

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is most widely used means of communication among people through which human ideas, feelings, thoughts, emotions, etc. are expressed. In the absence of language human cannot communicate with each other. It is the unique possession of mankind. It is the most highly developed and most frequently used means of communication that human beings possess. It consist the vocal noises made by human beings. Human beings are distinguished from all other living creatures by language. There are many languages in the world which are equally important in term of communicative values. Among different languages, English is the most important language and widely used all over the world. So, it is also called international language. Now, almost every country has given a great emphasis on English language and so has Nepal. It is taught as a compulsory subject from primary level to bachelor's level throughout the country. Language is also unique and creative. Let's see what the well-known scholars and experts have said regarding the term language.

According to Jespersen (1904, p. 4), "Language is not an end in itself ... it is a way of connection between souls, a means of communication." Similarly, Hornby (2005, p.862) says, "Language is the system of sound and words used by humans to express their thought and feelings."

According to Sapir (1978, p. 8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." Likewise, Wardhaugh (1977, p. 3) says, "Language is a system of arbitrary vocal symbols used for human communication."

According to Transformational generative linguists like Noam Chomsky, language is the innate capacity of native speakers to understand and form grammatical sentences.

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

On the other hand, there are so many languages being spoken all over the world. Furthermore, some languages are found in spoken existence but not in written form. All the languages are used to exchange the ideas. So, from this angle, they all are equally important.

Among the languages spoken in the world, English has been recognized as widely used language for global communication. In addition to their national languages, nowadays, most countries around the world has put more emphasis on English language education, realizing that English has played greater roles in international trade, technology, education, entertainment and other aspects of social life. Due to this increasing expansion of the scope of English demands learning of it as a second language has also been increasing rapidly. As we know that different languages are spoken in the world English deserves to be regarded as a world language. It is the world's most widely spoken language and common means of communication between the people of different nations. One person out of the every four on earth has reached through English' (Verghese 1989, p. 1). English is the mother tongue of most of the people of Great Britain, Canada, USA and Australia. Indeed, English is supposed to be the passport to travel the whole world and thus has become an indispensable and excellent vehicle for the transmission of modern civilization in any part of the world.

Vocabulary is the most significant aspect of language. It is a tool of thinking and a medium of exchanging ideas. It has been defined as the total number of words

which make up a language. Without achieving a higher number of vocabularies, we can not express our ideas clearly. Therefore, students have to gain a large number of vocabularies. There are different vocabulary items which have their different meanings. Some vocabularies may have conceptual and associative meanings. Two vocabularies may have same meaning called synonym or opposite meaning called antonym technically. It is, therefore, very difficult but important to have the knowledge and informative to play with words. An ELT teacher needs to select and grade vocabularies according to the level and capacity of the students. Use of vocabulary in context brings change in meaning like literal, metaphorical etc. Language students need to learn the lexis of the language.

1.1.1 English Language Teaching Situation in Nepal

It can be assumed that English was started in Nepal during the period of Bhimsen Thapa. The British government opened "Gorkha British Kendra" (An office of Joint British Army) during his Prime Ministership. The people who came to Nepal to select the army spoke English. Nepalese people who joined the British Army received a good salary. Therefore, people in Nepal were attracted towards the English language. The teaching of English in Nepal was formally introduced with the establishment of "Darbar High School" in 1854 A.D., the first school in Nepal. Prime Minister Jung Bahadur Rana established this school after returning from England to give formal education to his children and to the children of other ruling Rana family members. He visited Britain in 1850 to strengthen the relationship with powerful British Empire. He realized the importance of English people to make his position ever stronger in Nepal. Consequently, he invited an Englishman to teach English to his sons and the children of Rana families. In order to give English education to the children of Rana and Royal families, they established Durbar High school. However, it was opened for the general public in 1910 B.S. After establishment of Tri-Chandra College in 1975 B.S., English became a compulsory subject in the higher education in Nepal.

During the Rana regime, there were only limited schools and colleges which were providing English education. A number of schools and colleges were established after the overthrow of Ranacracy in 1956 A.D. Then, the common Nepali people also started to get opportunity to have modern education. English is learnt for international purposes; that is for using it as a lingua franca. It is used to communicate with foreigners. In fact, English is a window through which we peep at the world outside.

After the implementation of the NESP (1971-1976) a great change was brought in the English curriculum. The curriculum allotted 100 full marks for English subject at the school level from grade four onwards. There was also the provision of optional English at secondary grades. English was inducted in both compulsory and specification subjects in the curriculum.

1.1.2 Importance of English in Nepal

The English language is regarded as a key to success in science, technology and world culture for most developing countries like Nepal. The interest of every country is growing wider with the advancement of modern civilization. No country can afford to limit itself to its own store of knowledge and to the researchers of its own nation. Nepal cannot be untouched from above conditions.

The value of English is increasing day by day in Nepal. Now, the government of Nepal has made English a compulsory subject from grade one to bachelor's level in education. Even anyone completes his bachelor's degree, he has to use English as a library language or as a means of communication with the foreigners. It has also occupied an important place in the academic field. Now, it has gained high prestige in both government and non-government sectors in Nepal.

Nepal has got the membership of the international organizations like the UNO, SAARC, UNESCO and so on. All people use English as a common language.

Doctors, engineers, pilots and high technical personalities should have the knowledge of English. We use all the products of foods, clothes, machines, equipments and the manual instruments written in English as a common language. Without the knowledge of English, it is very difficult to get success in higher levels of education. Most of the prescribed books of campus levels are written in English.

Another reason for the need of English education is that many of the advanced countries have been helping Nepal in its development providing financial assistance and technicians. We need to deal with such technicians through English. We need English to work in tourism, foreign affairs and international trade. Tourists are the main source of foreign affairs and international trade. Being an international language, English has become very important language all over the world.

1.1.3 Vocabulary

Vocabulary is the vital organ and flesh of language. Without vocabulary we can not express our ideas clearly. Due to the right use of vocabulary there is mutual cooperation between countries and people but there is fight between countries and people due to wrong use of vocabularies.

1.1.3.1 Definition of Vocabulary

Vocabulary is the vital aspect of language without which a language cannot exist in the world. Each language consists of vocabulary items which are the main instruments to express the ideas. However, all the languages may not be rich in vocabulary items. The more the vocabulary items we have, the more we can express our ideas in different fields. Communication is almost impossible in the absence of the lexical items. Learning a foreign language is a matter of learning the vocabulary of that language. In this regard Wallace (1982, p. 9), says:

"It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. Not being able to find the words we need to express ourselves is the most frustrating experience in speaking another language".

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

Harmer (1991, p. 153) says, "If language structures make up the skeleton of language, then it is vocabulary that provides vital organs and the flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used." Likewise, Wilkins (1972, p. 111) asserts, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

Hornby (2005, p. 1707) defines vocabulary in different ways: as 1. All words that persons know or uses. Under it, two categories are found active and passive vocabulary" 2. "All the words in particular language." 3. "The words that people use when they are talking". 4. "A list of words with their meanings." From these definitions we can infer that vocabulary is a list of words, used by people while talking or writing.

1.1.3.2 Types of Vocabulary

So far as the type of vocabulary is concerned, there are various criteria on the basis of which vocabulary is classified. Harmer (1997, p. 159) says:

vocabulary can be classified into two types: active and passive. "Active vocabulary refers to the vocabulary that students have been taught to learn and which they are expected to be able to understand, pronounce and use constructively in speaking and writing." "Passive vocabulary refers to the words which the students recognize when they occur in a context but which they will probably not be able to produce".

Active vocabulary is used in day to day communication. So, it seems to be productive in its nature. On the other hand, passive vocabulary is only in competence level. So, it seems to be receptive in its nature.

Words also can be classified into 'major' and 'minor' word class. The former is also called open class, its membership is unrestricted and indefinitely large since they allow the addition of new members. Latter is also called closed class; its membership is restricted since they do not allow the creation of new members. Moreover, the number of items they comprise is so small that they can be listed easily. In English, there are four major word classes; noun, verb, adjective and adverb. The minor word classes are conjunction, article, pronoun, preposition and interjection (Aart and Aarts, 1986, p. 22).

Similarly, Fries (1945, p. 40) says:

English words can be classified into four groups: Function words, substitute words, grammatically distributed words, and content words. The function words primarily perform grammatical functions e.g. 'do' signals questions. The substitute words e.g. 'he, she, it, they' etc. replace class of words and several classes. Grammatically distributed words e.g., some any etc. show unusual grammatical restriction in distribution.

Likewise, Richards et al. (1985, p. 61) state:

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

On the basis of structure, there are three types of word: simple, compound and complex. Simple word consists of a single free morpheme followed, or not by an inflection affix, such as play, plays, played etc.

Compound words consist of two or many free morphemes where they constitute themselves and constitute words, e.g. white board. Compound word is a lexical item composed of two or more parts written (-) where the parts themselves as a word, e.g. railway station, school bus etc.

Complex words consist of a root plus one or more derivational affixes, eg. childhood, traditional etc.

1.1.3.3 Importance of Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. Although sounds are the building blocks of language, word is probably the most important units of language. A sound in itself has no meaning at all but a word is always meaningful. Without words, we cannot send our message, i.e. communication is impossible without words. So, language learners need to learn the lexis of the language. By right choice of words a speaker creates good impression on the hearer. So, the vocabulary teaching is essential.

Vocabulary is the vital organs of language. We cannot express the meaning of an utterance unless the words are used no matter how skilful we manipulate the grammatical structure of that sentence or utterance. So, vocabulary is such a vital aspect of language without which communication is rather difficult even if someone has good knowledge of the system of language. Wallace (1982, p. 9) says, "It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language."

Analyzing the above mentioned definitions we can say that vocabulary is the basic unit of language. We should focus the vocabulary as the central point of teaching and learning vocabulary. Wallace (1989, p. 9) gives the following problems of teaching and/or learning vocabulary.

- a. Inability to receive vocabulary that has been taught: This is the most basic kind of vocabulary faculty. The student has been exposed to a vocabulary item at some stage but cannot bring it to mind when he needs it. In this situation, either communication breaks down altogether or else the student has to use some 'repair strategy', such as expressing his meaning in a different way.

- b. Use of vocabulary inappropriate to the given situation: The student knows a word which has the particular meaning required, but somehow doesn't fit into the language situation in which he is operating. To take an obvious example: normally, right (hand side) and left (hand side) are perfectly acceptable way of indicating direction, but on board a ship, there are situation where these terms would sound strange, the terms port (for left) and starboard (for right) being more appropriate.
- c. Use of vocabulary at the wrong level of formality: This is related to the use of formal and informal language according to the situation and the relationship of the speaker and listener. Thus, we go from the very formal, 'Be seated, ladies and gentlemen !', to the command 'sit' (which a teacher might give to a class) to the informal 'Have a seat', to the colloquial, joking expression 'Take a pew !' pew is strictly speaking, the type of long, wooden seat found in a church: the meaning is sometimes humorously extended to any kind of chair. The effect of the expression here depends on the formal association of pew (a seat in a church) with its use in an informal situation.
- d. Possessing the wrong kind of vocabulary for one's needs. The knowledge of vocabulary in one area does not help for all situations. So, processing the wrong kind of vocabulary hampers the communication. If the learner is going to be involved only in face- to- face contact with native speakers, then what he needs is the conversational language for those situations. It will not be much help to him to have a large reading vocabulary of words he can hardly pronounce.
- e. Using vocabulary in an unidiomatic way: Here, the students have the right kind of vocabulary but she/he may use it in an unidiomatic way which may hamper the communication
- f. Using vocabulary in a meaningless way: This is the fault which John Bright has called 'verbalism'. He wittily uses the example of the 'Giky martables'.

Bright took a Biology textbook and substituted a nonsense word for every word in the text that was outside the 'General Service List'.

- g. Incorrect use of a dictionary: Some students are not aware of the most efficient way to use a dictionary. Others go to the other extreme and are over-conscious of the importance of checking individual words. Whenever they come across a new word in a passage, they will immediately stop and not proceed until they have checked it up in a dictionary. This can kill all interest and even interfere with comprehension because the reader is so concerned with the individual words that he is less aware of the context which gives them meaning. It also results in very slow and inefficient reading.
- h. Use of incorrect grammatical form, spelling, pronunciation, or stress:
The above is a list of some of the more obvious things that can go wrong in learning vocabulary. It is clear that learning vocabulary is something more than memorizing lists of words.

Thus, we should pay attention on the above given problems of teaching and/or learning vocabulary.

1.1.4 Aspects of Learning Word

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

It is obvious that some words are more frequent in use than others due to which we should lay emphasis on selection of words having high frequency, range coverage, learn ability etc. While teaching vocabulary items, apart from this, we should be

aware of which aspects of the words to be highly considered. Regarding this, Harmer (1991, p. 158) has summarized knowing words as follows'.

WORDS	MEANING	meaning in context
		Sense relation
	WORD USE	metaphor and idiom
		collocation
		style and register
	WORD FORMATION	parts of speech
		prefix and suffix
		spelling and pronunciation
	WORD GRAMMAR	Nouns: countable and uncountable, etc.
		verb complementation, phrasal verbs
		Adjectives and adverbs: position etc.

1.1.4.1 Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. For example, the word 'Put' obviously means verb (e.g. Did you put sugar in my coffee?). But it has more than 20 different meanings while combining it with different prepositions (which are called phrasal verbs). We decipher the meaning of a word by looking at the context in which it is used and by looking its relation to other words. For example, the word 'bank' refers to the place where we keep money in one sense and, it has next meaning, 'the coastal area of a river'. If we see a man drawing out his cheque book and, saying 'I am going to the bank', the word 'bank' refers to 'financial institution' but if a man on a boat says, 'I am going to the bank', it refers to the coastal area of a river.

Thus, to teach the word 'bank' the teacher should teach how the word 'bank' is used to give different meaning in different context.

Next significant aspect of word meaning is sense relation. Sense relationship refers to the various ways in which the meanings of words may be related. The relationship might be sameness or similarity of meaning in which case it is called

synonym, or it might be of opposite meaning in which case it is called antonym, and so on. "The meaning of a word can be understood and learnt in terms of the relationship with other words in language", Gairns and Redman (1988, p. 82). Likewise, Yule (1985, p. 118) says, "Words are not only the meaning containers and role players but their relationship." There are, various such relationship. The sense relationship incorporates the following features:

Lexical/Sense Relation	Synonymy
	Antonym
	Hyponymy
	Prototype
	Homophony, Homonymy, Polysemy
	Metonymy
	Denotation and connotation

a. Synonymy

This is the relationship of sameness of meaning. Two words or lexemes having same meaning (horrible and terrible, lead and guide) are called synonyms.

Synonyms are similar but seldom will the same meaning even between words that seem interchangeable, such as rich and wealthy, one be performed over the other in certain contexts and by particular speakers. But the word having similar meaning may be inappropriate in different contents i.e. handsome refers to very pleasant to look at a man but it does not show the function of beautiful, pretty, cute etc.

b. Antonymy

This is the relationship of oppositeness of meaning. Two words or lexemes having opposite meaning (discourage and encourage, married and bachelor etc.) are called antonyms. Antonymy is often thought of as opposite of synonymy, but the status of the two are very different. For languages have no real need of true synonyms, and it is doubted whether any true synonyms exists. But antonymy is a regular and very natural feature of language and can be defined fairly precisely". There are four

main types of antonyms. (i) Gradable antonymy: It is seen in terms of degree of the quality involved. In other words, gradable antonyms can be graded e.g. most and least, big and small, old and young etc. All of them can be graded (ii) Complementarily: This kind of antonym refers to the relation between words or lexemes (male and female, dead and alive etc.) whose meanings are mutually exclusive: truth of one implies the falsity of other (iii) Converses: Converses refers to a pair of words (wife and husband, lend and borrow etc.) anyone of whose presence implies the presence of the other. Converse pair are called relational opposites by Palmer (1996). (iv) Incompatibility: It refers to two sets of lexemes that are mutually exclusive members of the same category. For example, red, green etc. are incompatible lexemes or multiple incompatibles within the category colour. It would not be possible to say 'I am thinking of a single colour, and it is green and red'.

c. Hyponymy

The relation between two lexical units in which the meaning of the first is included in that of the second is called hyponymy. For example, the words mango and apple are hyponym of fruit because mango and apple are included within fruit.

Therefore, the words mango and apple are both hyponyms, and together they are co-hyponyms i.e. the relationship between the meaning of mango and apple is known as co- hyponymy.

d. Prototypes

Prototype means the first design of something from which other forms are derived. Yule (1985, p. 120), defines prototype as the element useful to explain meaning not in terms of component features but in terms of resemblance to the clearest example. The dove and pigeon are the closer prototype than vulture and ostrich to make a clear concept of bird. A dove would be a prototype of bird whereas an ostrich would not because of its typical characteristics, notably its inability to fly. If the vocabulary teaching is performed with prototype, the students get chance to

activate their passive vocabulary as well as the new vocabulary items can also be introduced to them in interesting way.

e. Homonymy

This refers to lexical items which have the same form but different in meaning. For example, the word like can be two quite different words as 'I like looking' and 'It looks like new'. When homonyms provide a headache for the learners, their ambiguity is a rich source of human. Thus, the teacher should teach different homonyms while teaching vocabulary items.

f. Homophony

Homophony is a type of homonymy. Homophones are the words which have same pronunciation but different meaning and spelling. Some examples are given below

mi:t	meat (the flesh of animal ate as food)
	meet (to be in the same place or get together)
ai	I (1st person, the speaker)
	eye (body part we look with)

g. Polysemy

Polysemy refers to the multiple meanings of a simple word as 'foot' which can mean bottom of the leg', 'bottom of a mountain' etc. Crystal (1995, p. 295) defines, "It refers to a lexical item which has a range of different meaning. The lexical meanings of a polysemic word are not entirely different; they are in some way connected to the word. Thus, although the polysemous nature of vocabulary provides a complete headache for learners, it equally becomes useful if teacher teaches them different shades of meaning of a word in interesting way.

h. Metonymy

It refers to a figure of speech in which the name of an attribute of an entity is used in place of the entity itself. This is the different type of relationship between words based on a close connection in everyday experience.

i. Denotation and Connotation

Denotation of a word refers to the conceptual meaning of that word. The most central part of the meaning of a word is related to the objects and things in the word. By contrast, connotation refers to the meaning which is attached to the basic meaning of a word so that it is also called secondary meaning or associative meaning. The following example makes it clear.

Boy	
denotative meaning	connotative meaning
(a young, male, human being)	(a young, male, human being, who is playful, noisy, lovable)

1.1.4.2 Word Use

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

a. Metaphor and Idiom

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

b. Idiom

Idiom refers to a sequence of words which is semantically and often syntactically restricted so that they function as a single unit. Semantic point of view, the meanings of the individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. Hence, idiom is an expression which function

as a single unit and whose meaning cannot be worked out from its separate parts. For example, 'It's raining cats and dog's, doesn't allow it's raining a cat and a dog'.

c. Collocation

Word meaning is also governed by collocation. Collocation refers to the way that words normally occur together. In order to know how to use the word 'Sprained' we need to know that whereas we can say 'sprained ankle', 'sprained wrist', we can not say 'sprained leg' or 'sprained arm'. Similarly, we say 'drive a car but ride a bicycle'. The best way of picking up normal collocations is therefore by exposure to the target language in all sorts of different contexts.

d. Style and Register

We often use words only in certain social and topical contexts. What we say is governed by the style and register we are in. Style usually varies from casual to formal according to the type of situation, the person addressed, the location, the topic discussed. If you want to tell someone you are angry you will choose carefully between the neutral expression of this fact ('I'm angry') and the informal version ('I'm really pissed off'). The latter would certainly seem rude to listeners in certain contexts.

Register refers to a speech variety used by a particular group of people, usually sharing the same occupation or the same interests. Register often distinguishes itself from other registers by having a number of distinctive words, by using words or phrases in a particular way. "A distinction is often made between style and register. A register of English is a variety of the language as used in specific contexts, such as legal English, academic English or technical English.

Discrepancies in style and register are as disconcerting as unusual collocation" (Thornbury, 2002, p. 11)

1.1.4.3 Word Formation

Words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. "Vocabulary items, whether one word, can often be broken down into their component 'bits'. Exactly, how these bits are put together in another piece of useful information perhaps mainly for more advanced learners" (Ur, p. 1996, p. 62)

Yule (1985, p. 64) states, "The study of the processes whereby new words come into the relatively straight forward process for the changing of their structure. So we can say that word formation is the process to make constant evolution of language in terms of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of the language users.

Yule (1985, p. 64) has categorized word formation in the following different ways:

Word - Formation	Compounding
	Coinage
	Blending
	Borrowing
	Clipping
	Backformation
	Acronym
	Modification
	Reduplication
	Conversion
Affixation	

Students should recognize well with the knowledge on ways of words written style and change in form and meaning.

The words can be combined to make one item: a single compound word (bedroom) or two separate (reading room), sometimes hyphenated words (grim-faced, tax-free). Again, new coinages using the kind of combinations are very common. Two words can be blended to form one new word i.e. called a blend, for example,

hotel + motor = motel

breakfast + lunch = brunch

A word can be co-opted from one part of speech and used as another process called conversion, for example.

I walk to school everyday (verb)

I take a long walk every morning. (noun)

Additionally, new words can be coined by shortening/clipping longer words. For example,

Telephone= Phone

Flu= Influenza

Forming a new word by the removal of an affix from the existing word is called back formation. For example, 'real' from 'reality' 'drama' from 'dramatic'. Likewise, words can be formed by borrowing from another language. For example,

The technique of grouping the initial letters to form a new word is known as acronym. For example, SAARC from South Asian Association for Regional Co-Operation.

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

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

Affixation is the morphological process where by grammatical or lexical information is added to a stem. Crystal (1995, p. 115) divides affixation into two types: inflectional and derivational.

The uses of inflectional and derivational affixes make variation in the structures and meaning of words in different situations. By means of inflection and derivation the grammatical value of a word also can be changed which the instructor has to make clear to his learners. Students should be well acquainted with how the content words are formed in different ways by means of the affixes and how the structural words bring entire change in meaning. The inflectional suffixes do not make any change in word class and basic meanings while they are used with the stem. But the derivational affixes bring change in meaning and word class. Both processes are discussed below.

a. Inflection

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

b. Derivation

Derivation is the most common word formation process used for the production of new English words. In derivation a large number of small bits of language called affixes are added to other words. For example; un-, mis-, dis-, pre-, -less, -ment, -ful, -ism, -ish are added in the words like unable, misunderstanding, display precision, helpless, arrangement, baleful, heroism, childish etc. We can say that

derivation is a process where new words are formed from the existing words, example, write -writer, drink-drinkable.

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

1.1.4.4 Word Grammar

Just as words change according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say 'one table ' or 'two tables'. The latter can only be singular; we cannot say 'two furniture's'. This difference has then certain grammatical implications. 'Table' can collocate with plural verbs whereas 'furniture' never can collocate with plural verbs unless it is the name of a pop group.

There are also nouns that are neither countable nor uncountable but which have a fixed form and therefore collocate only with singular or plural verbs, e.g. mathematics, people etc.

Verbs trigger certain grammar too. 'Tell' is followed by an object +to + infinitive, for example (she told him to write a letter) and so is 'ask'. But 'say' does not work in the same way. Knowing modal verbs like 'can' 'should' etc. means also knowing that these verbs are followed by a bare infinitive without 'to'. When students don't have this kind of knowledge they come up with erroneous sentences.

There are many other areas of grammatical behavior that students need to know about. What are phrasal verbs and how do they behave? How are adjectives ordered? What position can adverbs be used in? without this knowledge we can not really say that students know vocabulary items such as 'look after', 'tired' and 'happily'?

Thus, somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. By being aware students will be more receptive to the contextual behavior of words when they first see them in texts, etc. and they will be better able to manipulate both the meanings and forms of the word.

We can draw the conclusion from the above description that knowing a word does not mean only recognizing meaning but also knowing word use, formation and grammar. So, while teaching words, the teacher should lay emphasis on teaching all the aspects of vocabulary items.

1.1.5 Ways of Teaching Vocabulary

A number of ways to teach vocabulary items have been found, however, broadly speaking, there are two ways of teaching words: direct and indirect (Adhikari, 2005, pp. 20-21).

1.1.5.1 Direct Way of Teaching Vocabulary

Direct way of teaching vocabulary refers to that process in which individual items are learnt consciously i.e. focusing the attention to the targeted items. In this process either the teacher selects the difficult items or asks his students to select them. Then he/she supplies the meaning of words with the help of a number of techniques-synonym, antonym, definition, explanation, demonstration, etc. Then, he/she uses the items in sentences. As a next step, the teacher asks his students to study the meaning and sentences for a while and try to produce similar sentences. At last, he/she asks the students to produce their own sentences. The process shows that there must be three steps to learn a vocabulary item directly. In the first step, the meaning and the illustration are presented, in the second, the same are practiced and in the third the new sentences with the newly exposed items are produced. The teacher has to be active in the first step. He/She must be helping the

students in understanding the meaning and in trying to produce the similar sentences. He is supposed to be a judge in the third step-observing and confirming the student productions.

1.1.5.2 Indirect Way of Teaching Vocabulary

Indirect way of teaching vocabulary refers to that process in which the students learn the targeted items without directly focusing on it. In this technique, they are exposed to a series of reading materials and encourage to read the materials on their own so that they can form the habit of guessing the meanings from the context. Inferred meaning is verified and confirmed when the items recur again and again. The belief behind indirect learning is that the foreign language learners can acquire the targeted items as naturally as they do in their mother tongue, that is, without being conscious about the targeted items. The teacher's role in this process is just like that of guide or a facilitator from the beginning to the end.

1.1.6 Techniques of Teaching Vocabulary

Technique refers to a particular stratagem used to present the language item to the students in an understandable way in order to accomplish an immediate objective of the lesson. The main aim of teaching vocabulary is to make students to find out word meaning themselves in different context. So, vocabulary items should be taught in a way that must help learners to use it in proper and suitable context. So, the techniques should be perfect for vocabulary teaching. Harmer (1991, p. 161) gives following ways to present the meaning of new vocabulary.

a. Realia

One way of presenting words is to bring the things they represent into the classroom-by bringing 'realia' into the room. Words like book, pen, bag, ruler, etc. can obviously be presented in this way. The teacher holds up the object (or points to it), says the word and then gets students to repeat it.

b. Pictures

Bringing a ball into the classroom is not a problem but bringing a car in to the classroom however, is a problem. One solution is the use of pictures. Pictures can be board drawings, wall pictures and charts, flashcards, magazine pictures and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite.

c. Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions in particular, are probably better explained by mime. Concepts like running or smoking are easy to present in this way; so are ways of walking, expressions, prepositions and times.

d. Contrast

We saw how words exist because of their sense relations and this can be used to teach meaning. We can present the meaning of 'victory' by contrasting it with 'defeat', 'fat' by contrasting it with 'thin', big by contrasting it with 'small'. We may present these concepts with pictures or mine and by drawing attention to the contrasts in meaning we ensure our students' understanding.

e. Enumeration

Sometimes words have meanings in relation to other words. There are some general and specific words. We can use this to present meaning. Thus, students need to know the meaning of 'vegetable' as a word to describe any one of a number of other things- e.g. carrot, cabbages, potatoes, etc. 'vegetable' has a general meaning whereas 'carrot' is more specific.

f. Explanation

Explaining the meaning of vocabulary items can be very difficult especially at beginner and elementary levels. But with more intermediate students such a

technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If we are explaining the meaning of 'mate' (friend) we have to point out that it is a colloquial word used in informal contexts and that it is more often used for males than for females.

g. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

Where translation can quickly solve a presentation problem it may be a good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful for both teacher and students.

We can follow the following techniques also while teaching vocabulary.

h. Game

Vocabulary can be best taught by creating vocabulary game as it creates interest on the part of students. This technique also lay emphasis on learning by doing resulting in long lasting retention in the students. So, there are lots of games such as word puzzle, jumble word etc.

i. Jokes and Riddles

Jokes and Riddles occupy an important place in the field of language teaching when we teach vocabulary to our students by using ' Jokes and Riddles' , they use the words correctly in a lively way. So, it can be developed as one of the technique of teaching vocabulary.

1.1.7 Importance of Teaching Vocabulary Through Jokes and Riddles

So far as jokes and riddles are concerned, they are taken as supplementary materials for teaching English language. Jokes and riddles occupy an important place in vocabulary teaching particularly in teaching young students because they love memorizing jokes and telling to their friends. Like other aids, they help to motivate and break monotony of the class. The important thing is that the students use the words in a full sentence in a lively and conscious way. So, jokes and riddles can be developed as a technique of teaching vocabulary item.

Furthermore, jokes and riddles are both a pleasant relaxation after intensive language work and an excellent way of helping pupils with pronunciation, stress and intonation. It means jokes and riddles can be used to teach all the aspects of word.

Jokes and riddles can also be used for teaching all the skills of language like listening, speaking, reading and writing. Importance of teaching jokes and riddles can be observed by following points.

- a. Jokes and riddles help pupil to learn a better living and also give them aesthetic pleasure.
- b. Pupils improve their fluency of English through jokes and riddles.
- c. They create interest in learning English language.
- d. Jokes and riddles are often extremely popular among the young as well as adults. So, the teacher can make use of this fact to get his pupils to learn the English words.
- e. Pupils can develop all four skills (i.e. listening, speaking, reading and writing through jokes and riddles.)
- f. Pupils can also learn spelling and pronunciation of word through jokes and riddles.

1.2 Review of Related Literature

Review of Literature means reviewing research studies or other relevant proposition in the related area of the study so that all the past studies, their conclusions and deficiencies may be known and further research can be conducted. Up to now different researchers have been carried out related to vocabulary. Some of them are as follows:

Horn (1926) has launched a research on "Basic writing vocabulary". His main purpose was to find out the nature and extent of overlap between vocabularies of one class of business letters and all the personal letters including the determination of the most common words used in business letters. It was based on findings the overlapping of the vocabulary items in one class of business letters and other class of letter.

Rongong (1975) has carried out a research on 'A study on spoken vocabulary of the primary children of Nepal'. It was done to identify a list of Nepali words which are most frequently used by the children of grade one, two and three of primary school of Nepal. More Hindi Words were found to be used in the Terai region. Beside it, not much differences was found in children's words by their of these grades from the three regions of Nepal (In Gyawali, 2004).

Wallace (1982) has in his book " Teaching vocabulary", gone to the extent of pointing out some symptoms of bad vocabulary learning and teaching. He was not only pointing out symptoms of bad vocabulary learning and teaching but also pointing out the principles and techniques of teaching and learning vocabulary.

Adhikari and Sharma (1992) have made an effort to make analytical study of vocabulary repertoire of the students who have completed class three. The vocabulary repertoire was Satisfactory. It was found the greater the maturity the lower the difficulty level (In Adhikari, 2005).

Chudal (1997) has carried out a research on 'The vocabulary achievement of the students of grade six'. The goal of this study was to explore the students' achievement of English vocabulary used in the English textbook of grade six and to make gender wise comparison of the vocabulary achievement. The finding was that the achievement level was poor. The students of urban area had better result than that of rural area. Girl's proficiency was better in rural area than that of boys but vice-versa in urban area.

Khatri (2000) has studied 'A study of English Vocabulary achievement of students of grade eight'. He attempted to compare the vocabulary achievement in nouns with the achievement in the verbs. The findings of his study reveal that English vocabulary achievement of the students of grade eight was found satisfactory in total. It was also found that the achievement in nouns was better than the achievement in verbs.

Tiwari (2001) has studied 'A study on English vocabulary achievements by the students of grade ten'. The objective of this study was to investigate the students achievement of English vocabulary used in the new English textbook of grade ten. The conclusion of this study is that the students' level of vocabulary achievement was not satisfactory.

Acharya (2001) has carried out a research on 'The effectiveness of recorded materials and live materials in teaching listening'. To find out the effectiveness of recorded materials and live materials in teaching listening, It was found recorded are slightly better than the live materials in teaching listening.

Limbu (2002) has carried out a research on 'Effect of animated Film on the Development of spoken fluency in the children'. It has been found that animated films on the development of spoken fluency in the young children are so effective.

Pandey (2004) has carried out a research on 'The effectiveness of Language Games in Teaching Grammar'. It was found that using games in teaching grammar are relatively more effective than teaching grammar without using it.

Gyawali (2004) has carried out a research on 'A study on vocabulary teaching through direct and indirect technique'. He has made an effort to explore the effectiveness of direct and indirect techniques in vocabulary teaching. He has come up with conclusion that indirect technique has been more effective than direct one.

Rawal (2004) has carried out a study to find out the effectiveness of drill techniques in teaching passivization. It has been found that drill technique is effective in teaching passivization.

Adhikari (2005) has carried out a research on 'The effectiveness of teaching vocabulary through games'. It has been found that the games technique of teaching vocabulary is quite effective than usual technique of teaching vocabulary.

Joshi (2006) has carried out a research on 'The effectiveness of Signpost Approach in Teaching Reading Comprehension'. It has been found that signpost approach is effective in teaching reading comprehension.

The present study differs from the former studies because no one has carried out a research on "The Effectiveness of Teaching Vocabulary Through Jokes and Riddles" except me. This study has emphasized to create students' interest in learning English and to develop their fluency of English.

1.3 Objectives of the Study

Objectives of the studies were as follows:

- i. To find out the effectiveness of teaching vocabulary through jokes and riddles.
- ii. To suggest some pedagogical implications of the study.

1.4 Significance of the study

The study tried to find out the effectiveness of teaching vocabulary through jokes and riddles to the students of grade six of a private school of Kathmandu district. It is valuable of the ELT teachers. The study is further fruitful to the students, teachers, administrators, syllabus designers and textbook writers. The findings of the study are helpful to solve the classroom management and motivation problems of the students. Thus, the study is also useful to those who are interested in conducting further research in the given field.

CHAPTER TWO

METHODOLOGY

The process involved throughout the whole work must be systematic for the achievement of the objectives and the success of work largely depends on the way it is performed. Since research is a scientific discipline, it deserves much more attention on the part of the researchers. A systematic study needs to follow a proper methodology to achieve the predetermined objectives. To quote, Kothari (1990, p. 9), "Research methodology is a sequential procedure and methods to be adopted in a systematic study".

In this study, the researcher has tried to find out the role of jokes and riddles as a technique of teaching English vocabulary of the textbook 'Learning to Communicate' at grade six. The methodology that has been adopted during the study is discussed below.

2.1 Sources of Data

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

2.1.1 Primary sources

The primary sources of data for this research were the students of grade six of a private school studying in 'Cosmic International Academy' Koteshwor, Kathmandu.

2.1.2 Secondary sources

Regarding the secondary sources of data, the following books were consulted by the researcher: Dakin (1968), Wallace (1982), Hockett (1985) Larsen-Freeman (1986), Harmer (1987), Taylor (1990), Nunan (1992), Ur (1992), Kumar (1999) etc.

A part from these several theses, articles, journals, books, etc. related to the research work, the researcher also consulted the materials found in e-mail, internet such as w.w.w. goodwill publishinghouse.com, w.w.w. rohanbooks. com.

2.2 Sampling Procedure

The researcher had selected a private school of Kathmandu district using judgmental sampling. Altogether forty students of grade six were taken for the study including boys and girls. These students were divided into two groups viz. experimental and controlled groups using systematic random sampling. The researcher had tried to maintain equal proficiency level of both groups.

2.3 Tools for Data Collection

Before preparing the set of test items, vocabularies from the textbook 'Learning To Communicate' of grade six were collected and a set of different test items was prepared as a major tool for data collection. It totally carried 50 marks. To make the analysis convenient, the test items were divided into seven different test categories such as, ' Multiple Choice' Fill in the blanks, ' synonym and antonym' ' word categorization', 'word arrangement' ' sentence making' and 'matching items'. The following table depicts the test categories with marks:

S.N.	Test categories	Q.N	Marks
1	Multiple choice	Question No. 1	10
2	Fill in the blanks	Question No. 2	5
3	Synonym and antonym	Question No. 3	5+5
4	Word categorization	Question No. 4	5
5	Words arrangement	Question No. 5	10
6	Sentence making	Question No. 6	5
7	Matching Items	Question No. 7	5
	Full Marks		50

2.4 Process of Data Collection

The researcher collected the primary data from the written work of the students.

For this he followed the following procedure:

- a. First of all, the researcher prepared a set of written test and visited the selected school. For the test items, he chose 60 vocabulary items as a sample out of the 150 words selected from the book of grade six 'Learning to Communicate' for experimental classes.
- b. The researcher requested the principal and the class teacher for providing the class to administer the test.
- c. A written pre-test was administered to determine the actual vocabulary level of the students. They were given 1:30 minutes to attempt the questions because the full mark of the total questions was only 50. Then their written responses were marked.
- d. The researcher determined the rank of the student on the basis of their level of proficiency in vocabulary based on their level of performance in the pre-test. He divided the students into two groups. The procedure of the group division was as follows:

Group A	Group B
Odd	even
even	odd

- e. The students divided into two groups were taught separately. Group 'A' was taught vocabulary through jokes and riddles technique and group 'B' was taught without using jokes and riddles technique (definition and explanation).
- f. Each group was taught six days a week, one period a day and each period lasted for forty -five minutes. Experiment was carried out for a month.
- g. After the experiment, a post-test was administered using the same test used in pre-test.

- h. Finally, the performance of the groups were compared and analyzed in order to explore the effectiveness of teaching vocabulary through jokes and riddles.

2.5 Limitations of the Study

To include a large area in this kind of small research was impossible due to the limited resources and time. So, there were certain limitations of this study which are as follows:

- a. This study was limited to only one private school 'Cosmic International Academy' of Kathmandu valley.
- b. Only forty students of grade six of the same school were selected as the population of this study.
- c. The primary data for this study were collected from the written tests.
- d. The effectiveness of jokes and riddles technique in teaching vocabulary were observed only in grade six.
- e. The sampled population of the study was 20 numbers in each group.
- f. The limitation of the time of the study was four weeks.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. As this is the facet of the research analysis, interpretation and comparison of data have been carried out in this section. Data is obtained from the due effort of the experimental study and field survey since it is an experimental research. It requires a lot of information from the practical field. The main aim of this research was to explore the effectiveness of teaching vocabulary through jokes and riddles.

The data is presented comparatively in holistic, group wise and item wise forms.

3.1 Holistic Comparison

In this comparison the result of group 'A' and group 'B' are shown in the following tables.

Table No. 1
The Result of the Pre-Test and Post-Test of Group 'A'

(See appendix- III)

R.N.	Name of the Student	Pre-T	Post-T	D	D%
1.	Mahesh Awosthi	28	46	18	36
3.	Rabindra Pokhrel	26	45	19	38
5.	Rudra khadka	26	42	16	32
7.	Bibek Adhikari	24	44	20	40
9.	Bibash Adhikari	23	43	20	40
12.	Sony Gurung	22	40	18	36
14.	Nisha Giri	21	40	19	38
16.	Pooja Khatiwada	21	41	20	40
18.	Riti Maharjan	20	39	19	38
20.	Kalpana Lama	20	38	18	36
21.	Anish Gajurel	19	37	18	36
23.	Sagar Rai	19	36	17	34

25.	Shrijana Bade	18	36	18	36
27.	Rekha Thapa	18	33	15	30
29.	Bikash Lama	17	34	17	34
32.	Prakriti Ghimire	17	31	14	28
33.	Roshan Khadka	16	32	16	32
36.	Sanjay Adhikari	16	30	14	28
38.	Mamta Subedi	14	29	15	30
40.	Binu K.C.	14	27	13	26
	Total Score	399	743	344	688
	Average Score	19.95	37.15	17.2	34.4

The above mentioned table no. 1 shows that the score obtained by each of the students of group 'A' in pre-test and post-test. Group 'A' has got 19.95 average score in pre-test and 37.15 in post-test and this group has increased by 17.2 average score and by 34.4 average percentage in post-test.

Table No. 2

The Result of the Pre-Test and Post-Test of Group 'B'

(See Appendix- III)

R.N.	Name of the Students	Pre-Test	Post-Test	D	D%
2.	Abhisek Ranjit	27	36	9	18
4.	Anusha Timilsena	27	34	7	14
6.	Prajina karki	25	31	6	12
8.	Upendra Jasraj	25	33	8	16
10.	Dibash Raj Subedi	24	30	6	12
11.	Aryan Chapagain	22	32	10	20
13.	Samir K.C.	22	31	9	18
15.	Dipesh Nepal	21	30	9	18
17.	Sabin Bhandari	20	28	8	16
19.	Suraj Bhandari	20	29	9	18
22.	Rami K.C.	19	28	9	18

24.	Renu Shrestha	19	27	8	16
26.	Kabin Karki	19	28	9	18
28.	Subash Karki	18	28	10	20
30.	Siddhartha Lama	18	29	11	22
31.	Sushil Acharya	17	27	10	20
33.	Anil Shrestha	17	28	11	22
35.	Sanjila Basnet	16	25	9	18
37.	Susmita Khatri	15	26	11	22
39.	Sabitra Karki	14	24	10	20
	Total Score	405	584	179	358
	Average Score	20.25	29.2	8.95	17.9

The above mentioned table number 2 shows the score obtained by each of the students of group 'B' in pre-test and post-test. Group 'B' has got 20.25 and 29.2 average score in pre-test and post-test respectively. This group has increased by 8.95 average score and by 17.9 average percentages in post-test.

It reveals the fact that group 'A' has learnt more effectively than that of group 'B'. The difference of average score of group 'A' is 17.2 and 'B' is 8.95 between the two tests. So, as a whole, group 'A' has progressed by 8.25 difference average score than group 'B'.

The result of group 'A' and group 'B' regarding the seven test items are shown in a single table. This comparative table shows the average percentage of group 'A' and 'B'.

Table No. 3
Overall Performance of Groups in the Pre-Test and Post-Test

(See Appendix-IV)

S.N.	Test Items	Difference % of Group A	Difference % of Group B	Difference % between A and B
1.	Multiple Choice	29.5	16	13.5
2.	Fill in the blanks	27	21	6
3.	Synonyms and Antonyms	34.5	22	12.5
4.	Word categorization	35	13	22
5.	Word Arrangement	41.5	21.5	20
6.	Sentence Making	31	6	25
7.	Matching Items	40	20	20
	Total Score	238.5	119.5	119
	Average Score	34.07	17.07	17

The above holistic table shows that the average score percentage of group 'A' is 34.07 in different categories of test items whereas group 'B' has 17.07. It is less than the group 'A'. The average percentage between group 'A' and 'B' is 17%. So, it indicates that group 'A' has got better achievement than group 'B' as a whole.

3.2 Group Wise Comparison

Table No. 4
The performance of groups in the pre-test and post-test

Group	T.S.C. in Pre-Test	Av.Sc in Pre-Test	T.Sc in Post-Test	Av. Sc. in Post -Test	D (AV. sc. in pre -post test)	D%
A	399	19.95	743	37.15	17.2	34.4
B	405	20.25	584	29.2	8.95	17.9

The above table shows that the average score of group 'A' is 19.95 in pre-test and 37.15 in post-test. This group has improved by 17.2 average score or 34.4 average percentage. But, the group 'B' has got 20.25 average score in pre-test and 29.2 in post-test. The group 'B' has improved by 8.95 average score or by 17.9 average percentages.

It shows that group 'A' has improved by 16.5 than group 'B'. So we can say that group 'A' has got better achievement than group 'B'. This shows that learning vocabulary through jokes and riddles have been more effective than traditional way.

3.3 Item Wise Comparison

In this section, seven types of different test items are compared.

3.3.1 Average Proficiency in Test-Item of Multiple Choices

Table No. 5

Score Achievement in Multiple Choice Test-Item

Group	T.Sc. In Pre- Test	Av. Sc in Pre- Test	Av.P. In Pre- Test	T.Sc. In Post- Test	Av.Sc. In Post- Test	Av.P. In Post- Test	D. in Av.Sc.	D. in Av. P%
A	73	3.65	36.5	132	6.6	66	2.95	29.5
B	72	3.6	36	104	5.2	52	1.6	16

We came to know from the above table that group 'A' has obtained 3.65 and 6.6 average scores in pre-test and post-test respectively. Thus, while comparing between the two tests, it has increased 2.95 average score and 29.5 average percentage.

On the other hand, average score of group 'B' in pre-test is 3.6 and 5.2 in post-test respectively. It has got 1.6 more average score and 16 more average percentage in post-test than in pre-test. From the data, we can draw the conclusion that group 'A' has excelled group 'B' in post-test because the former has got 29.5 average

percentage but the latter only 16 average percentage in post-test. So, group 'A' has progressed 13.5 more average percentage than group 'B'.

Note: Group A refers to experimental group and group 'B' controlled group.

3.3.2 Average Proficiency in the Test-Item of Fill in the Blanks.

Table No. 6
Score Achieved in Fill in the Blanks Test Item

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post--Test	D in Av. Sc.	D. in Av. P%
A	51	2.55	51	78	3.9	78	1.35	27
B	46	2.3	46	67	3.35	67	1.05	21

The above table displays the achievement of the students in pre-test and post-test. It shows that group A has obtained 2.55 average score in pre-test and 3.9 in post-test with the increment of 27 difference in average percentage. On the contrary, group 'B' has obtained 2.3 average score in pre-test and 3.35 in post-test with the increment of 21 difference average percentage. It reveals the fact that group 'A' has achieved more progress in this area of vocabulary than group 'B' because group A has got 27 average percentage in post-test but group 'B' has got only 21 average percentage in post-test.

3.3.3 Average Proficiency in the Test Item of Synonyms and Antonyms

Table No.7
Score Achieved in Synonyms and Antonyms Test Item

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post--Test	D in Av. Sc.	D. in Av. P%
A	85	4.25	42.5	154	7.7	77	3.45	34.5
B	78	3.9	39	122	6.1	61	2.2	22

The above table shows that group 'A' has got 4.25 average score in pre-test and 7.7 in post-test. It has increased 3.45 marks in post-test and this group has increased by 34.5 average percentages in post-test.

On the contrary, group 'B' has obtained 3.9 and 6.1 average score in pre and post-test respectively. It has increased only 2.2 average marks and 22 average percentage in post-test. This data displays that group 'A' has got better achievement than group 'B' in this test item.

3.3.4 Average Proficiency in the Test-Item of Word Categorization

Table No. 8

Score Achieved in Word Categorization Test Item

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post--Test	D in Av. Sc.	D. in Av. P%
A	42	2.1	42	77	3.85	77	1.75	35
B	56	2.8	56	69	3.45	56	0.65	13

The above table indicates that in this test category, experimental group 'A' has obtained 2.1 average score in pre-test and 3.85 in post-test. So, group 'A' has progressed by 35 more average percentage.

But group 'B' does not seem to have progressed much because the difference of average percentage between pre and post-test is only 13. Thus, in this test item, group 'A' has excelled group 'B' in difference of average percentage by 22. This shows that learning through jokes and riddles have been more effective than traditional ways.

3.3.5 Average Proficiency in the Test-Item of Word Arrangement

Table No. 9

Score Achieved in Word Arrangement Test Item

Group	T.Sc. in Pre- Test	Av. Sc. in Pre- Test	Av. P. in Pre- Test	T.Sc. in Post- Test	Av. Sc in Post- Test	Av. P. In Post-- Test	D in Av. Sc.	D. in Av. P%
A	67	3.35	33.5	150	7.5	75	4.15	41.5
B	63	3.15	31.5	106	5.3	53	2.15	21.5

The above table shows that group 'A' has got 3.35 average score in pre-test and 'B' has got 3.15 average score.

Group 'A' has got 7.5 average score in post test but group 'B' has got 5.3 average score in post-test. Thus, learning through jokes and riddles technique has been more effective in terms of this test item because the difference in average percentage of group 'A' is 41.5 but of group 'B' only 21.5 which means group 'A' has excelled group 'B' by 20 more average percentage.

3.3.6 Average Proficiency in the Test-Item of Sentence Making

Table No. 10

Score achieved in Sentence Making Test Item

Group	T.Sc. in Pre- Test	Av. Sc. in Pre- Test	Av. P. in Pre- Test	T.Sc. in Post- Test	Av. Sc in Post- Test	Av. P. In Post-- Test	D in Av. Sc.	D. in Av. P%
A	37	1.85	37	68	3.4	68	1.55	31
B	42	2.1	42	48	2.4	48	0.3	6

The above table interprets that group 'A' has got 1.85 average score in pre-test and 1.55 average score in post-test and has 31 average percentage. But group 'B' has

got 2.1 average score in pre-test and 2.4 average in post test and has 6 average percentage.

So, group 'A' has got 25 average percentages than group 'B'. Thus, learning through jokes and riddles techniques had been more effective in terms of this test item.

3.3.7 Average Proficiency in the Test of Matching Item

Table No. 11

Score Achieved in Matching Test-Item

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post--Test	D in Av. Sc.	D. in Av. P%
A	44	2.2	44	84	4.2	84	2	40
B	48	2.4	48	68	3.4	68	1	20

The above table shows that group 'A' has got 2.2 average score in pre-test but has increased by 2 marks in post-test. And the group 'A' has increased the marks by 40 average percentages in post-test.

On the contrary, group 'B' has obtained 2.4 and 3.4 average score in pre-test and post-test respectively. It has increased 1 percentage mark and 20 average percentages in post-test. This data displays that group 'A' has got better achievement than group 'B' in this test item. This shows that learning through jokes and riddles technique has been more effective than traditional way.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

4.1 Findings

After completion of the analysis and interpretation of the data, the major findings are as follows:

4.1.1 Findings Based on the Holistic Comparison

As a whole, the effectiveness of Jokes and Riddles technique seemed significant by 17 percent compared to the definition and explanation technique. It is significant in the sense that the average score percentage of jokes and riddles technique is 34.07 and the average score percentage of definitions and explanations technique is 17.07. So, it is relatively better and more effective than the conventional technique.

4.1.2 Findings Based on the Group wise Comparison

The effectiveness of Jokes and Riddles technique seemed significant by 16.5 percent in group wise comparison also. The average score percentage of jokes and riddles technique is 34.4 whereas the average score percentage of conventional technique is 17.9.

4.1.3 Findings Based on the Item wise Comparison

- a. The jokes and riddles technique (Group 'A') is significant in multiple choice test item. It is significant in comparison to the definitions and explanations

technique (Group 'B') because group 'A' has progressed by 13.5 average percentage than group 'B'.

- b. The effectiveness of Jokes and Riddles technique seemed significant in fill in the blanks test item. The difference of average percentage between pre and post test of group 'A' is 27 whereas group 'B' is 21.
- c. This test item also proved that jokes and riddles technique is more effective in teaching vocabulary. In the synonyms and antonyms test item, experimental group has increased by 34.5 average percentage in post test whereas controlled group has increased only by 22 average percentage in the same test.
- d. Jokes and riddles technique is significant in word categorization test item also. It is effective in comparison to definitions and expiations technique since group 'A' has the difference of 35 average percentage in pre and post tests and group 'B' has the difference of 13 average percentage in pre and post tests. So, group 'A' has excelled group 'B' by 22 average percentage.
- e. Jokes and riddles technique is found more significant in word arrangement test item because the difference in average percentage of group 'A' is 41.5 but of group 'B' is only 21.5 which means group 'A' has excelled group 'B' by 20 percent.
- f. The effectiveness of jokes and riddles technique seemed more significant in sentence making test item. In this test item, group 'A' has got 31 average percentage whereas group 'B' has got only 6 average percentage. So, group 'A' has progressed by 25 average percentage than group 'B'.
- g. The significance of jokes and riddles technique in matching test item is also better than definitions and explanations technique in teaching vocabulary. Group 'A' has got 40 average percentage whereas group 'B' has got 20 average percentage. So, group 'A' has progressed by 20 average percentage than group 'B'.

These findings show that using jokes and riddles technique in teaching vocabulary have relatively better impact on the whole. The above result shows that teaching vocabulary through jokes and riddles technique (Group 'A') is more effective than teaching with definition and explanation i.e. without using jokes and riddles (Group 'B').

4.2 Recommendations and Pedagogical Implications

The recommendations and suggestions have been made on the basis of these findings.

- a. This research shows that group 'A' performed relatively better in all aspects of word than group 'B'. Thus, jokes and riddles technique should be used to teach vocabulary items in all the schools. This implies that this technique should be used for teaching vocabulary.
- b. To implement this technique in school level effectively, the teacher should be trained and provided with sufficient teaching materials.
- c. The syllabus designer and methodologists should encourage the use of jokes and riddles in teaching of language. Even though it may be difficult to present jokes and riddles for each language items in the textbook and syllabus, it is inevitable to mention jokes and riddles in right place for vocabulary item in particular.
- d. As the research was limited only to 40 students of a private boarding school only, it cannot be, however, claimed that the findings of this study are applicable for all schools of Nepal or they are complete in themselves. In order to test the validity of these research findings, it is desirable to carry out further research in this area involving more and more number of schools and students.
- e. While teaching vocabulary through jokes and riddles, teachers may face various problems. If jokes and riddles are not chosen according to the level

of students, they may lose their interest. The following practical suggestions are given by which the English teachers may be benefited.

- i. First of all, jokes and riddles should be chosen according to the level of the students.
- ii. The initial presentation of jokes and riddles should always be oral.
- iii. The teacher should tell the jokes and riddles several times and encourage the pupils to tell the jokes themselves.
- iv. If the teacher presents himself, he should practise the jokes number of times beforehand so that he can tell it according to the nature of the jokes.

APPENDIX- II
Summary of the lesson plans
Lesson Plan No.1

Objectives: On completion of this lesson, students will be able to pronounce the words correctly and use them in the proper context.

Teaching Items: Congratulations, twins, surprise, raining, wear, raincoat.

Aids : A list of jokes and classroom teaching materials.

Group A

Doctor: Congratulations! You are father of twins.

Man: Don't tell my wife. I want to surprise her.

Little brother: I am going out to water the flowers.

Big brother: But it is raining!

Little Brother: That is ok. I shall wear my raincoat.

Activities: First of all, the teacher will motivate the students by telling some current national news. After that, he will tell the jokes in the humorous way as a model. Then, he will ask the students to tell the jokes with the help of the list of jokes. Then, he will write the words on the whiteboard and pronounce correctly as a model. Then he will make a sentence using one of the words and students will be asked to make sensible sentences. If students cannot make meaningful sentences, the teacher will help them to make meaningful sentences.

Group B:

Activities: After motivating the students, the teacher will write the list of words on the whiteboard with their meaning. Then, he will pronounce the words as a model and students will be also asked to pronounce. At last, students will be asked to make meaningful sentences. If they cannot make meaningful sentences, the teacher will help them to make meaningful sentences.

Lesson Plan No 2

Objectives: To make meaningful sentences using the given words.

Teaching Items: Sorry, stories, amusing, commercial

Aids: A list of jokes and as usual teaching materials.

Group A

Passenger: Operator, take me to the sixth amusing floor.

Elevator operator: I am sorry, sir. This building has only five stories.

Passenger: Ok. Then, take me to the third floor twice.

Lady: Can I wear these leather shoes in the rain?

Clerk: Did you ever see a cow carrying an umbrella?

Fred: Don't you wish life was like the television?

Nerd: I can't answer that now.

Fred: Why?

Nerd: I am on a commercial break.

Activities: First of all, the teacher will ask the students to tell some jokes one by one in a comedy way. After that, he will tell new jokes associating the words of teaching items. Then, he will again ask the students to practise the new jokes with the help of the flash cards. At last, they will be asked to make meaningful sentences using the words of teaching items.

Group B

Activities: First of all, he will motivate the students by telling some interesting jokes. After that, he will write the words of teaching items on the whiteboard and explain the meaning of those words and they will be asked to make sensible sentences using those words. If they cannot make meaningful sentences, he will help them.

Lesson Plan no. 3

Objectives: To pronounce the words correctly and make meaningful sentences.

Teaching Items: beautiful, feel, keep, party

Aids: A list of jokes and as usual teaching materials.

Group A

*Ramesh: What do you call a beautiful girl with four
boyfriends?*

Roshan: A bill collector.

Gita: How did the peach feel after it was eaten?

Sarita: pit-iful.

Saru: I tried to keep my waterbed in a secret.

Reema: What happened?

Saru: It leaked out.

Frog: (telephoning a psychic): can you tell me my future?

*Psychic: You are going to meet a beautiful girl who will know all about
you.*

Frog: That's great! Will I meet her at a party?

Psychic: No, next semester in the biology class.

Activities: First of all, the teacher will tell some current national news to motivate the students. After that, he will write the teaching items on the whiteboard and pronounce as a model and students will be asked to follow immediately after him. Then, he will tell the jokes in a funny way associating the words of teaching items. Then, he will ask the students to make meaningful sentences using the words of teaching items.

Group B

Activities: First of all, the teacher will write the teaching items on the whiteboard and pronounce the words as a model and students will be asked to follow immediately after him. After that, he will write the meaning of those words on the board and tell them to copy and make meaningful sentences using these words.

Lesson Plan No.4

Objectives: To find out nouns from the jokes.

Teaching Items: Customer, waiter, doctor, sweet, patient, jail etc.

Aids: As usual teaching materials.

Group A

Customer: Waiter, this soup tastes funny.

Waiter: Then, why are you not laughing ?

Sita: How long will your brother be in jail?

What is the charge?

Rita: No charge. Everything is free.

*Doctor: The best thing for you is to give up sweets, fatty foods,
smoking and drinking.*

Patient: What is the second best ?

Activities: First of all, the teacher will motivate the students by asking some questions from the previous lesson. After that, he will tell the jokes in a beautiful way. Then, students will be asked to practise the jokes one by one with the help of the list of jokes. Then, students will be asked to jot down nouns from the jokes. At last, they will be asked to make suitable sentences using these nouns.

Group B

Activities: First of all, the teacher will write the nouns on the whiteboard and pronounce correctly. After that, he will define noun and write more nouns as an example. At last, students will be asked to jot down nouns from the list of jokes and make meaningful sentences.

Lesson Plan No. 5

Objectives: To list out verbs from the jokes and make sensible sentences.

Teaching Items: Learn, Listen, know, run, saw, stole, say

Aids: As usual teaching materials.

Group A

Teacher: Well, Ram, are you learning something today?

Ram: No, I'm listening to you.

Boy: My brother can run hundred meters in six seconds.

Girl: That is impossible. The world record is nine seconds.

Boy: My bother knows a short cut.

A man: Why are you upset?

Boy: I saw a sign in the restaurant that said, 'watch your coat and hat'. So, I did and someone stole my dinner.

Activities: First of all, the teacher will motivate the students by asking to tell some jokes from the previous lesson. After that, he will tell the new jokes in an interesting way. After that, he will ask the students to jot down the difficult words found in the jokes. Students will be only asked to write verbs used in the jokes and use properly to construct the similar sentences. Students' will be also asked to practise more in order to pronounce the words as native speakers. Students will be encouraged to tell the jokes fluently. They will be also asked to make sensible sentences using those words.

Group B

Activities: After motivating the students, he will write the words on the whiteboard with their meaning and students will be asked to learn by heart and make sensible sentences using the verbs.

Lesson Plan no.6

Objectives: To jot down adjectives from the jokes.

Teaching items: Sad, funny, bad, many, empty etc.

Aids: As usual teaching materials.

Group A

A college student wrote his father a note that said;

No money

Not funny

Love sonny

His father wrote back:

So sad

Too bad

Love dad

Teacher: How many books can you put in an empty school bag?

Rinu : One. After that the bag is no longer empty.

Activities: First of all, the teacher will write the jokes on the whiteboard and he will tell the students to read the jokes. After that, he will again tell the jokes with good pronunciation and he will ask his students to follow him. Then, he will ask the students to take out adjectives from the jokes. If they make any mistake, the teacher will help them.

Group B

Activities: After motivating the students, the teacher will define the adjectives with examples. After that, the will write some words and explain the meaning of those words. Then, he will ask the students to find out adjectives form the list. If they cannot take out the adjectives, the teacher will help them and ask them to copy these adjectives.

Lesson Plan No. 7

Objectives: To answer the riddles and make sensible sentences using them.

Teaching Items: Shadow, hiccup, shoe

Aids: As usual classroom materials.

Group A

Teacher: What cup can't you drink from ?

Student : A hiccup.

Teacher: What is as big as elephant but does not weight anything?

Student: shadow.

Teacher: What has eyes but no nose, a tongue but no teeth and is a foot long?

Student: Shoe.

Activities: As soon as the teacher enters the classroom, he will tell a joke to motivate the students. After that, he will ask the students to tell the answer of the following riddles. If they cannot tell the answer, he will help them by telling the appropriate answer. Then, students will be asked to make sensible sentences using the words.

Group B

Activities: The teacher will revise the previous lesson to motivate the students. After that, he will write the list of words on the whiteboard. Then, he will explain the words with suitable examples. At last, Students are asked to make meaningful sentences using the words.

Lesson Plan No. 8

Objectives: To list out nouns from the jokes and make meaningful sentences.

Teaching Items: underwear, trunk, mistake, swimmer, fur, teacher, fear, elephant, test etc.

Aids: A list of jokes and as usual teaching materials.

Group A

Kritika: Why do bears have fur?

Punam: So, their underwear will not show.

Ram: Why do swimming teachers like elephants?

Shyam: Because they never forget their trunks.

Teacher: Anusha, you have only got six mistakes on your spelling test this week.

Anusha: Really. I am doing better.

Teacher : Yes, you are. Too bad, there were only eight words on the test.

Activities: First of all, the teacher will motivate the students by asking to tell some previous learnt jokes. After that, he will tell the jokes in proper tone. Then, students will be asked to practise the jokes with the help of the list of jokes. They will be also asked to jot down nouns used in the jokes and construct meaningful sentences.

Group B

Activities: First of all, the teacher will directly write nouns on the whiteboard and pronounce the words correctly and students will be asked to follow immediately after him. After that, he will explain the meaning of those words and also ask to copy them. At last, he will ask to make meaningful sentences using the words.

Lesson Plan No.9

Objectives: To find out antonym

Teaching items: Tall, short, fat, thin, same, different, forget, remember.

Aids: As usual teaching materials

Group A

Ram: Rahul, I have not seen you in years. You have really changed. You used to be tall and now you are short. You used to be fat and now you are thin, and your hair is totally different.

Umesh: Listen mister, my name is not Rahul, it is Umesh.

Ram: Oh, you have changed your name too.

Teacher: Why does not elephants forget?

Student: elephants have nothing to remember.

Activities: First of all, the teacher will motivate the students by asking to tell answer of some questions from the previous lesson. Then, he will write a word having opposite meaning to define what the antonym is, Then, he will tell the jokes in an appropriate tone and students will be asked to listen carefully . After that, he will write the words on the whiteboard and students will be asked to find out the words having opposite meaning from the jokes.

Group B

Activities: First of all, the teacher will write words on the whiteboard. After that, he will explain the meaning of antonym with some examples. Then, he will write two sets of words under column 'A' and column 'B'. Then, they will be asked to match the opposite meaning of those words. If they cannot match the opposite meaning, the teacher will help then to find out the opposite meaning.

Lesson Plan No. 10

Objectives: To find out antonyms.

Teaching Items: Dark, light, good, bad, wrong, right.

Aids: As usual teaching materials.

Group A

Sita: Why are you not afraid to go out after dark?

Gita: Because after dark, it is light.

Teacher: What is good on bread but bad on the road?

Student: Jam.

Dad: There is something wrong with my toothbrush.

Son: That is funny. It was all right when I used it to oil my bike chain.

Activities: First of all, the teacher will tell the jokes with appropriate pronunciation and students will be asked to listen the jokes carefully. After that, he will write the words on the whiteboard and pronounce the words correctly and students will be asked to follow immediately after him. Then, he will give an example of antonym and students will be asked to find out opposite words from the jokes. If the students cannot find out the opposite meaning, the teacher will help them.

Group B

Activities: After motivating the students, the teacher will write the words along with their meaning on the whiteboard. Then, he will himself write the opposite words on the whiteboard and students will be asked to copy them and learn them by heart.

Lesson Plan No.11

Objectives: To find out synonyms.

Teaching Items: Like, love, homework, assignment, close

Aids: As usual teaching materials.

Rohan: What do you call a man who likes drawing and painting?

Sohan: Art.

Rita: I think my English teacher is in love with me.

Sita: How do you work that out?

Rita: She puts red kisses all over my homework.

Mother: The hardest assignment I ever had to write an essay 'on the belly of a frog'.

Daughter: Wow, how do you get the frog in the typewriter?

Teacher: class, close your geography books. Who can tell me where France is?

Pupil: I know. It is on page 27.

Activities: First of all, the teacher will motivate the students by asking to tell the jokes from the previous lesson. Then, he will write a word having same meaning to define what the synonym is. Then, he will also ask the students to practise the jokes themselves. After that, he will write some words on the whiteboard and students will be asked to find out the words having same meanings from the jokes.

Group B

Activities: First of all, the teacher will write the words on the whiteboard and ask the students to tell the meaning of those words. Then, he will write the words having same meaning and students will be asked to copy and memorize them.

Lesson Plan No. 12

Objectives: To pronounce the word correctly and make meaningful sentences.

Teaching Items: Forget, turn, Metter, ride, talk, bring, pay, passenger etc.

Aids: A usual teaching materials.

Group A

Taxi Driver: I forgot to turn meter on. So, I don't know how much to charge you.

Passenger: That is Ok. I forgot to bring money. So, I was not going to pay you any more.

A man was riding his horse down a Suryakot path when a dog was walking down the path said "Hello".

Surprisingly, the man said, "I did not know dogs could talk."

The horse said, "I don't know too".

Activities: First of all, the teacher will tell the jokes with correct pronunciation as a model and students will be asked to practise the jokes one by one. After that, he will write some words on the whiteboard from the jokes and students will be asked to pronounce them correctly. At last, they will be asked to make meaningful sentences.

Group B

Activities: First of all, the teacher will directly write the words with their meaning on the whiteboard and pronounce those words correctly as a model and students will be asked to follow immediately after him. After that, he will tell the students to copy the words meaning and learn those by heart. At last, they will be asked to make meaningful sentences.

Lesson Plan No. 13

Objectives: To find out Antonyms.

Teaching Items: (Upset, glade, empty, full, slippers, shoes)

Aids: As usual teaching materials.

Group A

Teacher: How many books can you put in an empty school bag?

Salesman: One, after that, the bag is no longer empty.

Man: Could you give me a ticket for the next trip to the moon?

Agent: I'm sorry. But the moon is full now.

Ram: What sort of shoes can you make from banana skins?

Shyam: Slippers.

Hari: I'm glade. I am not a fly.

Shyam: Why" ?

Hari: Because I can't fly.

Rami: Why are you upset?

Meena: I saw a sign in the restaurant that said, "watch your coat and Hat".

I did and someone stole my dinner.

Activities: First of all, the teacher will motivate the students by asking to tell some jokes from the previous lesson. Then, he will tell the new jokes with good pronunciation. After that, he will write the words on the whiteboard and students will be asked to match the words with their opposite meaning. If they cannot match, the teacher will again tell the jokes to help them.

Group B

Activities: First of all, the teacher will motivate the students by asking some questions from the previous lesson. Then, he will define the antonym. After that, he will write the antonyms of the teaching items and students will be asked to learn them by heart.

Lesson Plan No. 14

Objectives: To answer the riddles and make sensible sentences using the words.

Teaching items: Umbrella, traffic jam, hiccup.

Aids: As usual teaching materials.

Group A

Teacher: What goes up when the rain comes down?

Student: Umbrella.

Teacher: Which jam does everybody dislike?

Student: Traffic jam.

Teacher: Which cup can't we drink from?

Student: A hiccup.

Activities: First of all, the teacher will revise the previous lesson to motivate the students. After that, he will start to teach the lesson by asking the answers of the riddles. He will be repeating the riddles until they can give the correct answer. Then, he will tell the students to make sensible sentences using the answer of the riddles.

Group B

Activities: First of all, the teacher will motivate the students by asking the answer of some questions from the previous lesson. Then, he will write the words on the whiteboard and pronounce the words correctly. Then, they will be asked to make meaningful sentences using the words.

Lesson Plan No15

Objectives: To pronounce the words correctly and make sensible sentences.

Teaching items: wet, wear, so, salesman, raining, collar.

Aids: As usual teaching materials.

Group A

Shyam: Why do you always wear two watches?

Mohan: I need to see how fast the other is.

Man: Why does those shirts collar feel so tight?

Salesman: Your head is through the button hole, sir.

Shilla: Seven girls walked to school under one umbrella. How many got wet?

Renu: None. It wasn't raining.

Activities: First of all, the teacher will tell the jokes with good pronunciation.

After that, he will involve the students to tell the jokes themselves with the help of the list of the jokes. Then, he will write the difficult words on the whiteboard and pronounce correctly one by one. After that, he will tell the students to make meaningful sentences using them.

Group B

Activities: First of all, the teacher will write the words on the whiteboard and pronounce the words correctly one by one. After that, he will write the meaning of the words and tell the students to make meaningful sentences. If they cannot make the sentences, the teacher will help them.

Lesson Plan No. 16

Objectives: To pronounce the words correctly and make meaningful sentences.

Teaching items: Twins, knit, smartest, tastes.

Aids: As usual teaching materials.

Group A

Customer: Waiter, this soup tastes funny.

Waiter: Then, why are you not laughing ?

Doctor: Congratulations! you are father of twins.

Man: Don't tell my wife. I want to surprise her.

A: What is the smartest food in the market?

B. Grade 'A' eggs.

A. Why do spiders spin webs?

B: Because they never learned how to knit.

Father: We have twins at our house.

Neighbor: Are they identical ?

Father: One is and one isn't.

Activities: First of all, the teacher will motivate the students by asking to tell jokes from the previous lesson. Then, he will tell the new jokes in a very interesting way. After that, he will involve the students to tell the jokes with the help of the list of the jokes. Then, he will write the difficult words on the whiteboard and pronounce the words correctly by telling the students to follow him immediately. At last, he will tell the students to make meaningful sentences using those words.

Group B

Activities: First of all, the teacher will write the teaching items on the whiteboard and pronounce them correctly by telling the meaning of those words. Then, students will be asked to pronounce those words. At last, he will tell them to make meaningful sentences using those words.

Lesson Plan No. 17

Objectives: To tell the similar meaning of the words and make meaningful sentences.

Teaching items: trouble, owner, start.

Aids: A list of jokes and as usual teaching materials.

Group A

Customer: I have come to buy a car, but I don't remember the name. It starts with "T" .

Car owner: Sorry, we don't have cars that start with tea.

Mon: Why is junior having so much trouble learning to ride the bike?

Dad: The road doesn't turn when he rides the bike.

Ram: Waiter, there is a fly in my soup!

Waiter: Thank you for telling me, sir. I had forgotten to put that on the bill.

Activities: First of all, the teacher will tell the jokes in a very interesting way .

After that, he will tell the students to practise, the jokes with the help of the list. Then, he will write some words on the whiteboard and students will be asked to tell the similar meaning of the words. At last, he will tell the students to make meaningful sentences using those words.

Group B

Activities: First of all, the teacher will write the words on the whiteboard and pronounce them correctly. After that, he will write the similar meaning of those words. At last, he will tell the students to make meaningful sentences using those words.

Lesson Plan No. 18

Objectives: To pronounce the words correctly and make meaningful sentences.

Teaching Items: Draw, pack, loyal, nothing, hold, take, sell, refrigerator, come.

Aids: A list of jokes and as usual teaching materials .

Group A

Ram: Why didn't the horse draw the cart?

Shyam: He couldn't hold a pencil.

Sita: Why does it take so long for an elephant to get ready for school?

Rita: Because he has to pack his trunk.

One little girl: Did you know my Robot can walk.

Another Girl: That is nothing. My refrigerator can run.

Man: Are you sure this dog you are selling me is loyal?

Owner: He is sure. I sold him five times and every time he has come back.

Activities: First of all, the teacher will motivate the students by reviewing the previous lesson. Then, he will tell the new jokes in a very amusing way. After that, he will involve the students to practise the jokes with the help of the list. Then, he will write difficult words on the white board and pronounce the words correctly and students will be asked to follow him immediately. At last, he will tell the students to make meaningful sentences using those words.

Group B

Activities: First of all, the teacher will write the words on the whiteboard and pronounce the words correctly as a model and students will be asked to follow him immediately. After that, he will explain the meaning of these words and student will be asked to make meaningful sentences using those words.

Lesson Plan No. 19

Objectives: To pronounce the words correctly and tell the similar meaning of the following words.

Teaching Items: Different, pointed, wrong, young, put on

Aids: A list of jokes and as usual teaching materials.

Group A

Mother: What's taking you so long to put on your shoes?

Daughter: They are pointed.

Mother: What difference does that make?

Daughter: They are pointed in the wrong direction.

Stranger: I would like to talk to your mother, young man. Is she engaged?

Ram: Engaged? She is married.

Ram: Doctor, Doctor, I've swallowed my pen, what should I do?

Doctor: you shall have to use a pencil!

Activities: First of all, the teacher will ask some questions to motivate the students. After that, he will tell the new jokes in a very comedy way. Then, he will involve the students to practise the jokes with the help of the flashcard. Then, he will write the words on the whiteboard and pronounce the words correctly as a model and students will be asked to follow him immediately. After that, the will ask the students to tell the similar meaning of the words using the clues.

Group B

Activities : First of all, the teacher will motivate the students by asking some questions from the previous lesson. Then, he will write the words on the whiteboard and pronounce correctly as a model and students will be asked to follow him immediately. After that, he will write the similar meaning of those words and ask to learn the words by heart.

Lesson Plan No. 20

Objectives: To arrange the jumbled letters meaningfully.

Teaching Items: thingverye, Ilet, Mread, Causebe, efre,

Aids : A list of jokes and as usual teaching materials.

Group A

Gita : Did I tell you that I had a dream to make a million dollars one day?

Sita : Your father made a million dollars ?

Gita : No, he had the dream too.

Sarita : Why do swimming teachers like elephants ?

Rita : Because they never forget their trunks.

Hari : How long will your brother be in jail ?

Sohan : What is the charge ?

Hari : No charge. Everything is free.

Activities : First of all, the teacher will motivate the students by asking to tell some jokes from the previous lesson. After that, he will tell the new jokes in a funny way. Then, he will tell the students to practise the jokes with the help of the flash card. Then, he will write some Jumbled letters on the whiteboard and students will be asked to arrange the letters to make meaningful words.

Group B

Activities: First of all, the teacher will write the jumbled letter on the whiteboard and students will be asked to arrange the letters to make meaningful words. If they cannot make meaningful words the teacher will help them.

Lesson Plan No. 21

Objectives : To arrange the jumbled letter to make meaningful words.

Teaching Items: fectper, dioti, inkth, Drikn, gnorts, hguone, grtae, vesa.

Aids: A list of jokes and as usual teaching materials.

Group: A

Shrijana: Teacher thinks I'm a perfect idiot.

Firoj: Well, she is wrong. Nobody is perfect.

Mother: Drink your milk, dear, it makes strong teeth.

Maya: Why don't you give enough to grandpa ?

Father: "Great news, son! We've saved enough money to go to England".

Son: "That is great Dad. When are we going? "

Father: "As soon as we save enough to get back".

Activities: First of all, the teacher will motivate the students by asking some questions from the previous lesson. After that, he will tell the new jokes in an interesting way. Then, he will tell the students to practise the jokes with the help of the flash card. Then, he will write some jumbled letters on the whiteboard and students will be asked to arrange the letters to make meaningful words.

Group: B

Activities : First of all, the teacher will motivate the students by reviewing the previous lesson. After that, he will write the jumbled letters on the whiteboard and students will be asked to arrange the jumbled letters to make meaningful words. If they cannot make meaningful words, the teacher will help them.

Lesson Plan No. 22

Objectives: To make sensible sentences using the given words.

Teaching items: pull, catch, helper, down

Aids: A list of jokes and as usual teaching materials.

Group A:

Junior: "Don't pull the cat's tail?"

Boy: "I'm only holding it. The cat is pulling it".

Waiter: "Why is there a frog in my soup?"

Customer: To catch the flies?

Doctor: You have to stop thinking you are a fly.

Helper: How do I do that doctor?

Doctor: Well, the first thing is to come down off the ceiling.

Patient: Nurse, nurse. I need to see a doctor!

Nurse: Which doctor?

Patient: No, Just an ordinary one!

Activities: First of all, the teacher will ask some questions from the previous lesson to motivate the students. After that, he will tell the jokes with good pronunciation. Then, he will involve the students to practise the jokes one by one. Then, he will write some words on the whiteboard from the same jokes to make meaningful sentences.

Group B

Activities : First of all, the teacher will motivate the students by telling some jokes. After that, he will write some words on the whiteboard and pronounce correctly. Then, he will ask the students to make meaningful sentences using those words. The teacher will help them if they do not make correct sentences.

Lesson Plan No. 23

Objectives: To make meaningful sentences using the given below words.

Teaching items: speak, because, look, barber, poor, tourist

Aids: A list of jokes and as usual teaching materials.

Group A

Sonny: I'm glade I wasn't born in Spain".

Meena: Why?

Sonny: Because I cant speak Spanish.

Menuka: "Why are you so worried?"

*Reema: " I lent a barber \$300 for plastic surgery
and now I don't know what he looks like".*

*Ram: "That poor tourist is the laziest person I have ever seen. He
had done nothing but he had been sitting on that park bench
for three hours."*

Shyam: How do you know that?

Ram: I have been sitting here and watching him the whole time.

Activities: First of all, the teacher will ask the students to tell some jokes from the previous lesson. After that, he will tell the new jokes to teach the lesson.

Then, he will tell the students to practise the jokes with the help of the flash cards. Then, he will write some words from the jokes to make meaningful sentences.

Group B

Activities: First of all, he will motivate the students by telling some jokes. After that, he will write some words on the whiteboard and explain the meaning of those words. At last, the students will be asked to make sensible sentences.

Lesson Plan No. 24

Objectives: To pronounce the words correctly and make sensible sentences using the words.

Teaching Items: Under, suddenly, matt, perfume, big, another, immature, various, problems etc.,

Aids: A list of jokes and as usual teaching materials.

Group A

Sohan: I slept with my head under the matt last night.

Roman: "what happened?"

Sohan: " Suddenly' the tooth fairy came and took my teeth out".

Dad: If I had seven perfumes in one hand and eight perfumes in another hand what would I have?

Son: Big hands?

Mother: Why is immature persons having various problems learning to drive his car.

Father: The road doesn't turn when he drives his car.

Activities: First of all, the teacher will write some words on the whiteboard and pronounce those words correctly and students are asked to follow him immediately. After that, he will tell the new jokes involving the words written on the whiteboard. Then, he will tell the students to practise the jokes with the help of the flash cards. At last, he will ask the students to make meaningful sentences using the words written on the whiteboard.

Group B

Activities: First of all, the teacher will write the words on the whiteboard and pronounce the words correctly and students will be asked to pronounce immediately after him. After that, he will explain the meaning of those words and ask them to make meaningful sentences using the words. If the students cannot make correct sentences, he will help them.

Lesson Plan No. 25

Objectives: To re-arrange the jumbled letters to make words.

Teaching items: denwoner, gepa, thowr, combee, ghtit, always, dene

Aids: As usual teaching materials

Group A

Ram: I call him Bill.

Syham: Why?

Ram : He always asks money with me.

Ram: Why do you always wear two renowned watches?

Sohan: I need to see how fast the other is.

*Teacher: class, close your geography books. Who can tell me where
Canada is?*

Pupil: I know. It is on page 28.

*Sita: If you throw a teacher in the water, what does he
become?*

Rekha: wet.

Man: Why does this shirt collar feel so tight?

Salesman: Your head is through the button hole, sir.

Activities: First of all, the teacher will revise a previous lesson to motivate the students. After that, he will tell some new jokes to teach the lesson. Then, he will tell the students to practise the jokes with the help of the list of jokes. Then, he will write some jumbled letter to arrange the letters in order to make meaningful words.

Group B

Activities: First of all, the teacher will motivate the students by asking some questions from the previous lesson. After that, he will write some jumbled letters to arrange the letters to make meaningful words. If they do not make meaningful words, the teacher will help them.

Lesson Plan No 26

Objectives: To pronounce the words correctly and make meaningful sentences.

Teaching Items: Chain, spelling, better, find

Aids: A list of jokes and as usual teaching materials.

Group A

Waiter: Would you like a sharper knife to cut your meat?

Diner: No, but a chain saw might help.

Ram: What is the most important subject one learns in school?

Shyam : Spelling.

Sohan : Is writing a report on an empty stomach harmful ?

Rohan: No, but writing on paper is better.

Girl: Where is the best place to find a book about tress?

Young boy: A branch library.

Activities: First of all, the teacher will ask the students to tell some humorous jokes to motivate them from the previous lesson. After that, he will write some words on the whiteboard and pronounce clearly as a model and students will be asked to follow after him. Then, he will tell the new jokes associating the words written on the whiteboard. Then, he will tell the students to practise the jokes one by one. At last, he will tell the students to make meaningful sentences using those words.

Group B

Activities: First of all the teacher will motivate the students by telling some current national and international news. After that, he will write some words on the whiteboard and pronounce those as a model and students will be asked to follow after him. Then, he will explain the meaning of those words and they will be asked to make sensible sentences.

Lesson Plan No. 27

Objectives: To find out synonyms.

Teaching items. More, much, get, received, fear, afraid.

Aids: As usual teaching materials

Group A

Principal: What should a teacher know before trying to instruct a student?

Teacher: More than the student.

Ram: Why are you eating so fast?

Syam: I want to eat as much as possible before I lose my appetite.

Police station received a call:

man: Someone just stole my truck.

police: Did you see who it was?

man: No, but I got the license number.

Ram: I have a friend who doesn't know the meaning of the word 'fear'.

Shyam: That so?

Ram: Yes, he's afraid to ask.

Activities: He will revise the earlier chapter to motivate the students. Then, he will write the teaching items on the whiteboard and pronounce the words separately. After that, he will tell the jokes in an interesting way. Then, he will write a word having same meaning to define what the synonym is. After that, students will be asked to find out the words having same meaning from the jokes.

Group B

Activities: First of all, the teacher will write the words on the whiteboard and ask the students to tell the meaning of those words. Then, he will define synonym with good examples. After that, he will write the words having same meaning and student will be asked to relate the words. If they cannot relate the words, the teacher will help them.

Lesson Plan No. 28

Objectives: To be able to pronounce the words correctly and make meaningful sentences.

Teaching Items: Learn, start, bottom, swim, crying, ball, broken, holes, baby, tell.

Aids: A list of jokes and as usual teaching materials.

Group A

Dad: " Son, if you want to learn anything you have to start at the bottom."

Son: "But, Dad, I want to learn to swim".

Rahul: "Why are you crying?"

Raj: "My bowling ball is broken".

Rahul: "How do you know?"

Raj: "It has holes in it".

Umesh: I have a new baby brother.

Dinesh: What is his name?

Umesh: He won't tell me.

Activities: As soon as the teacher enters the classroom, he will ask the students to tell the jokes from the previous lesson. After that, he will write the words on the whiteboard and pronounce them as a model and students will be asked to practise by pronouncing those words. Then, he will tell the new jokes associating the teaching items and students will be asked to practise the jokes with the help of the list of jokes. At last, students will be asked to make meaningful sentences.

Group B

Activities: First of all, the teacher will write the words on the white board and pronounce the words as a model and students will be asked to follow immediately after him. After that, he will write the meaning of those words and students will be asked to jot down the words and memorize the meaning of those words. At last, students are asked to make meaningful sentences.

APPENDIX- III
Group Wise Tables of Pre and Post Test Result

1. The result of pre and post test of group A

Full Score-50

R.N.	Name of the Student	Pre-T	Post-T	D	D%
1.	Mahesh Awosthi	28	46	18	36
3.	Rabindra Pokhrel	26	45	19	38
5.	Rudra khadka	26	42	16	32
7.	Bibek Adhikari	24	44	20	40
9.	Bibash Adhikari	23	43	20	40
12.	Sony Gurung	22	40	18	36
14.	Nisha Giri	21	40	19	38
16.	Pooja Khatiwada	21	41	20	40
18.	Riti Maharjan	20	39	19	38
20.	Kalpana Lama	20	38	18	36
21.	Anish Gajurel	19	37	18	36
23.	Sagar Rai	19	36	17	34
25.	Shrijana Bade	18	36	18	36
27.	Rekha Thapa	18	33	15	30
29.	Bikash Lama	17	34	17	34
32.	Prakriti Ghimire	17	31	14	28
33.	Roshan Khadka	16	32	16	32
36.	Sanjay Adhikari	16	30	14	28
38.	Mamta Subedi	14	29	15	30
40.	Binu K.C.	14	27	13	26
	Total Score	399	743	344	688
	Average Score	19.95	37.15	17.2	34.4

2. The result of pre and post -tests of group B

Full Score : 50

R.N.	Name of the Students	Pre-Test	Post-Test	D	D%
2.	Abhisek Ranjit	27	36	9	18
4.	Anusha Timilsena	27	34	7	14
6.	Prajina karki	25	31	6	12
8.	Upendra Jasraj	25	33	8	16
10.	Dibash Raj Subedi	24	30	6	12
11.	Aryan Chapagain	22	32	10	20
13.	Samir K.C.	22	31	9	18
15.	Dipesh Nepal	21	30	9	18
17.	Sabin Bhandari	20	28	8	16
19.	Suraj Bhandari	20	29	9	18
22.	Rami K.C.	19	28	9	18
24.	Renu Shrestha	19	27	8	16
26.	Kabin Karki	19	28	9	18
28.	Subash Karki	18	28	10	20
30.	Siddhartha Lama	18	29	11	22
31.	Sushil Acharya	17	27	10	20
33.	Anil Shrestha	17	28	11	22
35.	Sanjila Basnet	16	25	9	18
37.	Susmita Khatri	15	26	11	22
39.	Sabitra Karki	14	24	10	20
	Total Score	405	584	179	358
	Average Score	20.25	29.2	8.95	17.9

APPENDIX- IV

Group A

1. The test item result in multiple choice

Full score 10

R.N	Pre-test	Post-test	D	D%
1.	5	9	4	40
3.	5	9	4	40
5.	5	8	3	30
7.	4	9	5	50
9.	4	8	4	40
12.	4	7	3	30
14	4	7	3	30
16.	4	7	3	30
18	4	7	3	30
20.	4	6	2	20
21.	3	6	3	30
23.	3	6	3	30
25.	3	6	3	30
27.	3	6	3	30
29.	3	6	3	30
32.	3	5	2	20
34.	3	5	2	20
36.	3	5	2	20
38.	3	5	2	20
40.	3	5	2	20
Total Score	73	132	59	590
Average Score	3.65	6.6	2.95	29.5

Group: B

2. The test items result in Multiple choice

Full Score: 10

R.N	Pre-test	Post-test	D	D%
2.	6	7	1	10
4.	6	7	1	10
6.	4	5	1	10
8.	5	6	1	10
10	4	5	1	10
11.	4	6	2	20
13.	4	6	2	20
15.	4	6	2	20
17.	4	5	1	10
19.	4	5	1	20
22.	3	5	2	10
24.	3	5	2	20
26.	3	5	2	20
28.	3	5	2	20
30.	3	5	2	20
31.	3	5	2	20
33.	3	4	1	10
35.	2	4	2	20
37.	2	4	2	20
39.	2	4	2	20
Total Score	72	104	32	320
Average Score	3.6	5.2	1.6	16

Group A

3. The test result in fill in the blanks

Full Score : 5

R.N	Pre-test	Post-test	D	D%
1.	3	5	2	40
3.	3	4.5	1.5	30
5.	3	4.5	1.5	30
7.	3	4.5	1.5	30
9.	3	4.5	1.5	30
12.	3	4.5	1.5	30
14	2.2	4.5	2	40
16.	2.5	5	2.5	50
18	2.5	4	1.5	30
20.	2.5	4	1.5	30
21.	2.5	4	1.5	30
23.	2.5	3	0.5	10
25.	2	3.5	1.5	30
27.	2	3.5	1.5	30
29.	2	3.5	1.5	30
32.	3	3	0	0
34.	2.5	3.5	1	20
36.	2	3	1	20
38.	2.5	3	0.5	10
40.	2	3	1	20
Total Score	51	78	27	540
Average Score	2.55	3.9	1.35	27

Group B

4. The test result in fill in the blanks

Full Score: 5

R.N	Pre-test	Post-test	D	D%
2.	3	4	1	20
4.	3	3.5	0.5	10
6.	2.2	3.5	1	20
8.	2.5	3.5	1	20
10	2.5	3.5	1	20
11.	2	3.5	1.5	30
13.	2.5	3.5	1	20
15.	2	3	1	20
17.	2	3	1	20
19.	2	3.5	1.5	30
22.	2	3.5	0.5	30
24.	2.5	3	1.5	10
26.	2.5	3	0.5	10
28.	2	3	1	20
30.	2.5	3.5	1	20
31.	2	3	1	20
33.	2.5	3.5	1	20
35.	2.5	3	0.5	10
37.	2	4	2	40
39.	1.5	3	1.5	30
Total Score	46	67	21	420
Average Score	2.3	3.35	1.05	21

Group A

5. The test result in synonyms and antonyms

Full Score: 10

R.N	Pre-test	Post-test	D	D%
1.	6	9	3	30
3.	6	8.5	2.5	25
5.	6	8.5	2.5	25
7.	5.5	8.5	3	30
9.	5	8.5	3.5	35
12.	5	8.5	3.5	35
14	5	8.5	3.5	35
16.	5	8.5	3.5	35
18	4	8	4	40
20.	4.5	8	3.5	35
21.	4.5	8	3.5	35
23.	4.5	8	3.5	35
25.	4	7.5	3.5	35
27.	4	7.5	3.5	35
29.	3.5	7.5	4	40
32.	2.5	7	4.5	45
34.	2.5	7	4.5	45
36.	3	6	3	30
38.	2.5	6	3.5	35
40.	2	5	3	30
Total Score	85	154	69	690
Average Score	4.25	7.7	3.45	34.5

Group : B

6. The test result in antonyms synonyms

Full Score: 10

R.N	Pre-test	Post-test	D	D%
2.	5	7	2	20
4.	5	6.5	1.5	15
6.	5.5	6.5	1	10
8.	4.5	6.5	2	20
10	4.5	6	1.5	15
11.	4	6.5	2.5	25
13.	4	6.5	2.5	25
15.	4	6	2	20
17.	4	6	2	20
19.	4	6.5	2.5	25
22.	4	6.5	2.5	25
24.	3.5	6	2.5	25
26.	3.5	6.5	3	30
28.	3	6.5	3.5	35
30.	3.5	6.5	3	30
31.	3	6	3	30
33.	3	6.5	3.5	35
35.	3.5	4.5	1	10
37.	3	5	2	20
39.	3.5	4	0.5	5
Total Score	78	122	44	440
Average Score	3.9	6.1	2.2	22

Group A

7. The test result of word categorization

Full Score: 5

R.N	Pre-test	Post-test	D	D%
1.	3	5	2	40
3.	2	5	3	60
5.	2	4	2	40
7.	2	4	2	40
9.	2	4	2	40
12.	2	4	2	40
14	2	4	2	40
16.	2	4	2	40
18.	2	4	2	40
20.	2	4	2	40
21.	2	4	2	40
23.	2	4	2	40
25.	2	4	2	40
27.	2	4	2	40
29.	2	4	2	40
32.	2	3	1	20
34.	2.5	3	0.5	10
36.	2.5	3	0.5	10
38.	2	3	1	20
40.	2	3	1	20
Total Score	42	77	35	700
Average Score	2.1	3.85	1.75	35

Group B

8. The test result in word categorization

Full Score : 5

R.N	Pre-test	Post-test	D	D%
2.	3	4	1	20
4.	3	4	1	20
6.	3	4	1	20
8.	3.5	3.5	0	0
10	3.5	4	0.5	10
11.	3	3.5	0.5	10
13.	3.5	3.5	0	0
15.	3	3.5	0.5	10
17.	3	3.5	0.5	10
19.	3	3.5	0.5	10
22.	3	3	0	0
24.	3	3	0	0
26.	3	3	0	0
28.	3	3.5	0.5	10
30.	2	3.5	1.5	30
31.	2	3	1	20
33.	2.5	3.5	1	20
35.	2	3.5	1.5	30
37.	2	3	1	20
39.	2	3	1	20
Total Score	56	69	13	260
Average Score	2.8	3.45	0.65	13

Group A

9. The test result in word arrangement

Full Score: 10

R.N	Pre-test	Post-test	D	D%
1.	5	9	4	40
3.	5	9	4	40
5.	5	8	3	30
7.	4.5	9	4.5	45
9.	4	9	5	50
12.	4	8	4	40
14	3.5	8	4.5	45
16.	3.5	8.5	5	50
18	3.5	8	4.5	45
20.	3	8	5	50
21.	3	8	5	50
23.	3	8	5	50
25.	3	8	5	50
27.	3	7	4	40
29.	2.5	6	3.5	35
32.	2.5	6	3.5	35
34.	2.5	6.5	4	40
36.	2.5	6	3.5	35
38.	2	5	3	30
40.	2	5	3	30
Total Score	67	150	83	830
Average Score	3.55	7.5	4.15	41.5

Group B**10. The test result in word arrangement**

Full Score: 10

R.N	Pre-test	Post-test	D	D%
2.	4	6	2	20
4.	4	5	1	10
6.	4	5	1	10
8.	3.5	6.5	3	30
10	3.5	4.5	1	10
11.	3	5.5	2.5	25
13.	3	5.5	2.5	25
15.	3	5.5	2.5	25
17.	3	5.5	2.5	25
19.	3	5.5	2.5	25
22.	3	5	2	20
24.	3	5	2	20
26.	3	5.5	2.5	25
28.	3	5	2	20
30.	3	5.5	2.5	25
31.	3	5	2	20
33.	3	5.5	2.5	25
35.	3	5	2	20
37.	3	5	2	20
39.	2	5	3	30
Total Score	63	106	43	430
Average Score	3.15	5.3	2.15	21.5

Group A

11. The test result in sentence making

Full Score: 5

R.N	Pre-test	Post-test	D	D%
1.	3	4	1	20
3.	2	4	2	40
5.	2	4	2	40
7.	2	4	2	40
9.	2	4	2	40
12.	2	4	2	40
14	2	4	2	40
16.	2	4	2	40
18	2	4	2	40
20.	2	4	2	40
21.	2	3	1	20
23.	2	3	1	20
25.	2	3	1	20
27.	2	2	0	0
29.	2	3	1	20
32.	2	3	1	20
34.	1	3	2	40
36.	1	3	2	40
38.	1	3	2	40
40.	1	2	1	20
Total Score	37	68	31	620
Average Score	1.85	3.4	1.55	31

Group B**12. The test result in sentence making**

Full Score: 5

R.N	Pre-test	Post-test	D	D%
2.	3	4	1	20
4.	3	4	1	20
6.	3	3	0	0
8.	3	3	0	0
10.	3	3	0	0
11.	3	3	0	0
13.	2	2	0	0
15.	2	2	0	0
17.	2	2	0	0
19.	2	2	0	0
22.	2	2	0	0
24.	2	2	0	0
26.	2	2	0	0
28.	2	2	0	0
30.	2	2	0	0
31.	2	2	0	0
33.	1	2	1	20
35.	1	2	1	20
37.	1	2	1	20
39.	1	2	1	20
Total Score	42	48	6	120
Average Score	2.1	2.4	0.3	6

Group A

13. The test result in matching item

Full Score: 5

R.N	Pre-test	Post-test	D	D%
1.	3	5	2	40
3.	3	5	2	40
5.	3	5	2	40
7.	3	5	2	40
9.	3	5	2	40
12.	2	4	2	40
14	2	4	2	40
16.	2	4	2	40
18	2	4	2	40
20.	2	4	2	40
21.	2	4	2	40
23.	2	4	2	40
25.	2	4	2	40
27.	2	3	1	20
29.	2	4	2	40
32.	2	4	2	40
34.	2	4	2	40
36.	2	4	2	40
38.	1	4	3	60
40.	2	4	2	40
Total Score	44	84	40	800
Average Score	2.2	4.2	2	40

Group B

14. The test result in matching item

Full score: 5

R.N	Pre-test	Post-test	D	D%
2.	3	4	1	20
4.	3	4	1	20
6.	3	4	1	20
8.	3	4	1	20
10.	3	4	1	20
11.	3	4	1	20
13.	3	4	1	20
15.	3	4	1	20
17.	2	3	1	20
19	2	3	1	20
22.	2	3	1	20
24.	2	3	1	20
26.	2	3	1	20
28.	2	3	1	20
30.	2	3	1	20
31.	2	3	1	20
33.	2	3	1	20
35.	2	3	1	20
37.	2	3	1	20
39	2	3	1	20
Total Score	48	68	20	400
Average Score	2.4	3.4	1	20

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