

CHAPTER ONE

INTRODUCTION

Pictures play a significant role in teaching and learning, especially while teaching or learning vocabulary, pictures are more important. Picture is one of the teaching aids that teachers can use in their teaching. The objective of this study was to assess the role of pictures in teaching vocabulary. This introduction part includes the headings which are described below:

1.1 General Background

Teaching materials play a vital role in language teaching and learning. They help to make the language used in the class more real and alive. They motivate the students towards learning, reduce the teacher talking time and increase the student talking time. Teaching materials make the teaching more effective because they avoid boredom, help to motivate, create interest, break monotony of long hours of the class and provide new spirit and enthusiasm for the learners. Teaching materials can be used at any stage of the lesson. They help in presenting new language or introducing new topic. Without teaching materials language teaching is nearly impossible.

1.1.1 Definitions of Vocabulary

Harmer (1991, p.133) argues that "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." Vocabulary functions as a cornerstone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. Ur (2000, p. 60) remarks, that "one item of vocabulary can consist of more than one word. For example, the word 'post-office' consists of two words and still expresses one idea." Vocabulary teaching is one of the most important components of any language teaching. The main reason is that it is a medium which carries meaning: learning to understand and

express the meaning is what counts in learning languages. Wallace (1989, p. 9) says in regard of vocabulary "learning a foreign language is basically a matter of learning the vocabulary of that language not being able to find the words you need to express yourself is the most frustrating experience in speaking another language." Similarly, Wilkins (1972, p. 111) says, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." We can say that vocabulary is the most important and valuable aspect of language in the absence of which we are unable to think of using and learning language.

1.1.2 Types of Vocabulary

There are various criteria to classify vocabulary. We can classify vocabulary into two types: active and passive vocabulary. Harmer (1991,p.159) asserts

Active vocabulary refers to the vocabulary that students have been taught learnt and which they are expected to be able to understand pronounce and use constructively in speaking and writing. Passive vocabulary refers to the words which the students recognizes when they occur in a context but when they will probably not be able to produce .

Words can also be classified into two types; content words and function words. Content words refer to a thing quality state or action which has lexical meaning when it is used alone itself. It includes noun, verb adverb and adjective.

According to Richard et al. (1985, p.81), "content words are the words which refer to a thing quality state or action and which have lexical meaning when the words are used alone." Function words are those words which have little meaning or its own but it shows grammatical relationship in and between sentences. It includes conjunction, preposition, article, etc.

1.1.3 Aspects of Learning a Word

Learning a word means learning different aspects of words. There are four aspects of learning a word they are word meaning, word use, word formation and word grammar. Harmer(1991, p.158) describes these aspects as follows

i. Word meaning: Vocabulary items frequently have more than one meaning. So we cannot assume the meaning of a word in isolation. It needs context in which it is used. For example, the same word 'bank' refers to a financial institution and the side of a river. Words also have meaning in relation to other words. i.e. sense relation. For example, the word 'fruits' has general meaning whereas apple, orange, grapes have specific meaning.

ii. Word use: What a word means can be stretched changed or limited by how it is used. Word meaning is stretched through the use of metaphor and idioms. Similarly word meaning is also governed by collocation that is which words go with which word. For example 'bad' collocates with boy but not with eggs.

iii. Word formation: Word formation refers to know how words are written and spoken and knowing how they can change their form. We need to know how suffixes and prefixes change the shape and meaning of the word. For example, if we add in to the word complete and 'ly' to the word slow both word form and meaning will be entirely changed.

iv. Word grammar: Words do not only change according to their grammatical meaning but also trigger the use of certain grammatical patterns. For example, countable noun can be both singular and plural but an uncountable noun only being singular. We can say one chair or two chairs but cannot say two furniture's.

Harmer (1991, p.158) summarizes the aspects of learning vocabulary as given in the following diagram.

1.1.4 Techniques of Teaching Vocabulary

A technique refers to presenting the items to the students in an understandable way. The main objective of teaching vocabulary is to make students to find out word meaning themselves in different context. A teacher can use different ways to present meaning of a new vocabulary. Some of them are described below:

- a. Realia:** Realia is the use of real objects. Real objects are in many ways as the easiest kind of visual aids to use in class, as they need no special

preparation or materials. The teacher can bring real objects like ball, pen, book, toys etc. It is mainly useful for teaching at elementary level.

b. Pictures: Pictures plays a vital role in teaching vocabulary pictures can be drawn on the board or she/he can bring from different newspaper and magazines. Pictures can be used when concrete objects are impossible to bring into the classroom. For example words like elephant, mountain, aeroplane etc can be taught by using pictures.

c. Mime and action: Mime and action can be used effectively to show the meaning of action verbs and it is also used to show feelings and emotion. For example words like running, walking, sleeping, crying etc. can be taught through mime and action.

d. Translation: We can also teach the meaning of the new word translating into student's mother tongue. It is used mainly for teaching abstract words. Instead of giving direct meaning of the word, we can explain the meaning of the word which must include any facts of word use which are relevant. It is difficult at elementary level.

e. Explanation: Explanation is the another technique to teach vocabulary. We can also teach the meaning of vocabulary by explaining contextually.

f. Contrast: We can also teach meaning by contrasting concepts. Words are contrasted with other words to find out the meaning. For example we can present the meaning of 'open' contrasting it with 'close' 'big' contrasting it with 'small'.

g. Games: No, doubt student love to play game. This is one of the techniques of teaching vocabulary. We can arrange the vocabulary game according to the level of the students.

h. Drill: We can also teach meaning by drill i.e. patterned practice.

i. Songs and rhymes: Songs and rhymes also play a important role in vocabulary teaching like other aids, they also help to motivate and create interest among the learners.

1.1.5 Teaching Aids and their Importance

There are various types of teaching aids to be used for language learning, practicing and organizing. They differ regarding their size, form and origin, which make them fit for a number of activities depending on their type. All the materials that can be used in the classroom situation to facilitate learning are teaching aids. Teaching aids can be audible or visible or both. Some examples of teaching aids are charts, diagrams, pictures, video, TV, multimedia projectors and so on. Mainly they help teachers and save time and effort and also arise interest on the part of the students. It is commonly argued that effective teaching is not possible without appropriate teaching materials.

There is no uniformity in the number and types of teaching aids. Stevick (1957) defines it as "... anything audible or visual which helps your students learn the language more quickly or more accurately" is teaching aid. (as cited in Sharma and Phyak 2009,p.300) The definition clearly says that teaching aids could be of two types: audio which appeals to the sense of hearing and visual which appeals to the sense of seeing. Thus, picture, blackboard, OHP etc. fall under visual aids whereas tape recorder, language, lab, radio, etc. come under audible aids.

Visual aids play a vital role in language teaching and learning. It helps a teacher to teach easily and learner to learn easily so that it reduces the dependence on the mother tongue. There is one Chinese proverb about the importance of visual aids – "if I hear, I forget, if I do, I know and if I see I remember." (as Sharma and cited in Phyak 2009, p. 299). Aggrawal (1996, p. 161) classifies teaching aids into different types which is clearly shown in the table below:

Audio Materials	Visual Materials	Audio-Visual Materials
<ul style="list-style-type: none"> – Language Laboratories – Radio – Sound Distribution system sets – Tape and Disco recording 	<ul style="list-style-type: none"> – Bulletin boards – Chalk boards – Charts, drawing, etc. – Exhibits – Film strips – Flash cards – Flannel boards – Flip books – Illustrated books – Maps, model pictures – Posters – Photography – Silent films – Slides 	<ul style="list-style-type: none"> – Printed Materials with recorded sounds – Sound filmstrips – Study trips – Television – Video tapes

According to Wright(1986, p. 46), there are some importance of teaching aids they are as follows

- They make communicative approach to language learning easier and more natural.
- They can be used for decorative purposes for creating variety and for making the lesson more interesting.
- They shorten teaching learning process.
- The use of aids to teach word meaning is obvious.

Teaching aids help students to remember the learnt things for a long time.

Without teaching aids a lesson lacks excitement, fun and the learners loose

interest in it. Anyway the importance of teaching aids can be summarized as follows

- Teaching aids are helpful to make teaching effective by creating a lively situation for presentation and practice and reducing teacher talking time.
- Teaching aids brighten the classroom and bring more variety and interest into the language lessons.
- Teaching aids not only help students to understand but also to remember
- Teaching aids help weaker students who find it difficult to take part in speaking activities
- Teaching aids are easy way of bringing the outside world into the classroom.
- Teaching aids make the language teaching more sensible helping students to see the reasons for learning language by making learning learnable and meaningful.

1.1.6 Visual Aids

Teaching aids can be categorized into different types. Visual aids simply mean those materials that can be seen with our eyes. Visual aids are anything that can be seen while the language is being spoken or something that students can look at to help them understand, learn and remember. There are various types of visual aids they are realia, pictures, word cards, pictures and photographs, magazine cutouts, model/puppets, overhead projector and so on. Among them, picture is discussed in the following section.

Byrne (1980, p. 195) says, "Anything which can be seen while the language being spoken may be a visual aids." Similarly, he makes a division between visual materials for talking about and visual materials for talking with.

Bowen (1982, p. 11) claims, "Visual aids are means to an end but not an end in themselves" He means that visual aids are the supporting materials to make the teaching and learning a language successfully.

Lee and Coppen (1964, p. 1) say that visual and aural materials can be helpful to English teacher in a number of different ways:

- They can brighten up the classroom and bring more varieties and interests into language lessons.
- Visual materials in particular can help to provide the situations (contexts) which light up the meaning of the utterances used.
- Aural aids in particular can help the teacher to improve his own English and to prepare more effective lesson
- Both audio and visual materials can stimulate children to speak English as well as to read and write it.
- They can help in giving information of one kind or another about the background of literature and about life in English speaking countries.

To sum up when we use visual aids they should be relevant with the objectives of teaching. They should also match with the needs, interests, age and mental and physical state of the learner. for example, simple and single colored pictures are more useful at early stages whereas complex maps can be more useful for the students of intermediate and advances levels.

1.1.7 Picture and its Benefits

There is a saying that "A picture is worth a thousand words". Pictures are very interesting, motivating and refreshing for learners. Pictures are useful for presenting practicing and revising vocabulary. They include drawing of teachers, cut out taken from books, newspapers and magazines or photograph to facilitate language learning. There are different ways that the teachers can use pictures while teaching. The teacher, for example, can show different types of pictures and ask the students to describe them. Pictures help teacher in introducing students to unfamiliar topics. The teacher can also place them in a pocket chart. The use of pictures for teaching vocabulary is one of the

prominent strategy to teach as believed by many teacher and researchers. Wright (1989, p.2) says specifically, pictures contribute to interest and motivation; a sense of the context of the language; a specific reference point or stimulus. There are many reasons for using pictures in vocabulary teaching as they are motivating, very interesting and refreshing for the learners.

There are different sources of pictures. We can take pictures from different newspapers, magazines, brochures, catalogues, posters, and wall charts. All the pictures make students curious. Pictures are wonderful for presenting and practicing vocabulary. Although pictures differ regarding their size, form and origin it help students to remember the words better and also help the teacher to make the lesson more interesting and beneficial. Pictures are cheap and can be easily kept and always be fresh, attractive and different for the students. When the collection of pictures is once made, it can serve for a long time.

Pictures which seem to highlight a particular concept can be used for the teaching of meaning. Pictures have a significant role to play in the teaching of meaning even in traditional grammar translation methods. Nowadays, teachers have given more emphasis to the importance of introducing new language to students with appropriate contexts. Using pictures in teaching meaning seems better than teaching meaning by translation. Although translation helps students to find the meaning quickly but it does not help them to recall long after they have left the classroom. Pictures are suitable for any age and level of learners and can be used in many ways. Learners always pay attention and become more curious about what are they going to do with the pictures shown.

For any picture to be effective in a language class, it should bear following qualities:

- clear and unambiguous
- large enough for students to see clearly

- relevant to the objectives
- suitable to the age, interest, sex and level of students.

The benefits of using pictures in the language classroom are given below:

- Pictures motivate the students towards learning
- Pictures brighten the classroom and bring interest in the learners.
- They make communicative approach to language learning easier and more natural.
- They stimulate the students to speak the target language as well as read and write it.
- They help to teach listening, speaking reading and writing and allow the teacher to integrate these skills constructively.

1.1.8 Types of pictures

It is very common to hear people saying that pictures are the best way of teaching all level of students. (Wright, 1989, p.2-3) describes that pictures should be easy to prepare, easy to organise, interesting, meaningful and authentic and should be sufficient amount of language. Pictures include images of people, objects and scenes etc. Pictures can be drawn by the teachers or students. Wright (1989, p.204) says Teacher made or student made pictures always create more interest, particularly if spiced with a little mirth. We can get pictures from different newspapers, magazines and old books. They are the supporting materials to make teaching learning effective. They are the part of language teaching and learning . There are different types of pictures which are described below:

i Drawing: Drawing plays a significant role in teaching and learning. It is very wonderful for presenting and practicing vocabulary through drawings. Those things which we cannot bring in the classroom can be made easily in the classroom. The activity of drawing within the classroom

could be perhaps divided into two categories: Drawing on the board carried out by the teacher and drawing as an activity of students. Every piece of drawing is unique and interesting to the students. Drawing makes student motivating and learning will be fun. Many actions like walking, sitting, running etc. can be represented by simple stick drawings of people. We can also draw different drawings like animals, house, mountain, aeroplane etc. which we cannot bring in the classroom.

ii Cutouts: It is also a type of picture, we can take picture from different newspaper, magazines etc. The cutout pictures are more attractive and beautiful so that they create curiosity among the students. They can be easily available and we should not have to spend a lot of time in making cutouts. Cutouts are cheap and can be reuse. By showing different cutouts pictures we can ask the student to describe them to guess the meaning so that they can develop there writing and speaking skill.

iii Wall pictures and wall chart: Wall pictures are also types of picture which play a vital role in teaching learning. Doff (1988, p. 166) says, More complex visual information for example a series of pictures telling a story, a table of different verb forms, or a diagram showing how machine works etc can be displayed on wall chart or wall pictures. Wall pictures are a large sheet of paper or card which the teacher can either hold up for the class to see or display on the wall or blackboard. Charts can also be used with a reading text. The teacher can display some of the information from the text in the form of pictures, diagrams or tables to make it clearer and more interesting. With the help of wall chart we can teach different types of illustrations different types of maps like map of town, country or a world map. We can also teach the rules of tense and display in the board.

1.1.9 Action Research

The concept action research is propounded by Lewin (1946) for the first time assuming to bridge the gap between the theoretical and the applied research. From the beginning point it has been used for the practical problems or issues. So, the practical orientation has remained a defining characteristic of the action research. Most action research is concerned with improving the quality of service.

In Cohen and Manion's (1994), p. 46) view, "action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problems in specific context. Similarly, Wallace (1998, p. 68) defines, "action research is a strategy for professional development which is accomplished by reflecting on the practitioners' regular activities (series of activities). Likewise, Kemmis (1988, p. 6) says that "action research is a form of self reflective enquire undertaken by participants in order to improve their own professional practices".

An action research is the study of a social situation with a view to improve their quality of actions within it. Generally, an action research is a small scale intervention in the functioning of the real world and a close examination of the effects of such intervention (Nunan, 1992, p. 9). To sum up, we can define action research as a research which has the primary goals of finding the ways of serving problems by bringing out a practical action in comparison with the research, which seeks to discover scientific principles or develop general laws and theories. The characteristics of an action research are as follows:

- It is carried out by the practitioners
- It is collaborative
- It aims at bringing change
- It is practical
- It has participatory nature
- It is a cyclical process.

An action research is mainly carried out by practitioners e.g. teachers, learners, experts and other stakeholders. They carry out the investigation to find out and solve the problems related to the teaching and learning. It is usually collaborative as teams of researchers and practitioner's works together on a project. Nunan (1992) mentions that 'collaborative' or 'group activity' aimed at changing things need not be necessary for action research because there may be many situations where a single practitioner can conduct the research without the involvement of others and his/her aim might be to increase the understanding rather than changing the phenomenon under investigation. The main purpose of action research is to bring change in the current state of affairs. As it is implementation in nature. It applies its finding to solve the immediate practical problem of local importance. It is practical in a sense that the knowledge generalized from the study is applied by the same researcher to solve the practical problems that is existed on the regular teaching learning program. It is participatory because team member themselves take part directly or indirectly in implementing the research.

1.1.10 Process of Action Research

The process of action research has been recommended in a number of ways. Different scholars have suggested and experienced the different steps to be used in action research.

According to Riding et al. (1995, as cited in Bhattarai 2005, p. 16-17), the action research begins with observation and continues up to the completion of various cycles until and unless the conclusion is not driven. Each cycle in action research has to stop called 'plan' which determines the transition of action from one cycle to another as indicated in the following figure.

Figure No. 2
Process of Action Research

Similarly, Nunan (1992) discuss of the process of action research in terms of seven steps, which are additionally termed as steps in the action research cycle. They are as follows:

Step I: Initiation: The teacher comes up with the problems and consults the expert in the first stage of the research.

Step II: Preliminary investigation: The teacher and expert spend some time for collecting baseline data through observation and recording classroom interaction.

Step III: Hypothesis: After reviewing the initial data, they form the hypothesis that the students are unmotivated because the content of the classroom is not addressing needs and interests of students.

Step IV: Intervention: The teacher will devise a number of strategies for encouraging the students to relate the content of the lesson to their own backgrounds interests. They include increasing the number of referential over display questions.

Step V: Evaluation: After several weeks, the class will be recorded again. There will be much greater involvement of the students and the complexity of their language and students led interaction will be enhanced.

Step VI: Dissemination: The teacher will run a workshop for colleagues and present a paper at a language conference.

Step VII: Follow up: Finally, the teacher will investigate alternative method of motivating.

To sum-up we can define action research as a research which has the main goal of solving the problems in a scientific way. It is a practical process of identifying, recognizing and solving the problems in a scientific way.

1.2 Review of Related Literature

A few research works have been carried out on using teaching aids in teaching 'vocabulary. This is the first research on using pictures for teaching vocabulary at Grade 4.

Chudal (1977) has carried out a research on 'A Study of English vocabulary achievement of the students of grade six in Jhapa district.' The purpose of this study was to investigate the student achievement of English vocabulary used in the English text book of grade six. Similarly, another purpose was to make a comparative study in the achievement of English vocabulary on the basis of sex and locality. The findings was that the achievement level was poor. The students of urban area had better result than that of rural ones. Girls proficiency was better in rural area than that of boys.

Chapagain (1999) carried out a research on Use of Teaching Materials and it's Impact in English language learning. The main objectives of the study was to find out effectiveness of teaching materials and it's impact in English language learning. This was an experimental research. He found that Teaching materials have very higher positive impact in teaching English language. According to

the objective it was found that the use of teaching materials helped better learning.

Tiwari (2001) carried out a research on 'A study on English vocabulary achievement by the student of grade ten.' The main objectives of the study were to find out students proficiency in the achievement of English vocabulary used in new English text of grade ten. Finally achievement of English vocabulary by the student of grade ten was not found satisfactory in total. The methodology he adopted was questionnaire.

Shah (2007) carried out a research on the study of Effectiveness of Matchstick figures in teaching preposition at Primary Level. The objective of the study was to find out the effectiveness of matchstick figures in teaching prepositions. This was an experimental research. He found that the students who were taught using match stick figures progressed significantly better than another group.

Acharya (2008) carried out a research on "Effectiveness of Teaching Vocabulary through Real objects." The objective of the study was to find out effectiveness of teaching through real objects and to analyze the difficulty level of the vocabulary items used in the realia. This was an experimental research. He found that the students who were taught using realia progressed more than another group.

Joklova (2009) carried out a research entitled "Using Pictures in Teaching Vocabulary." The main goals of the research was to show how pictures can be used in classes in different ways he divided this thesis into practical and theoretical. The theoretical part includes some point on the topic of vocabulary properties and its effective teaching using pictures as well as other aids. The practical part then suggests concrete uses for these aspects.

Neupane (2010) carried out a research on "Using Realia in teaching Preposition." The objective of the study was to find out the role of realia in teaching preposition. The nature of the research was action research. She found

that student progressed more while using realia in teaching preposition. In post test student progressed a lot.

Although the above mentioned studies are related to each other but not a single study has been yet carried on the use of pictures in teaching vocabulary for Grade 4 . Therefore, this study is new in the area of teaching vocabulary.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To find out the role of pictures in teaching vocabulary.
- ii) To suggest some pedagogical implications of the study.

1.4 Significance of the Study

This study provides the information about the use of picture in teaching vocabulary. The study is expected to be significant to all those who are interested in language teaching and learning in general and more particularly to the students and teachers. The finding that I concluded from this study helps the syllabus designers, textbook writers and producers of materials to know the condition of the students of government schools. The research's finding will provide a valuable support to those who attempt to study in the area of teaching vocabulary.

CHAPTER TWO

METHODOLOGY

I adopted the following methodology to accomplish the present study.

2.1 Sources of Data Collection

I used both primary and secondary sources for the data collection.

2.1.1 Primary sources

The primary sources of the data of this study were the students of Grade 4 of Bhumre Secondary School of Syangja district.

2.1.2 Secondary Sources

The secondary sources of data were different written documents which are related to the research study such as different journals, articles, newspapers, thesis carried out earlier and different books. Some of them are as follows: Larsen-Freeman (1999), Norton (2009), Kumar (2009), Burns (2010), and the textbook of Grade 4.

2.2 Population of the Study

The population of the study was students of Grade 4 of Bhumre Secondary School of Syangja District. The sample of this study was 40 students studying in Bhumre Secondary School of Syangja district

2.3 Sampling Procedure

First Bhumre Secondary School of Syangja district was selected using purposive judgemental sampling procedure and the students of Grade 4 were included as the sample of the study.

2.4 Tools for data Collection

The main tools for collection of data were a set of test items based on Grade 4 English textbook. The pretest and post test will consist of the same items whereas the first, second and third progressive tests consist of the test items different from each other.

2.5 Process of Data Collection

The process of action research has been recommended in a number of ways. Different scholars have suggested and experienced the different steps to be used in action research. Anyway, I followed the following process to carry out this study

- First, I prepared the written test items for assessing student's initial proficiency level.
- I visited the school and requested the concerned authority and the class teacher for providing the class to administer the test. Additionally I established a rapport with the subject teacher as well as with the students and explained them the purpose of the research.
- In collaboration with the school head and subject teacher, I administered the pre-test to identify the existing performance of the students.
- After analyzing the scores of the students on the pre-test, I started to teach vocabulary through pictures.
- I administered three progressive tests in the interval of seven days.
- After a month, the post test with the same set of test items as in the pre-test was conducted.
- Finally, I analyzed the scores of progressive tests, pre-test, post -test to determine the effectiveness of pictures in teaching vocabulary.

2.6 Limitations of the Study

The study had the following limitations:

- The study was limited to government school of Syangja district.
- The primary data were collected from the written test for this study.
- The study was conducted for one month.
- The study was limited to vocabulary teaching only.
- Although there are many techniques of teaching vocabulary only pictures were used for the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find the use of pictures in teaching vocabulary. For this purpose, I selected students of Grade 4 of Bhumre Secondary School, where I taught twenty eight lessons using pictures. The scores of the pre-test, progressive tests and post-test have been analyzed and interpreted descriptively using simple statistical tools like percentage and mean etc . I analyzed and interpreted the data in the following heading.

- a. Comparison of Results of the Pre-test and Post-test
- b. Analysis and Interpretation of the Data Obtained from Test Results.
- c. Item-wise Analysis and Interpretation of Test.

3.1 Comparison of the Result of Pre-test and Post-test

Before I started the experimental teaching, I administered the pre-test to determine the students' initial ability. After teaching twenty eight lessons through pictures, the post-test was administered. The test items of both tests were same having same full marks that is fifty. The comparison between the scores from these two tests has been presented in the following table.

Table No. 1

Pre-test and Post-test Scores

Test	No. of the Students	Obtained Marks	Percentage	Difference	Difference in Percentage
Pre-test	40	586	29.3%	1134	62.7%
Post-test	40	1720	92%		

The above table clearly shows the students' progress had been increased a lot in relation to their initial situation. The post tests score is increased by 1134 score

i.e. 62.7%. Therefore, it is proved that pictures are more effective in teaching vocabulary.

3.2 Analysis and Interpretation of the Data Obtained through Test Results

This section comprises the analysis of the scores of students on the pre-test, progressive test and post-test

3.2.1 Pre-test and First Progressive Test

Firstly, I administered the pre-test to know the students' initial ability. After twelve days of my experimental teaching, I administered the first progressive test. The following table shows the scores of the students on the pre-test and the first progressive test.

Table No. 2
Individual Scores on the Pre-test and the First Progressive Test

S. N.	F. M.	Pre-test			First Progressive Test			
		No. of Students	No. of students in %	Scores	F. M.	No. of Students	No. of students in%	Scores
1	50	2	5%	24	10	6	15%	5
2	50	3	7.5%	20	10	6	15%	4.5
3	50	4	10%	18	10	8	20%	4
4	50	3	7.5%	17	10	6	15%	3
5	50	5	12.5%	16	10	9	22.5%	2.5
6	50	3	5%	15	10	5	12.5%	2
7	50	6	15%	13				
8	50	7	17.5%	11				
9	50	3	7.5%	10				
10	50	5	12.5%	9				
Total		40				40		
Average Score:		14.65				Average score: 3.487		

The above table shows that 5% of the students have scored 24 marks which is the highest score on the pre-test and 12.5% students have obtained 9 marks which is the lowest score. But on the first progressive test, 5 marks is the highest score obtained by 15% of students and 2 marks is the lowest score obtained by 12.5% students. The average score of pretest is 14.6% and average score of first progressive is 3.4%. this result clearly prove that the students have progressed in first progressive test.

3.2.2 The First Progressive Test and the Second Progressive Test Scores

I taught seven lessons after the first progressive test and administered the second progressive test. The following table shows the scores of the students on the first progressive test and the second progressive test.

Table No. 3

Individual Scores on the First Progressive Test and Second Progressive Test Scores

S. N.	F. M.	First Progressive Test			Second Progressive Test		
		No. of Students	No. of Students in%	Scores	No. of Students	No. of Students in %	Scores
1	10	6	15%	5	5	12.5%	6
2	10	6	15%	4.5	8	20%	5
3	10	8	20%	4	10	25%	4.5
4	10	6	15%	3	7	17.5%	4
5	10	9	22.5%	2.5	7	17.5%	3
6	10	5	12.5%	2	3	7.5%	2.5
Total		40			40		
Average Score: 3.487					Average Score: 4.287		

As the above table shows 6 out of 10 marks is obtained by 12.5% students, which is the highest score and 2.5 out of 10 marks is obtained by 7.5% students which is the lowest score of second progressive test. The average score of second progressive test is 4.2%. In comparison of the first progressive test, the students have shown progress. Therefore we can easily see the importance of pictures in teaching vocabulary.

3.2.3 Second Progressive Test and the Third Progressive Test

After analyzing the scores of second progressive test I taught seven lessons. Then, I administered the third progressive test. The scores of the test are compared with the second progressive test as follows:

Table No. 4

Individual Scores of the Second Progressive Test and the Third Progressive Test Scores

S. N.	F. M.	Second Progressive Test			Third Progressive Test		
		No. of Students	No. of Students in %	Scores	No. of Students	No. of Students in%	Scores
1	10	5	12.5%	6	4	10%	8
2	10	8	20%	5	8	20%	7
3	10	10	25%	4.5	10	25%	6
4	10	7	17.5%	4	9	22.5%	5
5	10	7	17.5%	3	5	12.5%	4.5
6	10	3	7.5%	2.5	4	10%	4
Total		40				40	
Average Score: 4.287					Average Score: 5.787		

The result of above table shows that 4 students obtained the highest marks i.e. 8 only 190 % of students obtained 4 marks which is the lowest score but that is better score in comparison of previous tests. The average score of third progressive test is 5.7% whereas the second progressive test's average score is 4.28. This result shows the remarkable progressive of students' increasing day by day.

3.2.4 Third Progressive Test and the Post-test

At the end of teaching, I administered the post-test to determine the effectiveness of pictures in teaching vocabulary. The following table shows the scores of the students on the third progressive test and post-test.

S. N	F. M	Third Progressive Test			F. M	Post -Test		
		No. of Students	No. of Students in %	Scores		No. of Students	No. of Students in%	Scores
1	10	4	10%	8	50	6	15%	46
2	10	8	20%	7	50	7	17.5%	45
3	10	10	25%	6	50	6	15%	44
4	10	9	22.5%	5	50	8	20%	43
5	10	5	12.5%	4.5	50	4	10%	42
6	10	4	10%	4	50	4	10%	40
7					50	3	7.5%	39
8					50	2	5%	38
Total		40				40		
Average Score: 5.787						Average Score: 43		

The above table clearly shows that 22.5% of the total students have secured 45 marks, which is the highest score. In the same way 30% of the total students have secured 43 marks which is only difference of two marks from the highest score. 5% students obtained 37 marks out of 50 which is the lowest score. The average score of the post-test is 42. So, we can confidently said that pictures play a vital role in teaching vocabulary.

3.3 Item Wise Analysis and Interpretation of Tests Scores

What follows now is the item-wise analysis of the pre-test, post-test and progressive test results.

3.3.1 The Pre-test Score

Both pre-test and post-test consisted of the same test items. The correct responses and the incorrect responses on each items of pre-test are as follows:

Table No. 6

Item-wise Correct and Incorrect Responses

S. N .	Categori es	No. of Item s	Correct Respons es	Percenta ge	Incorrec t Respons es	Percenta ge	Total Respons es
1	Matchin g	10	101	25.25%	299	74.75%	400
2	Multiple Choices	10	83	20.75%	317	79.25%	400
3	Fill in the Blanks	10	142	35.5%	258	64.5%	400
4	True/ False	10	98	24.5%	302	75.5%	400
5	Tick the best answer	10	192	48%	208	52%	400
	Total		616		1384		2000

The above table clearly shows that student gave correct responses i.e. 48% in the Tick the best answer. Regarding incorrect response, the Multiple Choice item had the highest number of incorrect responses.

3.3.2 The First Progressive Test Score

The item-wise scores were analyzed in order to understand the ability of student in different items. The students errors in different items show that number of students having problem in one item and do not have problem in other items at the same level. The item-wise scores have been shown in the table below.

Table No. 7

Responses on the First Progressive Test

S. N.	Categories	No. of Items	Correct Responses	Percentage	Incorrect Responses	Percentage	Total Responses
1	Matching Items	5	92	46%	108	54%	200
2	Multiple Choices	5	75	37.5%	195	62.5%	200
	Total		167		233		400

The above table shows that the 'Matching Item' had the highest number of correct responses i.e. 46% and the 'Multiple choice' item had the lowest number of correct responses on each of specified items, it asserts that the classroom teaching has been more effective.

3.3.3 The Second Progressive Test Score

In the second progressive test, True False and Fill in the blanks items were asked and correct, incorrect responses were documented for analysis. The correct and incorrect responses on different items have been shown in the table below

Table No. 8
Responses on the Second Progressive Test

S. N	Categori es	No. of Items	Correct Responses	Percentage	Incorrect Responses	Percentage	Total Responses
1	True False	5	125	62.5%	75	37.5%	200
2	Fill in the Blanks	5	96	48%	104	52%	200
	Total		221		179		400

The above table reveals the fact that the 'True False' item had the highest number of correct responses i.e. 62.5% and the 'fill in the blanks' item had the lowest number of correct responses. Regarding incorrect responses, fill in the blank' item had the highest number of incorrect responses i.e.52% and 'true false' item had the lowest number of incorrect responses i.e. 27.5%. However, the number of responses on each of specified items shows a good sign of learning vocabularies.

3.3.4 The Third Progressive Test

Matching and True false items were asked in the third progressive test and correct and incorrect responses were documented for analysis. The correct and incorrect responses on different items have been shown in the table below.

Table No. 9

Responses on the Third Progressive Test

S. N.	Categori es	No. of Items	Correct Respons es	Percentag e	Incorrec t Respons es	Percentag e	Total Respons es
1	Matching Items	5	160	80%	40	20%	200
2	True False	5	171	85.5%	29	14.5%	200
	Total		331		69		400

The above table shows 'True False' item had the highest correct response i.e. 85.5% and 'Matching ' Item had the lowest correct responses i.e. 80%.

Regarding the incorrect responses, 'Matching' item had the highest number of incorrect responses i.e. 20% and True False item had the lowest number of incorrect responses. This result of third progressive test shows the remarkable progress of students.

3.3.5 The Post-test Score

As in the pre-test the same test items were asked in the post-test. The correct and incorrect responses on different items have been shown in the table below.

Table No. 10
Item-wise Correct and Incorrect Responses

S. N .	Categori es	No. of Item s	Correct Respons es	Percenta ge	Incorrec t Respons es	Percenta ge	Total Respons es
1	Matchin g	10	305	76.25%	95	23.75%	400
2	Multiple Choices	10	288	72%	112	28%	400
3	Fill in the Blanks	10	322	80.5%	75	19.5%	400
4	True/ False	10	297	74.25%	103	25.75%	400
5	Tick the best answer	10	363	90.75%	37	9.25%	400
	Total		1545		455		2000

After administering the pre-test and three progressive tests, the final test i.e. the post-test was administered. The same test items used in the pre-test was asked in the post-test as well. The above table shows that last item (i.e. Tick the best answer) had the highest number of correct responses i.e. 90.75% and 'Multiple choice' items had the lowest number of correct responses. Regarding the incorrect responses, the item second (i.e. Multiple choice item) had the highest number of incorrect responses and last item (i.e. tick the best answer had the lowest number of incorrect responses.

The overall discussion of all the tests shows the increasing rate of students' progress in teaching vocabulary due to the use of pictures. Therefore, it can be claimed that use of pictures had the progressive influence in teaching vocabulary.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter presents findings and recommendations of the study.

4.1 Findings

On the basis of analysis and interpretation of the data, the following findings have been derived.

- a. The average scores and the percentage of the post-test were higher than that of the pre-test. Therefore, on the basis of this analysis, it can be claimed that the use of pictures in teaching vocabulary is effective.
- b. Total mark of all the students was 580 i.e. 29.3 percentage. The highest score was 24 i.e. 48 percentage, the lowest score was 9 i.e. 18% and average score of pre-test was 14.65. Thus, we can say that the result in the pre-test was satisfactory.
- c. When the scores of the first progressive test were analyzed and interpreted, it was found that the total score of the first progressive test was 139.5 i.e. 34.87%. The highest score was 5 i.e. 50% and the lowest score was 2 i.e. 20% and the average score of the first progressive test was 3.48. Thus, it can be said that the result of the first progressive test was satisfactory.
- d. The total score of the second progressive test was 171.5 i.e. 42.87%. The highest score was 6 i.e. 60% and the lowest score was 2.5. Thus, from the percentage it can be said that the result of second progressive test was satisfactory.
- e. When the score of third progressive test was analyzed and interpreted, it was found that the total score of all the students was 231.5 i.e. 57.87%. The highest score was 8 i.e. 80% and the lowest score was 4 i.e. 40%. Similarly, the individual score was 5.78. Thus, increment in average

score and the percentage showed that the use of pictures in teaching vocabulary was effective.

- f. When the post-test was analyzed and interpreted, it was found that the total score of all the students was 1720 i.e. 86%. The highest score was 46 i.e. 92% and the lowest score was 38 i.e. 76%. Similarly, the average score was 43. Thus, increment in the percentage clearly shows that the result of post-test was very good.
- g. From the observation of the correct responses on the pre-test, it was found that the item 5 (tick the best answer) receives the highest correct responses i.e. 48%.
- h. From the first to third progressive tests the highest correct responses were 46%, 52.5% and 85.5% respectively.
- i. From the observation of the correct responses on the post-test it was found that the last item (Tick the best answer) received the highest correct responses i.e. 90.75 and the highest incorrect responses was received from the item two (Multiple choice item).

On the basis of the above findings, it can be concluded that the use of pictures in teaching vocabulary will be fruitful if they are selected and implemented appropriately.

5.2 Recommendations

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

- a. All the test results revealed the students' better performance in learning. So, pictures should be used to teach vocabulary items.
- b. Experts, syllabus designers and methodologists should encourage the use of pictures in teaching vocabulary and should consider them as a part teaching and learning while writing the textbook.
- c. To implement effective use of pictures in schools, the teachers should be trained and provided with sufficient teaching materials.

- d. The concerned authority should encourage teachers to improve their teaching technique conducting teachers training programme.
- e. Pictures can be useful almost for all levels. They should be used to create the child friendly environment in instruction.

Although there is no doubt pictures are important in teaching vocabulary but this present study was limited to the forty students of Grade 4 from government aided school. Thus, it cannot be claimed that the findings of this study are applicable to all schools of Nepal. Therefore, it is desirable to carry out the further studies involving more number of the students and schools to verify the findings of the study.

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APPENDIX I

Lesson Plan 1

School : Shree Bhumre Secondary School

Grade : Four

Topic : Vocabulary Teaching

Specific Objectives-On completion of the lesson the students will be able to :

- spell the words correctly
- pronounce these words correctly
- make sensible sentences by using these words.

Teaching items-Vocabulary (i.e. book, landlord, servant, flew etc.)

Task 1: First teacher write difficult word in the board and asks students to spell the words correctly and also ask them to write the difficult words in their own copy.

Task 2: Teacher shows different pictures to the students and asks them to recognize. Later, she asks to follow her such as: Teacher: book |buk|

Student: book |buk|

Task 3: Teacher asks student to make sensible sentences of difficult word. For this she shows the picture of a boy who is reading a book and asks what he is doing. If they do not understand the learning goes ahead otherwise it will be revised for further improvement.

Task 4: Teacher evaluates the student by asking different questions and also asks them to make sensible sentences of difficult words as their homework.

Lesson Plan 2

School: Shree Bhumre Secondary School

Grade: Four

Topic : Vocabulary Teaching

Specific Objective: On completion of the lesson the students will be able to:

- Pronounce these words correctly
- Spell the words correctly
- Make sensible sentences by using these words.

Teaching Items: Vocabulary (i.e. wedding party, butcher's ,clever, etc)

Task 1: First teacher revise the previous lesson and then she write difficult words in the board and ask to spell the words correctly and ask students to copy all the difficult words.

Task 2: Then, the teacher shows different pictures of the difficult words and ask tem to guess the meaning.

Task 3: Teacher involves students in drill patterned practice and later she ask to make sensible sentences. If they can't, she help them and revise for further improvement.

Task 4: Teacher evaluates the student by asking different questions and also ask them to make sensible sentences of difficult words as their homework.

Lesson Plan 3

School: Shree Bhumre Secondary School

Grade: Four

Topic : Vocabulary Teaching

Specific Objective: On completion of the lesson the students will be able to:

- Pronounce these words correctly
- Make sensible sentences by using these words.

Teaching Items: Vocabulary (i.e. quickly, scarf, strange, etc)

Task 1: First teacher revises the previous lesson and asks students to write difficult words in their own copy. She also write difficult word in the board and asks students to pronounce the word correctly.

Task 2: Teacher shows different pictures of the difficult words and ask them to guess the meaning.

Task 3: Teacher asks students to make sensible sentences of difficult word. If they are clear, the learning goes ahead, otherwise, it will be revised for further improvement.

Task 4: Teacher evaluates the student by asking different questions and also ask them to write the meaning of difficult words as their homework.

Lesson Plan 4

School: Shree Bhumre Secondary School

Grade: Four

Topic : Vocabulary Teaching

Specific Objective: On completion of the lesson the students will be able to:

- Spell the words correctly
- Pronounce the difficult words correctly
- Tell the meaning of difficult words.

Teaching Items: Vocabulary (i.e. sad, trouble, help, catch)

Task 1: First teacher will revise the previous lesson in order to motivate the students and write difficult word in the board and asks students to spell the words correctly and ask to write the words without looking.

Task 2: Teacher asks all the students to pronounce it correctly and make them practice.

Task 3: Teacher shows different pictures of the difficult words and ask tem to guess the meaning of the words. If they are clear the learning goes ahead. Otherwise, it will be revised for further improvement.

Task 4: Teacher evaluates the student by asking different questions and also asks them to write the meaning of difficult words as their homework.

APPENDIX II

Pre-test and Post-test

Name of the student.....

Class..... Roll no.....

School's Name.....

Obtained marks.....

Match the following

10 marks



Girl



Ball



Elephant



Butterfly



Tiger



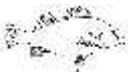
Fish



Bird



Flower



Dog



Boy

Fill in the blanks

10 marks



A dog ___ an animal. It has _____ tail. It has _____ eyes. It has _____ legs. It has _____ ears. It has _____ nose. Usually dog lives in a _____. It _____ us from thieves.

Write 'T' for True and 'F' for False.

10 marks

a. It looks like a duster.



b. It looks like an elephant

E

c. It looks like a pot



d. It looks like a snake

H

e. It looks like a rabbit

r

f. It looks like a doll.

b

g. It looks like an orange



h. It looks like a monkey.

Choose the correct answer.

10 marks

January 2009						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- Which is the last day of the week?
a. Sunday b. Tuesday c. Friday d. Saturday
- Which is the second month of the year?
a. Feb b. Jan c. March d. April
- Which is the fifth Month of the year?
a. Baisakh b. Jestha c. Bhadra d. Chaitra
- Which is the last month of the year?
a. Chaitra b. Falgun c. Baisakh d. Jestha
- Which is the first day of the week?
a. Sunday b. Monday c. Tuesday d. Wednesday
- Which is the second last day of the week?
a. Monday b. Friday c. Sunday d. Wednesday
- Which is the second day of the week?
a. Friday b. Monday c. Tuesday d. Saturday
- How many days are there in a week?
a. Five b. six c. seven d. eight
- Which is the first month of the year?
a. January b. Feb c. March d. April
- Which is the last month of the year?

- a. January b. December c. November d. October

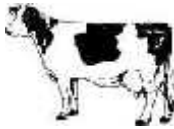
Tick the best answer.



An ostrich is the largest bird.



Rose is our national flower



A cow lives in a shed.



Fish does not live in a water



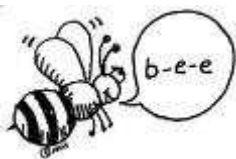
A dog lives in a Kennel



Children does not love Ice-cream



Teachers are like our parents.



Bees live in a hive.

First Progressive Test

Name of the student..... F.M.: 10

Class..... Roll no.....

School's Name.....

Obtained marks.....

Match the sentences with the correct pictures.

i. The man is very fat.



ii. The man is looking very happy



iii. The boy has a long nose.



iv. The girl is wearing a beautiful scarf



v. The man is looking sad.



Choose the correct answer.

- a. The man is in restaurant
- b. The man is in office
- c. The man is in his house
- d. The man is in a cyber.

- a. The boy is crying.
- b. The boy is smiling.
- c. The boy is talking.
- d. The boy is sitting.

- a. The girl is running
- b. The girl is jumping
- c. The girl is walking
- d. The girl is climbing

- a. It look's like a ball
- b. It looks like an apple.
- c. It looks like a soap.
- d. It looks like a pumpkin.

- a. They are friends.
- b. They are brothers.
- c. They are mother and son.
- d. They are student and a teacher.

Second Progressive Test

Name of the student.....

F.M.: 10

Class..... Roll no.....

School's Name.....

Obtained marks.....

Write 'T' for true and 'F' for false.



He is a teacher



He is a doctor



He is a lawyer

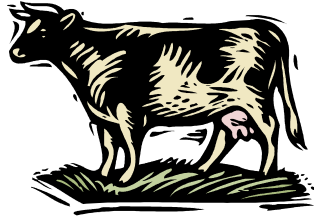


He is a businessman



She is a student.

Fill in the blanks.



A cow is our _____ animal. It has _____ legs and _____ eyes. It gives us _____ which gives us energy. Mainly Hindu people _____ cow as a god.

Third Progressive Test

Name of the student.....

F.M.: 10

Class..... Roll no.....

School's Name.....

Obtained marks.....

Match the sentences with the correct pictures.

1. The girl is walking



2. Shyam is reading with her mother.



3. Rita is eating her dinner



4. Hari is reading a book



5. Ram is swimming in the river.



Write 'T' for true and 'F' for False.

1. She is playing Tennis.



2. She is a nurse.



3. He is a driver.



4. He is a teacher.



5. He is dancing.

