

**EFFECTIVENESS OF VISUAL MATERIALS IN
TEACHING VOCABULARY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

Muna Sapkota

Faculty of Education

Tribhuvan University

Kathmandu, Nepal

2017

**EFFECTIVENESS OF VISUAL MATERIALS IN
TEACHING VOCABULARY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

Muna Sapkota

Faculty of Education

Tribhuvan University

Kathmandu, Nepal

2017

T.U. Regd. No. : 9-2-53-323-2009

Date of Approval of the Thesis

4th Semester Exam Roll No. : 280174/070

Proposal: 22/08/2016

Date of Submission: 19/02/2017

RECOMMENDATION FOR ACCEPTANCE

This is certifying that **Ms. Muna Sapkota** has prepared this thesis entitled **Effectiveness of Using Visual Materials in Teaching Vocabulary** under my guidance and supervision.

I recommended this thesis for acceptance.

Date: 19/02/2017

.....

Mr. Laxmi Prasad Ojha

Teaching Assistant

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee**.

Signature

Dr. Anjana Bhattarai

Professor and Head
Department of English Education
T.U., Kirtipur, Kathmandu

.....

Chairperson

Ms. Madhu Neupane

Lecturer
Department of English Education
T.U., Kirtipur, Kathmandu

.....

Member

Mr.Laxmi Prasad Ojha (Supervisor)

Teaching Assistant
Department of English Education
T.U., Kirtipur, Kathmandu

.....

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation Committee.**

Signature

Dr. Ram Ekwal Singh

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Chairperson

Dr. Tara Datta Bhatta

Professor

Department of English Education

T. U., Kirtipur, Kathmandu

.....

Member

Mr.Laxmi Prasad Ojha (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

.....

Member

Date: 24/3/2017

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 18/02/2017

.....

Muna Sapkota

DEDICATION

**This Thesis is Dedicated to My Late Grandfather because of whom I
reached here.**

ACKNOWLEDGEMENTS

I am very much indebted to my respected Guru and thesis supervisor **Mr. Laxmi Prasad Ojha**, Teaching Assistant at Department of English Education, whose painstaking efforts in providing me with scholarly guidance and constant encouragement, and valuable support both at professional and personal levels made this study possible to complete in time. His patience, enthusiasm, co-operation, suggestions and keen interest in this study are every memorable. His rigorous efforts made me present this research work in this form.

I would also like to express my sincere gratitude to **Dr. Ram Ekwel Singh**, Head of the Department of English Education. Likewise I am equally indebted to all my gurus and gurumas namely **Prof. Dr. Jai Raj Awasthi, Prof. Dr. Anjana Bhattarai, Prof. Dr. Laxmi Bahadur Maharjan, Ms. Madhu Neupane, Mr. Bhes Raj Pokharel, Dr. Purna Kandel**, and other members of the department for their encouragement and constant support during the research.

I am extremely thankful to all the students, teachers and principal of **Purushodaya Secondary School** for their co-operation during my experimental teaching. Similarly, I am equally grateful to my husband **Mr. Prakash Paudyal** who thought himself as next me for the timely completion and making this research report readable. Likewise, I owe my thanks to my sister **Kabita Khatri**, my friend **Vishnu Gaire** for their constant support.

Finally, I feel pleasure to express my special thank to my brother **Gokul Sapkota** for his technical support. And all my friends for their kind supports and suggestions. I am also thankful to **Mrs. Madhavi Khanal** for her kind co-operation

Date:

Muna Sapkota

ABSTRACT

The present study entitled ‘Effectiveness of Visual Materials in Teaching Vocabulary with Young Learners’ was carried out to investigate the effectiveness of visual materials in teaching vocabulary at Grade Six using Experimental research design and quantitative method of analysis . Fifty students of Purushodaya Secondary School, Hugdishir 8, Baglung were the sample population of this study. The test (pre and post) items were the major tools for data collection. A pre-test was administered before actual experimental classroom teaching, and post- test was administered immediately after classroom teaching to know the prior knowledge of the student and to investigate the actual effect of visual aids respectively. I was involved in the experimental teaching for the purpose of carrying out this research. After administering the pre-test, the students were divided into two groups using simple random sampling procedure. Experimental Group was taught by using visual aids whereas Controlled Group was taught using traditional method. Each group attended twenty two lessons. Then, a post-test was administered. After that, the results of these tests were compared to determine the effectiveness of visual aids in teaching vocabulary items. The study revealed that the students who were taught using visual aids were found to have better result than the ones who were taught through traditional way. The findings of this study were determined on the basis of average marks obtained by the students.

This thesis consists of five chapters. Chapter one introduces the study which includes background of the study, statement of the problem, objectives of the study, hypothesis, significance of the study, delimitation of the study and operational definition of the key terms in this chapter. Likewise chapter two deals with the review of related literature. Similarly Chapter three includes the methodology and procedure adopted during the study. Chapter four incorporates the analysis and interpretation of the study under different headings. Chapter five comprises findings, conclusion and recommendations of the study in brief.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation For evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>vii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Figures</i>	<i>xii</i>
<i>List of Abbreviations, Signs and Symbols</i>	<i>xiii</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Hypothesis	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definitions of the Key Terms	6

**CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL
FRAMEWORK** **7-26**

2.1 Review of Related Theoretical Literature	7
2.1.1 Vocabulary	7
2.1.1.1 Importance of Teaching Vocabulary	8
2.1.1.2 Teaching English Vocabulary to Young Learners	9
2.1.2 Teaching Materials	10
2.1.2.1 Importance of Teaching Aids	11
2.1.2.2 Usefulness of Language Teaching Aids	12
2.1.2.3 Types of Teaching Materials	13
2.1.3 Visual Materials –Tools to teach Vocabulary	15
2.1.3.1 Importance of Visual Aids	17
2.1.3.2 Types of Visual Materials	18
2.1.3.3 Benefits of Visual Materials in Teaching Vocabulary	19
2.1.3.4 Teaching Vocabulary through Visual Aids	20
2.1.3.5 Role of Visual Aids in the Classroom	21
2.1.3.6 Challenges of Using Visual Materials in the Classroom	22
2.2 Review of Empirical Literature	22
2.3 Implications of the Review for the Study	24
2.4 Conceptual Framework	25

CHAPTER THREE: METHODS AND PROCEDURE OF THE STUDY **26-32**

3.1 Design of the Study	26
3.2 Population, Sample and Sampling Strategy	27
3.3 Research Tools	28
3.4 Sources of Data	39
3.5 Data Collection Procedures	30
3.6 Data Analysis Procedures	31
3.7 Ethical Considerations	31

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA 33-40

4.1 Analysis and Interpretation of Result	33
4.1.1 Holistic Comparison	33
4.1.2 Item wise Comparison	35
4.2.1 The Result in Putting the Correct Name Under Each Picture	35
4.2.2 The Result in Matching the Word With the Picture	36
4.2.3 The Result in Filling in the Missing Words	36
4.2.4 The Result in Sentence Completion With Picture	37
4.2.5 The Result in Matching Antonyms With Picture	37
4.2.6 The Result in Choosing the Correct Alternatives	38
4.2.7 The Result in Fill in the Blanks	38
4.2.8 The Result in Writing the Correct Word to the Pictures	39

CHAPTER FIVE: FINDING, CONCLUSION AND RECOMMENDATIONS 40-45

5.1 Findings	40
5.2 Conclusion	42
5.3 Recommendations	43
5.3.1 Policy Related	43
5.3.2 Practice Related	44
5.3.3 Further Research Related	44

REFERENCES

APPENDIXES

LIST OF TABLES

		Page No.
Table 1	Types of test	29
Table2	Average Score in Holistic Comparison	34
Table3	The Result in Putting the Correct Name under each Picture	35
Table 4	The Result in Matching the Word with the Picture	36
Table 5	The Result in Fill in the Missing Words	36
Table 6	The Result in Sentence Completion with Picture	37
Table 7	The Result in Matching Antonyms with Picture	37
Table8	The Result in Choosing Correct Alternatives	38
Table 9	The Result in Fill in the Blanks	38
Table 10	The Result in Writing the correct word to the Pictures	39

LIST OF FIGURES

Figure 1	Average Score in Holistic Comparison	34
----------	--------------------------------------	----

ABBREVIATIONS AND SYMBOLS

Av	:	Average
D	:	Difference between the average marks of the pre-test and the post test.
GT	:	Grammar Translation
CLT	:	Communicative Language Teaching
%	:	Percentage.
i.e.	:	That is to say
S.N.	:	Serial Number
%	:	Percentage
etc.	:	Exextra
No.	:	Number
A	:	Controlled
B	:	Experimental
Pg. no	:	Page Number
CDC	:	Curriculum Development Center

CHAPTER – ONE

INTRODUCTION

The present study entitled “Effectiveness of Visual Materials in Teaching Vocabulary with Young Learners” consists of background of the study, statement of the problem, objectives of the study, hypothesis, and significance of the study, delimitations of the study and operational definitions of the key terms in this chapter.

1.1 Background of the Study

The language we speak is for expressing ideas feelings, emotions and views in our daily life. Language is universal medium through which human beings express the things and make their daily routine easy. Language is the dress of the tongue which helps to understand commitment and compromise between two human beings. So, it is an inevitable part of human life. Language is human species-specific property which is not processed by any other living beings in spite of having some human characteristics in them.

According to Richards et al.(1999, as cited in Maharjan, 2009, p.3) "Language is the system of human communication by means of structured arrangement of sound into larger units e.g. morphemes, words, sentences, utterance". Similarly, Wardaugh (1972, p. 3) defines language as "the system of arbitrary vocal symbols used for human communication". So, we can conclude that language is complex phenomenon used for human communication.

Language teaching refers to the teaching of all the skills and aspects of a language. Different approaches, methods and techniques can be used while teaching language. There are four language skills; listening, speaking, reading and writing. As a teacher one has to integrate all these skills (listening, speaking, reading and writing) and aspects (grammar, vocabulary and pronunciation) of language. However, there is debate among ELT theories and practitioners regarding the teaching of these skills and aspects of a

language as well. Some scholars view that discrete approach leads to better linguistic abilities in students whereas some other advocate integrative approach.

Learning a second/foreign language needs some skills and components to be mastered. Among those skills and components, vocabulary is one of the most crucial one in language learning without which communication is not possible. Harmer (2001) argues that “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (p. 246). Likewise, Wilkins (1972) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Thornbury (2002) states:

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words (p.114).

According to McCarthy (1990), it is the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of a foreign language are mastered, without words to express a wide range of meanings, communication in a foreign language just cannot happen in any meaningful way. Therefore, teaching vocabulary is an important domain which is worth investigating.

Vocabulary is very important aspect of language learning which employs many more techniques to teach it, among them, one of the various techniques in teaching vocabulary is using visual aids. Several studies have indicated that the use of visual aids greatly improves information retention and improves student understanding of unfamiliar vocabulary (Thornbury, 2002). One type of visual aids is using still pictures. Pictures are one of the valuable aids which bring “images of reality into the unnatural world of the language classroom” (Hill, 1990, p. 1). They are also useful to attract learners’ attention

to the lesson being taught. In elementary schools, children just study the Basic English (McCarthy, 1990, p.112). That means they study about names of fruits, vegetables, colors, animals, etc. Besides that, they study about the vocabularies to enrich their capabilities in learning English. Vocabulary is very important for learners especially for children as young learners. Educators understand the importance of vocabulary; so, they consider that large vocabulary is an asset to readers, those who know many words are likely to comprehend what they read. In this connection, Cameron(2002) says:

The knowledge of vocabulary enables students to comprehend what they read, and the act of reading itself provides the opportunity for student to encounter and learn new words. Furthermore, the more words students know, the more likely they are to learn new words earlier. Conversely, students with limited vocabularies tend to reads less and therefore have fewer exposures to new words in actual running text.

(p. 124)

Elementary school teachers need appropriate method to teach the students. The proportion of the materials for young learners is different from that of the adult learners. Generally teaching material emphasizes the ability to enrich their vocabulary of the English language. The way of teaching vocabulary is not the same as teaching vocabulary to adult learners. They have different motivation and characteristics. It will be difficult when the teacher cannot motivate young learners intensively. So, the students' interest in learning will be the same as their interest in playing.

From aforementioned views, we can come to the conclusion that teaching materials in vocabulary teaching are very important because only the approaches, methods and techniques are not sufficient to serve this purpose rather than teachers need teaching aids and materials to support their teaching. All the materials that can be used and seen inside the classroom make teaching live. The classroom has many objects and things that can be

used as visual aids or everything belonging to or brought in to the classroom, animate or inanimate is a potential visual aid. Teachers, boys, girls, pets, plants, geometry-box, clothes, flowers, furniture and any objects that anyone can see or do, any movements s/he makes, any action s/he performs –laughing, crying, smiling, working, acting and others –whiteboard, blackboard, chalk, flannel board, flash cards, charts, realia, matchstick figures etc. are visual aids. Teaching aids helps students to focus their attention on objects, events and situation which give meaning in context. They help students to remember things for a long time. Students do not pay attention to what is happening in the classroom in their absence. Therefore, they are much more essential in language classroom.

1.2 Statement of the Problem

In English language teaching, vocabulary is very essential to learn. With a good vocabulary, students can understand well what the teacher says during the learning process. As a result, students can receive the material delivered better and apply it in their daily life (Hill, 1990, p.21). But in fact, it is not easy job to teach English vocabulary to the young learners. It is hard to illustrate the meaning of all words by definition or any examples, the young learners have no focus in the lesson and are difficult to control. It is due to their young age.

Therefore, the teacher is supposed to make an interesting learning activity to the student in order to understand the lesson and teaching learning process can run well too (Cameron, 2002, p. 44). To make an interesting teaching learning activity, a teacher should have certain techniques of presenting new words to the young learners. That is why teachers search for various aids and stimuli to improve the situation. Visual aids are the most valuable to understand and comprehend something clearly and easily. It means that visual aids can be the best technique in teaching English vocabulary to young learners in this global and innovative era.

Based on the explanation above, this research was conducted to find out the effectiveness of visual materials in teaching vocabulary to the learners. Language teachers are using these visual materials to deliver their lectures and teach the target language to the learners making the class interesting and contextualized, but how they use is problematic and what will be the effect is questionable. Though, it is very important to teach but very challenging task to apply in the classroom. That is why my study was conducted to see the effect of visual materials in teaching vocabulary at Grade six.

1.3 Objectives of the Study

This research was carried out with the following objectives:

-) To investigate the effectiveness of visual materials in teaching vocabulary at Grade six.
-) To suggest some pedagogical implications.

1.4 Hypothesis

This research was based on the following hypothesis:

Use of visual materials enhances the vocabulary power of the students.

1.5 Significance of the Study

Visual Materials for teaching have been receiving ever growing attention in the area of vocabulary teaching and learning. A language teacher must possess the knowledge of the appropriate use of visual aids to make teaching more effective. In the context of Nepal, the people who belong to teaching need to gain and develop the ideas on the issue related to visual material to be a good teacher.

Although, the use of visual aids in language teaching has become a common fashion. However, this research gives an insight to the language teachers who are using visual aids in facilitating learners in learning vocabulary. It is expected that the findings of this study help the language teachers to know better about the effectiveness of using visual aids in

the classroom. As a result, this study is a future guideline for the English language teachers regarding the issue.

This study is hoped to play a significant role in the field of language teaching to develop a vision to those who are related to this field, such as, language teachers, students, textbook writers, material developers, syllabus designers and others who are directly or indirectly related in the field of study. I hope that the findings and recommendations will provide significant support in order to improve teaching methodology in teaching vocabulary. In overall, the study will be significant to all the stakeholders of teaching learning curriculum planning, producing and practicing vocabulary.

1.6 Delimitations of the Study

This study was limited to the Visual materials like pictures, flash cards, real objects which were used to develop vocabulary power of the students. Purushodaya Secondary School of Baglung District was the place to conduct research. Sample population of the study was limited to 50 students of grade six. Four weeks was taken to experiment to complete my research. Teaching learning process can be said to be successful if the students average percentage of the test is 60 % and above. It was limited to different test items as a tool to elicit data.

1.7 Operational Definitions of the Key Term

Teaching vocabulary: a way of teaching spelling, pronunciation, meaning and use vocabulary to the student.

Materials: Any aids that are used or can be used for improving the quality of teaching and learning, such as picture, flash card, realia etc.

Visual Aids: Such devices that can be seen which provide stimulus to the eye and brain are known as visual aids. And the term I have used visual materials interchangeably with visual aids.

Young Learners: In my study, I have used the term Young Learners to refer to the learners of Grade Eight.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Any researches are based on certain theoretical assumption or principles. Theories help to explain, predict, understand the phenomena and extend the existing knowledge within the critical bounding assumption. This section includes the following theoretical reviews on visual aids and vocabulary.

2.1 Review of Related Theoretical Literature

This chapter discusses about the issues from different other researches that are very closely related to the focus of this study. Firstly, it gives a theoretical overview of improvising visuals in vocabulary teaching and learning in the classroom. That means how different language teaching and learning theories view the use of visuals in language teaching. Then, there is discussion about using different visual materials in EFL classroom like videos, graphics, flashcards, picture etc. Then, it talks about how vocabulary teaching is facilitated by using different visuals. Finally, this chapter explores some of the challenges of using visual materials in teaching language in the classroom.

2.1.1 Vocabulary

Language teaching refers to the teaching of all the skills and aspects of a language. Different approaches, methods and techniques can be used while teaching language. There are four language skills; listening, speaking, reading and writing. As a teacher one has to integrate all these skills (listening, speaking, reading and writing) and aspects (grammar, vocabulary and pronunciation) of language. Vocabulary is the most important aspect of language, which is worth investigating, Cameron (2002, p.124). However, learners usually admit that they experience considerable difficulty with vocabulary and many of them identify the acquisition of vocabulary as their greatest source of problems. Without good command over vocabulary knowledge, we cannot express our ideas and thought. It is a building block of language. So, it is essential to the language teachers to

be aware of the effectiveness of different methods of vocabulary teaching to choose the one that the most effective to their student; this is what we follow this experimental study.

Teaching foreign language vocabulary is an important issue in language leaning. It is a good component for all language classes. Teachers of foreign language know how important vocabulary is. According to Hatch and Brown (1995), vocabulary means different words which are used by all speakers in all languages. According to Allen (1983), if teachers use visual materials, students' learning will be better than the time when they use other materials. According to McCarthy (1990), it is the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of a foreign language are mastered, without words to express a wide range of meanings, communication in a foreign language just cannot happen in any meaningful way. As we see the use of visual materials like pictures in teaching and learning is increasing. As a result, language teachers use different types of teaching materials to explain the meaning of new words. The use of visual material is useful and it is an important way of vocabulary learning. Therefore, teaching vocabulary is an important domain which is worth investigating.

2.1.1.1 Importance of Teaching Vocabulary

Vocabulary is the indispensable aspect of language. Everyone starts to communicate with the help of words in course of language acquisition or learning. According to Richards et.al (1985, as cited in Shresth, 2073, p.69) "Vocabulary refers to the set of lexemes, including single words, compound words and idioms." Similarly, Thornbury (2002,p.14) says, Vocabulary is largely a collection of items which refers to the word that we use in our day to day life in order to express our feeling and thoughts. Likewise, Ur (1999, p.45) also adds, "Vocabulary consists of more than one word". Harmer (1991, p. 153) further states that 'an ability to manipulate grammatical structure does not have any potential for

expressing meaning unless words are used. Moreover, in order to improve students' word power, vocabulary has to be taught as the most essential aspect of language. It is easier to witness that students have been exposed to vocabulary items at some stages but cannot remember them when they need for interaction. In this situation, either communication breaks down or the teacher has to apply some appropriate strategy.

From above discussion, we can conclude that vocabulary is very important aspect of language without which language doesn't function meaningfully. As we know that the main function of language is communication. So, we cannot communicate with other people without using vocabulary. That is why, the teacher should create the environment to learn new items and use them in the class.

2.1.1.2 Teaching English Vocabularies to Young Learners

Teaching vocabulary is one of the most discussed part of the teaching English as a foreign language. As stated by Scott and Yterberg (1991, p.207) “children learn better if they have a positive attitude towards what they are doing and if they are motivated or want to do it.” Visual materials help young learners to motivate them to speak. Teaching young learners is different from adult. It is absolutely more difficult due to their age. Although, children may use the same words with adult, they may not hold the same meaning for those words. So, they need concrete vocabulary which can be facilitated by visual materials. Therefore, the teacher is suggested that to make an interesting learning activity to the student so, that they can understand well and the learning process can run well. Beside these, to realize an interesting activity a teacher should have a certain techniques of presenting new words to young learners. It will help the teacher to attract the student's attention and it makes young learners respond well to concrete object.

Linse (2005) states, very young children learn vocabulary items related to the different concepts as well as vocabulary items in a rapid manner. Similarly, children are clearly capable for learning foreign language words through visual aids. He also states that psychologists have found that 84% of what we learn we get from seeing; 13% of what we

learn we get from hearing; and only 3% we learn in other ways. This implies that most of what we learn we get through visual medium. More meaningful and problem solving tasks of vocabulary require learners to analyze and process language more deeply, through the use of visual materials which help them to commit information to long-term memory.

Cameron (2001) says that learners need to acquire vocabulary learning strategies in order to discover the meaning of new words. The strategies are useful in class and also out of class situation where they encounter new and unfamiliar words. Those strategies should help them acquire new items they see. The students can get benefit from how to use contextual clues and the meaning from the content to deal with unfamiliar items. Therefore, Young learner should be exposed to vocabulary items with the use of visual clues which can help them to concretize their learning.

2.1.2 Teaching Materials

Teaching Materials are the tools used by teachers, facilitators or tutors to help learners to improve their language related skills, to illustrate or reinforce a skill, fact or idea and to relieve anxiety, fear and burden in teaching and learning. 'Teaching aids' the English phrase, means materials and equipment used in teaching. Teaching aids enhance the interest of students, especially student of quite young age. As children take interest in colors and different instruments, it is quite easy to teach them. As teenagers also take interest in visual aids and practice, they also want to do themselves. So, teaching aid helps to make teaching effective.

El-Araby (1994, p. 2) says:

Teaching aids, however, are designed to help the teacher save time and effort.

Many of them can be effectively used in large classes. Some of them relieve the

teacher from many routine works. All of them make the class livelier and more interesting for the teachers and students.

2.1.2.1 Importance of Teaching Aids

Teaching aids are designed to help the teachers and the students save their time and effort. Teaching aids can be effectively used in language classes. These aids make classes more lively and interesting. These aids actively engage the learners with the subject they are learning. These aids are designed to encourage participation in the process of teaching- learning as much as possible. The value of teaching aids can be summed up as follows. According to Harmer (1991)

- a) These aids help to create situations to make the meaning of a word or a structure clear.
- b) They bring the class nearer to real life or bring the outside world into classroom.
- c) They help to clarify the points explained in the words.
- d) They break monotony of class work and bring freshness and variety in teaching – learning process.
- e) They help to proceed from known to unknown and from simple to complex.
- f) The student gets chances to learn in their own paces. Slow students are given simpler materials. Bright students can be given more difficult tasks.
- g) They help the teachers to improve their own command of language.
- h) They can stimulate both the learners and the teachers to use the skills of language i.e. Listening, speaking, reading and writing.
- i) They are helpful in attracting attention.
- j) They offer opportunities to students to handle and manipulate things.
- k) They help to avoid translation.
- l) They are helpful to decorate classroom.

2.1.2.2 Usefulness of Language Teaching Aids

Only the methods or techniques or approaches are not sufficient to classroom teaching. For this, teachers need support. The teaching aids can provide these supports. Teaching aids are those materials that help the teacher to clarify, establish, co-relate and coordinate accurate concepts, interpretations and appreciations enable them to make learning more concrete, effective, interesting, inspectional, meaningful and vivid. The basic assumption underlying teaching aids is that learning takes place from sense expression.

Teaching materials in teaching English give special emphasis in boosting the confidence and enhancing the skill of the participants in making various teaching materials and using them effectively in actual classroom teaching. Such a prominent and integral element of teaching English should not be ignored and its wide application is expected to increase the quality of our English Education. The importance of teaching aids can be clear from the old Chinese proverb as well.

I hear I forget

I see I remember

I do I understand

It is, therefore, essential that learners should be involved, not only exposed, in the language activity simultaneously with the teaching aids.

According to Wright (1979, p. 46), the importance of teaching aids that, they can be used for decorative purpose, creating variety and for making lesson more interesting. They can brighten up the classroom and bring more variety and interest into the language lesson. They shorten teaching / learning time too by reducing the teachers talking time and increase the students talking time and participation. The use of aids to teach more meaning is obvious. They make teaching learning process easier and natural. Even abstract ideas of sound, temperature, motion, speed, size, distance, weight, colour, taste

and time can be taught with visual aids. Teaching aids help in the learning of other concepts, principles and solving the real problem of life. They stimulate children to speak English as well as to read and write it. And help the teachers meet individual differences, some are ear oriented, some can be helped through visual demonstration while others learn better by doing.

2.1.2.3 Types of Teaching Materials

There is no uniformity in the number and types of teaching aids. Stevick (1957, p.74) defines it as "...anything audible or visible which helps your student learn the language more quickly or more accurately ..." is teaching aid. 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 seeing. Thus, pictures, realia, power-point slides, flashcards , blackboard, OHP, etc. fall under visual aids whereas tape recorder, language lab, radio etc, come under audio aids.

We have another way of classifying teaching aids. Celce-Murcia (1979, cited in Sharma, 2006, p. 300) calls them technical and non-technical teaching aids. The first kind involves the use of some kind of machine or electricity and more technical knowledge to handle them; the second kind refers to those which do not require this. If we follow this classification, OHP, television, tape recorder, video, etc. are technical aids whereas flash cards, white board, pictures etc. are included into non-technical aids. Following table shows different types of teaching aids.

Table 1: Different Types of Teaching Aids

Audio materials	Visual materials	Audio-video materials
Language laboratories	Bulletin boards	Demonstration
Radio	Chalk boards	Films
Sound distribution system sets	Charts, drawings, etc.	Printed materials with
Tape and disco recordings	Exhibits	Recorded sounds
	Film strips	Sound filmstrips
	Flash cards	Study trips
	Flannel boards	Television
	Flip books	Videotapes
	Illustrated books	
	Magnetic boards	
	Maps	
	models	
	Pictures	
	Posters	
	Photographs	
	Silent films	
	Slides	

(Adapted from Agrawal, 1996)

Also a distinction has been made on the basis of the way the teaching aids are used. They can be divided into display devices, visual materials and supplementary materials. I had used visual materials in my research.

2.1.3 Visual Materials-Tools to Teach Vocabulary

As Harmer (2001) maintains, visual things make the learning process easier. As a result, they are used by teachers for better learning. English teachers feel that using visual materials such as pictures, real objects, etc. in teaching new words makes the learning process enjoyable and memorable. Visual elements can motivate students for better learning. Language teachers use different visual materials so that they can increase students' interaction and motivation in the classroom. The use of different types of visual materials can be helpful for teacher, too (Horn, 1998). Visual aids can provide useful and suitable solutions for problems of language teachers. If teachers use visual and verbal aids together, the students' learning is better (Mayer & Sims, 1994). So, visual elements increase students' learning because there is more concentration for them. Visual materials like pictures, realia, flash cards have an important role for improving knowledge and leaning process. In addition, Armstrong (2000) maintained, if learners learn and memorize vocabulary items through visual materials, this way is more useful than the time when they learn vocabulary items without perception of visual materials and through only text.

According Wileman (1993) we are able to have the ability to interpret, understand all information through visual elements such as pictures. The use of visual elements like pictures or real objects is a good and useful way for teaching, because this way improves students learning. Hence; it is better that for teachers to instruct vocabularies visually and also the students have to learn it. There is a good point that we can encourage students by use of visual aids for a more useful learning.

Wright (1976, p.14) also clearly elaborates:

“Visual aids used to motivate the student to speak, to create a context with which his speech will have meaning to provide the student with information to use in speech, including objects, actions, and events; to provide the student with non-verbal clues for manipulation work and to provide non-verbal prompts to dialogue reproduction or to dialogue invention.”

Visual materials assist teachers by giving them time for necessary classroom activities like drills, exercises, instructions and explanation for which their personal influence is indispensable.

So, to enrich our vocabulary knowledge visual materials play a great role and prevent our isolation from the world of scientific and technical knowledge that can be gained by using English as a means of communication in real-life situations. In this sense, Wright and Haleem (1991) state:

One of the most important aspects of language teaching is the role of Visual material: the importance of using visual media to make ones Teaching more effective, communicative and interesting is well-known. However, many teachers even experienced teachers’ do not exploit the potential of visual materials to the full. In addition, deciding which technique to use, for which language teaching purpose is often problematic.

Singh (2005) also supports this idea by saying, "Often teachers know the value of certain visuals aids, but they fail to utilize them to the fullest because they do not take time to plan their use (p.177)." The use of real objects, pictures and mime for suitable vocabulary is a very effective method as it is direct, interesting, and it makes an impression on the

class. Visuals evoke an immediate response from learners in a class which is the vital seed of all meaningful language-learning in general and vocabulary in particular. Visual materials stimulate presentation, accelerates learning and group activities. Events, concepts, and processes become more meaningful to the students.

2.1.3.1 Importance of Visual Aids

We all know that different types of teaching aids are used to make teaching learning activities goal-oriented like audio aids, visual aids, audio-visual aids, printed materials, etc. Here our concern specially goes upon visual aids. Visual aids, in broad sense, are defined as anything that can be seen with our eyes. In the simplest sense, visual aids mean things brought into the classroom to see by the students. A list of visual aids accounts pictures, demonstration, photographs, slides, graphs, charts, display materials, relia, pinmen pictures, magazine, cut-outs, models, puppets ,etc. including the classroom as a whole.

Visual aids are useful to the language learners. Visual materials are to contribute to make particular situation more lively. One visual aid gives thousand meaning without writing or uttering a single word. Seeing is more powerful than hearing. It is said that by seeing at least 83% lesson can be understood. There is one Chinese pro-verb about the importance of visual aids-“ if I hear, I forget, if I do, I know, if I see, I remember”. 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’. Similarly, visual aids include teacher, students, blackboard, textbook, classroom, etc.

Wright (1996, p.108) argues, “Without visual materials it is very difficult for the teacher to create a situation in which the students want to say something”. He means that visual material makes the classroom teaching easy and it also assists the teacher to create effective situation in the classroom.

Describing visual aids, El-Araby (1974, p.127) states:

Anything belongs to all brought into the classroom, animate or inanimate is a potential visual aids-teacher, boys, girls, pets, plants, clothes, furniture, materials, objects everything that anyone is seen to do, any movements he makes, any actions he performs, laughing, crying, smiling, working, acting, misbehaving, all potential visual aids.

When we use visual aids, they should be relevant with the objectives of teaching. Teachers have to select visual aids according to the content, level of the students, their age, need and interest of the students. They should also match the mental and physical state of the learner. For example, simple and single coloured pictures are more useful at the early stages whereas complex maps and composite pictures can be useful in intermediate and advanced level. The meaning of some words can be taught only with the help of visual aids not by definition. There are a number of types of visual aids. Among them, the picture is our major concern. So, here is the discussion about the pictures and their roles in language classroom.

2.1.3.2 Types of Visual Materials

In general, the use of various types of visual materials help the learners to negotiate meaning, actively interact with one another and exchange views while their attention is on meaning which in turn develops their vocabulary knowledge. Horn (1998, p.7) explains “For the academically gifted child the visual can excite the imagination, for average students stimulate and for the retarded child, clarify the visual image”. This indicates that visual learners have the advantages of using more than one medium to learn vocabulary even if they are good at processing visual things.

Wright and Haleem (1992) mention the following types of visual materials:

- a. **Realia:** Realia refers to real objects, are according to Allen sometimes more meaningful than pictures (Allen, 1983, p. 24). It is the use of real objects in classroom like hair ribbon, ring, paper clip, pen, ball, etc. that can be used as a stimulus for a creative activity. With beginner, and particularly young learners, using realia is helpful for teaching the meaning of words or for stimulating student's activity.
- b. **Picture:** Pictures can be used when concrete objects are impossible to bring into classroom. As Hill (1990, p. 7) pointed out, "the standard classroom which is usually not a suitable environment teaching language. That is why teachers search for various aids and stimuli to improve their situation. Pictures are one of the valuable aids. They bring image of reality into the unnatural world of the language classroom.
- c. **Flash cards:** Flash cards are of different types such as picture flash cards, word flash cards etc they are very much beneficial to teach word meaning, synonym, antonym etc. They are used in teaching of reading and writing skills.
- d. **Mime and gesture:** Explaining the meaning of words through the use of realia or in pictures, sometimes, become impossible. So, we can use of mime, action and gesture in ELT classroom. Through mime and gesture the learner can understand the intended meaning of the vocabulary without seeing anything. They can illustrate some complex words and may serve as extra teaching material.
- e. **Printed materials:** Printed Materials include "anything written and printed in English: newspapers, magazines, publicity, technical instructions for equipment, holiday brochures, etc" (Wright and Haleem, 1992, p. 5).

2.1.3.3 Benefits of Visual Aids in Teaching Vocabulary

The meaning can be conveyed to students by demonstration or pictures (using an object, using a cut out figure, using gesture, performing an action, photographs, blackboard

drawings or diagrams and pictures from books) and by verbal explanation (analytical definition, putting the new word in a defining context, and translating into another language). Certainly, in learning vocabulary items there are some aids which help the learners to find the meaning of words. Visual materials help learners use the foreign language efficiently. Nowadays, visual aids and audio-visual aids are familiar terms in the realm of education. Chandler and Cypher (1948) talk about the values for visual aids when effectively used in teaching.

The use of visual materials lessens major weakness of verbalism and provide interesting approach to new topic and give initial impression with the scene setting activity. Visual aids provide happy learning in the classroom and also economize time in learning and increase ability of retention. The supply of concrete material needed help to concretize the learning for a long. Visual aids stimulate initiative of pupils in making materials to develop their creativity and provide the best substitute for real experience by which they can understand abstract concept easily.

To teach successfully and effectively visual aids play important role. The language teacher need appropriate visual materials that can make the teaching and learning easy. It is not necessary to claim in favor of the aids obviously, they have their own importance in teaching and learning field. The teacher himself can make many useful visual materials at little or low cost. Most of the visual materials are prepared for two- dimensional; three dimensional aids that can also serve as good substitute for the rest object. The main function of visual aids is semantic. They help understand what they hear to learn the situation in which through imitation and repetition.

2.1.3.4 Teaching Vocabulary through Visual Aids

Vocabulary is essential part of language learning. To communicate with others using a language, one must know the vocabulary of the target language. Therefore, teaching vocabulary is important in language teaching. However, vocabulary should be taught in specific context so that it becomes easier for the learners to remember the words and they

can use those in their communication. Visual aids can be good resources for teaching vocabulary. It is always helpful to show the objects to the students with the words so that they can have a better understanding of the objects and their meanings. It helps them to recall the words easily. If the learners only hear a new word meaning orally, it may not be remembered for long time. However, if the vocabularies are presented with the pictures, it becomes more effective. Moreover, visual aids help the teacher to give emphasis on what is being taught and presented. Clear visual aids multiply the learners' ability of comprehension. According to Allen, Kate & Marquez (2011), "Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words" (p.5).

2.1.3.5 Role of Visual aids in the Classroom

Visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using visual aids in the class, teachers can present a topic visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in language which is difficult to explain verbally. The subject matter may not be clear to the learners and they may struggle to catch what the teacher is going to mean. However, by using different visual aids, teachers can make the learners understand better. If the verbal and visual things are presented together, learners can get the information quickly. Mayer (2001 as cited in Dolati, 2011, p. 6) claimed that, if the instruction is given in the class using both words and visuals, learning become faster.

To teach successfully and effectively visual aids play important roles. The language teacher need appropriate visual materials that can make the teaching and learning easy. It is not necessary to claim in favor of the aids obviously, they have their own importance in teaching and learning field. Most of the visual materials are prepared for two-dimensional; three dimensional aids that can also serve as good substitute for the rest

object. The main function of visual aids is semantic. They help understand what they hear to learn the situation in which through imitation and repetition.

2.1.3.6 Challenges of Use of Visual Materials in the Classroom

Although visual materials help the language teachers to facilitate their teaching, it does not mean that there are no disadvantages. Sometimes, it may be useless if the selection of visual materials is not effective. According to Cakir (2006),

The main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Additionally, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting such materials. Otherwise, it becomes boring and purposeless for the students (p.68).

So, there are some factors to be considered to use visual aids in classroom. If the materials are not selected wisely, the objective cannot be fulfilled. Sometimes, the materials are not comprehensible for them which may make the anxiety level of the learners high. Moreover, sometimes, it becomes very difficult to find the visual materials for young learners and the use of them in the classroom is also challengeable. If the visual aids are not related to the contents, they may mislead and make learners confused. That is why teachers need to be careful while selecting the visual materials for their learners.

2.2 Review of Empirical Literature

A number of research works have been conducted in the field of using visual aids in teaching vocabulary. Some of the related research works and articles under this topic are reviewed below:

Dahal (2012) conducted the research on the role of visual aids in developing writing skill attempted to present action research and found out that the average score increment of after the intervention of visual aids has been increased in high ratio than before introducing visual aids in the classes . Thirty students of grade x were purposively selected as the sample population. The major tools of data collection were the test items used during the research study. The conclusion and findings of research were drawn after comparing and analyzing the student's score of pre test and post test. The major finding of the research showed that the students' achievement was greater in post test in comparison to pre test after introducing and using visual aids in secondary level classes. It can be said that use of visual aids in the classroom is effective.

Gautam (2011) conducted the research study on the 'Effectiveness of visual materials in developing reading skill'. Thirty students of grade eight were the sample population of the study. The researcher himself involved in experimental teaching for the purpose of carrying out the research. The tests were major tools for data collection. The tests were administered before real teaching and after teaching and result was analyzed by comparing the result of pre test and post to determine the effect of visual materials which was found to be effective and motivating technique in teaching English language classroom in developing reading skill.

Kate and Marquez (2010) carried out a research on "Teaching Vocabulary with Visual Aids". The purpose of the research paper was to show how to test use visual aids in the ESL/EFL classroom. Using visual aids such as pictures, posters, word calendars, videos and computers can help students easily understand and realized the main points that they have learned in the classroom. For the visual aid students have different responses and expressions because of their educational and cultural background. Using visual aids like picture can help students understand the deep meaning of a topic and realize similarities and differences between each topic. The intent was to guide ESL/EFL teachers everywhere in the optional use of visual aids in their classroom.

Pokharel (2015) conducted the research on “Use of Pictures in Developing Vocabulary Power to the Fifth Grade Students. The research was based on action research .The objective of the study was to investigate the use of pictures to improve fifth grade students’ ability in the mastery of vocabulary. The sample and population of the study was the students of the fifth grade of Lyecium International Model School which consisted of 46 students. Test was used as an instrument or tool of the study. The students ‘mean score in the pre test was 61.65 and the students’ mean score of post test was 95.80. It means that the result shows the improvement in students’ vocabulary power after the use of picture as a technique does improve the students’ vocabulary power.

Sapkota (2006), carried out this research on “The Effectiveness of Live Presentation and Recorded Materials in Teaching Listening Comprehension.”The main purpose of this study was to find out the effectiveness of live presentation and recorded materials in teaching listening. The primary data were 40 students of grade eight. The researcher used simple random sampling procedure. It was found that there was the obvious live and recorded materials are far better than the other materials in teaching listening comprehension. Students in listening were found better than using other materials.

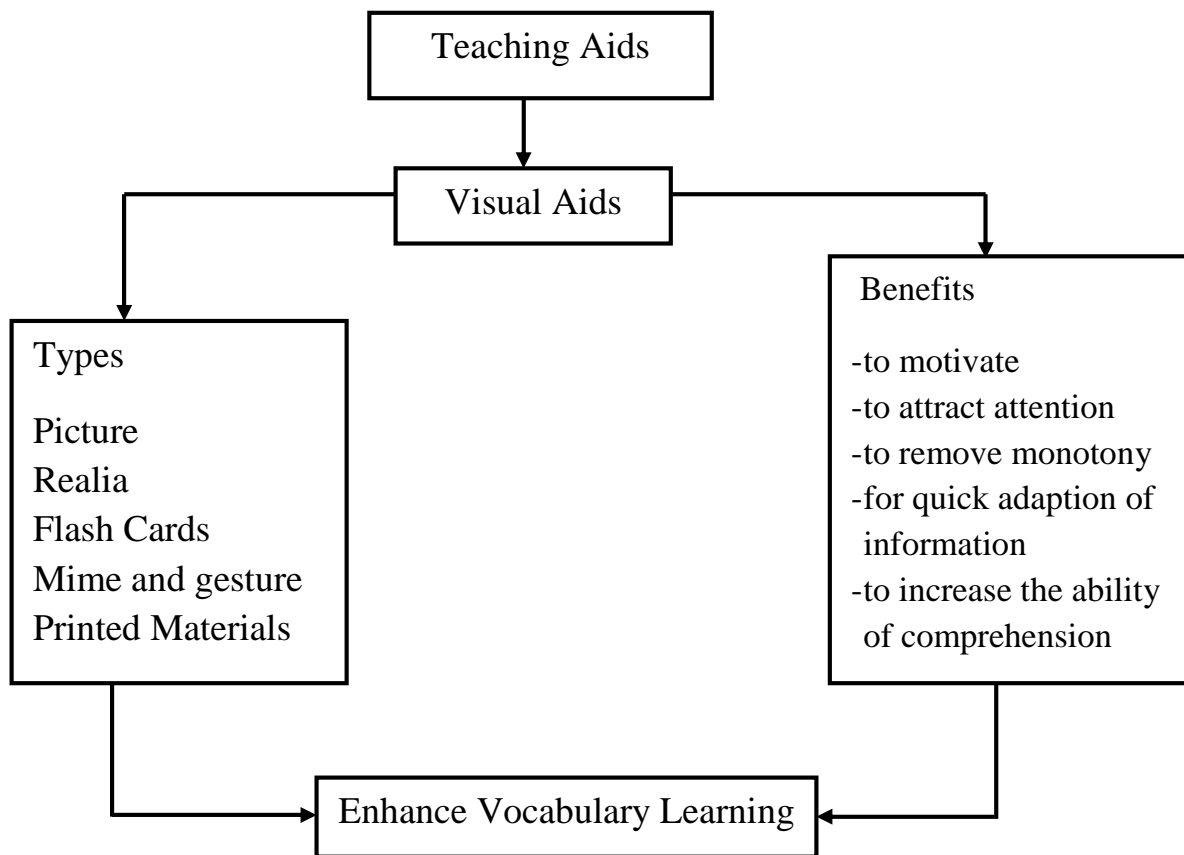
2.3 Implications of the Review for the Study

In addition to the practice implications, research study has also revealed implication for further research. All the researches, which are mentioned above, were conducted in the field of ELT teaching materials and their use in the classroom. My research is also related to the teaching materials. For the present study, review of related literature helps to understand the subject area, conceptualize the research problem clearly and precisely into selecting the methodology to obtain answers of related problem. The review of the literature has provided me a lot of ideas about the methodological aspect of conducting experimental research from Kate and Marquez (2010). Likewise, I got the idea about tools of the study by Gautam (2011) who had used test as a tool of data collection.

Similarly, I got a lot of idea about population, sample and sampling strategy of data collection by Sapkota (2006). By the help of the review of above mentioned research study, I developed horizon of theoretical knowledge about experimental research.

2.4 Conceptual Framework

Kumar (2005, p.37) writes, “The theoretical study consists of the theories or issues in which study is embedded. And conceptual framework is the base of problems.” Becoming specific to the study, the theoretical base is the definition given by different scholars. The conceptual framework of the study is the mental framework or map of the researcher which can draw in the following way:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

In this unit I have discussed the method of investigation which consists of design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedure and ethical consideration. This chapter deals with the methodology applied to carry out the study.

3.1 Design of the study

Before doing the research, I had to arrange the research design. Research design refers to the outline, plan, or strategy specifying the procedure to be used in the research. I had conducted this research using experimental research design.

An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables and observe the effect of the manipulation on the dependent variables. Experimental research design is the most popular design in the field of natural sciences but it has also been used effectively in non-laboratory setting such as the classroom, where significant factors or variables can be controlled to some degree.

According to Sommer and Sommer (1991, as cited in Ojha and Bhandari, 2013, p.184). “An experiment involves the creation of an artificial situation in which events that generally go together are pulled apart”. The participants in experiment are called subjects, the elements, or factors included in the study are termed variables. Independent variables are those that are systematically altered by the experimenter. Those items that are affected by the experimental treatment are dependent variables. The researcher has to prepare artificial situation because experimental research is not conducted in a natural or regular setting. Regular events or activities are intervened by creating artificial situation or environment. Natural situation does not mean to consider with nature. Classroom setting is an example of natural situation. In fact, artificial situation is created by

intervening the regular activity. Using a new technique to teach vocabulary instead of the regular technique used can be taken as an example of creating artificial situation.

Experimental research is conducted in a controlled environment. The independent variables are isolated, controlled or manipulated. It is conducted to see the cause-effect relationship between independent and dependent variable and the change resulted from the treatment. It involves the creation of artificial situation and introduction of one or more treatments or interventions to experimental group. The subject (participants) are randomly selected and assigned to two groups. The groups are called control group and treatment group. Random assignment of subjects helps to minimize the effects of extraneous variables and effect relationship. Pre-test is taken to ensure the existing level of performance of the subjects. Post-test is taken to find out the effect or treatment. In an experiment, the post-test measures the dependent variable. The independent variables are isolated and controlled carefully. The researcher formulates the hypothesis and collects the data to verify or falsify it. It has strong internal validity since it is based on cause and effect relationship. The researcher manipulates one or more variables, and controls and measures any change in other variables.

My research was concerned to find out the effectiveness of visual aids in vocabulary teaching. So, to see the effect on that I choose experimental research design. First of all , I Identified the purpose of the experiment ,Selected the relevant variables then I specified the level(s) of the intervention(low , medium, high intervention). Then I controlled the experimental conditions and environment and selected the appropriate experimental design. In order to get factual data I Administered pretest to know prior knowledge of vocabulary and conducted the intervention. In order to find out the effect I conduct the posttest and analyze the result.

3.2 Population, Sample and Sampling Strategy

The population of the study were the Grade six students of Baglung District. Fifty students of Purushodaya Secondary School of Baglung District were the sample for the

data collection. Sampling is the process by which a relatively small number of individuals, objects or events is selected and analyzed in order to find out something about the entire population. I had selected fifty students from grade six using purposive sampling procedure. The students were divided into two groups, experimental and controlled group (namely A and B) using systematic random sampling procedure. i.e by using fish bowl draw method. Those students who got c written fish bowl were kept in controlled group and those who got e written fish bowl were kept into experimental group. While dividing the groups, I had tried to maintain equal vocabulary achievement level for both groups.

3.3 Research Tools

A set of test items was designed to collect the data. It carried 50 marks and was used for both tests (Pre-Test and Post-test). A pre- test is a kind of test which was administered before conducting the research to know about the students' ability in mastering English vocabulary and to evaluate their prior knowledge. A post- test is the final test of entire experiment. It is taken to measure whether intended objectives are fulfilled or not. The same test items which were administered in posttest, as it was in pretest. The test items were selected from the textbook of Grade Six. The questions are appended in Appendix II.

Table .1
Types of Test

S.N.	Types of Test Items	No. of Items	Marks Per item	Total
1.	Put the correct name under each pictures	10	1	10
2.	Match the words with the pictures	10	1	10
3.	Fill the missing words	5	1	5
4.	Sentence completion with pictures	5	1	5
5.	Matching antonyms with the pictures	5	1	5
6.	Choosing correct alternatives	5	1	5
7.	Fill in the blanks	5	1	5
8.	Write the correct words to the picture	5	1	5
	Total			50

3.4 Sources of Data

Both primary and secondary sources of data were used for data collection in this study.

- a) *Primary Source:* The primary sources of data were the fifty students who were studying at Grade Six in Purushodaya Secondary School, Hugdisir, Baglung. The data were collected by administering pre-test and post-test. The pre-test was taken before the actual classroom teaching and the post test was taken after the experimental teaching. The same set of test items were administered in the both tests. I had used visual materials like picture, flash cards, realia, word cards to

teach vocabulary for experimental group and the usual method to the control group. I was involved in teaching the students of Grade Six.

b) *Secondary Sources:* Various books, articles, journals, websites, research works related to English language were consulted as per the requirement of the study to get theoretical knowledge. Some of them include Gautam (2011), Harmer (1991), Harmer (2001), Kate and Marquez (2010), Mayer and Sims (1994), Paudel (2015), Singh (2005), Ur (1996), Wright and Haleem (1991), www.google.com, Journal of NELTA, and so and so forth

3.5 Data Collection Procedure

At first, I visited Purushodaya Secondary School and took permission from the concerned authority to carry out my study. I requested to the school administration to conduct parents meeting to take permission from them and I got permission from them. Then I developed the test items for pre-test and post-test (same for both pre-test and posttest) and the lesson plan for teaching. . One hundred and twenty words were selected from the respective lessons. Fifty students of grade six were selected using simple random sampling procedure i.e. fish bowl draw method written with e and c namely A and B, and divided into two groups those who got c written fish bowl were put in controlled and those students who got e written fish bowl were in experimental. The pre-test was administered to both groups to identify the student's proficiency level in vocabulary. I taught experimental Group (A) using the visual aids and the controlled Group (B) using traditional technique. Each group was taught for twenty-two days, one period a day and each period lasted for 40 minutes. All together 44 lesson plans were made to teach for 22 days i. e. 22 plans for controlled group and 22 plans for experimental group simultaneously. After twenty two lessons, a post test was administered to the both groups. Each student's performance was compared and analyzed.

Finally, mean score difference of both the group was found out and compared in order to determine the effectiveness of visual materials in teaching vocabulary.

3.6 Data Analysis Procedure

This study consisted of two activities. In the first step the students participated in pre-test and in step two they participated in the post-test. This study used a method of quantitative to process the data. The data was presented, tabulated, computed and compared them in order to know the result of this study. Below is the formula to get valid result, I used to process the data.

Regarding Mean

$$\bar{X} = \frac{X}{N}$$

Here, X=Mean

R=Score Achieved

N=Total Number of Population

Regarding Percentage

$$P = X \frac{R}{N} | 100$$

Here, P=Percentage

R=Score Achieved

N= Total Number (full marks)

3.7 Ethical Considerations

During my study, First of all I visited to the selected school and distributed participant statement to inform them about the purpose of my study. Head teacher and sub teacher were requested to sign in the consent form in order to get permission to experiment in

that very place. Then, I distributed consent form to the parents to inform them about the research that their children were going to take part in. And I assured them about their privacy that would not be used for any other purpose by building rapport.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis and Interpretation of Results

I selected Purushodaya Secondary School, Hugdishir, Baglung for my experimental study. Fifty students of class six were selected as the population for the study and divided into two groups i. e. Experimental 'A' and controlled 'B' by using simple random sampling procedure. The first group was taught using visual materials and the second group was taught with traditional method. The result of post-test was tabulated and analyzed.

This chapter deals with analysis and interpretation of data. The data have been grouped under the two main headings and they are analyzed separately. The scores obtained by the students in pre-test and post-test were tabulated group wise after that, average scores of the pre-test and post-test was computed. Then average scores of the pre-test were subtracted from the average scores of the post-test to find out the differences and those differences were converted into percentage. If it is higher than zero it shows the progress of the students. The analyses are as follows:

4.1.1 Holistic Comparison

In this comparison the result of experimental and controlled group in both pre-test and post-test are tabulated and analyzed in the following table.

Table.2

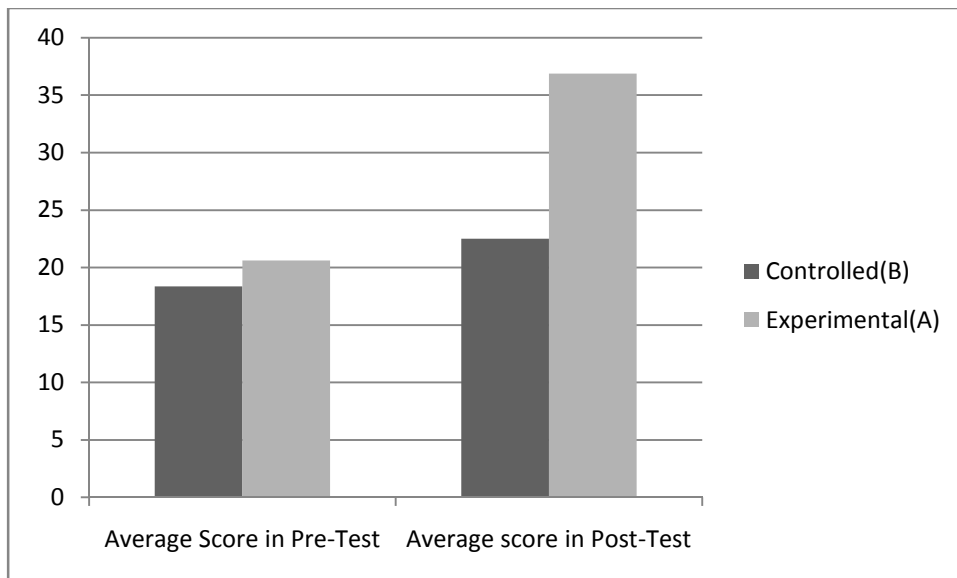
Average score in holistic comparison

Group	Average Score in Pre-Test	Average score in Post-Test	Difference
Controlled(B)	18.36	22.52	4.16
Experimental(A)	20.6	36.88	16.28

The above table shows that the average score of experimental group is far better than the average score difference of controlled group. The average score of controlled group in the pre-test was 18.36 and 22.52 in the post test. The average score of experimental group in pre-test was 20.6 and 36.88 in the post test. The experimental group excelled the controlled group by 12.12 total means score. Thus, the above table shows that the experimental group has done more improvement than the controlled group. The difference has been presented in the figure below.

Figure .1

Average Scores in Holistic Comparison



The above figure shows that there is significant increment in the performance of experimental group.

4.1.2. Item-wise Comparison

The data are grouped under different heading such as Put the correct name under each picture, Matching the word with the picture, Filling the missing words, Sentence completion with pictures, Matching antonyms with picture, Choosing correct Alternatives, Filling the blanks and Writing the correct words to the picture which are separately discussed below.

4.2.1. The Result in Putting the correct name under each Picture

This category consisted of 10 items which carried 1 mark each.

Table.3

The result in Putting the Correct Name under each Picture

Group	Av. Score in Pre-Test	Av. Score in Post-Test	Difference	Change%
Experimental	7.64	9.52	1.88	18.8%
Controlled	6.8	7.52	0.72	7.2%

The above table reveals that the experimental group has the average score of 7.64 in Pre-test and 9.52 in the post- test. This group increased its Av. marks by 1.88 means 18.8%. On the other hand, Controlled group has the average score of 6.8 in the pre-test and 7.52 in the post-test. This group has increased its performance by 0.72 means 7.2%. This shows that experimental group performed better progress than controlled group.

4.2.2 The Result in matching the word with the Picture

This category consisted of 10 items which carried 1 mark each.

Table.4

The Result in Matching the Word with the Picture

Group	Av. Score in Pre-Test	Av. Score in Post-Test	Difference	Change%
Experimental	4.72	8.08	3.36	33.6
Controlled	4.28	5.64	1.36	13.6

The above table depicts that experimental group has got average score of 4.72 in the pre test and 8.08 in the post test. The progress has been increased by 3.36 means 33.6%.

Whereas controlled group has got the average score of 4.28 in the pre-test and 5.64 in the post test. Their marks have been increased by 1.36 means 13.6%. It depicts that the Experimental Group has better performance than Controlled Group.

.

4.2.3 The Result in Filling the Missing Words

This category consisted of 5 items which carried 1 mark each.

Table. 5

The Result in Filling the Missing Words

Group	Av. Score in Pre-Test	Av. Score in Post-Test	Difference	Change%
Experimental	0.88	3.92	3.04	60.8
Controlled	0.8	1.68	0.88	17.6

This table reveals that experimental group has the average score of 0.88 in the pre-test and 3.92 in the post test. The average score has increased by 3.04 means 60.8% whereas controlled group has got average score of 0.8 in the pre-test and 1.68 in the post test. Their mark has been increased by 0.88 means 17.6%. This shows that the performance of experimental group is significantly higher than controlled group. So, it can be claimed that visual materials play vital role in vocabulary teaching.

4.2.4 The Result in Sentence Completion with Picture

This category consisted of 5 items which carried 1 mark each.

Table. 6

The result in sentence complete with picture

Group	Av. Score in Pre-Test	Av. Score in Post-Test	Difference	Change%
Experimental	1.4	4.04	2.64	52.8
Controlled	1.56	2.32	0.76	15.2

This table elucidates that experimental group has the average score of 1.4 in the pre-test and 4.04 in the post test. The average score has increased by 2.64 means 52.8% whereas the controlled group has got the average score of 1.56 in pre-test and 2.32 in post- test. The result has increased by 0.76 means 15.2%. This result advocates that experimental group gives better performance than controlled group.

4.2.5 The Result in Matching Antonyms with Picture

This category consisted of 5 items which carried 1 mark each.

Table. 7

The result in matching antonyms with picture

Group	Av. Score in Pre-Test	Av. Score in Post-Test	Difference	Change%
A	1.32	2.44	1.12	22.4
B	1.04	1.2	0.16	3.2

This table shows that experimental group has the average score of 1.32 in pre-test and 2.44 in post-test. The result has increased by 1.12 means 22.4% whereas the controlled group has got the average score of 1.04 in pre-test and 1.2 in post- test. The progress has increased by 0.16 means 3.2%.This result advocates that experimental group perform better, however, the difference is not significant.

4.2.6 The Result in Choosing Correct Alternatives

This category consisted of 5 items which carried 1 mark each.

Table. 8

The result in choosing correct alternatives

Group	Av. Score in Pre-Test	Av. Score in Post-Test	Difference	Change%
Experimental	3.36	4.12	0.76	15.2
Controlled	3.08	3	-0.08	-1.6

This table reveals that experimental group has the average score of 3.36 in pre-test and 4.12 in post-test. The progress has increased by 0.76 means 15.2% whereas controlled group has got average score of 3.08 in pre-test and 3 in post-test. The average score of controlled group has decreased by 0.08 means 1.6%. It shows that the performance of controlled group has deteriorated in post-test in comparison to pre-test. So, Experimental Group made better progress than Controlled.

4.2.7 The Result in Fill in the Blanks

This category consisted of 5 items which carried 1 mark each.

Table. 9

The result in fill in the blanks

Group	Av. Score in Pre-Test	Av. Score in Post-Test	Difference	Change%
Experimental	0.68	2.64	1.96	39.2
Controlled	0.52	0.8	0.28	5.6

This table shows that experimental group has the average score of 0.68 in pre-test and 2.64 in post –test. The progress has increased by 1.96 means 39.2% whereas controlled group has the average score of 0.52 in the pre-test and 0.8 in post-test. This has increased by 0.28 means 5.6%. The above description shows the better performance of experimental group than controlled group though the difference is not significant.

4.2.8 The Result in Writing the Correct Word to the Picture

This category consisted of 5 items which carried 1 mark each.

Table. 10

The result in writing the correct word to the picture

Group	Av. Score in Pre-Test	Av. Score in Post-Test	Difference	Change%
Experimental	0.6	2.04	1.44	28.8
Controlled	0.32	0.4	0.08	1.6

The above table depicts that experimental group has average score of 0.6 in pre-test and 2.04 in post-test. The progress has increased by 1.44 means 28.8% whereas controlled group has the average of 0.32 in pre-test and 0.4 in post-test. The progress has increased by 0.08 means 1.6%. It indicates that the experimental group reveals the better performance than controlled group.

CHAPTER- FIVE

FINDING, CONCLUSION AND RECOMMENDATIONS

I had carried out this practical study to find out the effectiveness of using visual materials in teaching vocabulary. In this study, two groups of students were taught to develop vocabulary items using two different techniques. The major concern of this study was to find out the effectiveness of visual aids in vocabulary teaching at Grade VI. Experimental group was taught using visual aids whereas controlled group was taught using traditional way. The pre- and post-tests were administered before and after the real teaching respectively. The results from tests were tabulated. After the comparative analysis and interpretation of the obtained marks from pre-and post-test, the findings were derived and conclusion was drawn and some recommendations are forwarded. While analyzing data, it was found that the students of Experimental Group progressed a lot in comparison to the Control Group. This chapter deals with the major findings of the study. At the same time, it also deals with some recommendations and pedagogical implications which are made on the basis of the findings of the study.

5.1 Findings

The findings of this study are based on the result of the group rather than the responses of individual students. Both groups were taught the same subject matter using the equal amount of time and number of periods. Only the techniques were different. The result of the post test showed that both groups were benefited. Comparatively, the group that was taught using visual aid (for experimental group) was found better in all of the cases. Therefore, if the students are taught using visual aids, they can develop better vocabulary items than those who are taught through traditional way.

From the interpretation and analysis of the obtained data, I have come up with following findings;

1. Holistic comparison as shown in table no.2 points out the differences in score percentage achieved by the both of the groups. The Experimental Group has increased in its average score by 32.56 percent than in pre-test whereas the Control Group has increased in its average score by only 8.32 percent. It reveals that experimental group showed better performance than controlled group.
2. Item No. I was designed to find out the students' ability in choosing correct word items with reference to the picture. They were asked to choose correct word for given picture. It was found that the Experimental Group has progressed in its average score by 18.8 percent where the Control Group by 7.2 percent than in pre-test. The visual aids are beneficial in teaching vocabulary.
3. Item No. II 'Match the word with the picture' was supposed to find out the ability of the students in choosing correct word in relation to the picture. The Experimental Group was found to have better result in this item too. The Experimental Group has progressed in its average score by 33.6 percent on the other hand, the Control Group has increased in its average score by 13.6 percent. This result also reveals the importance of visual aids in teaching vocabulary. The above average increment in percentage shows that teaching vocabulary through visual aids has better impact on the result.
4. Item No. III 'Fill the missing Words with the help of the Pictures' was designed to find out the students' ability in filling the missing words with the help of the pictures. Here, the Experimental Group has progressed in its average score by 60.8 percent. On the other hand, Control Group has progressed in its average score by 17.6 percent. The result points out that the Experimental Group has progressed significantly. It shows the visual aids worked effectively than the conventional one in teaching vocabulary.
5. 'Complete the sentence with Picture' item was designed to find out the ability of the students in sentence completion. In this item, the Experimental Group has progressed in its average score by 52.8 percent, whereas Control Group by 15.2 percent. The result reveals that the visual aids are effective in teaching vocabulary.

6. Item No. V 'Match the Antonyms with Picture' was also supposed to find out the students' capacity in matching vocabulary with the help of the pictures. Here, the Experimental Group progressed by 22.4percent, whereas the Control Group by 3.2 percent. This result shows that visual aids are beneficial in teaching vocabulary.
7. In the result of Choosing Correct Alternatives, experimental group has average increment of 15.2 percent whereas controlled group has -1.6%. The Controlled Group decreased its score in post-test than in pre-test. This shows that visual aids are effective than traditional one.
8. In the result of Fill in the Blanks, the Experimental Group has average increment of 39.2% and on the other hand the Controlled Group has average increment of 5.6%. This shows that visual aids are more effective than traditional one.
9. In the result of Writing the correct word to the Picture, Experimental Group has average increment of 28.8% whereas Controlled Group has 1.6%. It means visual aids worked more effectively than traditional one.
10. By the help of the intra-test comparison, I came to know that the Experimental Group performed better in almost all the test items than the Control Group in post-test although the result of the Experimental Group and the Control Group was approximately same in the pre-test.
11. The overall result of the post-test showed that the Experimental Group obtained higher marks in almost all of the test items. It was found that the Experimental Group performed effectively than the Control Group.
12. The performance of the Experimental Group was found satisfactory in all of the test items. This Group increased its average score significantly than the Control Group.

5.2 Conclusion

On the basis of findings we can conclude that the use of visual aids in teaching vocabulary leads to faster and intensive learning of vocabulary items in students. Since the visual aids such as pictures, diagrams, charts mime, gesture, posters etc make learning motivating, students attention span in the classroom tends to be longer than in normal

classes. Consequently, students' performance improves rapidly in all the aspect of vocabulary learning. The use of visual aids make the vocabulary learning more enjoyable and interesting. Visual aids motivate the students and make him or her pay attention and take part in learning. The use of visual aids makes the class active and alive, attracts the students' curiosity in learning new vocabulary. Visual aids provide concrete image for the learning of new words, phrase and sentences by creating lively environment. So visual aids have greater impact on vocabulary teaching.

5.3 Recommendations

The study found that pictures and other visual materials played vital role in a language classroom. It was found that the use of visual materials played important role in teaching vocabulary. On the basis of the findings, the following recommendations have been made.

1. Policy Related

- a) Though the visual aid technique is effective to learn vocabulary in the classroom, coordination between government educational policy, school management committee and teachers' parents associations is required for the better results. It would be better, if the curriculum designer considered visual aids in designing curriculum .Similarly, teachers and subject experts have to be conscious in teaching through visual aids.
- b) For the proper application of teaching through visual aids, it would be better that if the concerned body conducted various teacher trainings and refreshment trainings in using teaching materials in an appropriate way.
- c) Using Visual aids is a time consuming task. So, it is suggested that, if the more time is allocated in teaching vocabulary in curriculum, the more achievement we get.
- d) If the text book writers select the texts which can be taught through visual then the teacher can present the lesson by involving the students in an active manner. The

teacher can develop in them the environment of learning the real world situation in term of pictures.

- e) It would be better to develop picture-based exercises to get optimum achievement in learning vocabulary by CDC.

2. Practice Related

- a) The research shows that experimental group performed relatively better in almost all the cases of learning vocabulary. If the English language teachers follow visual aid techniques in teaching vocabulary items for the whole academic year, the students will learn more effectively and develop their vocabulary power. Therefore, visual aids need to be brought into practice in developing vocabulary power in English.
- b) In general, I would like to suggest that if all English teachers involved in teaching English throughout the country applying visual aids in their teaching, the whole English language teaching in general and teaching of vocabulary items in particular will be more effective and qualitative. Therefore, teachers are suggested to use various visual aids for effective vocabulary teaching as far as possible.
- c) The school administration and authority need to make the proper arrangement of the teaching materials and also need to pay attention in locally available materials and resources for the development of the English vocabulary. In order to break the monotony of the students and to make lessons effective, the teachers are suggested to use relevant teaching materials which are related to the needs, interests, requirement and age of the learners. And the use of pictures needs to be relevant to the contents and objectives of the lesson.

3. Further Research Related

- a) First, it is recommended that a wider sample of participants need to be chosen. This study was only limited to fifty students of a school in Baglung District. It was confined to only one experimental group and one controlled group. So it cannot be

claimed that the findings of the research are applicable everywhere. Providing a larger sample would increase the reliability of findings. It is therefore, essential to carry out further researches including more number of students and more academic institutions.

- b) This experiment was conducted only for four weeks and 40 minutes per day. If the time of experiment is lengthened varied result can be observed.
- c) This research was limited to the vocabulary teaching only. Similar type of research can be carried out on other areas like word formation, word grammar, word meaning and use and so on.
- d) Moreover, suggestion can be given to the next researcher to conduct further study that can enhance this research because this research actually be broaden and extend to other subject and also in different setting.
- e) Finally, I realize that this paper is far from being perfect, because of that constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful and helpful for us and give positive contribution to English language learning context.

References

- Agrawal, J. C. (1996). *Principles, methods and techniques of teaching vocabulary*. New Delhi: Vikas Publishing House.
- Allen, K, & Marquez, A. (2011). Teaching vocabulary with visual aids. *Journal of Kao Ying Industrial & Commercial Vocational High School, 1(9)*, 1-5.
- Allen, V. F. (1983). *Techniques in teaching vocabulary*. Oxford: Oxford University Press.
- Araby, E. L. (1974). *Audio-visual aids for teaching English and introduction to materials and methods*. London: Longman.
- Armstrong, T. (2000). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD.
- Cakir, D. I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of educational Technology, 5(4)*, 67-72. Retrieved from <http://www.tojet.net/articles/v5i4/549.pdf>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Cameron, L.(2002). *Teaching language to young learners*. New York: Cambridge University Press.
- Chandler, A. C. & Cypher, I. F. (1948). *Audio-visual techniques for enrichment of the curriculum*. New York: Noble and Noble Publishers, Inc.
- Cohen, L. Manion, L. & Morrison, K.(2010).*Research methods in education*(3rd edition). London: Routledge.
- Dahal, K. (2012). *Role of visual aids in developing writing skill*. An Unpublished M.Ed. thesis. Kathmandu: T.U.
- Dolati, R. (2011). Harnessing the use of visual learning aids in the English language

- classroom. *Arab World English Journal*, 2(1), 3-17.
- Gautam, D. (2011). *The Effectiveness of visual materials in developing reading skill*. An Unpublished M.Ed. thesis. Kathmandu: TU
- Harmer, J. (1991). *The practice of language teaching*. London: Longman Group UK Ltd.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). London: Longman.
- Hatch, E. & Brown, C. (1995). *Vocabulary, semantics and language education*. Cambridge: Cambridge University Press.
- Hill, D. A. (1990). *Visual impact: creative language learning through pictures*. Essex: Longman Group UK Limited.
- Horn, R. (1998). *Visual language: global communication for the 21st century*. Bainbridge Island, WA: Macro VU Press.
- Kumar, R.(2005). *Research methodology*. Delhi: Pearson Education.
- Linse, T.C. (2005). *Practical English language teaching: young learners*. McGraw Hill: New York
- McCarthy, M.(1990). *Vocabulary*. Oxford: Oxford University Press.
- Mayer, R. & Sims, V. (1994). For whom is a picture worth a thousand words? Extensions of a dual-coding theory of multimedia learning. *Journal of Educational Technology*, 86, 389-401.
- Ojha, L. P & Bhandari, M .B. (2013). *Research methodology in language education*. Kathmandu: Intellectual Book Palace.
- Pokharel, B. (2015) . *Use of pictures in developing vocabulary power*. An Unpublished M.Ed. thesis. Kathmandu: T.U., Kirtipur.
- Sapkota, N.(2006). *Effectiveness of recorded materials in teaching listening*. An Unpublished M. Ed. Thesis. T.U., Kirtipur.

- Scott, A. W. & Ytreberg, H. L. (1991). *Teaching English to children*. London, New York: Longman.
- Sharma, B. K. &Phyak, P. B. (2006). *Teaching English language*. Kathmandu: Sunlight Publication.
- Singh, R. (2005). *Teaching methods in schools: global education series: 2*. New Delhi: Commonwealth Publishers.
- Stevick, E. (1957). *Helping people learn English*. Nashville, Tell: Abingdom press.
- Thornbury, S. (2002). *How to teach vocabulary*. London: Longman.
- Ur, Penny.(2001). *A course in language practice in theory*. Cambridge: Cambridge University Press.
- Wardaugh, R. (1972). *An introduction of sociolinguistics*. Oxford : Blackwell.
- Wileman, R. E. (1993). *Visual communicating*. Englewood Cliffs, NJ: Educational Technology.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. London: Edward Arnold.
- Wright, A. (1976). *Visual materials for the language teacher*. London: Longman.
- Wright, A. (1979). *Visual materials for the language teacher*. London: Longman.
- Wright, A. & Haleem, S.(1991). *Visuals for language classroom*. London: Longman Group UK
- Wright, A. & Haleem, S. (1992). *Visuals for the language classroom*. London& New York: Longman.

Appendix I

Selected Vocabulary Items

- | | | |
|--------------------|----------------|---------------|
| 1. Danphe | 2. Panda | 3. Cheetah |
| 4. Deer | 5. Giraffe | 6. Frog |
| 7. Swift | 8. Penguin | 9. Snake |
| 10. Crocodile | 11. Polar Bear | 12. Aeroplane |
| 13. Penguin | 14. Pilot | 15. Rain |
| 16. Man | 17. Lion | 18. Horse |
| 19. Map | 20. Tiger | 21. Carpenter |
| 22. Oval | 23. Straight | 24. Fish |
| 25. Butterfly | 26. Notice | 27. Hill |
| 28. Mountain | 29. Road | 30. Village |
| 31. Walk | 32. Window | 33. Towel |
| 34. Sandals | 35. Boot | 36. Socks |
| 37. Trains | 38. Bus | 39. Young |
| 40. Boy | 41. Shelter | 42. House |
| 43. Grinding stone | 44. Women | 45. Mosque |
| 46. Church | 47. Temple | 48. Taxi |

- | | | |
|----------------|--------------|----------------|
| 49. Bike | 50. Camera | 51. Photograph |
| 52. Cable | 53. Book | 54. Nurse |
| 55. Pilot | 56. Child | 57. Mirror |
| 58. Doctors | 59. Climbing | 60. Weak |
| 61. Gloves | 62. Fingers | 63. Glass |
| 64. Fat | 65. Garden | 66. Bucket |
| 67. Plant | 68. Cut down | 69. Town |
| 70. Farm | 71. Home | 72. Coat |
| 73. Cooking | 74. Bridge | 74. Football |
| 75. Kite | 76. Street | 77. Cupboard |
| 78. Sleeping | 78. Blanket | 78. Box |
| 79. Plough | 80. Running | 81. Football |
| 82. Volleyball | 83. Chess | 84. Dance |
| 85. Picture | 86. Tongue | 87. Digging |
| 89. Long | 90. Fly | 91. Neck |
| 92. Swim | 93. Bath | 94. Police |
| 95. Dentist | 96. Magazine | 97. Newspaper |
| 98. Sunny | 99. Crash | 100. Roof |

101. Driver

102. Shirt

103. Hole

104. Goal post

105. Grass

105. Slim

106. Bushes

107. Handkerchief

108. Belt

109. Necklace

110. T- shirts

111. Trouser

112. Kitchen

113. Round

114. Wide apart

115. Digging

116. Kitchen

117. Sleeping

118. Running

119. Mill stone

120. Lady

APENDIX-II

Pre-Test and Post-Test Items

Name:.....

F.M:50

Class:.....

Time: 45 min

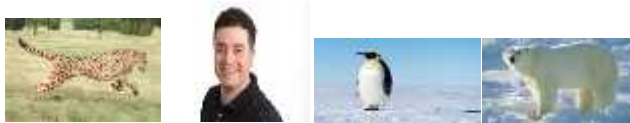
Q.No.1. Put the correct name under each picture choosing the name from brackets.

10

(Giraffe, Swift, Man, Cheetah, Polar Bear, Danphe, Frog, Penguin, crocodile, Snake)



.....



.....



.....

Q.No.2. Match the words with the picture.

10

a. Pilot



b. Horse



c. Aero plane



d. Map



e. Lady



f. Lion



g. Fish



h. Butterfly



i. Tiger



j. Nurse



Q. No.3. Look at the picture and write the missing words.

5

1. ___ _ i ___ b



2. H ___ l ___



3. G ___ _ ve ___



4. ___ in ___ _rs



5. Ch ___ _d



Q.No.4. Match the words in Colum A with their antonyms in Colum B with reference to the picture.

5

A

B

1. young



2. Boy



3. Women



4. Weak



5. Fat



Q.No.5. Complete the following sentences using words in the brackets with reference to the picture. **5**

(notice, shelter, glass, plane, walk)

1. There is little water in the _____.



2. In case of a storm run to a nearby _____.



3. The _____ is posted _____ wall.



4. The _____ is flying over the mountain.



5. They went for a _____.



Q.No.6 Choose the correct alternative.

5

1. There were no _____ and trains for travel in the past.

- a) Buses b) Cars c) Tompos



2. Only the knowledge that have in _____ is not enough.

- a) book b) chart c) internet



3. _____ Brahmin boys also went to Benaras.s

- a) Four b) five c) Three



4. After study they were returning to their _____.

- a) College b) jungle c) home





5. We use _____ to grind grains.


- a) millstone b) big stone c) small stone





Q. No.7. Fill in the blanks with the help of the following pictures. 5

a. He is _____ . 


b. Baby is _____ . 

c. Boys are playing _____ . 


d. Mummy is cooking in the _____ . 

e. Father is _____ in the field. 

Q.No.8 Write the correct words for the pictures. 5

1.  Nose

2.  face

3.  Eyes.....

4.  nose

5.  Face

APPENDIX-III
LESSON PLAN
CONTROLLED GROUP

Lesson plan no.: 1

Date:2073/05/15

Grade: six

Subject: Our English

Topic: Some Birds and Animals

Teaching Item: Vocabulary

Focus: Contextual meaning

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

-) Read the text extensively.
-) Tell the names of birds and animals.

Vocabularies:

multi –colour, tall, animals, birds, Cheetah,

Teaching Materials:

Daily used materials.

Teaching Learning Activities:

- i. The teacher motivates the students by telling the names of some birds and animals.

- ii. The teacher gives the background information about the text, and write the names of some birds and animals on the board.
- iii. Then the students repeat the names of the birds and animals written on the board.
- iv. The teacher gives the Nepali equivalent of the words written on the board.
- v. Then the teacher asks the students to read the text given in the book extensively.
- vi. In practice the teacher will ask the name of some birds and animal from the book and feedback will be provided if necessary.

Evaluation

The teacher ask some question to evaluate the student's understanding.

) Which is fastest animal in the world?

) Which bird is multi-coloured?

Homework

List out the name of birds and animal separately related to the text.

LESSON PLAN

EXPERIMENTAL GROUP

Lesson plan no.: 1

Date: 2073/5/15

Grade: six

Topic: Some Birds and Animals

Teaching Item : Vocabulary

Focus : Contextual meaning

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

-) Read the text extensively
-) Tell the names of birds and animals.

Vocabularies:

multi –colour, tall, animals, birds, Cheetah

Teaching Materials:

Daily used materials, pictures and flash cards

Teaching Learning Activities

- i. The teacher ask the students the following questions to motivate the students;
 - 1) Have you ever heard about birds and animals?
 - 2) Can you tell some of the names of birds and animals?
- ii. The teacher writes the names of some birds and animals on the board like, cheetah, giraffe, bird etc.
- iii. Then the teacher shows the picture of different birds and animals in front of the students and ask the students to repeat the names after teacher as necessary.

iv. In practice the teacher displays the pictures of birds and animals and asks them to name them.

v. At last feedback will be provided if necessary.

Evaluation

The teacher ask some question to evaluate the student understanding by showing the picture.

) Which is fastest animal in the world?



) Which bird is multi-coloured?



Homework

List out the name of birds and animal separately related to the text.

CONTROLLED GROUP

Lesson plan no.: 5

Date:2073/05/23

Grade: six

Subject: Our English

Topic: A Brave Female Pilot

Teaching Item: Vocabulary

Focus: Contextual meaning

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

-) Read the text extensively.
-) Tell the meaning of vocabulary given

Vocabularies:

Pilot, handkerchief, fat, necklace, trouser

Teaching Materials:

Daily used materials.

Teaching Learning Activities:

- i. The teacher motivates the students by telling the story of pilot.
- ii. The teacher gives the background information about the text, and the works done by brave pilot.
- iii. Then the students are asked to read the text carefully and write down the difficult vocabularies in their copy.
- iv. The teacher gives the Nepali equivalent of the words written on the board.

vi. In practice the teacher will ask the name of some pilots and their work orally in the classroom and feedback will be provided if necessary.

Evaluation

The teacher ask some question to evaluate the student's understanding.

) What is the name of the first female pilot?

) Can you tell the meaning of the following words?

Handkerchief, trouser, pilot

Homework

List out the name of any five brave pilots related to the text.

EXPERIMENTAL GROUP

Lesson plan no.: 5

Date: 2073/5/23

Grade: six

Subject: Our English

Topic: A Brave Female Pilot

Teaching Item: Vocabulary

Focus: Contextual meaning

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

-) Read the text extensively.
-) Tell the meaning of vocabulary given

Vocabularies:

Pilot, handkerchief, fat, necklace, trouser

Teaching Materials:

Daily used materials, pictures and realia

Teaching Learning Activities

- i. The teacher ask the students the following questions to motivate the students;
 - 3) Have you ever heard about any brave pilot?
 - 4) Can you tell some of the names of pilots?
- ii. Then the teacher shows the picture of female pilot in front of the students and ask the students to repeat the names after teacher as necessary.
- iii. The teacher ask the student to read the text and find out the difficult vocabulary.

iv. In practice the teacher displays the pictures and realia asks them to name them.

v. At last feedback will be provided if necessary.

Evaluation

The teacher ask some question to evaluate the student understanding by showing the picture.

) Who is this?



) Can you tell me the name please?

Homework

Write down a short paragraph about pilot.

Lesson Plan No. 8

School: Shree Purushodaya Secondary School

Date: 2073/05/28

Class : Six

Time : 40.min.

Subject : English

Topic : Facial Description

Group A

Presentation and Practice.

The Teacher motivates the students by asking them about the facial structure within their friends. And the teacher write down the different shapes of the face, nose, eye and etc. She displays the pictures of different shapes in front of the students. Students repeat the names of pictures after her as necessary.

In practice teacher displays all the pictures with their names and ask them to find out the shape of their friends. Feedback will provide to the students if necessary.

Evaluation

The teacher will show some pictures of different shapes and ask the following type of questions.



a. What type of face does she have?

She hasface.



b. What type of nose is this ?

This is

The teacher displays the pictures to some of the students and ask them to answer.

Group B
Presentation and Practice

The teacher motivates the students by telling some different types of face, nose hair etc using mother language. Then she writes them on the board. The students repeat the names after teacher. Then the teacher gives the Nepali equivalent to make them understand. In practice she will ask some of the students to tell the names of different shape of face. Feedback will be provided if necessary.

Evaluation

The teacher evaluates the students by asking some questions like

Sita hasface.

Ram hasnose.

Appendix IV

Controlled Groups

S.N.	Roll No	Names	P-Test	Post-Test	Different	Percent
1	2	Rejina Kaucha	30	40	10	
2	6	Jeewan Rana	15	20	5	
3	5	Narmaya B.K.	11	22	11	
4	7	Sujan Pun	25	29	4	
5	8	Rejina Sharma	13	13	0	
6	9	Saraswati B.K.	19	23	4	
7	12	Ashok B.K.	13	19	6	
8	14	BhimBdr B.K.	27	28	1	
9	15	Ishwor B.K.	12	14	2	
10	17	Sabita Sharma	14	20	6	
11	18	Gyanu Chhetri	23	27	4	
12	19	Nira Chhetri	9	24	15	
13	23	Sarita B.K.	9	14	5	
14	28	Jharana Thapa	25	27	2	
15	29	Manisha Thapa	19	27	8	
16	32	Diwas Shreesh	17	20	3	
17	36	Sandeep Shreesh	18	21	3	
18	37	Himal B.K.	15	15	0	
19	49	Samjhana Thapa	20	24	4	
20	42	Manju Rana	17	18	1	
21	43	Basauta Shreesh	20	20	0	
22	45	Aawaj Sharma	39	41	2	
23	46	Jamuna Thapa	15	21	6	
24	47	Deepak Nepali	17	19	2	
25	48	Kumari Thapa	17	17	0	
		Total	459	563	104	
		AV marks	18.36	22.52	4.14	
		Percentage	36.72	45.04	8.32	

Experimental Group

S.N.	Roll No	Names	Pre-Test	Post-Test	Different	Percent
1	1	Harikala Sharma	24	39	15	
2	3	Suman Chhetri	26	38	12	
3	4	Prem Kumari Thapa	23	36	13	
4	10	Bishnu B.K.	16	41	25	
5	11	TikaBdr Chhetri	20	36	16	
6	13	Kopila Chhetri	31	41	10	
7	16	Prakash Sharma	13	36	23	
8	20	Aayush Shreesh	23	39	16	
9	21	Padam Bdr B.K.	15	35	20	
10	22	Alina Kaucha	10	25	15	
11	24	Anil Kaucha	8	47	39	
12	25	Kopila Thapa	31	41	10	
13	26	Dev Bdr B.K.	28	37	9	
14	27	Bharati Kaucha	23	40	17	
15	30	Mandeep pun	26	31	5	
16	31	Sandesh Pun	23	44	21	
17	34	Sumitra Nepali	18	30	12	
18	33	Sabina Pun	17	39	22	
19	35	Sanchita Shreesh	25	34	9	
20	39	Melina Shreesh	28	38	10	
21	40	PuranPariyar	6	32	26	
22	41	AshmitaThapa	13	38	25	
23	44	ReshamThapa	22	36	14	
24	38	Samikshya Kaucha	30	38	8	
25	50	TekBdr B.K.	16	31	15	
		Total	515	922	407	
		AV marks	20.6	36.88	16.28	
		Percentage	41.2	73.76	32.56	

AppendixV

Pre-test

Controlled Group

S.N.	Roll No	Names	1	2	3	4	5	6	7	8
1	2	Rejina Kaucha	9	8	3	2	1	3	3	1
2	6	Jeewan Rana	9	1	0	0	1	4	0	0
3	5	Narmaya B.K.	1	4	0	1	2	3	0	0
4	7	Sujan Pun	10	7	0	1	0	4	2	1
5	8	Rejina Sharma	9	1	0	0	2	0	0	1
6	9	Saraswati B.K.	8	4	0	3	0	3	1	0
7	12	Ashok B.K.	8	3	0	0	0	2	0	0
8	14	Bhim Bdr B.K.	10	8	1	3	1	4	0	0
9	15	Ishwor B.K.	6	3	0	1	1	1	0	0
10	17	Sabita Sharma	7	1	0	1	1	4	0	0
11	18	Gyanu Chhetri	10	6	2	1	1	3	0	0
12	19	Nira Chhetri	3	2	0	1	0	3	0	0
13	23	Sarita B.K.	2	2	0	0	1	4	0	0
14	28	Jharana Thapa	7	7	3	3	2	2	1	0
15	29	ManishaThapa	9	6	0	1	0	3	0	0
16	32	Diwas Shreesh	7	3	0	1	2	4	0	0
17	36	Sandeep Shreesh	5	6	0	2	0	4	1	0
18	37	Himal B.K.	5	3	0	2	1	4	0	0
19	49	Samjhana Thapa	6	3	2	5	1	3	0	0
20	42	Manju Rana	7	3	0	1	1	4	1	1
21	43	Basauta Shreesh	9	3	0	3	1	3	0	0
22	45	Aawaj Sharma	10	8	5	4	1	4	3	3
23	46	Jamuna Thapa	3	3	2	1	1	5	1	1
24	47	Deepak Nepali	6	7	1	1	2	3	0	0
25	48	Kumari Thapa	4	5	1	1	3	0	0	0
		Total	170	107	20	39	26	77	13	8
		Mean	6.8	4.18	0.8	1.56	1.04	3.08	0.52	0.32
		Percentage	68	42.8	16	31.2	20.8	61.6	10.4	6.4

Pre-test

Experimental Group

S.N.	Roll No	Names	1	2	3	4	5	6	7	8
1	1	Harikala Sharma	10	8	0	1	1	3	0	1
2	3	Suman Chhetri	9	8	2	1	0	3	1	2
3	4	Prem Kumari Thapa	7	8	2	1	0	3	1	1
4	10	Bishnu B.K.	6	3	0	0	3	3	1	0
5	11	Tika Bdr Chhetri	10	5	0	0	2	3	0	0
6	13	Kopila Chhetri	10	8	2	3	2	3	2	1
7	16	Prakash Sharma	7	2	0	2	0	1	0	0
8	20	Aayush Shreesh	8	3	2	2	1	4	2	1
9	21	Padam Bdr B.K.	4	3	0	2	1	5	0	0
10	22	Alina Kaucha	3	2	0	0	2	3	0	0
11	24	Anil Kaucha	3	1	0	0	1	3	0	0
12	25	KopilaThapa	10	6	3	3	3	4	1	1
13	26	Dev Bdr B.K.	10	7	1	3	1	4	1	1
14	27	Bharati Kaucha	9	2	2	3	3	3	0	1
15	30	Mandeep pun	10	10	0	2	0	3	1	1
16	31	Sandesh Pun	6	8	0	0	3	3	1	2
17	34	Sumitra Nepali	9	2	1	0	1	4	1	0
18	33	Sabina Pun	7	3	1	0	2	4	0	0
19	35	Sanchita Shreesh	10	5	1	3	2	4	0	0
20	39	Melina Shreesh	9	10	1	2	0	3	2	1
21	40	Puran Pariyar	3	0	0	0	0	3	0	0
22	41	Ashmita Thapa	7	2	0	1	1	2	0	0
23	44	Resham Thapa	10	2	0	2	3	5	0	0
24	38	Samikshya Kaucha	8	8	3	1	1	4	3	2
25	50	Tek Bdr B.K.	6	2	1	3	0	4	0	0
Total			191	18	22	35	33	84	17	15
Mean			7.64	4.72	0.88	1.4	1.32	3.36	0.68	0.6
Percentage			76.4	47.2	17.6	28	26.4	67.2	13.6	12

Post-Test

Controlled Group

S.N.	Roll No	Names	1	2	3	4	5	6	7	8
1	2	Rejina Kaucha	10	10	4	5	1	4	3	8
2	6	Jeewan Rana	6	6	0	2	2	4	0	0
3	5	Narmaya B.K.	9	6	2	1	1	1	2	0
4	7	Sujan Pun	7	8	1	5	0	4	2	2
5	8	Rejina Sharma	5	3	0	0	2	3	0	0
6	9	Saraswati B.K.	7	4	2	3	1	2	2	2
7	12	Ashok B.K.	6	4	1	3	1	4	0	0
8	14	BhimBdr B.K.	10	10	1	3	0	4	0	0
9	15	Ishwor B.K.	6	3	2	0	2	1	0	0
10	17	Sabita Sharma	6	5	2	0	1	4	1	1
11	18	Gyanu Chhetri	9	8	3	3	1	2	1	0
12	19	Nira Chhetri	9	8	2	1	2	3	0	0
13	23	Sarita B.K.	4	2	2	3	1	2	0	0
14	28	Jharana Thapa	9	8	2	3	1	4	0	0
15	29	Manisha Thapa	9	6	2	4	2	4	0	0
16	32	Diwas Shreesh	7	5	1	1	0	5	1	0
17	36	Sandeep Shreesh	9	5	0	2	1	4	0	0
18	37	Himal B.K.	8	1	0	0	1	5	0	0
19	49	Samjhana Thapa	9	4	4	2	1	3	1	0
20	42	Manju Rana	8	6	1	2	0	0	1	0
21	43	Basauta Shreesh	10	4	0	0	3	3	0	0
22	45	Aawaj Sharma	10	10	5	5	1	5	3	2
23	46	Jamuna Thapa	6	7	1	2	1	3	1	0
24	47	Deepak Nepali	3	3	3	5	3	0	2	0
25	48	Kumari Thapa	6	5	1	3	1	1	0	0
Total			188	141	42	58	30	75	20	10
Mean			7.52	5.64	1.68	2.32	1.2	3	0.8	0.4
Percentage			75.2	56.4	33.6	46.4	24	60	16	8

Post-test

Experimental Group

S.N	Roll No	Names	1	2	3	4	5	6	7	8
1	1	Harikala Sharma	10	10	4	5	1	4	2	3
2	3	Suman Chhetri	9	10	3	5	1	4	3	3
3	4	Prem KumariThapa	10	6	4	5	2	4	3	2
4	10	Bishnu B.K.	10	10	4	3	5	5	2	2
5	11	Tika Bdr Chhetri	10	10	5	3	1	4	2	1
6	13	Kopila Chhetri	10	10	3	5	5	4	2	2
7	16	Prakash Sharma	10	6	4	5	0	4	4	3
8	20	Aayush Shreesh	10	8	5	5	1	2	4	2
9	21	Padam Bdr B.K.	10	7	3	5	0	4	3	3
10	22	Alina Kaucha	7	4	2	1	5	4	1	2
11	24	Anil Kaucha	10	10	5	5	5	5	5	3
12	25	KopilaThapa	10	10	4	3	5	5	2	1
13	26	Dev Bdr B.K.	10	8	5	4	0	5	2	2
14	27	Bharati Kaucha	10	10	4	3	4	5	2	2
15	30	Mandeep pun	10	8	2	3	0	4	1	3
16	31	Sandesh Pun	10	8	5	5	5	5	5	1
17	34	Sumitra Nepali	5	7	4	3	1	5	3	2
18	33	Sabina Pun	9	10	4	5	1	4	4	2
19	35	Sanchita Shreesh	9	7	3	4	5	4	2	0
20	39	Melina Shreesh	10	8	3	5	5	4	2	1
21	40	Puran Pariyar	10	8	3	4	2	4	0	1
22	41	AshmitaThapa	10	4	5	5	4	4	3	4
23	44	ReshamThapa	10	10	4	3	1	4	2	2
24	38	Samikshya Kaucha	10	5	5	5	0	4	5	4
25	50	Tek Bdr B.K.	9	8	5	2	3	2	2	0
		Total	238	202	98	101	61	103	66	51
		Mean	9.52	8.08	4.92	4.04	2.44	4.12	2.64	2.04
		Percentage	95.2	80.8	78.4	80.8	48.8	82.4	52.8	40.8