CHAPTER ONE

INTRODUCTION

1.1   General Background

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemparary language teaching was developed during the early part of the twentieth century. Language teaching in twentieth century was charactrized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. The objective of teaching a foreign language is to enable the learner to behave in such a way that he/she can participate to some degree and for certain purpose as a member of a community other than his/her own. Similarly, in language teaching our objectives are to prepare the learners to participate in some other social group, some language community other than their own, to play a part or fulfill a role in that community.

The English language teaching tradition has been subjected to a tremendous change, especially throughout the twentieth cenruy. Among the languages spoken in the world, English has been recognized as widely used language for global communication. The English language teaching has taken an important role in language teaching. So, the importance of the English language teaching are presented below.

i)   English is one of the five official languages of the UNO and as such plays a vital role in international communications.

ii)   Nearly half of the books of science and technology are written in English.

iii)   If we look at the media, we can find that over fifty percent of the world's newspapers or radio stations use English as a medium of communicaiton.

iv)   English is the passport to travel the whole world. Thus, it has become an excellent vehicle for the transmission of modern civilization in any part of the world.

v)   It is the world's most widely spoken language and common means of communication between the people of different nations.

vi) One person out of the every four on earth has reached through English. English is the mother tongue of most of the people of Great Britain, Canada, USA and Australia.

No doubt to claim the English language teaching as important language teaching in the world. By means of the English language, we can exchange our views, thoughts, emotions and promote harmony.

1.1.1 English Language Teaching Situation in Nepal

Nepali education system took its right turn after the democracy was established in 1950 A.D. Introduction of Nepal National Education Commission (NNEC) in 1955 AD and establishment of Tribhuvan University (T.U) in 1956 AD were the examples of significant changes taken place in the field of education in Nepal. Some of the notable attempts were made by 'All Round Education Committee (ARNEC), 1961, 'National Education System Plan (NESP), 1972, Curriculum Implementation Plan (CIP), 1981 and 'National Education Commission (NEC), 1922. The government had undertaken measures timely to reform the education system considering the report of the commission.

Teaching and learning of English was treated in different ways in different periods. Before the implementation of the NESP, teaching English was considered as a transmitter of culture. Most of the teaching items provided by them were literary. The literature based curriculum of the school level emphasized teaching by applying the grammar translation method. GT method mainly focused on grammar and translation. The grammatical rules were taught deductively. The medium of instruction was Nepali. To recite the grammatical rules and to develop the ability to translate the written text were the main aims of language teaching in GT method. This method is based on the following principles-

i)   It is a way of learning languages by studying the rule of its grammar, and then applying these rules to the translation of sentences and texts.

ii)   This method focuses on reading and writing skills with little attention to listening and speaking skills.

GT method dominated foreign language teaching from the 1840 to 1940 then direct method was adopted, which was based on the belief that foreign language could be taught without translation. Due to lack of trained teachers and its theoretical basis led it to gradual decline.

After that, the Oral Structural Situational (OSS) Approach came into existence. Three language teaching principles the oral principle, the structural principle and the situational principle were combined in the OSS Approach. Language was first presented and practiced in speech. Grammar was taught by presenting and using the structure of the grammar was not presented though its basis structures were given meaning by presenting them in realistic situations. The teacher had to use activities and objects to create those situations. This method is based on the following principles-

i)   Language is primarily speech.

ii)   Language is a set of habits.

iii)   The mother tongue is discouraged through the use of situations.

iv)   Grammar is taught with less emphasis on rules.

At present, communicative approach has been regarded as the best way of teaching English. It is a skill-based approach to teaching a foreign language. It is based on the ways in which the language is used to give and receive messages. The situation, the topic and the function are the three aspects of any communication. They are put together. That is, they are integrated. This integration allows students to learn how to use the language well. In the communicative approach, the four language skills of listening, speaking, reading and writing are taught together with the three aspects of situation, topic

and function. As a result, the students learn to use the language. This approach is based on the following principles-

i)   It aims to make the learner attain communicative competence i.e. use language accurately and appropriately.

ii)   The teacher is facilitator because the prime focus is on the learner.

iii)   It emphasizes the functions of language rather than the rules of grammar.

The new syllabus for school has been designed on the basis of communicative approach in which grammar is supposed to be taught in a playful situation but not in isolations, the new curriculum is function oriented.

1.1.2 Importance of the English Language

As we know that we are living in the world of globalization. The English language is a common language and is spoken in many countries. It is considered as universal language. Most of the universities worldwide include English as one of their major subject. English is the first and foremost criteria whether you are applying for a job or you are seeking admission in a reputed college/university/ institution. Companies welcome those candidates who are fluent in English and have the relevant qualification and skill set. However, candidates with the relevant qualification without having proper knowledge of the English language are being rejected.

In some countries, it is used as the mother tongue and other countries learn it as second language in their schools. 'One person out of the every four on earth has reached through English' (Verghese, 1989, p. 1). This makes English widespread. In addition, many reasons which contributed to rising of English spreading. For example, use it for communication between people around the world, as well as it is language of modern times. On the other hand, English is the language of science and technology.

There is no doubt that, the English is the language of communication between the people with different cultures. It is also the language of computers that help

to communicate with the people around the world through internet technology and e-mail. People who know English can deal with the internet, which has brought a revolution in information and communication.

Another reason that contributed to the spread of English is that, it is the language of the modern era, where the people who work in various field such as, economy, commerce, medicine and aviation use English. In addition, it is the language which is used in the tourism and travel. These reasons motivate people to learn English.

One of the main reasons why English is dominant in the present time is that it is used in the field of Education by universities and institutes and, it is also used in scientific research. On the other hand, English is an important requirement in most private sectors.

It is quite clear that English has become necessity today. We need it in different fields of life. The English language has become easier to learn more than ever before with the availability of many sources to help people learn very easily. Such as internet, books and education institutes which are spread around the world.

In conclusion, no one denies the importance of English in the present time as global language. It is clear that English has become more dominant around the world.

1.1.3 Vocabulary

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. It ranges from simple day-to-day vocabulary to new difficult words. Without achieving a higher number of vocabularies, we cannot express our ideas clearly. Therefore, students have to gain a large number of vocabularies. The students have to know organization, pronunciation, meaning etc. of new words. 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. Therefore, it is very important to have the knowledge of vocabulary. An ELT teacher needs to select and grade vocabularies according to the level and capacity of the student. Use of vocabulary in content brings change in meaning like literal, metaphorical etc.

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 language 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. Richards, Platt and Weber (1985, p. 307) say, "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."

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

1.1.3.2 Importance of Teaching Vocabulary

Vocabulary is the vital organ of language. We cannot express the meaning of an utterance unless the words are used no matter how skillfully 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 a 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 matter of learning the vocabulary of that language.

Analyzing the above mentioned definition we can say that vocabulary is the basic unit of language. We should focus the vocabulary as the central point of teaching and learning language.

1.1.3.3 Types of Vocabulary

In general, individual sounds are combined to make a morpheme, morphemes are combined to make a word and words are combined to form other higher units. When we speak and write the minimal independent units we use words. In a language, there can be many words. All the words of language can be grouped under certain groups according to some criteria.

These groups of words are called word classes. Traditional grammarians use the term 'parts of speech' for word classes, but the term parts of speech seem vague. It can't properly refer to words. Any units of language (speech) can be a part of speech. Aarts & Arts (1986, p. 22) says:

> It is possible to distinguish between major and minor word classes.
>
> The former are also called open classes; their membership is

unrestricted and indefinitely large since they allow the addition of new

members. Minor word classes are closed classes; their membership is

restricted since they do not allow the creation of new members.

So, words are grouped under two major categories: major word classes and minor word classes. The words which have their own independent and complete meaning fall under major word class. In other words, all lexical words belong to major word class. The words of open class in the sense that their membership is unrestricted and indefinitely large since they allow the addition of new member such as noun, adjective, verbs and adverbs are the words of major word classes. Minor word classes are also known as closed classes. The numbers of items they comprise are so small that they can easily be listed. The minor word classes are: pronouns, prepositions, conjunctions, numerals, quantifiers, articles and interjections.

Therefore, the definition of noun, verb, adverb and adjective are given below:

a)   Noun

 Most often noun is defined as 'name of person' place and thing.' This definition is not a satisfactory one for example, the word 'beauty' is regarded as a noun however, it is neither name of a person nor place nor thing. On the other hand 'red' is a name of a colour but it is regarded as adjective.

Nouns are identifiable on the basis of derivational and inflectional suffixes and their function in a sentence. The former is morphological property and the latter is the syntactic property.

b)   Adjectives

 An adjective can be defined as a word that describes or qualifies a noun or a pronoun. For example; 'green' in 'a green colour' and 'rich' in 'he is rich' are adjectives. So adjectives are words like green, rich, poor, old, happy etc. which are used to describe people, things, events, etc. Most adjectives express quality, they tell us what something is like. An adjective always has the same form,

except for comparison (short, shorter, shortest) and 'this' 'that' (plural 'these',

'those'). It means an adjective does not change its form whether the noun it qualifies is singular or plural. For example, an intelligent girl/boy, intelligent girls/boys. Richards, Platt and Weber (1985, p. 5) define an adjective as "a word that describes the things, quality, state, or action which a noun refers to." An adjective is "a word that indicates a quality of the person or thing referred to by a noun" (Hornby 1989, p. 15). From these definitions we know that adjectives are words which are used in connection with nouns or pronouns to modify, describe or limit their meanings. For example, 'old', 'rotten', 'hungry' in 'an old house', 'rotten apples' and 'he is hungry' are adjectives.

c)   Adverbs

An adverb, which occupies an important place in grammar, belongs to major word class. The knowledge of adverb is essential for the use of language. An adverb is defined as a word, which modifies the meaning of verb, an adjective or another adverb. For example;

She runs <u>slowly</u>.

This is <u>very</u> sweet orange.

Rina reads <u>quite</u> clearly.

In the first sentence, 'slowly' modifies the verb 'runs'. In the second sentence, 'very' modifies the adjective 'sweet' and in the third sentence, 'quite' modifies the adverb clearly. An adverb is "a word that adds more information about place, time, manner, cause or degree to adverb, an adjective, a phrase or another adverb" (OALD, 1989, p. 18). According to Ur (1996, p. 80), "adverbs describe the concepts defined by verbs (quickly, alone), adjectives or other adverbs (extremely, quite) or an entire sentence or situation (unfortunately, perhaps). From these definitions, we can conclude that adverbs are those words which are used to modify the meaning of verbs, adjectives, other adverbs,

phrases or the whole sentences. They are used to say when, where or how something happens.

d)   Verb

Verb is one of the most essential components of a sentence. Without verb, the sentence cannot give its complete meaning. Being and doing words are called verbs. The verb shows the action (work), which is done by subject.

A word or phrase that describes an action, condition or experience is known as verb. For example, walk, dance, run, jump, write, drink, fight etc. Verb is the obligatory part of a meaningful sentence on utterance. Nobody can write a meaningful utterance without using the appropriate form of verb but it is possible in which only the verb is used and the other parts are possible to understand in the utterance. For e.g. Gita is running in a competition. In this example, 'running' is an example of a verb, without its appearance the sentence cannot give meaning clearly.

Palmer (1988, p. 20) says, "In English, the verb may indicate that an action took place in a period, preceding, but continuing right up to the present moment, as well as simply in the past." Similarly, Elliot (2003, p. 9) says, "It is a word that shows action or state of being." Leech, Deuchar and Hoogenraad (1982, p. 24) say, "A verb is a doing word: It refers to an action." According to Palmer (2003, p. 23)   " In any sentence , the verb is the word or words which tells you what is happening, whether it be an action (something done) or a state of being (something felt or just something existing)."

So a word which describes a condition, experience and action is called a verb. For example, sleeping, drinking, dancing, crying, jumping and fighting and so on. In other words, we can say that, verb is a backbone of a sentence, except its appearance in a sentence meaning cannot be provided.

Action Verb

An action verb is a word that shows what someone or something is doing. It is found in a predicate of a sentence. (Retrieved September 21st, 2011, from htt://www.superteacherworksheet.com).

> action verbs get their name from what they do: these verbs express action of the subject, what a person, animal, force of nature, or active thing can do. Unlike helping verbs or linking verbs action verbs directly convey what the subject is doing, moving, shaking, running, falling and everything in-between.

> (Retrieved September 21st, 2011, from www.yourdictionary.com)

Similarly Jayakaran (2003, p. 9) states:

> action verb is a word of action. Action comes by movement of the part(s) of the body. When a human being or animal moves any part or parts of its body, there will be action. We can take the word 'run'. To run, we have to use our legs and other parts. Similarly, we can see 'action' in eat, write etc. But not all verbs will show 'action' in it; some won't show any action at all. They are action less verbs.

An action verb as a word belonging to the part of speech that is the center of the predicate and which describes an act or activity (Webster, 2008, p. 66).

From above mentioned definition we can say that the verb, which show the visual or audible action, are known as action verbs, they are also known as main verbs or ordinary verbs. An action verb shows the subject noun performing some kind of action. Note that an action is not necessarily a physically obvious activity.

1.1.3.4 Ways to Present Meaning of a New Vocabulary

One of the major problems in teaching vocabulary is how to present meaning of new items to students in an understandable way. Traditionally, meaning of new items had been directly translated into the students' mother-tongue. Teacher used to be like a bilingual dictionary having meaning of one word into two languages. Now, the main objective of teaching vocabulary is to make students find out word-meaning themselves in different contexts. So, the ways 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 that represent into the classroom by bringing 'realia' into the room. Here, realia means real object. Words like books, pen, bag, ruler, etc. can obviously be presented in this way. The teacher holds up the object, 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 into 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 bringing pictures. They can illustrate concepts such as above and opposite.

c)   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'.

d)   Enumeration

Sometimes words have meanings in relation to other words. There are some general and specific words. We can use this to present meaning. So, this is the way to relate specific words with general words. For, example 'clothes',

'animals', 'vegetable' or 'furniture' can best be taught by enumerating various specific items related to these general terms.

e) 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.

f) Translation

We can teach meaning of the new word translating it into students' mother-tongue. It is an easy and quick way. It is useful in teaching the meaning of abstract words, e.g. 'love', 'democracy', etc. The point to remember is that translation must be used judiciously that is to say translation should not make students avoid use of foreign language they are learning.

We can follow the following techniques also while teaching vocabulary.

g) 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.

h) Games

Vocabulary can be best taught by creating vocabulary game as it creates interest on the part of students. This technique also emphasizes on learning by doing resulting in long lasting retention in the students. So, there are lots of

games such as Simon says, run to the board, memory game, whisper, tongue twister etc.

1.1.3.5 Games and its Benefits

Only a few teachers would question the value of using games when teaching English to the students. However, many teachers are reluctant to employ games in classroom because of the longer teaching procedures that make up the main body of an English course. According to Larsen- Freeman (2000, p. 133), "games are used frequently in classroom language teaching .The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice." Similarly Terrell (1982) concludes:

> games, in general, are seen as useful classroom materials, since games
>
> by their very nature, focus the students on what it is they are doing and
>
> use the language as a tool for reaching the goal rather than as a goal in
>
> itself. (as cited in Richards and Rodgers, 1986, p. 188)

Practicing games in the English classroom can be both enjoyable and educational. They can be a useful and aid in the learning of vocabulary, pronunciation, structures and sentence patterns. Games are, by nature, fun and provide motivation to the students. Both the children and adolescents enjoy games and if the purpose of games is explained to them, they do not feel that it's a childish activity. As Johnson has stated, "The use of language games is task oriented and has a purpose which is not, in the end, the correct or appropriate use of language itself. In games, language use takes precedence over language practice, and in this sense games help to bring the classroom closer to the real world. They are governed by rules. Most of them also contain an element of competition. But it is sometimes best to avoid having winners

and losers when individual students as opposed to terms are playing because the weaker students may tend to become discouraged by never winning.

Ur. and Wright (1992, p. x) say:

> Although a teacher is sure after planning the main components of his/her lesson, that the lesson will be learning rich, varied and interesting, he/she may still need some extra ingredients to make it a smooth, integrated unit, e.g.
>
> i. A quick warm up for the beginning to get their students into the right mood for learning.
>
> ii. An idea for a brief vocabulary review before starting a new text.
>
> iii. A light filler to provide relief after a period of intense effort and concentration.
>
> iv. A brief orientation activity to prepare a change of mood or topic;
>
> v. A game or amusing item to round off the lesson with a smile.

They strongly believe that even in brief, enjoyable 'transition activities the students can and should continue to practice, increase knowledge and improve thinking. Besides, each game, by its nature, will focus on one or more aspects of language for e.g. grammar, vocabulary, or communication skill. A game can be the logical follow-up after students have been given explanation and drill on a particular point; the game is a good deal further toward communication.

The benefits of using games in language learning can be summed up in following points.

1. They can arouse motivation in children to follow the lesson.

2. They shorten the teaching/learning time too.

3. They stimulate the students to speak the target language as well as read and write it.

4. They make communication approach to language learning easier and more natural.

5. They help to teach listening, speaking, reading and writing and allow the teacher to integrate these skills constructively.

6. They are learner centered.

7. They reduce learning anxiety.

8. They encourage creative and spontaneous use of language.

9. They construct a cooperative and competitive learning environment.

10. They foster participatory attitudes of the students.

11. They create meaningful context for language use.

The procedure to be followed with a game depends on the teacher's purpose in using it, the level of the class and the nature of the game itself. Usually, some practice with sentence patterns and vocabulary is advisable before a game begins. Explaining the rules of a game is not always easy; this can constitute a listening comprehension exercise in itself. Teacher's correction is less preferred during a game. Interruption should not be as frequent as possible so as not to detract from the students' interest in the game. An alternative to immediate correction is to make note of errors and discuss them when the game is over.

A few examples of games given by Ur. and Wright (1992, p. 50-98) suitable for teaching different aspects of the English language at different levels are given below:

a) **Simon says**: In this game, the students follow the commands only if they are preceded by 'Simon says ....' (Simon says stand up). Those who

follow commands without proceeding by Simon say .... are out. The last remaining player wins the game.

b)   Memory game: The teacher writes some words (may be 30) which the students are familiar with. The students read the words. Then the words are wiped out and the students recall the words in given time. One who recalls the largest number of words wins the game.

c)   Tongue twister: The teacher writes a tongue twister on the board (she sells sea shells on the sea/shore) and reads it with the students slowly at first, then faster. Then individual volunteers try to say it quickly for three times. You may find other twisters.

d)   Miming : The teacher writes a list of vocabulary on the board. She/he calls one of the students in front of the class and ask him/her to mime one of the words and ask the class to identify the word that he or she mimes. It is useful for beginners.

e)   Words beginning with ……: Give a letter, and ask the students to write down as many words as they can that begin with it in two minutes. They can do this individually, or in pairs or small groups. Then, they tell you what their worlds are, and you write them up on the board. Encourage students to ask for explanations of words that any of them did not know.

 These are only a few examples but the types of games given by Wallace (1982, p. 106) for teaching vocabulary are given below:

f)   Repetition: The teaching purpose of these games is simply to bring to mind and revise vocabulary items which the student has already learned.

g)   I spy: This is a very popular children's game. One of the players makes a mental note of something in the classroom (or on a wall chart, etc.), and the other players have to guess what it is. He gives them a clue by giving them the first letter of the target word. If the word were 'desk', for example, he would say: 'I spy with my little eye something beginning with .... D.'

h) **Hidden object**: Ten or twenty small objects are shown to the students, who name them. They are then put into a bag. The teacher picks up an object but does not remove it from the bag. A member of each team in turn is asked to guess what it might be. The first person to guess successfully is given to the object. The team which ends up with most objects wins.

i) **Jumbled letter**: This can also be used to help with spelling difficulties. Teams are given letter-cards, each card containing one letter of the target word thus: R E C E I V E . The letter-cards are given out in random order, and the players have to rearrange them in the correct order. The first team to do this correctly wins.

j) **What is it**: The teacher prepares some simplified drawings of everyday things, e.g. tables, chair, houses, etc. He takes each object in turn and builds up the drawing of it on the blackboard, one line at a time. He pauses at the end of each line, and the players have to guess what he is drawing. The first player to guess correctly wins a point for his team.

k) **Target picture**: Each team is divided into so many pairs. One player in each pair has a photograph or a drawing of a scene. The other player has to attempt to draw the picture from his colleague's description, but without seeing it: he must rely on the description alone. Dictionaries can be used. The teacher (whose decision is final!) awards 1, 2 and 3 points for the likeness. The team with most points wins.

Similarly, the type of game given by Lee (1965, p. 18-24) are presented below.

l) **Spider and fly:** The teacher pretends to be a spider, curves his/her fingers like tentacles and puts on an angry expression and ask the children to make a meaningful sentence giving words. The children are flies, who may be eaten up if they do not make meaningful sentence. The students will be save who make meaningful sentence.

m) **O' Grady says :** Some preceded by the words 'O' Grady says and others not. The class will obey the former only. If the leader says 'put your hands on

your head,' the pupils do nothing, but if the leader says 'O' Grady says put your hands on your head, they do as promptly as possible. And the students who make mistake will be dropped out and the final student will be winner.

n) **Action to perform :** In this games, the teacher gives commands to the students and the students need to perform. The students who do not perform the commands will be dropped out. This game is useful for teaching imperative sentence.

These are only a few examples but there are a number of useful games which make our classroom funny and help the students practice and learn English more efficiently. However, the teachers need to give clear instruction, manage the activities well and make the students feel that they are only playing games.

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 researches have been carried out related to vocabulary. Some of them are as follows:

Khatri (2000) in his thesis "A study of English vocabulary achievement of the students of grade eight" has made an attempt to investigate students English vocabulary achievement in nouns with the achievement in the verbs. Primary source of data collection were the students of grade eight studying in Morang district. There were 128 students in total. Secondary sources were different kinds of books and journals. Tools for data collection were different types of questions consisting of matching, multiple choice, fill in the blanks, sentence making, writing the meaning of the given words, writing words in the correct spelling order, fill in the blanks in the given paragraphs with appropriate words given in the box. It was found that the achievement in nouns was better in comparison with verbs.

Tiwari (2001) in his thesis entitled "A study on English vocabulary achievement by the students of grade-X" has made an attempt to investigate the students' achievement of English vocabulary used in the new English textbook for grade-X. He selected five rural high schools of kaski district for the sake of data collection. Forty students of grade 10 from each school were selected on lottery basis as primary sources. Secondary sources were several articles, journals, books, and text book. Tools for data collection were different type of test items such as multiple choice, fill in the blanks, word matching, rearranging jumbled letters, using words in sentences, writing word meaning, writing single words, fill in the crossword puzzle. It was found that the students' level of achievement was satisfactory.

Upadhayay (2002) has in his M.Ed. thesis carried out a research on "A study on achievement of phrasal verbs of the students of higher secondary level." The main objective of this study was to find out the proficiency level in the use of phrasal verbs of the students of higher secondary level. The students of grade twelve of Morang district were taken as primary source. Twenty five students were selected using simple random sampling procedure. The textbooks of English of grade eleven were used as secondary sources. Tools for data collection were three types of test items. Such as matching, filling in the gaps and sentence making. He came with the conclusion that the achievement of phrasal verbs of the students of higher secondary level was satisfactory.

Gyawali (2004) launched a research work to find the effectiveness of indirect technique over direct technique in teaching vocabulary. Primary source of data were the 30 students of grade IX of Kathmandu district. Secondary sources of data were grammar and vocabulary books. Tools for data collection were questionnaire consisting of single word, word-formation, multiple choice, Synonyms and antonyms, matching items, collection and fill in the blanks. He came up with a conclusion that the effectiveness of indirect technique is more effective than direct technique in teaching vocabulary.

Adhikari (2005) has in his M.Ed. thesis carried out a research on "The effectiveness of teaching vocabulary through games". The major objective was to find out the effectiveness of games for teaching vocabulary. The primary source of data was sixty students of grade IX studying in a Jaya Devkota Manakamana Higher Secondary School, Kathmandu. Secondary sources were several thesis, articles and books. Tools for data collection were the test items consisting of multiple choice, fill in the blanks, matching items, collocation, word formation, synonyms and antonyms. He has found that the game technique of teaching vocabulary is quite effective than usual technique of teaching vocabulary.

Thakur (2008) has in his M.Ed. thesis carried out a research on "The effectiveness of teaching vocabulary through Jokes and Riddles". The major objective was to find out effectiveness of jokes & riddles for teaching vocabulary. The primary source of data for this research was forty students of grade six of a private school studying in 'Cosmic International Academy' koteshwor, Kathmandu. Secondary sources were different books, thesis and journals. Tools for data collection were different test items such as, multiple choice, fill in the blanks, synonym and antonym, word categorization, word arrangement, sentence making and matching items. He came with the conclusion that the Jokes and Riddle techniques for teaching vocabulary is effective than others.

Karki (2008) has in his M.Ed. thesis carried out a research on "The effectiveness of teaching action verbs through pinmen pictures." The primary sources of data for this study were the students of grade three, Shree Sharda Higher Secondary School, Dhankuta. Different books and journals were taken as secondary sources. Tools for data collection were Test items such as true and false, pick out a verb and put on the suitable picture. He came with the conclusion that teaching action verbs through pinmen pictures is more effective than usual techniques.

The review above shows that none of the researches have been carried out on "The effectiveness of games in teaching action verbs at grade five." So, the researcher has selected this topic for the study.

1.3   Objectives of the Study

This study has the following objectives:

i)   To find out the effectiveness of games in teaching action verbs at grade five.

ii)   To suggest some pedagogical implications of this study.

1.4   Significance of the Study

Teaching action verbs for students is most important because its difficult to express what they want to do without action verbs. Students perform many actions (read, hear, laugh and write) in their daily lives. So, they must know what they perform in their daily lives are action verbs. To develop the concept of verb, its important to teach action verbs in the classroom.

The study tried to find out effectiveness of games in teaching action verbs at primary level of a private school of Nawalparasi 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 effectiveness of games in teaching action verbs at primary level of the textbook 'My English Book' at grade five. 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 Source

The primary sources of data for this research were the students of grade five of a private school studying in 'Amar English Secondary School', Nawalparasi.

2.1.2 Secondary Sources

Regarding the secondary sources of data, the following books were consulted by the researcher: Lee (1965),Wright (1979),Wallace (1982), Richard et al (1985), Harmer (1992), Larsen-Freeman (1992), Ur and Wright (1992), Aarts and Aarts (1996), Ur (1999), Larsen-Freeman (2000), Hornby (2005), Cowan (2009).

Apart from these several theses, articles, journals, books, etc. related to the research work we consulted. The researcher also consulted the materials found in e-mail, internet.

2.2   Population of the Study

Population of the study was the students of grade five of primary school of Nawalparasi district.

2.3   Sampling Population

The sample populations of this study were the forty students of grade five of Amar English Secondary School of Nawalparasi district.

2.4   Sampling Procedure

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

2.5   Tools for Data Collection

Before preparing the set of test items, action verbs from the textbook 'my English book' of grade five 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', 'sentence making', 'word arrangement', 'sentence completing', 'writing work of people', 'matching item'.

The following table depicts the test categories with marks.

S.N.	Test categories	Q. N.	Marks
1	Multiple choice	Question No. 1	10
2	Sentence making	Question No. 2	10
3	Word arrangement	Question No. 3	10
4	Sentence completion	Question No. 4	5
5	Writing work of people	Question No. 5	5
6	Matching item	Question No. 6	10

2.6 Process of Data Collection

The researcher collected the primary data from the written work of the students. For this she 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, she chose 60 action verbs as a sample out of the 100 words selected from the book of grade five "My English Book" 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. She 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 an action verb through games and group 'B' was taught without games.

f)   Each group was taught six days a week, one period a day and each period was of forty-five minutes. Experiment was carried out for a months.

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 games in teaching action verbs.

## 2.7	Limitations of the Study

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

i)	Even though there is several aspect of language, this study is only confined to explore the effectiveness of games in teaching action verbs at grade five.

ii)	The study was only limited to a small area of a private secondary school in Nawalparasi district.

iii)	The study was based on only forty students of grade five of a private school.

iv)	For this study, the primary data was collected from the written test.

v)	Due to the limitation of time, it was not possible to check the students' total performance in terms of all action verbs given in their textbook.

vi)	This study was based on only one month of teaching in a private school of Nawalparashi district.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

As this is the core part 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. As major objectives of the research was to explore the effectiveness of teaching action verbs through games, two groups of students, one with games and another with usual method were taught to obtain the data for analysis.

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

3.1   Holistic Comparison

For the holistic comparison, the result of experimental and controlled group of pre-test and post-test have been compared. The comparison is shown as follows;

Table No. 1

Performance of Experimental and Controlled group in the Pre-Test and Post-Test

Group	FM	Average Score in Pre-Test	Average Score in Post-Test	Difference	Difference in Percentage
Experimental	50	21.3	40.05	18.75	36.41
Controlled	50	19.35	31.15	11.8	23.33

The above table indicates that the experimental group has the average score of 21.3 in pre-test and 40.05 in post-test. This group has increased its average marks by 18.75 or 36.41%. Similarly controlled group has the average score of

19.35 in pre-test and 31.15 in post-test. This group has increased its average marks by 11.8 or 23.33% in the post-test.

Table No. 2

Overall Performance of Groups in the Pre-Test and Post-Test

S. N.	Test Items	F. M	Difference % of Group A	Difference % of Group B	Difference % between A and B
1	Multiple choice	10	32.5	21.0	11.5
2	Sentence making	10	39	20	19
3	Word arrangement	10	37.5	26.5	11
4	Sentence completion	5	42	24	18
5	Writing work of people	5	32	20	12
6	Matching item	10	35.5	28.5	7
	Total Score	50	218.5	140	78.5
	Average Score		36.41	23.33	13.08

The above holistic table shows that the average score percentage of group 'A' (i.e. experimental group) is 36.41 in different categories of test items whereas group 'B' (i.e. controlled group) has 23.33. It is less than the group 'A'. The average percentage between group 'A' and 'B' is 13.08%. So, it indicates that group 'A' has got better achievement than group 'B' as a whole.

3.2   Item wise Comparison

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

3.2.1　Results of Test-Item of Multiple Choices

This is one of the test items which the researcher has included in pre test and post test items. They totally carried out ten marks. Each item contain one mark.

Table No. 3

Scores obtained in Multiple Choice Test-Items

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	93	4.6	46.5	158	7.9	79	3.2	32.5
B	72	3.6	36	114	5.7	57	2.1	21.0

We came to know from the above table that group 'A' has obtained 4.6 and 7.9 average scores in pre-test and post-test respectively. Thus, while comparing between the two tests. It has increased 3.25 average score and 32.5 average percentage.

On the other hand, average score of group 'B' in pre-test is 3.6 and 5.7 in post-test respectively. It has got 2.1 more average score and 21 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 32 average percentages but the latter only 21 average percentage in post-test. So, group 'A' has progressed 11 more percentage than group 'B'.

3.2.2　Results of the Test-Item of Sentence Making

This is second type of test item. In this test items, ten items are included. Each item carries one mark. They totally carry ten marks.

Table No. 4

Scores obtained 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	70	3.5	35	148	7.4	74	3.9	39
B	69	3.45	34.5	109	5.45	54.5	2.0	20

The above table displays the achievement of the students in pre-test and post-test. It shows that group 'A' has obtained 3.5 score in pre-test and 7.4 in post-test with the increment of 39 difference in average percentage. On the contrary, group 'B' has obtained 3.4 average score in pre-test and 5.4 in post-test with the increment of 20 difference average percentage. It reveals that fact that group 'A' has achieved more progress in this area of vocabulary than group 'B' because group 'A' has got 39 average percentage in post-test but group 'B' has got only 20 average percentage in post-test

3.2.3 Results of the Test-Item of Word Arrangement

This is third type of test item. In this , ten items are included. Each item carries one mark. They totally carry ten mark.

Table No. 5

Scores obtained 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	91	4.5	45.5	166	8.3	83	3.75	37.5
B	84	4.2	42	137	6.85	68.5	2.65	26.5

The above table shows that group 'A' has got 4.5 average score in pre-test and 'B' has got 4.2 average score in pre-test Group 'A' has got 8.3 score in post test but group 'B' has got 6.85 average score in post-test. Thus, learning through game technique has been more effective in terms of this test item because the difference in average percentage of group 'A' is 37.5 but of group 'B' only 26.5 which means group 'A' has excelled group 'B' by 11 more average percentage.

3.2.4 Results of the Test Item of Sentence Completion

This is fourth type of test items. In this type of test item five items are included. Each items carries one mark. They totally carry five mark.

Table No. 6

Scores obtained in Sentence Completion 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	40	2.0	40	82	4.1	82	2.1	42.0
B	40	2.0	40	64	3.2	64	1.2	24.0

The above table interprets that group 'A' has got 2.0 average score in pre-test and 4.1 in post-test and has 42 average percentage. But group 'B' has got 2.0 average score in pre-test and 3.2 average in post-test and has 24 average percentage.

So, group 'A' has got 18 average percentages than group 'B'. Thus, learning through games had been more effective in terms of this test item.

3.2.5 Results of the Test Item of Writing

This is fifth type of test items. In this type of test item, five items are included. Each item caries one mark. They totally carry five mark.

Table No. 7

Scores obtained in Writing Work of People 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	35	1.75	35	67	3.35	67	1.6	32
B	45	2.25	45	65	3.25	65	1.0	20

The above table indicates that in this test category, experimental group 'A' has obtained 1.75 average score in pre-test and 3.35 in post-test. So, group 'A' has progressed by 32 more average percentage.

But group 'B' does not seem to have progressed much because the difference of average percentage between pre and post-test in only 20. Thus, in this test item, group 'A' has excelled group 'B' in difference of average percentage by 12. This shows that learning through games have been more effective than traditional ways.

3.2.6 Results of the Test Item of Matching Item

This is sixth type of test item. In this, the researcher has included ten items. Each item carries one mark. So, they totally carry ten marks.

Table No. 8

Scores obtained 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	99	4.95	49.5	170	8.5	85	3.55	35.5
B	78	3.9	39	135	6.75	67.5	2.85	28.5

The above table shows that group 'A' has got 4.95 average score in pre-test but has increased by 3.55 marks in post-test. And the group 'A' has increased the marks by 35.5 average percentages in post-test.

On the contrary, group 'B' has obtained 3.9 and 6.75 average score in pre-test and post-test respectively. It has increased 2.85 percentage mark and 28.5 average percentage in post-test. This data displays that group 'A' has got better achievement than group 'B' in the test item. This shows that learning through games has been more effective than traditional way.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This research has made an effort to find out the effectiveness of games in teaching action verbs. For finding out the effectiveness of games, the research was conducted in "Amar English Secondary School", Nawalparasi including 40 students studying in grade V. The selected students were divided into two groups: experimental group and controlled group.

Both groups were taught in the same subject matter, the only difference between these groups was the use of technique. Experimental group was taught by using games as a technique whereas controlled group was taught without using them.

4.1   Findings

The major findings of the research are as follows,

)   After the analysis and the comparison of the pre-test and the post-test, it was found that the average score and the percentage of the post-test were higher than that of the pre-test in experimental group. Therefore, on the basis of this analysis it can be claimed that using games for teaching action verbs has relatively brought better impact on learning. The teaching of action verbs through the use of games proved to be much effective than teaching without using games.

)   While analyzing the results of multiple choice items, it was found that the average score in pre-test was 4.65 and 7.9 in post-test. The experimental group increased its average marks by 3.25 or 32.5%.

)   When the result of sentence making was analyzed, it was found that the average score in Pre-test was 3.5 and 7.4 in post-test. The experimental group increased its average marks by 3.9 or 39%.

◗ Similarly it was found that the average score of word arrangement in pre-test was 4.5 and 8.3 in post-test. The experimental group increased its average marks by 3.75 i.e. 37.5%.

◗ In analyzing the result of sentence completion, it was found that the average score in pre-test was 2.0 and 4.1 in post-test. It increased its average marks by 2.1 i.e. 42%.

◗ When the result of writing the work was analyzed, it was found that the average score in pre-test was 1.75 and 3.35 in post-test. It increased its average marks by 1.6 i.e. 32%.

◗ In analyzing the pre-test result, it was found that the total mark of all the students of experimental group was 397. The highest score was 29 i.e. 58% and the lowest score was 12 i.e. 24% and the average score was 19.85. When the post test was analyzed and interpreted, it was found that the total score of the post-test was 749. The highest score was 46 i.e. 92% and the lowest score was 30 i.e. 60% and the average score was 37.45. Thus, the games technique was really effective.

4.2   Recommendations

The recommendation and suggestion which have been made on the basis of the findings are given below:

◗ This research shows that group 'A' performed relatively better in every test. Thus, this game technique should be used to teach action verbs in all the schools.

◗ To implement this technique in school level effectively, the teacher should be trained and provided with sufficient teaching materials.

◗ The textbook writer should include many games in their textbook so that the teachers can present the vocabulary items by involving the students in playing; the teachers can develop in them the habit of competition so

as to learn faster and to solve problems. Habit of cooperation is also strengthened in the students at the same time.

) While teaching vocabulary through games, the teacher has to face various problems. If the games are not organized systematically, they may lose the interest of the pupils. So the teaching goes in vain. The following practical suggestions are given by which the English teachers may be benefited.

) First of all, games should be chosen according to the level and interest of the students.

) One of the golden rules for using games successfully with children is that they all know exactly what they are supposed to do, how and when they are supposed to do it.

) The students should know the aim of the game from the beginning.

) The teacher should select such types of games which can be played using the resource materials easily available in the classroom environment and finished within allocated time.

) Games should be relevant according to the content.

) Noise of the classroom is another problem in teaching Action Verbs through games so the teacher should pay more attention in the management and organization of the classroom.

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APPENDIX I

Pre-test and Post-test Items

A.   Tick ( ) the best a similar meaning of the following action verbs.   10

1.   Leave
     a) go   b) come   c) reach   d) go away from place

2.   Say
     a) speak   b) talk   c) tell   d) cry

3.   Invent
     a) discover   b) search   c) look   d) pick

4.   Wash
     a) remove   b) clean   c) bring   d) save

5.   Enjoy
     a) entertain   b) fly   c) jump   d) carry

6.   Wear
     a) put on   b) put off   c) put in   d) put out

7.   Walk
     a) go   b) reach   c) move   d) come

8.   Remove
     a) take something away   b) bring something
     c) look at something   d) mend something

9.   Come
     a) arrive   b) depart   c) go   d) jump

10. Teach
     a) give instruction   b) ride   c) learn   d) find

B.   Make sensible sentences using these words. (action verbs)   10

     a)   Dance ....
     b)   Earn ....
     c)   Laugh ....
     d)   Write ....
     e)   Drink ....
     f)   Cook ....
     g)   Eat ....
     h)   Play ....
     i)   Dig ....
     j)   Buy ....

C. Arrange the jumbled letters meaningfully.   10

    a)   eta _ _ _ _ _   f)   vemo _ _ _ _ _

    b)   Poeke _ _ _ _ _   g)   Lfy _ _ _ _ _

    c)   Arycr _ _ _ _ _   h)   mujp _ _ _ _ _

    d)   kalt _ _ _ _ _   i)   Rade _ _ _ _ _

    e)   Arne _ _ _ _ _   j)   Ryc _ _ _ _ _

D. Complete the following incomplete sentences by looking the boxes.   5

    i)   The old man _____ to his house. (walk/walks)

    ii)   Ram _____ to pluck an apple. (jumps/jumping)

    iii) The girl _____ in a competition yesterday. (dances/danced)

    iv)   The horse is _____ on the ground now. (run/running)

    v)   A boy _____ a song. (sing/sings)

E. Write down what do the following people do.   5

    a)   The teacher _____

    b)   The scientist _____

    c)   The farmer _____

    d)   The singer _____

    e)   The dancer _____

F.   Match the words in group 'A' with the figures in group 'B'.   10

Play

Cry

Walk

Jump

Run

Smile

Climb

Swim

Sleep

Carry

APPENDIX II

SUMMARY OF THE LESSON PLAN

Lesson Plan No. 1

1. Objectives: To tell the similar meaning of the words
2. Teaching items: come, walk, wash
3. Aids : Games and as usual teaching materials

Group 'A' (Game Simon says)

4. Activities: The teacher will:

    –   Write the action verbs on the board and ask them to read the action verbs loudly.

    –   Then, the teacher pronounces the words with correct pronunciation.

    –   After, the teacher will tell them the process of playing game 'Simon says' in the classroom.

    –   The teacher will tell them to follow the commands only if they are preceded by 'Simon says ....' And she will call two students in front of the classroom. Other students will watch them.

    –   Then, she will tell them the similar meaning of the words
        come, walk, wash

    –   Then she will command the player by saying, 'Simon says come, Simon says walk, ... wash. The student who follow command without proceeding by Simon says .... is out. And the last remaining player wins the game.

    Source: Ur and Wright (1992, P. 50)

Group 'B'

Activities: First of all the teacher will write action verbs on the board and the meaning of the words and the students will be asked to jot down the words and memorize the similar meaning of the words written on the board. Then the

teacher will omit the words written on the board. After sometimes teacher will ask the similar meaning of the words.

Lesson Plan No. 2

Objectives: To make meaningful sentences

Teaching Items: Stand up, put and draw

Aids: Games and usual teaching materials

Group A : Game (command)

Activities :

– First of all, the teacher will simply pronounce the words with correct pronunciation orally without writing on the board.

– Then the students listen the pronunciation of words very carefully.

– After that the teacher will tell the meaning of the words and the teacher gives commands which students will obey. For e.g. stand up, put your left hand behind your back, draw a large circle with a small square in the middle. The students obey the command.

– Then, the teacher write the action verbs (stand up, put and draw) on the boards and the students are asked to make meaningful sentences of these words.

– If the students are unable to make sentences, the teacher will repeat the same process of playing game command.

Source: Bashyal (2003, p.73)

Group B

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

Lesson Plan No. 3

Objectives : To tell the similar meaning of the following words.

Teaching items: Wear, say, teach

Aids: Games and usual teaching materials

Group A : Game (Run to the board)

Activities

– First of all, the teacher writes words on the board. Then ask two students to come to the front and says a word clearly.

– Then other students run to the board and touch the word. The first to touch the word wins the game.

– After that the teacher writes the similar meanings of these words on the board. And the teacher repeats the same process of playing games.

– The teacher teaches the words and their similar meaning in this way. Then, the teacher will ask the students to tell the similar meaning of the words one by one to evaluate them.

– After that, the teacher asks them to write those words on their copy.

Source : Bashyal (2003, p.73)

Group B

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

Lesson Plan No. 4

Objectives : To arrange the jumbled letters meaningfully.

Teaching items: eat, move, fly and talk

Aids: Letter cards and as usual teaching materials

Group A : Game (jumbled letter)

Activities

– In this process, the teacher will teach the words by using jumbled letter games.

– First of all, the teacher will motivate the students by telling jokes.

– After that the teacher will pronounce the action verbs (eat, move and fly) with correct pronunciation orally.

– Then, the teacher will give letter-cards, each card containing one letter of the target words. For eg. $\boxed{M}$ $\boxed{O}$ $\boxed{V}$ $\boxed{E}$. The letter-cards are given out in random order, and the players have to rearrange them in the correct order. The team which rearrange the words correctly first wins the game.

– In this way, the teacher will conduct the game in the classroom.

Source : Wallace (1982, p.106)

Group B

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

47

Lesson Plan No. 5

Objectives : To arrange the jumbled letter to make meaningful words

Teaching items: carry, jump, talk

Aids: Letter cards and as usual teaching materials.

Group A : Game (jumbled letter)

Activities

–   In this process, the teacher will teach the words by using jumbled letter games.

–   First of all, the teacher will motivate the students by asking some questions from previous lesson.

–   After that the teacher will pronounce the action verbs (carry, jump, talk) with correct pronunciation orally.

–   Then, the teacher will give letter-cards, each card containing one letter of the target words. For e.g. C A R R Y . The letter cards are given out in random order and the players have to rearrange them in the correct order. The team which rearrange the words correctly wins the game. Source: Wallace (1982; p.106)

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 letter to make meaningful words. If they cannot make meaningful words, the teacher will help them.

Lesson Plan No. 6

Objective: To encourage students to make sentences in cooperation with others.

Teaching items: making sentences (write, drink, cook, dance and sing)

Aids: as usual teaching materials

Group A: (Game : Additions)

Activities

The teacher arranges different groups and asks the first player in each group to say a word. She tells them that the word said by the first player is the guided word and in turn other players should add a word that will make some sort of sense in front of the first word or after it. She/he says the two words together for the other plays in the group to hear. The third player decides on a word that will make sense when put in front of or after the second player's two words. He/she says the resulting phrase of three words .... and so on, round and round the group. The objective is to make as long as sentence as possible by adding words one by one in this way.

   One person in each group is asked to write down the words as they accumulate. Finally, in a class discussion, he asks all the group secretaries to read out their completed sentences and checks them, e.g.

   Player 1 : Sing

   Player 2 : I sing

   Player 3 : I sing and

   Player 4 : I sing and she

   Player 5 : I sing and she danced .... etc.

   Source: Wright (1979, p.127-128)

Group B

Activities

The teacher writes one word on the board and tells them how to form phrases. He explains the system of forming sentence combining words, phrases, clauses etc.

   She tells them that words is smaller unit than phrase, which is smaller than a sentence. Then he tells them the ways of combining words to form a sentence. For their practice, he gives them jumbled words to form meaningful sentence.

49

Lesson Plan No. 7

Objectives : To provide practice in recognizing spelling error

Teaching items: Action verbs having enoncous spelling in a paragraph

Aids: As usual teaching materials

Group A : (Game : What's wrong ?)

Activities

−   The teacher divides the class into different students and gives such student a folded copy of a paragraph. In the paragraph there will be 12 spelling errors, appropriate to the language level of the class.

    She informs the students that they have to find 12 errors in the paragraph. At the signal, she tells them to open the paper and to find the spelling errors as rapidly as they can. The first group to find the total number of errors is to raise their hands.She checks with each group to be sure they have found the right errors. The first group to discover the 12 errors correctly is the winner.

    Source: Mc Callum (1980, p.102)

Group B

Activities

The teacher writes the action verbs with wrong spelling on the boards and tells the students to copy the words correcting the spellings, if they know.

For a while, she will give them time to correct the spellings. Finally, she tells them the correct spelling of the words himself and tells them to check their spellings.

Lesson Plan No. 8

Objectives : To write at least 10 action verbs which were taught in previous lesson

Teaching items: Action verbs

Aids: as usual teaching materials

Group A : (Game : Repetition)

– The teacher motivates the students by making sentences from previous lesson.

– Then, the teacher tells a list of action verbs orally in the classroom. And the students listen him very carefully.

– After that, the teacher asks them to write a list of action verbs which the student has already learned within certain period of time.

– Then, the student who writes the greater number of action verbs in his copy becomes a winner. If possible the teacher makes the arrangement of prize to the first, second and third.

Source: Wallace (1982; p.106)

Group B

Activities: First of all, the teacher motivates the students by telling some jokes. After that, he tells them to write a list of words remembering the words taught in the previous lesson. The teacher will help them if they do not write correct words.

Lesson Plan No. 9

Objectives : To practice on spellings of the action verbs.

Teaching items: Invent, discover, whisper, complete and prepare

Aids: Usual classroom materials and word cards

Group A : (Game : spelling race)

Activities

The teacher arranges the students into two groups, divides the board in two halves, calls a representative from each team, makes them stand at the board with a chalk and shows the rest of the class a word on a card.

The teams must simultaneously spell (not say) the word to their representative, who cannot see the words. The first team to get the word on the board with its correct spelling earn a point. The game continues with different students taking turns to be the team representative. Finally, the team with the highest score wins the spelling race.

Source: Thornbury (2002; p.104)

Group B

Firstly, the teacher presents the words on the board, pronounces them and asks the students to imitate her.

She also tells them to read and memorize the spellings of the words. he also asks them if they know the meanings of the words. She tells them to consult the dictionary themselves and to write the meanings of the words as a homework.

Lesson Plan No. 10

Objectives : To write the action verbs with correct spelling

Teaching items: find, mend, reply, say

Aids: As usual teaching materials and word cards

Group A : Game (memory)

Activities

– First of all, the teacher will show the word cards to warm up the students and tell them to read loudly.

– After that, she will tell them the process of playing game 'memory' in the classroom.

– Then, she will write some (may be 10) action verbs on the board. And the students read the words.

– After that, the words are wiped out and the students recall the words in given time. One who recalls the largest number of words wins the game. He/she will be the winner. If possible, the teacher will make the arrangement of prize.

– She will repeat the same process until the students learn the action verbs.
  Source: Bashyal (2005; p.73)

Group B

Activities:

First of all, the teacher will write the action verbs on the board and spell those words with correct pronunciation and students will be asked to jot down the words and memorize the spelling of the words written on the board and after sometime teacher will ask the spelling of words one by one.

Lesson Plan No. 11

Objectives : To write the work of people

Teaching items: Teaches, sings, dances, invents, digs

Aids: Games, sentence cards, and as usual materials.

Group A : Game (whisper)

Activities

–   The teacher will write the action verbs on the board and ask them to read the action verbs loudly.

–   Then the teacher uses action verbs in different sentences for example.

    The teacher teaches.

    The singer sings.

    The dancer dances.

–   Then, the teacher will tell them the process of playing game 'whisper' in the classroom.

–   After that, she will choose one of the students from the first bench and whisper one of the sentences with action verb.

    For e.g. the teacher teaches

–   Then, the student whisper the sentence from one friend to another. After completing whisper, the last student stands up and tells the action verb.

–   At last, the teacher will tell the sentence.

–   In this way, the teacher will teach four or five sentence.

    Source: Bashyal (2005; p.73)

Group B

Activities:

The teacher will write sentences with action verbs on the board and the she will pronounce the sentences as a model and students are also asked to pronounce. And then the teacher asks the students to make sensible sentences using action verbs.

Lesson Plan No. 12

Objectives : To pronounce the action verbs correctly and make sensible sentences using the word.

Teaching items: Touch, draw, look, smile and shake

Aids: As usual teaching materials

Group A : (Game: doing it quickly)

Activities

– First of all, six pupils face the others, who in turn give commands to them as quickly as possible.

– Then, all six obey drops out and is replaced by the pupil who last gave a command.

– After that, the teacher judges whether their commands are reasonable or not. For e.g. Touch your nose, touch your shoes, turn round three times, look out of the window, smile brightly, shake hands with each other. The objective is to make the learners more familiar with words are expressions they already know-and to get them to like language learning.

Source: Lee (1965; p.25)

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 her. 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, she will help them.

56

Lesson Plan No. 13

Objectives : To tell the similar meaning of the words

Teaching items: leave, say, remove

Aids: As usual teaching materials and word cards

Group A : (Game : matching definitions)

Activities

– First of all, the teacher motivates the students by showing word cards.

– Then, the teacher will group the students into four groups.

– After that, the teacher spreads word cards among the students. They have to find out the similar meaning of the word which they have. The teacher will let them mingle around the class until they find their words definition.

– The students will play this game until they get similar meaning.

    Source: Idea taken from Sharma and Phyak (2007, p.154)

Group B

Activities: First of the teacher will motivate the students by showing word cards. After that, she will write the similar meaning of those words. At last, she will tell them to copy those words and their similar meaning of those words and ask them to read.

Lesson Plan No. 14

Objectives : To encourage students to use the given words in a paragraph.

Teaching items: walk, smile, laugh, eat, carry, fly, met

Aids: Pictures, magazine cut outs.

Group A : (Game : picture gallery)

Activities

The teacher splits the class into six groups and gives six pictures to each of the group leaders. She reminds them that they should not show the pictures to anyone in the other group. She asks each group leader to discuss among the members and to write clearly on a piece of paper twelve words suggested by the picture given to them.

After they have finished, she collect their pieces of paper and interchanges them, that is, she gives the word list prepared by group 'A' to group 'B' and tells them to write a short paragraph describing the picture they imaging behind the words.

When they have done this, she puts up the picture around the walls and asks the students to look around for the picture that best correspondents to the list they have worked from she also reads out the composition and tells them to correspondent it to the picture. Finally the group having written the best correspondent to the picture is the winner.

Source: Idea taken from Rinolucri (1986; p.61-62)

Group B

Activities:

The teacher writes a few words on the blank-board and asks the students to write a paragraph using those words. If they don't understand the meanings of the words. She will make them understand.

After having finished their writing, they are asked to read out paragraphs. She corrects their sentences, if necessary.

Lesson Plan No. 15

Objectives: To write at least 8 action verbs which were taught in previous lesson.

Teaching items: Action verbs

Aids: As usual teaching materials

Group A : Game (memory)

Activities

– The teacher will motivate the students by telling a joke.

– Then, the teacher will give the students hint by telling two or three action verbs.

– After that, the teacher will ask them to remember at least 8 action verbs which were taught in previous lesson. And will ask the students to write at least 8 action verbs with correct spelling.

– Then, the student who writes the greater number of action verbs in his copy becomes a winner.

  Source:Bashyal (2005;p.73)

Group B

Activities:

First of all, the teacher will motivate the students by telling jokes. After that she will tell them to write a list of words remembering the words taught in previous lesson.

Lesson Plan No. 16

Objectives : To make meaningful sentences.

Teaching items: dig, play, come, improve

Aids: As usual teaching materials

Group A : Game (spider and fly)

Activities

–   First of all, the teacher will motivate the students by telling some action verbs taught in previous lesson.

–   After that, the teacher pretends to be a spider, curves her fingers like tentacles and puts on an angry expression and ask the children to make a meaningful sentence giving action verbs. The children are flies, who may be eaten up if they do not make meaningful sentence. (In this game teacher plays the role of spider and the students play the role of fly). After that, the students make meaningful sentence. The students will be save who make meaningful sentences. Others who do not make meaningful sentences may be eaten up. In this way, the teacher will teach in the classroom.

Group B

Activities: First of all, the teacher will motivate the students by telling some action verbs. After that, she 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.

Source: Lee (1965, p.18)

Lesson Plan No. 17

Objectives : To say the actions with the both pictures and the actual action.

Teaching items: walking, running, eating, playing

Aids: As usual teaching materials and pictures

Group A : Game (picture showing)

Activities

–   First of all, the teacher will motivate the students by showing pictures that represent a variety of actions.

–   Then the teacher will show students pictures that represent a variety of actions like walking, running, eating and playing.

–   Next, she will demonstrate the action and say the words. Ask the students what you are doing.

–   Then, the students will answer you with the correct action.

    Source: www.associatedcontent.com

Group B

Activities:

First of all, the teacher will motivate the students by showing pictures that represent a variety of action. Then the teacher will ask them which action verb suggest the picture one by one. And the students give answer to the teacher with correct spelling of the target action verbs. In such a way, the teacher will teach in the classroom.

Lesson Plan No. 18

Objectives : To say the action performed by teacher in the class.

Teaching items: laugh, call, sing, cry

Aids: As usual teaching materials

Group A : (guessing game)

–   Once the students are able to say the actions with the both pictures and the actual action. Then, the teacher will play a guessing game with the children.
–   Next, the teacher will perform an action in the class and ask the students to guess the name of the action in English.
–   Then, the class will play the game in teams. The first time that answers the question with the right action will earn a point.
    Source: www.associatedcontent.com

Group B

Activities:

First of all the teacher will motivate the students by asking the meaning of action verbs. Then, the teacher will perform the action in the classroom. After that, the teacher will ask what action she performs in the classroom one by one.

Lesson Plan No. 19

Objectives : To perform the commands given by leaders by understanding the meaning of action verbs.

Teaching items: eat, break, clean, draw

Aids: As usual teaching materials

Group A : (Game: O' Grady says)

Activities

– First of all, the teacher will motivate the students by telling a joke.

– Then, the teacher will tell them the way of playing game 'O' Grady says.

– After that, the teacher will select one leader among the students. She will call him/her in front of the class and tell him/her to give commands using the action verbs.

Some preceded by the words 'O' Grady says and others not. The class will obey the former only. If the leader says 'put your hands on your head', the pupils do nothing, but if the leader says 'O' Grady says put your hands on your head, they do so as promptly as possible. And the students who make mistake will be dropped out and the final student will be winner.

Source: Lee (1965, p.26)

Activities: First of all, the teacher will motivate the students by telling a joke. Then, the teacher will tell them meaning of the action verbs. After that the teacher will command the students by using the action verbs. The students will follow her. If they are unable to do so, the teacher will assist them.

Lesson Plan No. 20

Objectives : To perform action in the classroom suggested by action verbs.

Teaching items: read, close, whisper, throw

Aids: As usual teaching materials.

Group A : Game (creating playing cards)

Activities

–   First of all, the teacher motivates the students by showing playing cards. Which she has already created for the game the by writing actions on index cards. She lists one action per card.

–   Then, she will mix them up and ask students to pull a card and perform an action on the card one by one.

–   The students who are unable to perform action, they will take help from their friends.

    Source: www.associatedcontent.com

Group B

Activities:

First of all, the teacher motivates the students by pronouncing the action verbs: read, close, whisper, throw with correct pronunciation. The teacher writes those action verbs on the board and asks her students to perform actions suggested by the action verbs written on the board. The teacher helps the students who are unable to perform.

Lesson Plan No. 21

Objectives : To make sentences in imperative form by using action verbs.

Teaching items: walk, run, jump, clean, draw

Aids: As usual teaching materials

Group A : Game (action to perform)

Activities

–   In this game, the teacher gives commands to the students and the students needs to perform.

–   First, the teacher simply pronounce the words walk, run, jump, clean and draw with correct pronunciation. The students listen to her very carefully.

–   Then, the teacher commands them in imperative form using those action verbs. For eg. walk round your desk, run round your desk, jump over the line, clean my table, draw a tree in your books.

–   After that, the students perform commands. The students who do not perform the commands will be dropped out.

–   Next, the teacher asks her students to use same action verbs in their own sentences only in imperative form.

    Source: Lee (1965, p.24)

Group B

Activities:

First of all, the teacher pronounces those action verbs with correct pronunciation. Then, she writes imperative sentences on the board using those action verbs. After that, she tells her students to copy these sentences and read them loudly. Next, ask her students to make sentences in imperative form using those action verbs.

Lesson Plan No. 22

Objectives : To match the words in group 'A' with the figures in group 'B'.

Teaching items: play, cry, walk, jump, run, smile, climb, swim, sleep, carry

Aids: As usual teaching materials and match stick figure.

Group A : (Game : picture gallery)

Activities

The teacher spilts the class into 10 groups and gives 10 pictures to each of the group leaders. She remains them that they should not show the pictures to anyone in the other group. She asks each group leader to discuss among the members and to write clearly on a piece of paper six words a suggested by the picture (Matchstick figures) given to them.

After they have finished, she collects their pieces of paper and interchanges them, that is, she gives the word list prepared by group 'A' to group 'B' and tells them to write a sentence describing the matchstick figures.

When they have done this, she puts up the picture around the walls and asks the students to look round for the picture that best correspondents to the list they have worked from. She also reads out the sentences and tells them to correspondent it to the picture. Finally the group having written the respondents to the picture is the winner.

   Source : Idea taken from Rinolucri (1986, p.61-62)

Group B

Activities:

The teacher writes a few words on the board and asks the students to make a sentence using those words. If they don't understand the meanings of the words, she will make them understand. Then, she gives them matchstick figures and ask them to write a sentence under matchstick figure what the matchstick figures suggested.

Lesson Plan No. 23

Objectives : To describe that word using synonyms, antonyms and definitions.

Teaching items: swallow, remove, kill, prepare

Aids: As usual teaching materials.

Group A : (Game: HOT seat)

Activities

– First, the teacher will split the class into two teams.

– Then, she will take an empty chair-one for each team and put it at the front of the class, facing the team members. These chairs are the 'hot seats.'

– Then, she tells them to come one member from each team and sit in that chair, so they are facing their team-mates and have their back to the board.

– The teacher will have a list of action verbs that they have to use in this game.

– She will take the first word from that list and write it clearly on the board.

– Then, the students in the teams describe that word using synonyms, antonyms, definition etc. to their team mate who is in the hot seat- that person can't see the word.

– The student in the hot seat listens to their team matyard tries to guess the word.

– The first hot seat student to say the word wins a point for their team.

– Then, she will write next word.

Source : http://www.teachingenglish.org.uk

Group B

Activities:

First of all, the teacher prepares a list of action verbs. Then, she writes an action verb on the board and ask her students the meaning of that action verb. After that she asks them to describe that action verb using synonym, antonym and their definition. In this way, she teaches 4/5 action verb in one period.

Lesson Plan No. 24

Group 'A'

Name of School: Class: Five

Teaching item: 'Teaching action verbs'(fly,reach,go,say)   Date:

Number of students: Time:

1.   Objectives: On the completion of this lesson, the students will be able to;

      –   use the action verbs in different sentences

2.   Materials : Dailey used materials and chart of action verbs.

3.   Activities : The teacher will:

      –   Write the action verbs on the board and ask them to read the action verbs loudly.

      –   Then the teacher uses action verbs in different sentences for example,
             Sarita close your eyes, Ram, call your friend.

      –   Then, the teacher will tell them the process of playing game 'whisper' in the classroom.

      –   After that, she will choose one of the students from the first bench and whisper one of the action verbs written on the board with correct pronunciation.

      –   Then, the student whispers the word from one friend to another. After completing whisper, the last student stands up and tells the action verb.

      –   At last, the teacher will tell the meaning of that action verb and use it into the sentence.

      –   In the same way, the teacher will teach three or four action verb in a day.

4.   Evaluation: The teacher will evaluate the students by giving the following task.

      a)   Use these action verbs in your own sentences.
             fly, reach, go, say

Group 'B'

1. Objectives: On the completion of this lesson, the students will be able to;

   – use the action verbs in different sentences

2. Materials: Daily used material and chart of action verbs.

3. Activities: The teacher will write list of action verbs on the board along with their meaning and then he will pronounce the words as a model and students are also asked to pronounce. At last students are asked to make sensible sentences.

4. Evaluation: The teacher will evaluate the students by giving the following task.

   a) Use these action verbs in your own sentences

      fly, reach, go

Lesson Plan No. 25

Group 'A'

Name of School: Class: Five

Teaching item: 'Teaching action verbs'   Date:

        (buy,write,dig,plant,keep)

Number of students: Time:

1.   Objectives: On the completion of this lesson, the students will be able to;

    –   Pronounce the action verbs with correct pronunciation.

2.   Materials : Daily used materials and word cards.

3.   Activities :

    –   First of all, the teacher will show the word cards to warm up the students and tell them to read loudly.

    –   After that, she will tell them the process of playing game 'memory' in the classroom.

    –   Then, she will write some (may be 5) action verbs on the board. And the students read the words. If the students are unable to read the words with correct pronunciation, the teacher will assist them.

    –   Then the words are wiped out and the students recall the words in given time. One who recalls the largest number of words wins the game. He/she will be the winner. If possible, the teacher will make the arrangement of prize.

    –   She will repeat same process until the students learn the action verbs.

    –   At last, she will tell the meanings of action verbs and use them into the sentences.

4.   Evaluation: The teacher will evaluate the students by giving the following task.

    a)   Use these action verbs in your own sentences.

        buy, write, dig, plant, keep

b)   Pronounce these action verbs with correct pronunciation.

     buy, write, dig, plant, keep

1.   Objectives: On the completion of this lesson, the students will be able to;

– Pronounce the action verbs with correct pronunciation

2.   Materials : Daily used material and word cards..

3.   Activities: First of all the teacher will write the action verbs on the board and pronounce those words with correct pronunciation and students will be asked to jot down the words and memorize the pronunciation of the words written on the board and after sometimes teacher will ask the pronunciation of words one by one.

4.   Evaluation: The teacher will evaluate the students by giving the following task.

a)   Pronounce these action verbs with correct pronunciation

     buy, write, dig, plant, keep

Lesson Plan No. 26

Group 'A'

Name of School: Class: Five

Teaching item: 'Teaching action verbs'(write,cry,smile)   Date:

Number of students: Time: 45min

1.   Objectives: On the completion of this lesson, the students will be able to;

      –   Give the meanings of action verbs. (write, cry, smile)

2.   Materials : Daily used materials and word meaning cards.

3.   Activities :

      –   First of all, the teacher will show the word meaning cards to warm up the students.

      –   Then, she will write the action verbs (write,cry,smile) on the board and give the meanings of those action verbs.

      –   After that, she will tell them the process of playing game 'Simon says' in the classroom.

      –   The teacher will tell them to follow the commands only if they are preceded by 'Simon says ....'. And she will call two students in front of the classroom. Other students will watch them.

      –   Then, she will command the player by saying, 'Simon says <u>write</u> a letter 'A' on your book', Simon says '<u>cry</u>', ... <u>smile</u>, The student who follow command without proceeding by Simon says .... is out. And the last remaining player wins the game.

      –   In this way, the teacher will conduct this game in the classroom.

4.   Evaluation: The teacher will evaluate the students by asking the meanings of these words.

      write, cry, smile

Group 'B'

1. Objectives: On the completion of this lesson, the students will be able to;

    – Give the meanings of action verbs. (write, cry, smile)

2. Materials : Daily used material and word meaning cards

3. Activities: First of all the teacher will write difficult words on the board and the definition of the words and students will be asked to jot down the words and memorize the meaning of the words written on the board and after sometimes teacher will ask the meaning of words one by one. At last, students are asked to make sentences using these words.

4. Evaluation: The teacher will evaluate the students by asking the meaning of these words.

    write, cry, smile

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 Students	Pre-Test	Post-Test	D	D%
1	S_1	29	46	17	34
3	S_2	27	44	17	34
5	S_3	28	42	14	28
7	S_4	25	45	20	40
9	S_5	16	32	16	32
12	S_6	22	44	22	44
14	S_7	18	38	20	40
16	S_8	27	39	12	24
18	S_9	20	38	18	36
20	S_{10}	19	40	21	42
21	S_{11}	19	37	18	36
23	S_{12}	18	38	20	40
25	S_{13}	21	40	19	38
27	S_{14}	18	35	17	34
29	S_{15}	15	30	15	30
32	S_{16}	17	34	17	34
34	S_{17}	19	35	16	32
36	S_{18}	12	30	18	36
38	S_{19}	14	30	16	32
40	S_{20}	13	32	19	38
	Total Score	397	749	352	704
	Average Score	19.85	37.45	17.6	35.2

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

Full Score : 50

R.N.	Name of the Students	Pre-Test	Post-Test	D	D%
2	S_{21}	24	40	16	32
4	S_{22}	21	27	6	12
6	S_{23}	22	34	12	24
8	S_{24}	16	26	10	20
10	S_{25}	19	37	18	36
11	S_{26}	18	32	14	28
13	S_{27}	14	23	9	18
15	S_{28}	15	21	6	12
17	S_{29}	20	29	9	18
19	S_{30}	13	21	8	16
22	S_{31}	19	29	10	20
24	S_{32}	21	28	7	14
26	S_{33}	19	30	11	22
28	S_{34}	16	28	12	24
30	S_{35}	14	25	11	22
31	S_{36}	17	26	9	18
33	S_{37}	18	24	6	12
35	S_{38}	15	26	11	22
37	S_{39}	13	23	10	20
39	S_{40}	12	25	13	26
	Total Score	346	554	208	416
	Average Score	17.3	27.7	10.4	20.3

Group A

1. The test items result in multiple choice

Full Score : 10

R.N.	Pre-Test	Post-Test	D	D%
1	7	10	3	30
3	6	10	4	40
5	5	7	2	20
7	7	10	3	30
9	4	8	4	40
12	4	7	3	30
14	5	7	2	20
16	5	7	2	20
18	4	9	5	50
20	5	7	2	20
21	4	8	4	40
23	4	7	3	30
25	3	8	5	50
27	4	9	5	50
29	3	7	4	40
32	6	9	3	30
34	5	7	2	20
36	5	8	3	30
38	4	7	3	30
40	3	6	3	30
Total Score	93	158	65	650
Average Score	4.65	7.9	3.25	32.5

Group B

2. The test items result in multiple choice

Full Score : 10

R.N.	Pre-Test	Post-Test	D	D%
2	6	8	2	20
4	6	8	2	20
6	4	7	3	30
8	5	7	2	20
10	3	7	4	40
11	4	7	3	30
13	5	6	1	10
15	3	4	1	10
17	4	6	2	20
19	3	5	2	20
22	3	5	2	20
24	4	5	1	10
26	3	5	2	20
28	4	5	1	10
30	3	5	2	20
31	3	5	2	20
33	3	6	3	30
35	2	5	3	30
37	2	4	2	20
39	2	4	2	20
Total Score	72	114	42	420
Average Score	3.6	5.7	2.1	21.00

Group A

3. The test items result in sentence making

Full Score : 10

R.N.	Pre-Test	Post-Test	D	D%
1	5	10	5	50
3	5	9	4	40
5	5	10	5	50
7	4	8	4	40
9	4	8	4	40
12	4	9	5	50
14	4	9	5	50
16	4	8	4	40
18	3	7	4	40
20	4	7	3	30
21	4	7	3	30
23	3	7	4	40
25	2	5	3	30
27	2	5	3	30
29	3	7	4	40
32	3	6	3	30
34	4	7	3	30
36	3	7	4	40
38	2	6	4	40
40	2	6	4	40
Total Score	70	148	78	780
Average Score	3.5	7.4	3.9	39

Group B

4. The test result in sentence making

Full Score : 10

R.N.	Pre-Test	Post-Test	D	D%
2	5	8	3	30
4	5	8	3	30
6	5	7	2	20
8	4	6	2	20
10	5	6	1	10
11	4	6	2	20
13	4	6	2	20
15	4	6	2	20
17	4	6	2	20
19	3	4	1	10
22	2	4	2	20
24	3	4	1	10
26	4	6	2	20
28	2	4	2	20
30	3	5	2	20
31	3	5	2	20
33	3	5	2	20
35	2	4	2	20
37	2	5	3	30
39	2	4	2	20
Total Score	69	109	40	400
Average Score	3.4	5.4	2.0	20

Group A

5. The test result in word arrangement

Full Score : 10

R.N.	Pre-Test	Post-Test	D	D%
1	6	10	4	40
3	6	10	4	40
5	6	9	3	30
7	5	8	3	30
9	5	8	3	30
12	4	8	4	40
14	5	8	3	30
16	5	8	3	30
18	4	9	5	50
20	3	8	5	50
21	4	8	4	40
23	5	9	4	40
25	4	8	4	40
27	4	7	3	30
29	4	8	4	40
32	5	9	4	40
34	4	8	4	40
36	4	7	3	30
38	4	8	4	40
40	4	8	4	40
Total Score	91	166	75	750
Average Score	4.5	8.3	3.75	37.5

Group B

6.   The test result in word arrangement

Full Score : 10

R.N.	Pre-Test	Post-Test	D	D%
2	5	8	3	30
4	4	8	4	40
6	5	7	2	20
8	5	7	2	20
10	4	7	3	30
11	5	7	2	20
13	4	8	4	40
15	4	6	2	20
17	4	6	2	20
19	5	7	2	20
22	3	6	3	30
24	4	8	4	40
26	5	7	2	20
28	5	7	2	20
30	4	6	2	20
31	4	6	2	20
33	4	7	3	30
35	3	7	4	40
37	4	6	2	20
39	3	6	3	30
Total Score	84	137	53	530
Average Score	4.2	6.85	2.65	26.5

81

Group A

7. The test result in sentence completion

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	2	4	2	40
9	2	4	2	40
12	2	5	3	60
14	1	4	3	60
16	2	4	2	40
18	2	4	2	40
20	3	4	1	20
21	2	3	1	20
23	1	3	2	40
25	2	3	1	40
27	3	5	2	40
29	2	4	2	40
32	2	5	3	60
34	1	4	3	60
36	1	4	3	60
38	2	4	2	40
40	1	3	2	40
Total Score	40	82	42	840
Average Score	2.0	4.1	2.1	42

Group B

8. The test result in sentence completion

Full Score : 5

R.N.	Pre-Test	Post-Test	D	D%
2	3	5	2	40
4	2	4	2	40
6	3	4	1	20
8	2	4	2	40
10	3	4	1	20
11	2	3	1	20
13	2	3	1	20
15	2	3	1	20
17	2	3	1	20
19	1	2	1	20
22	2	3	1	20
24	2	3	1	20
26	3	3	0	0
28	1	2	1	20
30	2	3	1	20
31	1	2	1	20
33	2	3	1	20
35	2	4	2	40
37	2	3	1	20
39	1	3	2	40
Total Score	40	64	24	480
Average Score	2.0	3.2	1.2	24

Group A

9. The test result in writing the work of people

R.N.	Pre-Test	Post-Test	D	D%
1	2	3	1	20
3	2	5	3	60
5	2	5	3	60
7	3	4	1	20
9	2	4	2	40
12	2	4	2	40
14	3	4	1	20
16	2	4	2	40
18	1	3	2	40
20	2	3	1	20
21	1	3	2	40
23	2	3	1	20
25	3	4	1	20
27	1	3	2	40
29	2	3	1	20
32	1	2	1	20
34	2	3	1	20
36	1	3	2	40
38	1	2	1	20
40	1	2	21	40
Total Score	35	67	32	640
Average Score	1.76	3.35	16	32

Group B

10. The test result in writing the work of people

<div align="right">Full Score : 5</div>

R.N.	Pre-Test	Post-Test	D	D%
2	3	4	1	20
4	3	4	1	20
6	3	4	1	20
8	2	3	1	20
10	3	3	0	0
11	2	3	1	20
13	2	3	1	20
15	3	4	1	20
17	3	4	1	20
19	2	3	1	20
22	2	3	1	20
24	2	3	1	20
26	2	3	1	20
28	2	4	2	40
30	1	2	1	20
31	3	4	1	20
33	2	3	1	20
35	2	3	1	20
37	2	3	2	20
39	1	2	1	20
Total Score	45	65	21	420
Average Score	2.25	3.25	1.02	20

Group A

11. The test result in matching item

Full Score : 10

R.N.	Pre-Test	Post-Test	D	D%
1	6	10	4	40
3	6	9	3	30
5	7	10	3	30
7	6	10	4	40
9	6	9	3	30
12	6	9	3	30
14	5	8	3	30
16	6	9	3	30
18	6	8	2	20
20	4	8	4	40
21	4	8	4	40
23	5	8	3	30
25	5	8	3	30
27	5	9	4	40
29	5	8	3	30
32	4	8	4	40
34	5	9	4	40
36	2	7	5	50
38	3	8	5	50
40	3	7	4	40
Total Score	99	170	71	710
Average Score	4.95	8.5	3.55	35.5

Group B

12. The test result in matching item

Full Score :10

R.N.	Pre-Test	Post-Test	D	D%
2	6	9	3	30
4	5	8	3	30
6	6	8	2	20
8	5	8	3	30
10	4	8	4	40
11	3	6	3	30
13	4	6	2	20
15	5	7	2	20
17	4	6	2	20
19	5	7	2	20
22	4	6	2	20
24	4	6	2	20
26	3	6	3	30
28	4	7	3	30
30	3	7	4	40
31	4	7	3	30
33	2	5	3	30
35	3	6	3	30
37	2	6	4	40
39	2	6	4	40
Total Score	78	135	57	570
Average Score	3.9	6.75	2.85	28.5

APPENDIX V

Teaching Items

Action verbs;

fly	weep	ride	draw
reach	cry	reply	record (v)
go	watch	run	admit
say	read	return	wash
buy	give	complete	rain
write	see	close	wait
plant (v)	catch	teach	
dig	earn	learn	
keep	arrive	improve	
put	dance	sell	
eat	drive	use	
sing	leave	call	
play	make	bury	
cook	move	find	
sleep	send	spend	
pay	whisper	wash	
laugh	throw	admit	
jump	speak	sweep	
save	attend	swallow	
fill	wear	help	
talk	carry	fly	
mend	walk	pick	
attach	remove	break	
act	invent	enjoy	
come	clean	prepare	
take	kill	rest	