tell the single words of each sentence in each group after dividing the class into three groups.
- ask them to match verbs with the correct verbs looking the pictures and help them as some hints to match these sentences.

- tell the summary of the lesson in simple, clear and students' interest language as much as possible.

) **Evaluation:** The teacher will give the following tasks to evaluate the students;

- how do you pronounce the verbs shining, climbing and laying correctly?
- use these verbs in your own sentences rightly.

Group B

) **Activities:** The teacher will;

- ask some questions from the last classes and revise the last lesson briefly.
- write the verbs on the board and pronounce them correctly and ask them imitate after him.
- write some sentences on the board and encourage the students to tell the single words of each sentence and write them one by one on the board.
- match the sentences with the verbs by discussing to the students and encourage to use these verbs in the won sentences.
- tell the sensible sentences using the verbs by writing on the board and let them memorize the sentences and pronunciations correctly.
- summarize the lesson in simple language and the students' mother tongue too if necessary.