CHAPTER-ONE

INTRODUCTION

1.1 General Background

Literature begins in the creative possibilities of human language and in the desire of human beings to use their language creatively. Though its origin lies in the joy of creation, literature can be intensely serious. It can use its formal beauty as a way of enabling us to contemplate the most painful a terrible aspects of existence, or as a way of celebrating those things we value most highly in life. Thus, it enriches our lives as it increases our capacities for understanding and communication.

Literature is for pleasure. This pleasure is derived from literary quality of work of art and the way it imitates life. It is usually universal because it is not limited to time and space. Furthermore, literature expresses feelings and emotions. Literature has unity and coherence. Language plays vital role in literature. Therefore, a writer's language must be chosen with care.

Literature reflects the experiences, values, and beliefs of a group of people through novels, plays and poems. It provides insights on a culture, promote empathy, and support a developing sense of identity. Students get a lot of befits in literature class. As they engage in literacy class room through the different texts, they move closer to a refined self-perception, experiences, values and view of people, cultures, and lands. The interest in literary texts further motivates learners to engage in the literary language tool.

Defining the concept what literature is, Lazar (1993, p.1) put forward the following points:

- Literature is "feelings" and "thoughts" in black and white.
- Literature is the use of language to evoke a personal response in the reader or listener.

- Literature is word of fantasy, horror, feelings, vision….put into words.
- Literature means to meet a lot of people, to know other different points of view, ideas, thought, minds… to know ourselves better.

Similarly Collie and Slatter (1987) say, "Literature offers a bountiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral".

Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language by reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

1.1.1 Why to Teach Literature in Language Classroom

The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays. In addition, many language teachers while teaching translation courses make their students translate literary texts like novel, drama, poetry and short stories into the mother tongue, Nepali. Translation enhances students' ability to interact with languages. Students fully get the chance to practice the lexical, syntactic, semantic, pragmatic and stylistic knowledge they have acquired in other courses, translation both as an application area covering four basic skills and as the fifth skill is emphasized in language teaching. Many teachers consider the use of literature in language teaching as an interesting and worthy concern. Thus, the place of literature is important in language classroom.

According to Collie and Slatter (1990), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

1.1.1.1 Valuable Authentic Material

Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles) are included within course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life / real life like settings. Literature can act as a beneficial complement to such materials, particularly when the first "survival" level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

1.1.1.2 Cultural Enrichment

For many language learners, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social/ regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings). This colorful

created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.

1.1.1.3 Language Enrichment

Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

1.1.1.4 Personal Involvement

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students is evident. In this process, he can remove the identity crisis and develop into an extrovert.

1.1.2 What is Children's Literature?

Children's literature refers to any book for children which contain short stories, fables, legends, folktales etc. to be read, or acted or listened to. Children's book includes picture books for young children. They are books written from the heart and from at least some memory of and contact with childhood. Children's literature or children's books are written to meet the needs of children. Such needs are children's mental health, security, to love and be loved, to achieve, the needs to know and the needs for aesthetic satisfaction.

Children's literature plays important roles in meeting the above needs. For example, generally, children's literature creates a unique world into which the child will go willingly and actively. They contain some portions of adult comments delivered from one intelligent individual to another without condescension.

Specifically, children's literature or books foster reading habits in children to provide pleasure entertainment and enhance their educational development. It is believed that success in many academic subjects later in life is dependent upon the children's reading ability fostered by children's literature.

Children's Literature is mainly a written or oral literary works dedicated to children. According to Lewis (2001), who wrote books for both children and adults, children's literature is a true literary art form. Picture storybooks are both literary and artistic art forms. The picture storybook conveys its messages through two media, the art of illustrating and the art of writing. Rosenblatt (1976) explains the literary power of children's books, stating that "through the medium of words, the text brings into the reader's consciousness certain concepts, certain sensuous experiences, certain images of things, people, actions, scenes".

According to Winch (2004, p. 339), children's literature can play an important role in cognitive and linguistic development, providing "a locus for the activation of . . . speaking and listening skills, giving them purpose and direction", and a place "where

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children encounter in a non-threatening way a diversity of possible perspectives on philosophical issues, worldviews, social ideas, and cultural practices".

This study particularly focuses on children's literature as a written text which focuses on the interests of children to inform and instruct through the creative and imaginative experience. Moreover, Children's literature widens children's linguistic, mental and emotional horizons. It has some pedagogic functions to be performed.

1.1.3 Kinds of Children's Literature

There are many kinds of children's literature; examples are short novels,short stories poetry, drama, folk tales, myths and legends which are described below,

1.1.3.1 Short Story

A short story is a kind of children's literature. Story here means account of past events or account of imaginary events. Short stories may be found in special collection but may appear from time to time in periodicals. Since they are short, stories of this kind are usually somewhat restricted in their scope, number of characters, etc.

A story can often be read to a class at a single sitting or studied as a single assignment whether in or out of classroom. The short story, also be experienced simultaneously by the whole class, which often makes discussion easier and invites comparison and imitation. To the child reading means listening to stories acted as well as reading by oneself. For example: My Naughty Sister, My Pet Bruno etc.

According to Madden (2009, p.16) "It is a short work of prose fiction which usually depicts one character's inner conflict or conflict with others."

1.1.3.2 Folk Tales

Folk tales refer to popular stories handed down orally from past generation. Folk tales give children a sense of security as they find that they belong to the life of the different environments that they have to adapt to. Parents tell children these folk

stories at home, and then when they go to school, the teacher tells them too. The children go to a new class and the stories are repeated or read or at least talked about.

The children's first experience of the story will be from an adult who tells or reads and shows them pictures. They will find themselves to join in parts of the story, to tell parts or all of it themself, perhaps to act it or write about it; and often the greatest thrill comes when they find that they can read the story for themselves in their own book. The story of how the children come to possess a traditional tale through, perhaps, three years of nursery and infant days may well reflect the history of his whole development as a person during that time. For example: grants, monsters and wicked step mother.

To quote Carter & Long (1982, p.6) " a folk tale is orally transmitted which is about supernatural beings that are not deities (gods & goddess) but may be about other supernatural beings. e.g. devil, demon, monster etc."

1.1.3.3 Myths and Legends

Myths mean person or thing that is imaginary, fictions or invented. It refers to unreal story, handed down from old times, especially concepts or beliefs about the early history of a race, explanations of natural events, such as the seasons.

A mythical story is usually an illustration of the origins of life and death and the fundamental pattern of nature. Myths are more abstract than most kinds of stories that the child will meet. Their characters tend to be more unworldly, and the action is often less firmly rooted in the circumstances of a particular environment. For this reason they may seem remote from the child, but they will appeal to some children at a level beyond concrete understanding and are well worth telling to any age group. For example: Robin Hood, Ramayana etc.

According to Comely (1989, p.48) "a myth and legends are the story that expresses a deep human concern, often involving the actions of gods or other supernatural figures".

1.1.3.4 Novel

The novel is a kind of children's literature. It is a story in prose, long enough to fill one or more volumes, about either imaginary or historical people. The novels by Dickens are classical examples in children's literature that tends to have fairly complex structures, in which some or other of the following element can be recognized:

- Setting
- Characters
- Plot
- Narrative
- Techniques and
- Language

For example: What Kathy Did?

According to Lazar (1990, p. 71) "Novel is description of events, shaped by narrator, which involves a chronological sequence of events, linked by relation of cause and effect."

1.1.4 Language Features in Children Literature

Though Nepal has abundant children's literature in native language, most of the western children's literature is found in school level in English language. As English is second language for Nepalese students, the children's literature has simplified language. Throughout the world, writers have different opinion regarding the language features of children's literature. White (1973, p.140), a well-known children's writer, makes the following observation about the language of children's literature:

Anyone who writes down to children is simply wasting his time. You have to write up, not down. Some writers for children deliberately avoid using words

they think a child doesn't know. This emasculates the prose and bores the reader. Children love words that give them a hard time, provided that is in a context that absorbs their attention.

Some writers of children's literature usually do not limit their word choices, knowing that children's listening comprehension is more extensive than their speaking and reading vocabularies. While other believes that the language in children's literature should be child-oriented and simple. Beside language features children's literature helps in the teaching and learning of English as an additional language. Smallwood (1988 p.66) recommends that criteria for the selection of children's\ literature for language learners should include "age-appropriate theme; simple language; limited use of metaphor and unfamiliar experiences; use of rhyme; unambiguous plot; realistic but simple dialogue; potential for reading aloud; brevity; and good illustrations". Interestingly, given the significance of the fact that the stress-timed nature of English can present major difficulties for speakers of syllabic languages, no reference is made to rhythm and meter. Furthermore, what is meant by 'simple language' is an issue that requires detailed examination, as does that of what is meant by 'good illustrations' and 'potential for reading aloud'. Smallwood's expansion of these criteria, which is summarized below, makes little reference to text-types other than the novel and short story and genres other than the narrative genre and remains so general as to be of little valueto teachers who are searching for criteria that will be of genuine use in the context of language programme design and implementation.

- Books (including illustrations) should be age-appropriate in terms of theme, topic or story line.
- Language and sentence patterns should be fairly simple and somewhat controlled, with tenses, structures and vocabulary repeated often through a book.

- As many books as possible should include rhyming. This is an excellent tool for memorizing (always helpful in language learning) and for visual phonetic transfer.

- The plot should be very straightforward, chronological in order and unambiguous. Action should predominate, with characters and descriptions clear but not complex.

- Dialogue should be used as much and as realistically as possible, but books with dialects and excessive use of idiomatic expressions should be avoided.

- Books should be fairly short (either as a whole or by chapters) so that they can be completed in 5-10 minute sittings.

- Books should be single volumes, as opposed to part of a collection, wherever possible. This applies most often to fairy tales, poetry and songs.

- Illustrations should be clear and dramatic, ideally able to almost tell the story on their own.

In a later publication, Smallwood (1998, p.70.) restates these criteria, adding others:

- Does the book help meet curriculum objectives or enhance the thematic units being studied?

- Is the book's content appropriate to the children's age and intellectual level?

- Does the book use language that is at or slightly above the level of the learners?

- Does the book contain repeated, predictable language patterns?

- Are there clear illustrations that help tell the story?

- Will the book add to the collection of bilingual and multicultural books in the classroom that represent the diverse languages and cultures of the children?

Smallwood (1998, p.147) notes that language and sentence patterns should be 'fairly simple,' 'slightly above the level of the learners,' and 'somewhat controlled', the modifiers suggesting a lack of genuine in-depth understanding of the factors involved in language teaching and learning. This is equally true of most of the other points made.

Brown (2004,p.133) claims that "appropriate selections [of children's literature]give students exposure to new, illustrated vocabulary in context, provide repetition of key words and phrases that students can master and learn to manipulate, and provide a sense of accomplishment . . . that finishing a single unit in a textbook cannot provide". It is impossible to determine on what basis the writer makes the judgment that the completion of a unit in a textbook is necessarily less effective in providing learners with a sense of accomplishment than is the completion of a story. After all, there are some textbooks that include story telling along with a range of related tasks, which provide exposure to new language and revision of existing language, that include repetition of key words and phrases and that are well and appropriately illustrated.

Brown (2004, p.201) argues that when evaluating children's literature with language teaching in mind, teachers should pay careful attention to each of the following:

- Length and complexity:Simple, short stories with repetitive language work best for young EFL learners.
- Type size and the number of words on each page. If the size of type is too small, or there are too many words on a page, young students may be intimidated.
- The level of vocabulary:If students know less than 75% - 80% of the vocabulary, they may lose confidence in their ability to understand the story.
- The nature of illustrations: Illustrations should be interesting and should help students understand both the vocabulary and the story.

- Personal enjoyment: It will be difficult to convince students to be enthusiastic about a story they don't like.

1.5 Children's Literature: Illustrations and Their Function

A tradition of clear, colorful, and simple drawing for children in various styles gradually developed in the 19th century, especially in England. The more famous artists include Walter Crane, whose first series of toy picture books was issued between 1865 and 1873; Kate Greenaway, whose lovable children on flower-bedecked pages appeared in *Kate Greenaway's Almanacs* (1883-1897) and other books; and Randolph Caldecott, whose four-volume set of simple line drawings illustrating favorite nursery rhymes and works (quoted in Encarta 2009)

Enhancing reading competence of children is a great challenge to language teachers. To fulfill the language teaching requirements, language teacher employed a variety of strategies. Among many, one of the strategies which has proven to be successful is mental imagery. According to Gambrell and Jawitz (1993), when children construct mental images, they use their prior knowledge and develop critical thinking skills. Construction of mental images during reading enhances their abilities to remember what they read, construct inferences, and make predictions. This constructive process prompts language learners to construct relations between the parts of the text and the learners' knowledge and experiences. The relation between the reader and the text is irrefutable. As Gambrell and Jawitz (1993) pointed out, illustrations to the text play a similar role to mental images and increase comprehension of the text as well.

Illustration plays an important role in children's literature. It enhances children's ability to concretize the phenomena easily and helps in children's literary development. Children like pictures and need pictures because it makes possible language accessible and shortness of texts. Children easily visualize any story when it is illustrated. Illustration functions as words to them. It becomes natural. The pictures are never only just pictures but they are the pictures which are, in a sense, influenced by words. Thus the words on their own are always partial, incomplete and unfinished

but illustration of the pictures are very much meaningful to children through which they get the exact meaning which lasted for long term memory in their life. Thus, the pictures and text gives students an opportunity to visual-reading competence. Illustrations are literature in their own right and, whether used by themselves or integrated with written texts, they sharpen the perception of children, stimulate their imagination and increase their sense of observation. The overall development of children can be aided by good illustrations. Illustrations can give children a sense of personal identity and an awareness of their cultural heritage. Events of long ago are made alive by vivid illustrations. Illustrations can also help to eliminate stereo-types and correct wrong cultural notions. Illustration accentuates the cognitive function. Good illustrations can contribute to the overall development of the child by stimulating his imagination, arousing his perception, developing his potential.

Nepalese are traditionally known to be happy, joyous people, easily moved to laughter and able to make others laugh. But this feature of our oral culture is hardly reflected either whatever might be the reason, the situation should change for the better.

In selecting and using children's literature with reference to illustrations, teachers of English in Nepal need to be both realistic and cautious. Pictures, along with colour and design, not only provide children with sensuous pleasure, but also with an aid to literacy and language development, providing something to which they "can attach their ideas". Although this can be the case, it is equally possible for pictures to represent a barrier to language learning in some cases, especially where their relationship to the written text is not a direct one. As the illustrator, Blake (2000) notes that pictures can not only mirror text and expand text but can also act against text. Where a picture book issued in the context of the learning of an additional language, ambiguity should generally be avoided.

1.1.6 Use of Literature in Teaching and Learning of English

Literature is a discipline that helps creative writers bring out their inner feelings, emotions, experiences, ideas, and opinions is an artistic and aesthetic way that pleases and instruct the readers at once. So, literature has provided essential elements in language classroom. Thus, importance of literature in language teaching is eminent. Language is expression of human personality in words, whether written or spoken. It is an actual organized noise used in social condition, although, there are both positive and negative views for placing literature in language classrooms.

Literature has the use of language, wherever, literature exists, there is language. It is use of language that makes literature beautiful, symmetrical and elevated. So, literature, with effective stories, is an important source that proves effective and reliable material of language teaching.

Literature indeed enhances teaching learning activities as the students are more exposed to various literary genres like poetry, drama, stories, novel, and essay. The students are introduced with the basic elements of literary genres and skills in teaching learning activities. Thus, literature facilitates the English language development of children either for native speakers or for the learners of English as an additional language.

Lazar (1993) has put forward some reasons for using literature in language class room:

- It is authentic material.
- It is very motivating, has general educational value.
- It helps students to understands others cultures.
- It works as stimulus for language acquisition.
- It is highly valued and has high status.
- It encourages the students to talk about their opinions and feelings.

- It familiarizes the students with different theories of contemporary literary criticism.

By incorporating a great deal of cultural information, literature provides valuable authentic materials in order to develop linguistic competence. Moreover, it also fosters personal involvement in the readers. Literature does not only foster personal involvement of the audience but it is also important as it provides matters related to fundamental human issues.

Collie and Slatter(1987) put forward some reasons for using literature in language teaching:

- It works as valuable authentic materials.
- It develops cultural enrichment.
- It helps in language enrichment.
- It develops critical awareness

1.1.7 Action Research

Action research is mainly a research with an action. Generally action refers to the process of doing something in order to make something happen or something to deal with a situation. The main purpose of finding out an action research is to solve the practical problems. According to Nunan (1992), action research is becoming increasingly significant in language education as it addresses the immediate practical problems. But it should be able to identify and solve the problems in a specific context, only if, it is initiated by a question, is supported by data and interpretation and is carried out by practitioner investigating aspects of his/her own context and situation.

In the words of Burn's (1994), "Action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researcher, practitioners and layman." That is to say, action research is basically concerned with

the social situation. The researcher tries to involve in the problem solving activities. It is based on the solution of practical issues. In educational action research, the teacher is intended for changing the existing situation in the classroom. To change the existing situation, the teacher and the students take part in action to overcome the problems. On the other hand, action research is very helpful to construct theories, methods and techniques in teaching and learning. Being teaching an art and craft, the teacher needs to take part in action research for polishing his or her profession.

A more detailed and worthy definition comes from Ranjit Kumar (2009). He holds the view that:

> Research is a means to action either to improve practice or to take action, to deal with a problem or an issue. Since action research is guided by the desire to take an action, strictly speaking, it is not a design. Most action research is concerned with improving the quality of service. It is carried out to identify areas of concern, develop and test alternatives, and experiment with new approaches.

The action research is classroom investigation carried out to find out and solve the specific problems here and now in local setting. It is joint venture of language practitioner and researcher in a practical way. That's why Kemmis and McTaggart (1986 p. 6) have called it group activities. The main aim of action research is to find out ways of solving problems by bringing up out a practical action in comparison with the research which seeks to discover scientific principles or develop general laws and theories. Action research ultimately solves the practical problems of an academic context by bridging gap between theory and practice.

1.1.7.1 Characteristics of Action Research

Cohen and Menon (1985) mention the following characteristics of action research:

- Action Research is collaborative.
- It is carried out by practitioner.

- It is practical.

- It is participatory in nature.

- It is cyclical in process.

- It is led by inductive approach.

1.1.7.2 Steps in Carrying out Action Research

Generally action refers the process of doing something in order to make something happen or something to deal with a situation. Different scholars have put forward almost similar steps of action research but they slightly differ in ordering of the steps.

Wallace(1998) gives five steps:

- Considers problems/ issues

- Ask questions

- Action research

- Data collection and analysis

- Application to professional practitioners.

Likewise, Nunan (1992) gives following steps of action research:

I.   Initiation: The researcher observes the problems.

II.   Preliminary investigation: An attempt is made to collect the concrete information about what the problem is.

III.   Hypothesis: The researcher plans his/ her activity to solve the problem identified and postulates a hypothesis.

IV.   Intervention and Treatment: The ongoing regular classroom activities are interrupted and a new treatment is introduced. The main purpose of it is to bring change in the organizing state of affairs.

V.   Evaluation: The researcher evaluates the change brought by the new action introduced in preceding steps.

VI. Dissemination: It is the state of sharing the idea about the findings of the study. The researcher runs a workshop or presents paper at the language conference or seminar.

VII. Follow up: The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and new one is adopted to introduce certain changes in the study.

1.2 Review of the Related Literature

As literature has a vast range of area, various researchers have carried out different research in this field. But no research has been done on the roles of children's literature in teaching English language. Few attempts have been made to find out the activities used in teaching literature under the Department of English Education, T.U. Some research works in teaching techniques by using literature which were carried in the Department of English Education are reviewed in this section.

Lamsal (2005) carried out the research on "A Study on the Strategies Used in Teaching Story at Secondary Level". His research objective was to find out the strategies used in teaching story. He used questionnaire and classroom observation as his methodology. The researcher found that there were not any fixed strategy and poor faculty strategies were being used. There were a lot of complexities and problems in teaching story.

Bhatta (2006) carried out a research study on the title "A Study on Grade Ten Students' Ability to Understand the Literary Texts". His objectives were to find out the students ability to understand the literary text and to compare their ability in terms of text, sex, district and school. He had based his study on action research. In conclusion, he said that students were found better in prose than in poetry.

Joshi (2008) carried out a research on the title "Teaching English Short Stories Interactively". The objective of his study was to measure the effectiveness of teaching stories interactively at the primary level in terms of their performance and the

materials used to them. He used action research methodology to carry out his research. He concluded that teaching interactively is highly fruitful for the students of primary level.

Regmi (2011) carried out a research on "Activities used in Teaching Literature". The objective of this study was to find out activities used in teaching poetry and short stories in higher secondary level. She used questionnaire and observation as her tools. She recommended that the students should be encouraged in predicting the happenings which helps the students in understanding the texts and she also suggests that teaching literature should not be confined within the content; it should develop the creative aspects of the students through literary world.

Although many research studies have been carried out in order to explore the effectiveness of literature, none of the experiments has dealt with of children's literature in English language teaching. So, I tried to carry out this research to find out the roles of children's literature in English language teaching.

1.3 Objectives of the study

The objectives of the present study were as follows;

      i. To find out the effectiveness of children's literature in language teaching

      ii. To point out some pedagogical implications.

1.4. Significance of the study

The study will provide information about the use of children's literature in teaching and learning of English language. This study will be beneficial to the students, teachers, syllabus designers, textbook writers and to all those who are interested in literature as means of language teaching and learning. More specifically, it will be significant to those teachers and students who are directly and indirectly involved in teaching or learning of English. It will also be helpful for the similar or related study in the field of literature teaching as teaching assets as well. Similarly, the present study will add something new in the field of studying the effectiveness of children's literature in teaching language.

CHAPTER: TWO

METHODOLOGY

This chapter deals with the research methodology adopted to find out the effectiveness of children's literature in language teaching. The sources of data, population of the study, sample size and sampling procedure, tools for data collection, limitations of the study and the other procedures are specified and described below:

2.1 Sources of Data

I used both primary and secondary sources for collecting data. The primary sources were used for collecting the data and the secondary sources were used to facilitate the study.

2.1.1 Primary Sources of Data

The primary sources of data were the students of Grade 4 of GS Higher Secondary School, a private boarding School in Bafal, Kathmandu by administrating the tests: pre-test, progressive tests and post-test.

2.1.2 Secondary Sources of Data

The secondary sources of data were the books, theses, journal articles, internet, etc., related to the present research. Some of them were books like Lazar (1993), Richards and Rodgers (1996), Collie and Slater (1987), Hornby (2000), Khaniya (2005), and the internet sources were also secondary sources of this study.

2.2 Population of the Study

The population of study was the students of grade four of a private secondary boarding school of Kathmandu valley.

2.3 Sampling Procedure

To fulfill the objectives of the study, GS Higher Secondary School was selected using purposive non-random sampling and all the students from grade- 4 of the same school were also selected by using the same procedure. There were altogether 40 students in the class.

2.4 Tools for Data Collection

The tools I elicited the data included pre-test, progressive tests and post- test. The pre-test and post-test consisted of the same items whereas progressive testsconsisted of the test items to see how lessons were in progress. Regarding marking scheme, pre and post-tests were designed with 40 as full marks on entire test. Each of the progressive tests wasassigned 10 marks.

2.5 Process of Data Collection

I collected the data from the primary sources by conducting the following processes and steps:

i. First of all, I prepared the written test items for assessing students' initial proficiency level on using English literary texts while teaching learning.

ii. I visited the school's head and established rapport with him explaining the purpose of my study.

iii. After that I met the subject teacher and asked for permission to carry out experiment on the fourth graders for thirty days.

iv. In collaboration with the subject head and subject teacher, I got the period fixed for carrying out the experimental teaching.

v. After fixing the time for period, I met the fourth graders of the school to inform them as to how and for what purpose I taught them English.

vi. I consulted the record keeping desk to receive the name list of the students.

vii. To determine the effectiveness of children's literature in language teaching class room, in the beginning, a written pre-test was administered. The set of test items carried 40 marks.

viii. After analyzing the scores of the students on the pre-test, I started teaching literary items.

ix. I administered the progressive tests in the interval of five days.

x. Then I administered the post-test to determine the effectiveness of children's literature in teaching English.

xi. I taught them 30 classes. I taught short stories, long stories, essays and poems.

2.6 Limitations of the Study

The study was concerned with the role of children's literature in teaching and learning of English Language. This study had the following limitations:

i. The study was limited to GS Higher Secondary School, Bafal, Kathmandu.

ii. The population of the study was limited to the students of grade four, 40 students of the school.

iii. Primary data for this study was collected only by administrating pre-test, progressive test, and post-test.

iv. The study was limited to only the classroom situation of GS Higher Secondary School, situated in Bafal, Kathmandu.

CHAPTER THREE

ANALYSIS ANDINTERPRETATION OF DATA

This chapter consists of, the systematically collected data from primary sources which have been analyzed and interpreted descriptively and analytically. My study is based on action research. Data analysis is essential stage in action research. In order to gather the required data I administered pre- test, progressive-tests and post-test. I tabulated and analyzed the data in the following order:

a) Analysis and interpretation of scores on the pre-test
b) Analysis and interpretation of individual test scores obtained from five progressive test
c) Analysis and interpretation of scores on the   post-test

3.1 Analysis and Interpretation of Data through Test Results

This section compromises the analysis and interpretation of the data through the pre-test, progressive test and post-test.

3.1.1 Pre-Test

Before I started the experimental teaching, I administered a set of test items (i.e. pre-test) to determine the student's initial level of proficiency on teaching items. The pre-test consisted of different task like finding word meanings, matching items, paragraph writing, using phrases into sentences, using description and comparison, finding similes, writing story, explaining the pictures   and creative writing. The scores of the students on the pre-test were recorded in the following table:

Table No. 1 Individual Scores on Pre-Test

S.N	F.M	Scores	No. of	No. of Students

			Students	in Percentage (%)
1	40	24	2	5%
2	40	23	3	7.5%
3	40	20	5	12.5%
4	40	19	2	5%
5	40	18	3	7.5%
6	40	16	3	7.5%
7	40	15	3	7.5%
8	40	14	4	10%
9	40	12	3	7.5%
10	40	10	5	12.5%
11	40	8	5	12.5%
12	40	7	2	12.5%
TOTAL			40	100%
Average Score: 37.45%				

As the table shows, 5% of students have scored 24 marks each, which is the highest score on the pre-test. Over 12.5% students obtained 7 marks (designed with 40 as full marks), which is the lowest score on the pre-test. This result clearly shows varied proficiency over different test items.

3.1.2 The Pre-Test and the First Progressive Test

Before I started my real teaching I conducted a pre-test in order to see the student's proficiency and capacity over literary items which consisted of 40 as full marks. After taking the pre-test I started using children's literature as teaching items. After, at the interval of five days, I administered a set of test item i.e. first progressive test which consisted of 10 as full marks.

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

S. N.	F.M. of Pretest	F.M of Progressive Test	Scores on Pretest	Scores on 1st Progressive Test	Num. of students in Pretest	Num. of students in 1st Progressive Test	Percentage in Pretest	Percentage in 1st Progressive Test
1	40	10	24	07	2	10	5%	25%
2	40	10	23	06	3	10	7.5%	25%
3	40	10	20	05	5	06	12.5%	15%
4	40	10	19	04	2	06	5%	15%
5	40	10	18	03	3	05	7.5%	12.5%
6	40	10	16	02	3	03	7.5%	7.5%
7	40	10	15	--	3	--	7.5%	--

8	40	10	14	--	4	--	10%	--
9	40	10	12	--	3	--	7.5%	--
10	40	10	10	--	5	--	12.5%	--
11	40	10	08	--	5	--	12.5%	--
12	40	10	07	--	2	--	12.5%	--
Total					40	40	100%	100%

Pre-Test Average Score: 37.45%

First Progressive Test Average Score: 46%

Observing the pre-test scores and first progressive test scores of the students what I found was that their scores were distributed around the average score of 37.45% (out of 40 as full marks) where the highest score of students was 24 and the lowest score was 7 on the pre-test whereas, on the first progressive test they scored average score 46% (5 out of 10 as full marks) where the highest score was 7 and the lowest score was 2. It showed that the use of children's literature have progressive effect on teaching and learning of English.

3.1.3 The First Progressive and the Second Progressive Test

After conducting the first progressive test, as it showed that the use of literary items in language teaching seemed to have progressive effect on the students. I was encouraged to teach another literary genre (i.e. short stories) at the interval of five days. I administered another test items containing 10 marks (i.e. second progressive test) to determine the student's proficiency and progress on literary items. The

following table shows the scores of the students on the first progress and second progressive test.

Table No.3 Individual Scores on First and Second Progressive Test

S.N.	F.M.	Scores on 1st progress Test	Scores on 2nd Progress Test	No. of Student in 1st Progress Test	No. of Student in 2nd Progress Test	Percentage in 1st Progress Test	Percentage in 2nd Progress Test
1.	10	7	10	10	12	25%	30%
2.	10	6	7	10	8	25%	20%
3.	10	5	6	6	7	15%	17.5%
4.	10	4	5	6	5	15%	12.5%
5.	10	3	4	5	8	12.5%	20%
6.	10	2	-	3	-	7.5%	-
Total				40	40	100%	100
First Progress Test Average Scores: 46%							
Second Progress Test Average Scores: 51.20%							

Observing the first progressive test score, what I found was that the scores of the students were distributed around 46% where the highest score was 7 and the lowest score was 2 whereas in the second progressive test, they have scored average score 51.20% where the highest score is 10 and the lowest score is 3.

In comparison of the first progressive test, the students have shown satisfactory over literary knowledge. In the second progressive test, it has added more expectations on teaching literature as well as developing creative and imaginative skills of students.

3.1.4 The Second Progressive Test and the Third Progressive Test

After conducting the second progressive test I started teaching two long stories and at the interval of five days, I again administered a set of test items (i.e. third progressive test) to determine the student's progress on language learning through literature. The second and third progressive tests consist of two items each five marks (i.e. 10 marks).

The following table shows the scores of the students on the second and third progressive test:

Table No. 4. Individual Scores on Second and Third Progressive Test

	F.M	Scores on 2nd Progressive Test	Scores on 3rd progressive Test	No. of Student in 2nd progressive Test	No. of student in 3rd progressive Test	Percentage(%) in 2nd Progressive Test	Percentage (%) in 3rd Progressive Test
1	10	10	10	12	20	30%	50%
2	10	7	9	8	13	20%	32.5%
3	10	6	7	7	3	17.5%	7.5%
4	10	5	8	5	2	12.5%	5%
5	10	4	6	8	2	20%	5%
Second progressive test av. Scores:51.20%							
Third progressive test av. Scores: 68.8%							

As the table shows 50% of students have scored 10 marks which is the highest mark; and 6 out 10 as full mark was obtained by 5% of the students each, which is the lowest score of the students. Additionally, 50% of the students are above average score and 50% of them are below average score. In comparison of the second test this time score seems to be more heterogeneous. However the progress the students have shown is again significant evidence in support of advocating the use of children's literature in language teaching.

3.1.5 The Third and The Fourth Progressive Tests

After conducting the third progressive test, I again started teaching another item and at the interval of five days I again administered a set of test item that is fourth progressive test to determine the students' proficiency on children's literature. The third and fourth progressive tests consist of two items each of 5 marks (i.e. 10 marks as full). The following table shows the scores of the students on the third and fourth progressive tests.

Table No.5 Individual Scores on Third and Fourth Progressive Test

S. N.	F. M.	Scores on 3rd Progressive Test	Scores on 4th Progressive Test	No. of student in 3rd Progressive Test	No. of student in 4th Progressive Test	Percentage (%) in 3rd Progressive Test	Percentage (%) in 4th Progessive Test
1	10	10	10	20	20	50%	50%
2	10	9	9	13	13	32.5%	32.5%
3	10	7	7	3	5	7.5%	12.5%
4	10	8	8	2	2	5%	5%
5	10	6	-	2	-	5%	
Average Score on Third Test:68.8%							
Average Score on Fourth Test:70.21%							

As the table shows 50% of students have scored 10 marks each which is the highest score, whereas 7 out of 10 which is obtained by12. 5% of students which is the lowest score of fourth progressive test . The distribution score is very much similar to the third progress test. The claim I want to make is that the use of children's literature plays significant role in teaching English .It also helps to develop linguistic and cultural knowledge. It is more significant part of language teaching programme and using it in such a way as to further the learner's mastery over the four basic areas of listening, speaking, reading and writing.

It helps to make children more imaginative and creative. It can even handle the large class and encounter the interests of all level of students.

3.1.6 The Fourth and Fifth Progressive Test

After conducting the fourth progressive test I finally ended my teaching with two other literary items that are two long stories. I administered a set of test items (i.e. Fifth progressive test) to determine the students' proficiency in language learning. The scores of students on the fourth and fifth progressive tests were recorded as follows:

Table No.6   Individual Scores on the Fourth and Fifth Progressive Test

S. N	F. M.	Scores on 4th progressive test	Scores on 5th progressive test	No. of student in 4th progressive test	No. of student in5th progressive test	Percentage (%) in 4th progressive test	Percentage(%)in 5th progressive test
1	10	10	10	25	20	5%	62.5%
2	10	9	9	5	13	32.5%	12.5%
3	10	7	8	2	3	7.5%	5%
4	10	8	7	6	2	5%	15%
5	10	6	6	2	2	5%	5%
Average Score on Fourth Test: 70.21%							
Average Score on Fifth Test:73.75%							

As the table shows 10 out of 10 which is the highest score was obtained by 62.5 % of the students where 73.75% is average score, 6 out of 10 which is the lowest score was obtained by 5%. Overall 62.5% of students are the scorer above the average score and

37.5% of them are scorer below the average. This distribution has a little bit difference from the score on the fourth. However, the distribution of the score on this test continued to be similar to the previous one. In reading literary text, students also cope with language intended for native speaker and thus they gain additional familiarity with many linguistics uses.

Again my claim is the same to the previous one. The progress the students have continued showing in learning English language in change situation of classroom applied (teaching children's literature out of the academic course); had strengthen my belief on use of children's literature in teaching English language.

3.1.7 Fifth Progressive Test and Post-Test

After conducting the fifth progressive test, at the end of experimental teaching I again administered the same set of test items (i.e. pre-test)as post-test to determine the effectiveness of children's literature in teaching English language. The following table shows the scores of the students on the fifth progressive test and post- test.

Table No. 7. Individual Scores on Fifth Progressive Test and Post-Test

S. N.	F.M. of Post-Test	F.M of Progressive Test	Scores on Post-test	Scores on 5th Progressive Test	Num. of students in Post-test	Num. of students in 5th Progressive Test	Percentage in Post-test	Percentage in 5th Progressive Test
1	40	10	34	10	16	25	40%	50%
2	40	10	40	09	1	05	5%	32.5%
3	40	10	38	07	2	02	2.5%	12.5%
4	40	10	35	08	1	06	2.5%	5%
5	40	10	25	06	5	02	12.5%	5%
6	40	10	19	--	2	--	5%	--
7	40	10	27	--	3	--	7.5%	--
8	40	10	29	--	6	--	1.5%	--
9	40	10	37	--	4	--	10%	--
Total					40	40	100%	100%
Fifth Progressive Test Average Score: 73.75%								
Post-Test Average Score: 78.93%								

Observation of the above table shows that 40 out of 40 is the highest score of 5% of students, 2.5% of students have scored 38 marks, which is the second highest marks and 5% of students have scored 19 which is the lowest marks in the post test.

In comparison of the fifth progressive test score, post test score shows the remarkable progress of students in language proficiency and creative writing. The result clearly shows that the use of children's literature in teaching English is really effective.

3.1.8 Post-Test

After I finished the experiment teaching over 30 days I administered the post test, the scores of students were recorded as follows.

Table No.8 Individual Scores on Post-Test

S.N	F.M.	Scores	No of student	Percentage
1	40	34	16	40%
2	40	40	2	5%
3	40	38	1	2.5%
4	40	35	1	2.5%
5	40	25	5	12.5%
6	40	19	2	5%
7	40	27	3	7.5%
8	40	29	6	1.5%
9	40	37	4	10%
Average Scores: 78.93%				

Observation of the above table shows that 40 out of 40 is the highest score obtained by 5% of the students, 38 out of 40 obtained by 2.5% of them is the second highest score and 19 out of 40 are the lowest score distributed by 5% of students.

In comparison to the pre-test score, post-test scores shows remarkable progress of students in learning English through children's literature. On the pre-test the scores were distributed around the average score of 37.45% with 24 as highest score and 7 marks as lowest score whereas the scores on the post-test are distributed around the average score78.93% with 40 as highest score ,which is greater than the average score on the pre-test. The result vividly shows children's literature as an effective means of teaching English language.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

In this chapter, I attempt to report the main findings of the study drawn based on the data analysis and interpretation. It also includes with some suggestions made on the basis of major findings of the study.

4.1 Findings

In course of analyzing effectiveness of children's literature in English language teaching through pre-test, progressive- test and post- test, the use of children's literature was found to have notable effect in teaching English

For the sake of completion of my current study I carried out analysis and received reflection of three major point's namely pre- test scores analysis, progress test scores analysis and post- tests scores analysis the each and every end I found the students having better performance on the given task after they studied children's literature. After the analysis of all the tests, the findings of the study have been put as follows:

i. The scores of the student's on pre-test were distributed around the average score of 37.45% (out of 40 as full mark), whereas their scores on the post-test were distributed around the average score of 78.93% (out of 40 as full mark)

ii. Five percent of student's score was 40 out of 40 on the post-test, but their scores on the pre- test showed 24 as the highest mark.

iii. The student's average scores on pre-test (37.45% out of 40 as full marks) compared to first progressive test (46% out of 10 as full marks) shows a progressive effect of teaching.

iv. The student's average scores on the first test (46%) compared to the second progressive test (51.20%) shows a considerable progress made by students in language learning.

v.   The students average scores on the second progressive test (51.20%) compared to third progressive test score (68.8%) again shows the progress made by students.

vi.   The student's average scores on the third progressive test (68.8%) compared to fourth progressive test (70.21%) again shows the progress made by students.

vii.   The student's average scores on fourth progressive test (70.21%) compared with fifth progressive test scores (73.75%) surely shows a considerable progress made by students.

viii.   The student's average score on post-test 78.93%(out of 40 as full marks) compared to fifth progressive test(73.75% out of 10 as full marks) shows an progressive effect made by students.

The above findings lends me to believe that it was the effectiveness of children's literature that made students more effective and facilitated towards English language learning than the normal classroom situation.

4.2 Recommendations

Based on the findings of the study have been made the following recommendations for pedagogical purposes, though the results from this study cannot be generalized to all children, the findings provided implications for teachers to implement in their own classrooms to facilitate learning.

1. Since the students have shown the progressive result in the different tests i.e. pre-test, progress test and post-test, it can be inferred that use of children's literature in English language teaching is really effective, the teachers are advised to use children's literature to teach English.

2. A literary text provides many benefits for children. Children practice writing skills, which allow for writing development and also, they reflect on their thinking of the literature. This reflection can help students develop cognitively so they can be ready to tackle more complex literature pieces in

later grades. Therefore, it should be taken as an effective tool to improve writing skill by the teachers.

3. Providing access to literature can draw the students' attention to further aspects of the language learning and assess to words use, vocabularies, use of phrases, use of sentences and other grammatical aspects. So, all the teachers are advised to use it.

4. It develops the creativity of the students. Thus, the teachers should use it.

5. It creates fun environment or learning, it can maximally minimize the boring situations. So, all the teachers are advised to use children's literature to entertain the class.

6. Students should be involved in tasks which should be interesting and motivating. So that they can be highly motivated and interested in their study. They can be creative. So, all the teachers are advised to apply it in order to motive the students.

7. Teacher should also help students explore their own responses to literature.

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APPENDIX – 1

Test – 1

Tools for data collection (**Pre and Post-test**)

Name: …………………………   F.M. - 40

Roll N.: …………   Time: 40 mins

Sex: ………..

1.   Write the word meaning of the followings.   5

     a) <u>yell</u>

     b) <u>wail</u>

     c) <u>bell</u>

     d) <u>pail</u>

     e) <u>sandy</u>

     f) <u>pretty</u>

     g) <u>timidly</u>

     h) <u>brave</u>

     i) <u>tasty</u>

     j) <u>magician</u>

2. Match the different kinds of stories from the book title.   4

Group A	**Group B**
Stories	**Book Titles**
a) Adventure story	a) Ghosts
b) Animal story	b) The Missing Diamond
c) Space story	c) Grade 6 at Jana Shakti

d) Sports story   d) River of Danger

e) School story   e) Ray The Tiger

f) Historical story   f) Men from Mars

g) Horror story   g) Romulus of the Roman Legion

h) Crime story   h) The Winning Goal

3. Write any five sentences how you feel when you read a poem.   5

4. Write a paragraph how you feel when you read a horror story.   5

5. Use description and comparisons to answer the following question, clues are given for you.

5

1. What's your father like?

Ans: He's tall and ……………….

He's older than……………..

He was born in ……………..

2. What's your house like?

Ans:…………………………

……………………………

……………………………………

3. What do you think your village is like?

Ans: …………………………………

……………………………………...

……………………………………..

6. Write similes for these.   6

As quite as……………

As still as……………..

As cold as…………….

As red as………………

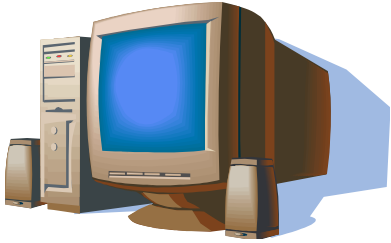Singing like……………

As sticky as………………

7. Using the following adverbs, write a short story about yourself.   5

Quickly, quietly, slowly, immediately, carefully, suddenly, fortunately, really

8. Look at the picture and describe it in one paragraph.   5

APPENDIX – 2

(First Progress Test)

Test – 2

Name: ………………………………………..

Roll N.: ……………………

F. M. – 10

1. Fill in the blanks with words that match the meanings. Choose from the box.

    5

Small	hungry	difficult	fight	glee

   a. Something not easy………….

   b. Great happiness………………

   c. Feel the need to eat……………

   d. Opposite of big…………………

   e. Quarrel………………………

2. If you could have a pet, which animal would you choose? Write about the pet you would like to have and how would you look after it.   5

APPENDIX – 3
Test – 3

Name: …………………………………………..

Roll N.: ……………………

F. M. – 10

1. Circle the odd one out. Why it is odd? What are the other three words related to?

        5

Ans:

2. Fill in to, too or two   5

    a) Mummy goes………………..the market every Saturday.

    b) English is my favourite subject but I'm good at math……..

    c) ……….. heads are better than one.

    d) There were …….clowns in the circus.

    e) Neha wants………become an engineer.

Test – 4

Name: ……………….………………………..

Roll N.: ……………………

F. M. – 10

1) Write two paragraphs about your best friend.   5

2) Fill in the blanks with know, now or no to complete.   5

    a) I ………a doctor who ……..lives in Kathmandu.

    b) Sanskrit is ……..longer spoken by the common man.

    c) ………. I don't ………which came first………the chicken or the egg?

    d) Oh! Yes,………I ………what you mean.

    e) Many people……own a mobile set.

Test – 5

Name: …………………………………………..

Roll N.: ……………………

F. M. – 10

1. Why do we need to play games explain in five sentences.   5

      a) ………………………………………………….

      b) …………………………………………………..

      c) …………………………………………………..

      d) …………………………………………………...

      e) …………………………………………………………

2. Explain the pictures in your own sentences.   5
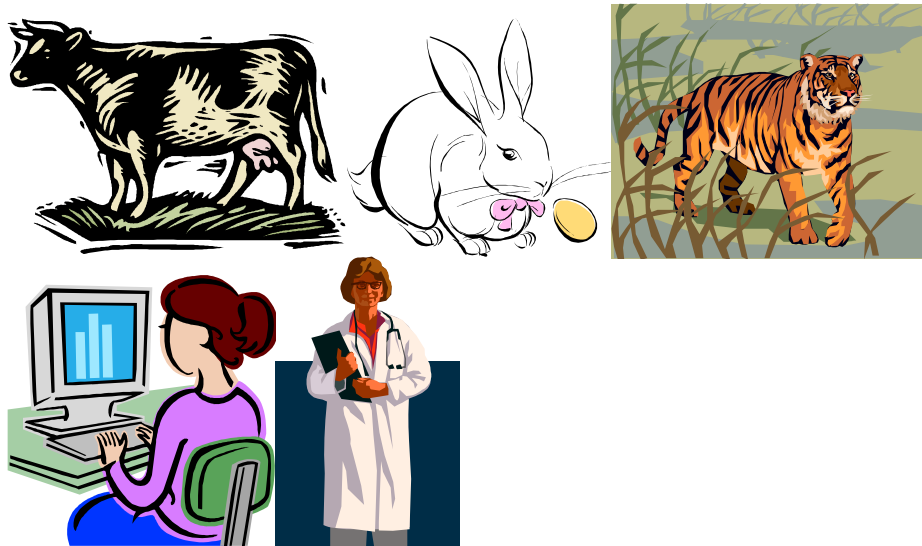
APPENDIX – 6

Name: ………………………………………..

Roll N.: ……………………

F. M. – 10

1. Give the rhyming words for the followings.   5

   a. Clever ……………………..

   b. Hay ………………………

   c. Lazy………………………….

   d. Sound …………………………….

   e. Brave …………………………..

   f. Line………………………..

   g. Nature……………………………..

   h. Cream…………………….

   i. Sun ……………………………

   j. Crawl………………………….

Write a poem describing your sister or your brother.   5

APPENDIX: 7

THE PAINT BOX

Cobalt and umber and ultramarine,

Ivory-black and emerald-green.

What shall I paint to give pleasure to you?

"Paint me somebody utterly new."

I have painted the tiger in crimson and white.

The colors were good and you painted aright

I have painted the cook and camel in blue,

And a panther in purple. "You painted them true"

Now mix me colour that nobody knows.

And paint me a country where nobody goes,

And put in it people a little like you,

Watching a unicorn drinking the dew."

By E.V. Rieu

LESSON PLAN 1

Class: Four

Teaching item: Poem

Title: The Paint Box

Teaching materials: Usual classroom materials, photocopies of the poem, list of colours and things, flash cards containing words.

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

- Connect the objects to their colours
- Explain the poem

Activities: The teacher asks some general questions to one of the students like:

- o Which is your favour item colour?
- o Do you like painting?
- o What is the color of a tiger?
- She introduces the lesson, distributes the photocopies of poem, and asks them to read silently.
- She reads the poem with correct pronunciation and rhyming using different facial expression, gesture etc. and asks students to follow her.
- She explains one stanza and encourages students to explain two other stanzas similarly.
- She helps the students in writing and describing the stanzas.
- She makes the lists of things that is red and uses picture to make it more clear to the students.
- She shows other colours and lists of words through flash cards and asks students to match them respectively.
- She makes a table on the white board to list colour like:

Things that are Red	Sound	Feelings

- She provides one example and encourages students to fill other.
- She asks to find out colour from the pictures and she asks some questions related to poems.
  a) What has the poet painted?
  b) What does the paint box want?
  c) What could be a colour nobody knows?
- She asks students to give another title of the poem similar to that of the poet.
- She encourages the students to discover the new title.

Evaluations:. Write about the poem in one paragraph.

Pet Tomato

I bought a pet tomato

And tried to teach him tricks

But he wasn't any good at

Catching balls and fetching sticks.

                              He could never catch a Frisbee,

                              And he wouldn't sit or speak,

                              Though we practiced every afternoon

                              And evening for a we

 He refused to shake or wave or crawl

 Or beg or take a bow,

 And I tried, but couldn't make him bark,

   Or get him to meow.

                              He was terrible at playing dead.

                              He couldn't jump a rope.

                              When he wouldn't do a single trick

                              I simply gave up hope.

Though I liked my pet tomato

I returned him with regret

Boy, I sure do hope this watermelon

Makes a better pet.

            By Nina Sehgal

LESSON PLAN: 2

Title : Pet Tomato

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

- match rhyming words
- classify 'I' and 'y' sounds

Teaching materials: usual classroom materials, photocopies of the text, some flash cards having rhyming words

Activities:

- The teacher provides the photocopies of poem and read it loudly in correct rhyme and rhythm
- She provides the words like tricks , speak, crawl, dead, rope and asks to find the rhyming words from the poem
- The students are engaged in finding the words from the text and the teacher helps the students if necessary.
- The teacher provides words containing 'I' and 'y' sound like sky, skin, thin, fly, cloud and kite and asks student to classify according to their categories.
- The teacher ask to list the words that describes food items from the text
- The students are encouraged individually to express the theme.

Evaluations:

Write ten words containing I and Y sounds.

LESSON PLAN: 3

Teaching items: Poem

Title: The Magic of Nature

Teaching materials: usual classroom materials, photocopies of the poem, picture of rain, some flash cards having words and sentences.

Objectives: on the completion of this lesson students will be enabled to:

- Use words in sentence.

- Make sentence chain

- Explain the main theme of the poem

- **Teaching Activities:** The teacher provides photocopies of poem and asks students to list rhyming words from it

- She describes the poem and ask the theme of the poem to students

- She listens to the students and later explains their ideas in her own words.

- She compares the rhyming words collected by students that from her teaching materials flash cards.

  - She writes one sentence in whiteboard about nature/ nature is magical and ……………….and ask to make chain of sentences through game.

  - She involves the student in playing sentence chain.

  - She shows the picture of the rain and describes it.

  - She asks to write about rain in five sentences providing some clues words like: water, moist, birds unhappy, lovely etc. she guides the students if necessary.

Evaluation: Write five sentences about river

LESSON PLAN: 4

Teaching items: Poem

Title: Water Cycle

Teaching materials: usual classroom materials, photocopies of the poem, different pictures of clouds, trees, forest, stars, some flash cards having rhyming words

Objectives: on the completion of this lesion students will be enabled to:

- List the rhyming word.
- Describe the pictures
- Explain the poem

Teaching Activities: The teacher provides the photocopies.

- She shows the picture of rainbow and water cycle in the class.
- She explains the picture in her own sentence and asks students to follow her.
- She asks the students to list the rhyming words and help them to pronounce.
- She shows different pictures using her teaching materials and asks the students to name them.
- She explains the poem and asks the students to write about the poem.
- She helps them in writing and later compares their copies with that of their friends.
- She asks them to explain the pictures in one sentences orally
- She asks the students to write five sentences about each picture and teacher guides them if necessary.

Evaluation: Write the rhyming word of the following.

How, sky, high, tall, train

Describe the picture of boat in five sentences.

Write the theme of the poem.

LESSON PLAN: 5

Teaching items: Poem

Title: A Voyage of Discovery

Teaching materials: usual classroom materials, photocopies of poem, a map showing directions, flash cards having words

Objectives: on the completion of this lesson students will be enabled to:

- Use the words in their own
- Explain the poem

Teaching Activities: The teacher provides texts and asks to read the poem.

- She asks to find out the rhyming words of the followings:
  Sound, game, bees, pail, sack, sand from the poem.
- She explains the poem and direction used in poem.
- She explain the title and what the poet wants to convey in the poem
- She encourages the student to explain the title and helps them if needed
- She ask student to write 5 sentences what poet want to say.
- She checks the copies and provides some feedback to write critically.

Evaluation: Explain the poem in one paragraph

LESSON PLAN: 6

Teaching items: Poem

Title: The Wind

Teaching materials: usual classroom materials, photocopies of the poem, flash cards having words

Objectives: on the completion of this lesion students will be enabled to:

- Find the compound words
- Antonyms of the word
- Explain the main theme of the poem

Teaching Activities: The teacher will provide the photocopies of poem and ask them to read it silently

- She reads the poem in appropriate rhyming.
- She explains the poem critically and asks students to listen carefully.
- She encourages the students to write some sentences about the poem critically.
- She writes the words in the whiteboard and ask to match them with their sounds like:

  Bells   zoom

  Water   rustles

  Paper   jingle

  Coins   chin

  Aeroplane   splashes

- She helps to match if they are unable.
- She lists some compound nouns from the flash cards and asks the students to find more from the text.

- She asks to join the compound nouns like:

  sun, sea, trap, sigh, hay

  rise, gull, door, post, stack

- She asks to find the opposite words like sit, see, go, beneath etc. from the poem and guides the students if necessary.

Evaluation: Give the rhyming words of the following:

Son, paper, coins, sign, trap

Write any 5 compound nouns

Critically examine the poem in one paragraph.

LESSON PLAN: 7

Teaching items: Poem

Title: Trees

Objectives: on the completion of this lesion students will be enabled to:

- Find the words with two meanings.
- Describes actions.
- Explain the theme of the poem

Teaching materials: usual classroom materials, photocopies of the poem, flash cards having words

Teaching Activities: The teacher will

- Provide the photocopies to the class.
- She asks questions like: List any four uses of trees to warm up the students.
- She reads the poem and explains it.
- She asks student to write theme of the poem.
- She asks to find out words that gives two meanings like rock, wave etc.
- Asks some action words and make them use in their own sentences
- The teacher helps the students to find and use action words from the poem like spreads, runs, speaks etc.

Evaluation: Fill in the blanks with correct words

I ate jam and………… (bread/ breed) in the morning

I dug a………… plant a tree (hole/whole) a tree.

Granny …………such a wonderful stories.(new/knew)

Explain the poem in one paragraph.

LESSON PLAN: 8

Teaching item: Long stories

Teaching topic: The three Billy goats (paragraph 1, 2, 3)

Teaching materials: some flash cards having words and phrases, pictures of fox, goats, bridge

Specific objectives: on the completion of this lesson, the students will be enabled to use the following words and phrases in the sentences on their own:

- Delicious, cross, roar, hillside, ugly, under the bridge, to the hill side.
- Summarize different events of story.

Activities: The teacher will provide photocopies of paragraph and ask student to read the passage. She specifies the time limitation for them.

- She reads the text and describe it in her own words
- She asks the students to list the events of the story.
- She shows the pictures relating different parts of story and asks students to match it according to event in groups.
- She helps them to perform the group work co-operatively
- She lists the words and phrase written in flash cards ask students to read it aloud
- She helps in pronunciation and use the words in sentences
- She asks individual to copy the words and use it in their own sentences orally.
- She asks individual to narrate the story on their own words and compare it with their friends.

Evaluation: The teacher will ask student to use following words and phrases in the sentence of their own

- hillside, ugly , under the bridge, to the hill side, delicious, cross, roar,

LESSON PLAN: 9

Teaching items: Long Stories

Title: The Three Billy Goats (paragraph 4, 5,6)

Objectives: on the completion of this lesson students will be enabled to:

- use degrees of comparison
- write a picture based story

Teaching Activities: The teacher starts lesson asking some general questions like:

Which animal did you see in the road?

Which is your favorite animal?

Which is the strongest animal?

- She distributes the photocopies of the rest story and asks students to read silently.
- She reads and describes the story in her own words.
- She shows the picture of the events happened in the story and narrates it.
- She choose the nouns and use comparative degree of those e.g. fat, big, fast, small, noise etc.
- She asks students to use the degree of comparison of the above words.
- She presents a picture based story and asks the students to narrate the pictures by dividing them into two groups.
- Students write the story in group and teacher compares the story with one another.

Evaluation: The teacher will present different pictures and asks students to describe each in two sentences.

Compare your two friends in one paragraph.

LESSON PLAN: 10

Teaching items: Essay

Title: Essay writing

Objectives: on the completion of this lesion students will be enabled to:

- Write the step and elements of short essay writing.

Teaching Activities: The teacher hangs the flash cards having elements and steps of essay writing: Heading, Body and Conclusion.

- Teacher describes each of the steps in an easy manner.
- Shows the importance of elements necessary for essay writing.
- Describe any 'topic' about 'cat', 'dog', 'games', 'friends', in systematic way following rules and regulation.
- Then the student are made to write few paragraph about any topic they like in limited time.
- Finally she checks the copies and provides valuable suggestions.

Evaluation: Write an essay about 'game' you like most.

LESSON PLAN: 11

Teaching items: Essay

Title: Sports and Games

Objectives: on the completion of this lesion students will be enabled to:

- Write sentences , word order , a paragraph
- Use action words from the text

Teaching Materials: Usual classroom materials, flash cards having some sentences and words describing actions.

Teaching Activities: Teacher provides short essay titled   Sports and Games and ask student to read it quickly

- She asks the following question.

  What do people all over do?

  Where is cricket popular?

- She gives the words from the passage and ask them to find the sentences containing words like partner, winner, medal, popular, adults, tough

- She provides action words and ask use them in sentences.

  Fine: the police man fined the drive for speeding.

  Fold: she folded the paper to make a paper boat.

- She asks to collect more action words from the text and use in sentences.

- She will help the students.

- She provides some jumbled words sentences and ask them to put in correct order to make questions or statement
  a) You think of what do football

b) Dance really can active make us

c) Chess who with play do you

Evaluation: Write five sentences on the football.

Write a paragraph about the sport you like.

LESSON PLAN: 12

Teaching item: Short story

Title: The Wolf and the seven little kids

Teaching materials: usual classroom materials, photocopies of first paragraph

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

- List noun and adjective from the text
- Change affirmative sentences into negative

Activities: The teacher starts lesson asking some general question such as

What did you do yesterday?

Did you do your homework?

- Then she introduces the lesson. She distributes the photocopies of paragraph to the students and asks them to read the passage.
- After that, she divides the class into five groups each containing four students and she manages the group considering social background, and intelligence of the students.
- After the completion of reading, students are asked to choose a group leader. They are asked to select any four nouns and adjectives, similarly two affirmative sentences individually from the passage and change them into negative sentences.
- The teacher walks around the class facilitating and helping students to solve the problem. Students are encouraged to work together.
- Then, students are asked to exchange their copies and asked to check each other's work and help each other.

Evaluation: The teacher asks the individual student one sentence from the passage to

change into negative.

Homework:

1. Change the following sentences into negative

LESSON PLAN: 13

Teaching items: Short Stories

Title: Akbar Meets Birbal (anecdote)

Objectives: on the completion of this lesson students will be enabled to:

- Use abstract words in their sentences.
- Use capital letters in their writings.
- Write summary of the story

Teaching Materials: Flash cards having sentence and words, picture showing abstracts feeling like happiness, sadness.

Teaching Activities: Teacher provides the text and describes the story in simple words.

- She lists the words that describe feelings.
- She shows the use of capital letter in front of name, place etc.
- She asks to find the opposite meaning from the passage of the words like less, simple, pleased.
- She shows the picture and asks to describe in their own sentence which shows abstract feelings.
- She then describes the different events of the story.
- She puts the events in disorder form.
- She makes the students arrange the events in order orally.
- She facilitates the students by providing hints.

Evaluation:

a) Rewrite these sentences using capital letters.

   ontuesday we are going to rajbiraj

   we will come back on saturday.

   i went to pokhara to meet rani yesterday morning.

b) Write the summary of the story?

LESSON PLAN: 14

Teaching items: Short Stories

Title: The Demon and the Dancer (Folk Tale)

Objectives: on the completion of this lesson students will be enabled to:

- Use homonyms
- Narrate a story from the picture.

Teaching Materials: Flash cards containing lists of homonyms words, picture of a dancer.

Teaching Activities: The teacher introduces the topic to the classes and asks some general questions like:

Who is Demon?

What does a dancer do?

- She divides the class into five groups and asks to find the words that sound the same but spell different.
- She provides two words as a hint like: weight, wait, and know, no.
- She asks to find difficult words from the text and provide meanings.
- She checks the groups and compares their words with one another.
- She shows the different parts of picture related to stories and asks the groups to arrange them according to sequences.
- The group engages in works and teacher facilitates and helps the students to perform well.
- Students are asked to narrate the picture and prepare a readable story.

Evaluation: Write five homonymous words.

Write a story describing the picture in your own words.

LESSON PLAN: 15

Teaching items: Short Stories

Title: Alice and the Strange Animal (Fantasy)

Objectives: on the completion of this lesion students will be enabled to:

- Use the words and sentences in order.

- Write a story in their own.

Teaching Materials: Usual classroom materials and flash cards.

Teaching Activities: The teacher introduces the character

- Read the story and list the difficult words line, recited, pretty, glanced, timidly, doubtfully etc.

- She pronounce the words and gives the meanings

- She makes groups and choose a leader play word games and ask to find out that complete with using ed, tu, pp, ll, ce

- The students are engaged in group work

- After the completion of story ask them to write the summary of the story in easy words

- Teacher checks and guides if necessary.

- She helps to arrange the words sentences to form a summary.

Evaluation: Fill in the blanks with ed, tu ,pp,ll

1. Fe ….. ……
2. Ba….. …..on
3. Sli… …. Er
4. Re ….. ……. Rn
5. Pe….. …..er

LESSON PLAN: 16

Teaching items: Short Stories

Title: Who did Patrick's Homework?

Objectives: on the completion of this lesion students will be enabled to:

- Use prefix
- Use facial expression

Teaching Activities: The teacher distributes the story and makes the class read it silently

- She explains the story in simple words and make the student enjoy the lesson
- She uses the facial expression used by the character and make the class act after her
- She makes the class perform different activities like clicking their fingers, purse their lips, kick their legs as well
- She asks the students to choose the verbs from the story and ase prefix and suffix to those
- She makes them to do the task orally
- The student follows her.

Evaluation: What do you do when you are happy, sad, angry

Add suffix and pre-fix for the following words

Happy   read   strong   silk free noisy thought

Sad

Teaching items: Short Stories

Title: The Clever Rabbit (fable)

Objectives: on the completion of this lesion students will be enabled to:

- Use the following words and phrases on their own

  Boastful, happiness, opposite of me, up a tree, in the branches
- Write the summary of the story

Teaching Activities: The teacher asks the students the following question:

a) Do you have a pet animal in your home?
b) Do you like to have it?
c) Which is your favourite pet?

- The teacher hangs the picture of the rabbit on the wall and asks some oral question about the picture
- Then she tell to read the story silently and ask them to answer questions based on the text
- She asks to find out difficult words and phrases from the text and ask them to spell and pronounce them
- She guides them and provides the meanings of it
- She helps to use phrases into the sentences and asks students to follow her
- She asks them to write the summary of the story and helps them by providing some clues.

Evaluation: Use the following words and sentences of your own:

Boastful, happiness, opposite of me, up a tree, in the branches

Write the summary of the story in about 50 words.

LESSON PLAN: 18

Teaching items: Short Stories

Title: The Wise Sadhu (folk tale)

Objectives: on the completion of this lesion students will be enabled to:

- to summarize the story
- Find similar and opposite meanings

Teaching Activities: The teacher will divide the class into two groups and ask them to read the passage.

- The teacher will ask students to read the story and discuss in their own group.
- The teacher will ask volunteer from each group to tell what they have understood.
- The teacher will summarize the story
- The teacher will ask student to find the similar words of the following from the story

  Small, light, wise, happy,

- The teacher will ask the students to do the following tasks.
- Write the answer of the following questions:

  a.   Who gives the rain?

  b.   What did the children do with the sadhu?

  c.   Who is the writer of this story?

  e.   Who is very wise and kind?

Evaluation: Write the summary of the story in about so words.

LESSON PLAN: 19

Teaching items: Long Story

Title: Red Ridding Hood (par -1,2,3)

Objectives: on the completion of this lesion students will be enabled to:

- Use the following words and phrases in their own

  Edge, path, straight, bloom, knock, as soon as, go straight, by the path,

- Write a paragraph describing various events

Teaching Activities: The teacher will provide photocopies of paragraph and ask student to read the passage.

- She specifies the time limitation for them.
- Read the text and describe it in her own words.
- list the words and phrase written in flash cards ask students to read
- She helps in pronunciation and use the words in sentences
- Teacher asks individual to copy the words and use it in their own sentences orally.
- She describes the events in the story and ask them to summarize in their own words

Evaluation: The teacher will ask student to use following words and phrases in their own

  Edge, path, straight, bloom, knock, as soon as, go straight, by the path,

  Write a paragraph describing what you did yesterday.

LESSON PLAN: 20

Teaching items: Long Story

Title: Red Ridding Hood (par 4,5,6)

Objectives: on the completion of this lesson students will be enabled to:

- Read the passage easily
- Narrate the past events

Teaching Activities: the teacher will show the picture of Red Ridding Hood and ask them to explain her

- She will show the sentence card that shows past events like: she lived happily with her granny.
- They had to work hard
- She will say the students to find out the sentences that narrate past events.
- She will make them exchange their copies and compare with one another.
- After she makes them read the passage carefully and help them in pronunciation.
- She encourages them to read and later ask them to tell story orally.

Evaluation: Write five sentence using past tense.

APPENDIX: 8

List of Teaching Item

SHORT STORIES	SEVEN	SEVEN DAYS
LONG STORIES	TWO	FOUR DAYS
SHORT ESSAYS	TWO	FOUR DAYS
POEMS	SEVEN	SEVEN DAYS

SHORT STORIES	LONG STORIES	POEMS	SHORT ESSAYS
The Clever Rabbit	Red Ridding Hood	The Paint Box	Dragon
A Wise Sadhu	The Three Billy Goats	A Voyage of Discovery	Dinosaur
Who Did Patrick's Homework		The Rain	
Alice and the Strange Animals		The Magic of Nature	
The Demon		Pet Tomato	

and the Dancer			
Wolf and the Seven little Kids		Water Cycle	
Akbar Meets Birbal		The Wind	

APPENDIX: 9

Name of the Students of Class Four

S.N.	Name of the Students
1	Megha Poudel
2	Rasim Panti
3	Nabin Balami
4	Ujjawal Aacharya
5	Sanjog Shrestha
6	Aawash Rai
7	Riya Aacharya
8	Bibek Gautam
9	Binod Joshi
10	Puspa Joshi
11	Rahul Kunwor
12	Asmita Maharjan
13	Kunal Mahat
14	Shristha Shah
15	Bibek Tharu
16	Gaurab Seti Mahar
17	Asim Lama
18	Preeti Tharu
19	Sameer Lama
20	SamikshyaOsti
21	Subsha Sharma
22	Aayesha Khatiwada
23	Roshika Kunwor
24	Aaditya Lama

25	Noma Dhungana
26	Aayush Bhudhathoki
27	SusmaThapa
28	Muken Shrestha
29	Roshan Adhikari
30	Prithvi Bharati
31	Anushree Shrestha
32	Biyog Baskota
33	Crisbin Singh Thakuri
34	Maluka Subba
35	Siddhit Shahi
36	Nirjara Khadki
37	Yashawee Shrestha
38	Aakesh Shakya
39	ArunThapa Magar
40	Saurav Poudel