

**USE OF L₁ FACILITATION IN DEVELOPING ENGLISH
VOCABULARY**

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

**Submitted by
Babita Ghimire**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2016**

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

.....

Date: 05-08-2016

Babita Ghimire

DEDICATION

Dedicated

To

My parents who devoted their entire life to make me

What I am today

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First of all, I would like to express my sincere and hearty gratitude to my respected Guru and thesis supervisor **Mr. Ashok Sapkota**, Teaching Assistant, Department of English Education, T.U., Kirtipur, for his invaluable suggestions, encouragement and cooperation to bring the thesis in this form from the very beginning.

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Babita Ghimire

ABSTRACT

This research entitled “Use of L₁ facilitation in Developing English Vocabulary” aims to find out the the effectiveness of using first language for teaching vocabulary at secondary level. This research was mainly based on the primary and secondary sources of data. The sample size of the study consisted of 40 students studying in grade nine at Shree Madane Danda Secondary School, Dhuwankot, Gorkha for the purpose of the research. The students were divided into experimental and control groups. The required data were collecting by using test items. It was found that the group which was taught by using L₁ is achieved better than the group which was taught without using L₁ facilitation. The common words in which the learners felt easier when they were facilitated in Nepali were occupy, plea, species, recent monument, emperor, circumstance, demise.

Thesis comprises five chapters. The first chapter deals with general introduction, objectives of the study and significance of the study. The second chapter deals with the review of the related literature, implication of review for the study and conceptual framework. Third chapter deals with methods and procedures of the study. It contains information about design and methods used in the study. It contains information about design and methods used in the study, population of the study, on sampling procedure and data analysis and interpretation procedures. Fourth chapter consists of the analysis and interpretation of the results. And the fifth chapter deals with the major findings of the study on the basis of analysis and interpretation of the collected data. It also deals with some recommendations made based on the major findings of the study. Finally, the fifth chapter consists conclusion and recommendations is followed by the references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	-	Percentage
CUP	-	Cambridge University Press
D	-	Difference
D%	-	Degree of Increase Percentage
ELT	-	English Language Teaching
ESL	-	English Second Language
M. Ed	-	Masters of Education
NELTA	-	Nepal English Language Teachers' Association
No.	-	Number
P	-	Page Number
S.N.	-	Serial Number
TU	-	Tribhuvan University
Vol.	-	Volume

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which human beings share their ideas, feelings, thoughts, desires and opinions. Human being is different from all other living creatures because of language. Language is one of the most valuable gifts of God to human beings. It is not just the collection of words or noise of sounds but a systematic arrangement of these components which helps to establish good relationship between and among the people of the world. All human beings normally speak at least one language and it is hard to imagine much significant social, intellectual or artistic activity taking place in its absence. So, it can be said that language is the most powerful medium for receiving and producing messages.

According to Sapir (1978), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (p.8). In this definition it is said that language is the voluntary vocal system of communication and its main function is to communicate. Language is the most valuable means of communication that only the human race possesses. It is the distinctive property of human being which makes them superior than other living beings on the earth.

There are many languages in the world through which people of different speech communities communicate with each other. In terms of communication all languages have equal value but English is the prominent language among all the languages of the world because it has wide coverage, richest vocabulary large language functions and so on. English is the most widely used language in the world, which is originated from Indo-European language. English is the mother tongue of more than three hundred million people in the world. The people who use English as mother tongue are the British, Irish, Australians, Canadians and South Africans. Similarly around three

hundred million people use English as a second language nearly hundred million people speak it as a foreign language in the world. (as cited in Ghimire, 2007, p.2)

That is why English is the most dominant language among all the spoken languages in the world. It is regarded as a contact or link language. Nowadays most countries of the world have given high emphasis on the English language education because it plays vital roles in the international trade, technology, education entertainment and other aspects of social life. It is taken as a second language by many countries. In case of media, we find that over fifty percent of world's newspapers and over fifty percent of world's radio stations use English as a medium of communication. In the same way the English language is used in the field of education, tourism, scientific publication, trade, sports and international meetings and seminars. Since English is one of the official languages of the UNO, it is an international language and it is very important for everyone because of the globalization. In other words, English is a principal language for international communication. A person who has good command over English gets better opportunity everywhere.

In our country Nepal, English is taught as a compulsory subject from primary level to the graduate level. Most of the textbooks at higher levels are published in English e.g. books on science, trade and commerce. It has also become an indispensable and excellent means for the transmission of modern civilization in any part of the world.

Learning a language means learning its structures and vocabulary. Each language consists of vocabulary items which are the main instruments to express the ideas. Language learning is not only learning its structures and vocabulary but also learning its pronunciation, grammar, meaning and communicative functions through listening, speaking reading and writing. Vocabulary items have the great important role to play

in any language. Without vocabulary nobody can share their feelings appropriately. The person who has rich vocabulary can hold day to day communication easily. Without achieving the higher number of vocabulary, we cannot express our ideas clearly and easily. The more vocabulary items we have, the more we become confident and can express our ideas in different fields. Crystal (1995, p.111) states, "Vocabulary is the Everest of language". So we can say that vocabularies have greater importance in developing competence in a particular language.

Vocabulary is the core part of any language, so it is essential to deal with vocabulary items separately to develop advance vocabulary repertoire so that the person can have command over language. Wallace (1982) says,

It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. (p.9)

According to this definition the requirement of teaching and learning vocabulary items while learning foreign language is crucial. Harmer (1991, p.153) says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." In other words, it is said that without vocabulary, language is not complete in itself. A language becomes oarless boat in the ocean without vocabulary. That is why vocabulary is an integral part of foreign language teaching.

1.2 Statement of the Problem

In the language classroom, teaching vocabulary is a challenging task. Various types of problems occur while teaching vocabulary at secondary level. For example, large classes, lack of teaching materials, lack of student centered technique, ignoring of students interest and ability, lack of group work and pair work, lack of proper management of classroom. Though, in any problems occur, the teacher need to manage the classroom very carefully and divide the classroom into different groups on

the basis of students' number their cognitive and linguistics levels, the nature of the vocabulary items and engage them in discussion on suitable words and meaning which is related to the topic in the classroom.

According to Lily Wong Fillmore and Catherine Snow, (2009, p. 7) there are two key items ELLs need in order to improve their English : time and practice. There is nothing teachers can do to rush English acquisition, but there are many ways to provide opportunities to practice English in the classroom. If activities are structured to support student-to-student or group interaction, ELLs are required to use English to explain concepts and contribute to the work. This gives teachers an opportunity to gauge what the student has learned, and it demonstrates student progress in English language development. Teachers can also informally assess for correct use of language structures and academic vocabulary. If ELLs are having difficulty with phrases or vocabulary, the teacher will be able to offer guidance or further instruction to support language development.

Teachers play a critical role in supporting language development. Beyond teaching children to read and write in school, they need to help children learn and use aspects of language associated with the academic discourse of the various school subjects. They need to help them become more aware of how language functions in various modes of communication across the curriculum. They need to understand how language works well enough to select materials that will help expand their students' linguistic horizons and to plan instructional activities that give students opportunities to use the new forms and modes of expression to which they are being exposed. Teachers need to understand how to design the classroom language environment so as to optimize language and literacy learning and to avoid linguistic obstacles to content area learning (Wong Fillmore & Snow, 2009 p.p. 7).

1.3 Objectives of the Study

This study had the following objectives:

- To find out learners' progress in teaching using L1 as facilitation in developing learners English vocabulary.
- To suggest some pedagogical implications of the study.

1.4 Research Questions

The present research attempted to address these research questions:

- What are the ways of L1 facilitation for developing English vocabulary in secondary level students?
- What factors must be considered in effective mother tongue based education programme?
- What are the benefits of using first language in developing English vocabulary?

1.5 Significance of the Study

This research reveals the effectiveness of teaching vocabulary by using first language in developing English vocabulary. It helps to increase large number of English vocabulary at secondary level students and can communicate with other in second language.

This study helps to the teachers, students, researchers and the persons who are involved in the field of English language teaching. This study is the significant in the light that it focuses on the emerging trends of teaching vocabulary through innovative and modern teaching techniques. It is an experimental research therefore; the outcome of the study is useful for language teaching classroom.

1.6 Delimitations of the Study

The present study had the following delimitations:

- The study was limited to only Gorkha district.
- It was delimited to secondary school, only one class i.e. grade nine.
- There were 40 students of class nine.

- The research tool was questionnaires.
- It was used only one text book i.e. our English book of class nine.
- It was delimited only to teach 150 words.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section includes review of the related theoretical literature review of empirical literature, implications of the review of the study and conceptual framework.

2.1 Review of the Theoretical Literature

This section includes theoretical background of ELT situation in Nepal, the English language, importance of teaching English, definitions of vocabulary, types of vocabulary, aspects of learning vocabulary, benefits of using first language in developing English vocabulary, factors to be considered in planning effective MTB education programme, L1 facilitation in the classroom, review of the empirical literature, implication of the review of the study and conceptual framework. They are reviewed in this following sections:

2.1.1 ELT Situation in Nepal

English is one of the commonly used languages in the world. It has been widely used today; English is the language of international education, commerce, technology and communication. Thus, English language teaching is important. The main purpose of teaching English is to develop communicative competence in the learners and to make them able to communicate in the English language.

Being the most dominant language in the world, English language teaching has entered in Nepalese formal education system since the establishment of Durbar High School in 1910 B.S. However, it was not introduced in the higher education until 1975 AD when Tri-Chandra College was established. The introduction of ELT in Nepalese education in 1971 AD with the implementation of National Education System Plan (NESP-2028) and it started in 1971 when faculty of education (FOE) of Tribhuvan University (TU) initiated B.Ed program in English education. As the Nepalese educational history shows that formal education and English language teaching has

emerged simultaneously after the establishment of first English school by first Rana Prime Minister Janga Bahadur in Thapathali Darbar. It is also taught as a compulsory subject up to the bachelor level in different universities of the country. Moreover, it is also taught as a major subject from certificate /+2 to master level at the faculty of education and humanities and social science. (Sharma, 2010)

Among the many major and minor languages found all over the world, English is the major and fast growing language which crosses the boundary of geographical and natural territory. So, English is regarded as one of the world's most prestigious language occupying a significant role in academic field of Nepal from primary level up to bachelor level.

2.1.2 The English Language

Many languages are spoken in this world among which the English language is the most widely used language. The English language is the mother tongue of most of the people of Great Britain, Canada, USA and Australia. However, it is taught as foreign language in Nepal. It has role of link language for years among the notions.

Advocating the importance of the English language in the field of communication, Crystal (1995, p. 108) says, "English holds the special status as medium of communication". However, people have different purposes to learn the English language. Some people learn it because it has included in the curriculum whereas the others learn it as they have to settle themselves in the target language community. Whatever purposes the people may have, it has become the need of people to learn.

The importance of the English language in Nepal also has been increasing with the demand of time. The government of Nepal has given emphasis on the English language by including it in the curriculum as the compulsory subject from grade one to bachelor's level. Similarly, Nepal has got the active participation in international organizations like the UNO, UNESCO, SAARC, etc. The English language is one of the official languages used in these organizations and, therefore, it should be understood by all the members of these organizations. It has occupied the scope of

most widely used language in the world. Today, most of the world's books have been written in English. The English language has become indispensable for everyone.

2.1.3 Importance of Teaching English

English is the language which is spoken all over the world. It is the most popular lingua franca which helps people to share ideas and feelings with each other. There is a great significance of teaching English for a number of reasons in the context of Nepal. Since, English has been prescribed in the curriculum of primary to university levels, students must study it. Besides this, it is important for the technical development of the country because most of the innovations, books, magazines, research works, knowledge and information are available in English. Moreover, importance of teaching English in our context is also justified by the point that it offers better chance for the advancement in professional growth.

Skilled manpower is the pre-requisite to develop any country. Doctors, pilots, engineers and so on are considered to be skilled persons and to be such person we need the sound knowledge of English. Anyone who can read English can keep in touch with the world without leaving his own home.

A young person starting a career with the knowledge of English holds a key which helps to open many doors including easier access to a good job. So English can also be viewed as a way to get better job, to improve social status or to solve economic problems.

The discussion above proves the position and importance of English in the world and in Nepal too. In a nutshell, we can say that cultivating knowledge, earning money and prestige and turning the life towards betterment, English language is very important.

2.1.4 Definitions of Vocabulary

According to Richards et al. (1985), "Vocabulary refers to a set of lexemes including single words, compound words and idioms" (p. 307).

Wallace (1982) says, “. . . it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; whereas if we have the vocabulary we need it is usually to communicate, after a fashion" (p. 9).

These two definitions of vocabulary refers to the fact that vocabularies are the core part of any language of the world. If the language is deviated in the grammatical form, it is somehow understandable but if the vocabularies are wrongly used it becomes meaningless to use language. The other systems of language make it possible to understand it but the vocabulary makes possible to communicate with each other. To communicate effectively, we need to select appropriate vocabularies and use them with the help of underlying rules.

2.1.5 Aspects of Language

Language teaching includes teaching different aspects, i.e. pronunciation and spelling, grammar, vocabulary, and communicative functions. Stern (1988, p. 130) gives the following aspects of language:

Speech Sounds: in phonetics and phonology

Words: in lexicology, semantics and morphology

Sentence: in syntax

Meaning: in semantics

Text: in discourse analysis

2.1.5.1 Pronunciation and Spelling

Pronunciation refers to the spoken shape and spelling refers to the written shape of language. Pronunciation and spelling are very important aspects of language. ESL teachers should have sound knowledge of pronunciation and spelling. The sub branches of linguistics- phonetics and phonology are the main terms of understanding pronunciation. Phonetics mainly deals with the physical properties of speech sounds while phonology deals with functional aspects. It means phonetics deals with how

speech sounds are produced, transmitted and perceived, what organs of speech are involved to produce the sounds. Phonology, on the other hand, deals with the sound systems of a particular language, i.e., how sounds are combined to form meaningful utterances. Phonetics and phonology provide information and supra segmental features like stress, intonation, pitch etc.

Spelling is another important aspects of language that a teachers should be aware of. Without spelling exercise, correct language is impossible. It is quite difficult to predict the co relation between spelling and sounds in the English language.

2.1.5.2 Grammar

Grammar refers to the structure or patterns of language. It is rule or skeleton of language. Grammar has its own importance in language teaching. Traditionally, grammar was divided into morphology and syntax. Morphology deals with internal structure of sentence. Since 1930s, several grammatical theories have emerged. For example pedagogical, transformational generative, communicative, functional and so on. However, grammar should be taught to ensure that students are communicatively efficient with the grammar they have at their level. As teachers, we have to prepare to use a variety of techniques to help our students to learn and acquire language or grammar. Sometimes, it involves teaching grammatical rules and sometimes it allows students to discover rules for themselves (Harmer, 1991, p. 23)

2.1.5.3 Language Functions

Language functions refers to the purpose for which an utterance or unit of language is used. They are the ways in which language is used in different situations. Language functions can be broadly categorized into grammatical and communicative functions.

Grammatical functions deal with the relationship that a constituent in a sentence has with other constituents. For example, 'He is a teacher', 'he' is a subject and 'a teacher' is an object of the sentence. It is also called syntactic function.

The main function of language is communicative function Van EK (1976, p. 37) distinguishes six main functions of language which are:

- Imparting and finding out factual information (reporting, asking, correcting, etc.)
- Expressing and finding out intellectual attitudes (inquiring, denying, etc.)
- Expressing and finding out emotional attitudes (pleasure, surprise, hope, etc.)
- Expressing and finding out moral attitudes (apologizing, approval, disapproval, etc.)
- Getting things done (suggestion, advising, offering, etc.)
- Socializing (greeting, attracting attention, purposing toast, etc.)

2.1.6 Importance of Teaching Vocabulary

Vocabulary is taken as one of the important building blocks of language. If a language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. We talk about the importance of choosing words carefully in certain situations, but we are less concerned about choosing structures, carefully. So, vocabulary is such a vital aspect of language without which communication is rather difficult even if someone has good knowledge of the system of language.

About the importance of teaching vocabulary Wallace (1982, p.30) has forwarded views as “it has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary.” There is a sense in which a learning of foreign language is basically matter of learning the vocabulary of that language.

2.1.7 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria:

2.1.7.1 Content vs. Function Words

Richards et al. (1985, p. 61) divide words into two classes, i.e. content and function words. "The words which refer to thing, quality, state or action and which have meaning in isolation are known as content words and the words which have little meaning on their own, show grammatical relationships in between sentences are known as function words". Content words refer to those words which have lexical meaning. On the other hand, functional or structural words refer to those words which function as grammatical connectors.

2.1.7.2 Major vs. Minor Words

Arts and Arts (1986, p. 22) classify words into two types, i.e. major word classes and minor word classes. Major word classes are what we call open classes, the membership of which is unrestricted and, therefore, large. Minor word classes are closed classes, the membership of which is restricted and, therefore, very small. Nouns, adjectives, verbs and adverbs are major word classes, whereas pronouns, prepositions, conjunctions, interjections, determiners, intensifiers and classifiers are minor word classes.

2.1.7.3 Active vs Passive Vocabulary

Doff (1995) says, "Words which students will need to understand and also use themselves are called active vocabulary" (p.19). Active vocabulary refers to the word which is used by students frequently in their daily use. These words help the learners in their need. Students are expected to be able to understand, pronounce and use them when they have to use language. Harmer (1991) says, "Active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use" (p.159).

Doff (1995) says, "Words which the teacher wants students to understand while reading a text but they will not need to use themselves are called passive vocabulary" (p.19). Passive vocabulary refers to the word which students recognize when they

encounter while reading and listening but they cannot produce in speaking and writing. Harmer (1991) says, "Passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to produce" (p.159).

The linguists have provided different definitions about active and passive vocabulary but there is difficult to categorize them with clear cut distinction because the same word may be active if it is frequently used by the learner whereas the active vocabulary may become into passive one if it is not used for a long time.

2.1.8 Aspects of Learning Vocabulary

Teaching learning of word, in the context of any second or foreign or second language teaching, concentrates mainly on the following four aspects of vocabulary. They are the meaning, word formation, word use and word grammar. According to Harmer (1991, p. 158), there are four aspects of learning a word which are described below:

2.1.8.1 Word Meaning

The same word may have different meanings in different context. For example:

Bachelor – an unmarried boy

Bachelor - first University degree

Bachelor – a young male fur seal, that older male keeps from having access to breeding grounds.

Sometimes words have meaning in relation to other words that is sense relation. For example ‘good’ has the same sense ‘excellence’ (synonymy) and ‘good’ has the opposite sense with ‘bad’ (antonym) and similarly banana is the co-hyponym of mango, both banana and mango are co-hyponyms of fruits. Such relations of synonyms, antonym and hyponym and so on can be called sense relation.

2.1.8.2 Word Use

The word meaning is usually stretched through the use of metaphor and idiom.

Metaphor is the way of describing something by saying that it is like something else.

For example, the word 'hiss' describes the noise that a snake makes. But it can be stretched to describe the way people talk to each other's. Similarly, in an idiom, more than one word conveys meaning. For example, 'he is living a dog's life' (a worthless life)

Similarly, it is also governed by collocation. Collocation is the way in which words are used together while speaking. For example, 'headache', and 'stomachache', 'earache' but not have a 'throatche', 'legache' and the use of word also varies from register and style. Sometimes the same words may be used in different topical context for similar meaning. For example, toilet, bathroom, restroom, fresh room, etc.

2.1.8.3 Word Formation

The learner should be trained to form the words. They should know the facts about word formation and how to twist upon the words to fit them in different grammatical contexts. Words can changed their shape and grammatical nature too. For example, 'run' (present, plural, past) may include parts of speech i.e. noun, verb, etc.

Suffixes and prefixes work to change the form of words or even derive new words.

For example:

Happy Unhappy (prefix 'un')

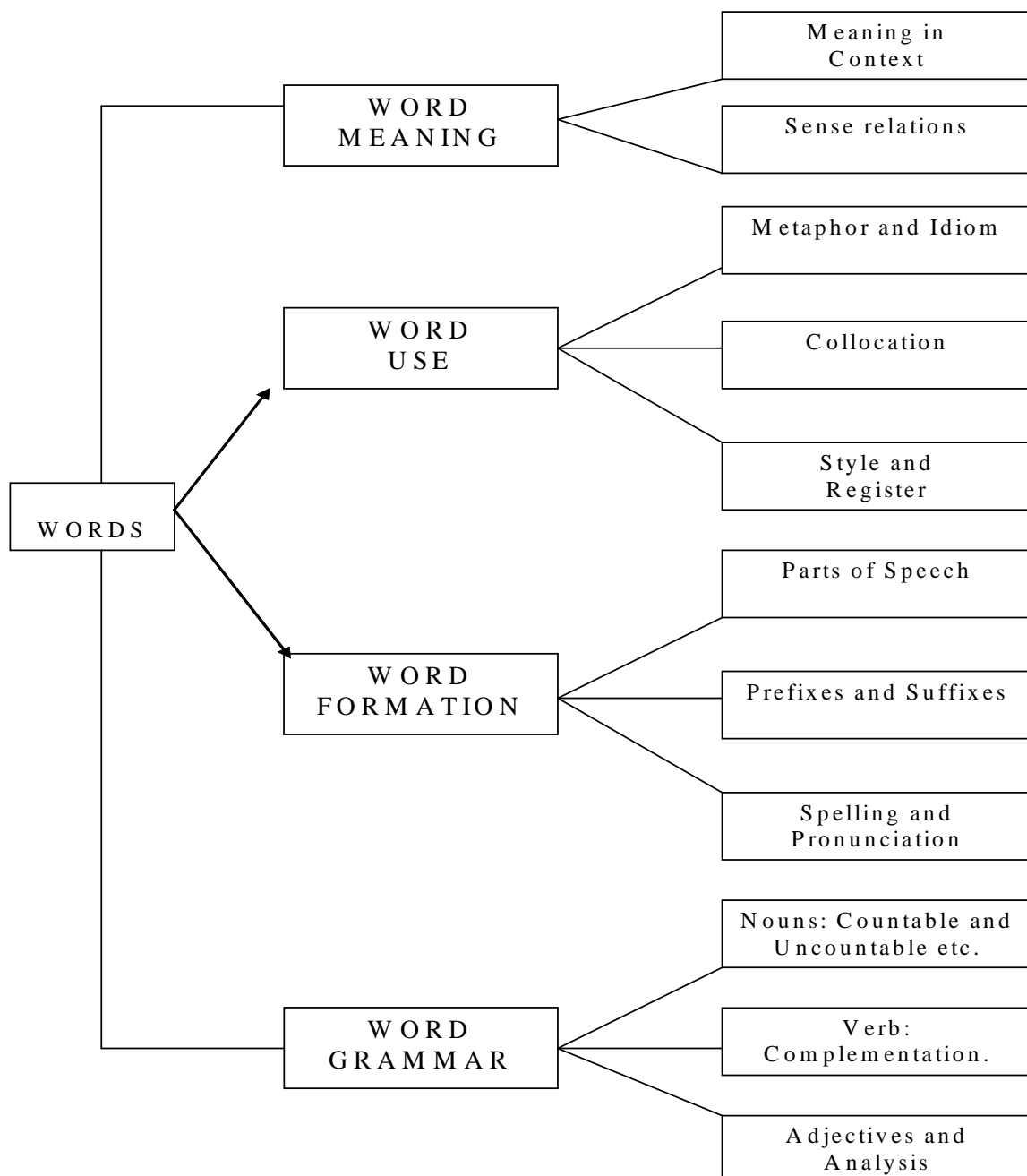
Beauty Beautiful (suffix 'ful')

Word formation means knowing how words are written, spoken and how they can change their form.

2.1.8.4 Word Grammar

Certain words reflect certain grammatical patterns. For example, if a word is a noun then we have to consider whether it is countable or uncountable, singular or plural. It includes the verb that is transitive verb, intransitive verb, phrasal verb, complementation verb etc. and the position of adjectives and adverbs. If the words are adjectives whether they are used predicatively or attributably or in which position they occur in the sentence should be considered.

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



2.1.9 Benefits of Using First language in Developing English Vocabulary

When curriculum content is presented in an unfamiliar language, an enormous amount of time must be spent first teaching children to understand, speak, read, and write L2 or a foreign language, something that is extremely difficult and wastes valuable years in the early grades that could be spent learning to read and learning academic concepts

in L1. Moreover, children who cannot understand the language used in the classroom are unable to demonstrate what they know, ask questions, and participate. In contrast, providing children with an opportunity to learn in a language they understand- starting on the first day of school- confers significant advantages for the education system, teachers, parents, and students. The key benefits of L1 facilitation in developing English vocabularies are as follows:

- **Improves Access to Education**

Children who understand the language of instruction are more likely to enter school at age-appropriate times and attend school regularly; moreover, they are less likely to drop out than those who receive instruction in a foreign language. An analysis of data from 22 developing countries and 160 language groups revealed that children who had access to instruction in their mother tongue were significantly more likely to be enrolled and attending school, while a lack of education in a first language was a significant reason for children dropping out (Smits et al., 2008). The chances of keeping children in school, then, are significantly improved if they can understand and learn productively in the language in the classroom.

- **Improves Reading and Learning Outcomes**

A recent review of research reports on language and literacy concludes that becoming literate and fluent in one's first language is important for overall language and cognitive development, as well as academic achievement (Ball, 2010). First, children learn to read faster if they speak the language of instruction, because they already have a repository of vocabulary, knowledge of the linguistic construction of the language, and the ability to pronounce the sounds of the language. This prior knowledge facilitates learning to read, as well as comprehending text. Being able to read and understand the language in turn facilitates academic learning.

- **Facilitates Learning a Second or Foreign Language**

Mastering a first language and core learning concepts promotes general cognitive development that is needed to more easily and rapidly learn a second language.

Because language and reading are closely related, learning to read in one's first language facilitates reading in a second, since many key skills related to reading are transferrable from one language to another. However, children will need explicit instruction and support in transferring skills and knowledge from their L1 to L2, as well as consistent and robust language instruction in the L2.

- **Improves Children's Self-concept and Identity**

By learning in the mother tongue, children's home culture and traditional knowledge are validated and reinforced. Children gain a better self-concept and have a strong sense of their own identity. Such children usually achieve better in school life than children who are forced to learn in an unknown, strange language (Ball, 2010).

- **Supports Local Culture and Parental Involvement**

Finally, use of a familiar language for instruction validates local culture and knowledge, creating a bridge between the formal school system and children's home and community environment. This, in turn, facilitates parental involvement and strengthens community support for education, since language is not a barrier to participating in children's schooling.

21.10 Factors to be Considered in Planning Effective MTB Education Programs

Implementing effective MTB education requires careful planning and commitment. Factors to consider and steps to take to ensure our programme is effective include the follow:

- **Language Models**

One of the first factors to consider in identifying the appropriate MTB education model is the education system's goals. For example, maintenance MTB programs aim to develop and maintain students' L1, even as they develop their L2 to proficiency, to ensure that the mother tongue is not lost. A maintenance program provides students

instruction in both L1 and L2 through secondary school. The outcome is bilingual and biliterate students.

- **Language Distribution**

Key questions regarding the distribution of languages spoken in a community need to be answered in order to design an effective program. The proportion of children who speak different languages and their fluency in these languages will determine which are used in the classroom and will drive teacher recruitment and materials development. An assessment of the languages spoken by the majority of learners and teachers can help guide the roll out of mother tongue programs in a given country, while ensuring that minority groups are not excluded from learning in a familiar language.

- **Teacher Recruitment and Preparation**

Availability of teachers who are speakers of the target languages (L1, L2, and L3 in some contexts) is also a key consideration for program development. Teachers will need to be proficient in both the L1 and L2 (or have classroom-based support from someone who is proficient in the other language); have knowledge of practices to teach the content areas in L1; have knowledge of practices to help students transfer skills from L1 to L2; and have knowledge of practices to teach and support children learning a second or foreign language.

- **Materials Development and Provision**

Materials for both teachers and students must be available in the language of instruction. To ensure quality materials are available, governments, donors, and nongovernmental organizations (NGOs) need to allow for adequate time to develop, pilot test, and evaluate mother tongue and second language materials. Collaboration across national borders and between publishers, education ministries, language experts, NGOs, and communities can facilitate this process.

Parental Support

Parents' support is essential to the success of a mother tongue education program. Therefore, parents need to be well informed about the benefits of MTB instruction and reassured that learning in the mother tongue will not hinder their children's opportunity to learn a foreign or national language, often a key goal of sending their children to school. Parents and communities should be included in decision making around program development and they also can contribute to materials development, provide support in classrooms, and conduct school oversight activities.

- **Education Sector Alignment**

To ensure the success of MTB education programs, governments must structure all aspects of the education system to be aligned in support of the chosen model. This includes ensuring that language is a key consideration in teacher recruitment, selection, preservice training, and school assignments. Moreover, pupil assessment must also match the language model used so that children are able to fully demonstrate their learning.

2.1.10 L₁ Facilitation in the Classroom

Although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present consistently undervalued" (Atkinson, 1987, p.247).

The use of L₁ (first language) in ESL classes has been debated for many years. There have been many arguments about the use of L1 whether it hinders or facilitates L2 (second language) learning. There is a widespread assumption that the use of L1 is not utilized in L2 learning; therefore, should be used as little as possible. A benefit of using L1 in ESL classes is students see differences between their mother tongue and second language. Prohibiting the use of students' mother tongue in the classroom will not give them the opportunity to make a comparison between L1 and L2. Furthermore, avoidance of L2 is a barrier to learners' sense of security in second language learning. Willis is against banning the use of L1 but he points out that students should be

engaged in learning activities in the target language. “Don’t ban mother-tongue use but encourage attempts to use the target language” (Willis, 1996, p.130).

Stern (1992, p. 282) argues that it is impossible to keep L1 and L2 concludes that: "the L1-L2 connection is an undisputable fact of life, whether we like it or not the new knowledge is learnt on the basis of the previously acquired language". A total ban on the use of L1 will hinder the comprehension of the target language effectively. The lack of comprehension will prevent learners from achievement; therefore, L1 should be used when it is needed.

2.2 Review of the Empirical Literature

A number of research works have been carried out on the field of Teaching Vocabulary. Among them, few are carried at the Department of English Education, T.U. I have reviewed the related research work carried out under the Department of English Education Tribhuvan University.

Rawat (2008) carried out survey research on “Techniques of teaching vocabulary used by public and private school teachers: A Comparative Study”. The objective of this study was to find out the techniques used by public and private school teachers to teach vocabulary in terms of these aspects: They are word meaning, word pronunciation and word spelling. Ten private and ten public Lower Secondary English teachers were sample population. The researcher selected purposive non- random sampling for his research. The structured observation check lists were used to collect the required information from the English subject teachers. He found that 50 percent teachers of public schools used mother tongue translation technique to teach word meaning by using picture, definition and contextual presentation were used by them. He found that most of the teachers of private schools used contextual presentation and definition to teach word meaning by using picture, translation and synonyms were also used by them.

Thakur (2008) carried out an experimental research on “Effectiveness of teaching vocabulary through jokes and riddles”. The objective of this study was to find out the

effectiveness of teaching vocabulary through jokes and riddles. The researcher used forty students of grade ten for sample of population. The researcher had selected a private school of Kathmandu district using judgmental sampling. He divided the students into two groups, experimental and controlled group using systematic random sampling. Test items are used as a tool for the data collection. This research shows that group A performed relatively better in all aspects of word than group B.

Bhatta (2009) has carried out an experimental research on “The Effectiveness of Teaching Vocabulary through Dictionary”. The objective of this study was to find out the effectiveness of teaching vocabulary through the use of English- English dictionary on the basis of the following vocabularies are item wise and gender wise. Forty students studying at grade ten of Saraswati Higher Secondary School, Kanchanpur was sample population. Test items were used for data collection. He divided the students in two groups named group A and Group B. Group A was considered as an experimental group and group B as controlled group. Pre- test and post test were administered before and after the experimental teaching. He found that group A has greater average increment percentage than group B by 32.55% by in holistic comparison. It claimed that teaching vocabulary through the use of dictionary is more effective than the usual way of teaching it.

Sharma (2011) carried out an experimental research on “Effectiveness of pictures in teaching vocabulary”. The objective of this study was to find out the effectiveness of teaching spelling through picture. He used both primary and secondary sources to collect the data. Thirty students studying at grade three of Baljyoti Primary School, TansenPalpa were the sample population. The researcher has selected a government aided school adopting purposive sampling procedure. Test items are used as a tool for data collection. She used pre- test and post test. She divided the students into two groups: fifteen students in experimental group and fifteen students in controlled group. She found that the experimental group has increased in its average mark than the controlled group.

Yadav (2012) carried out an experiment research on “Using newspaper in teaching vocabulary”. The objective of this study was found the effectiveness of vocabulary by

using newspaper. He used it in appropriate grammatical form. Forty students of grade ten of Shree Janata Secondary School SimradhiGadhi of Dhanusha district were the population of his study. Test items are used as a tool for data collection. He used closed- ended questions to find out the effectiveness of using newspaper in teaching vocabulary in experimental form of research. This study showed that group A had total increment marks of 544 and group B had 496, which is less than that of group A. And it was found that the whole experiment showed that the use of newspaper in teaching vocabulary in grade ten was effective.

None of the above mentioned studies focused on the use of L₁ facilitation in developing English vocabulary to my knowledge. Therefore, this study is different from the already existed research. It means, this study attempted to find out the use of L₁ facilitation and its effectiveness in teaching vocabulary in class nine students.

2.3 Implication of the Review for the Study

The literatures reviewed above were similar or related to my study to extent. All of these researches review here were followed experimental and survey research design to achieve the objectives. After reviewing these works, I have got lots of ideas regarding the experimental research. To be specific, It helped me to follow the process of experimental research accurately such as identifying targeted population, determining sample, identifying tools, determining data collecting procedure, analyzing the data and presenting them systematically.

The research conducted by Rawat (2008) was found fruitful to get the ideas regarding the role of teaching vocabulary. It also guided me to determine the sampling procedure and apply non- random sampling procedure to meet the objectives of the study.

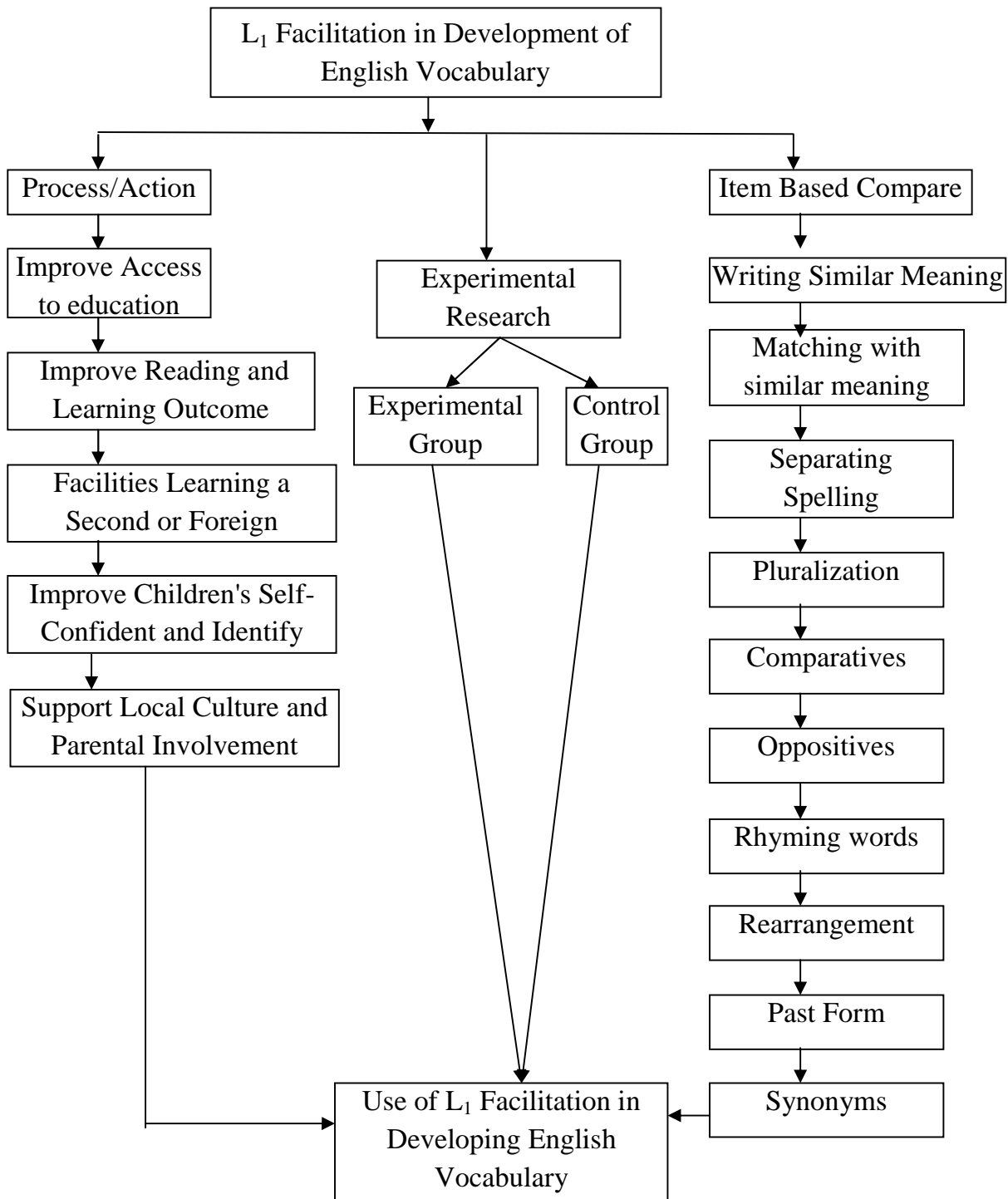
The research carried out by Thakur (2008) support me to develop the research tool, i.e. questionnaire. In the same way, It helped me to divide the students into two groups, experimental and control group.

The research carried by Bhatta (2009) was found fruitful to get the ideas teaching vocabulary in English effectively by using English dictionary. It also guided me to take pre- test, progressive test and post test before and after the experimental teaching.

Similarly, the remaining two works i.e. conducted by Sharma (2011) and Yadav (2012) was found fruitful and supportive to me to identify, teaching spelling through picture. Furthermore, the research conducted by Yadav (2012) was found fruitful for selecting the field or area for the research and determining data collection procedure.

2.4 Conceptual Framework

The following conceptual framework can be used in the study.



CHAPTER THREE

METHOD AND PROCEDURE OF THE STUDY

3.1 Design and Method of the Study

A research design is a fixed set of procedure of conducting a research. There are several designs in practice. This study follows experimental research design because it is suitable to elicit attitudinal data using this design.

An experimental study is often considered the standard of research. Because of the pre- post tests, treatment and controlled groups and group random assignment, experimental assignment, experimental studies address more threats to internal validity than any other type of study. By having greater internal activity an experimental study was the best chance of determining whether or not an intervention had a casual implement study can be applied to the population from which the samples of the study were drawn. Regarding the experimental research Cohen, et al. (2010, p.2).“The essential feature of experimental research design is that investigators deliberately control and manipulate the conditions which determine the events, in which they are interested, introduce the intervention and measure the difference that is marked”.

Experimental research design has different types of design. Here, on my research I used the following design.

The Pre- test and Post- test only Equivalent Groups Design

It is the most common design out of all the experimental designs. Pre- test is administered before the application of experimental and controlled treatments and posttests at the end treatment period. The pre- test is administered to find out the initial differences. Adjustments are made in the two groups based on the results of the pre- test so that both the groups have same level of proficiency. The items in both pre and post tests are same for both groups. First of all, the researcher divides the

population into two groups by random sampling the test is taken before experiment which to find out the proficiency level of groups.

The procedures used in this design are:

- Researcher randomly assigned the subjects into two groups.
- Pre- tests were taken and adjustments were made to make both the groups equal.
- One group was taken as experimental group and another one was control group.
- Post test was taken after four weeks to both groups.
- The post test score of both the groups was compared with the pre- test score.
- Interpretation was made after comparison of the data. (Shadish et, al. 2002)

The purpose of my study, I followed the design which is mention above. The design helped me to take my research more reliable. If the respondents are not in the same level of proficiency, the researcher should make the group equal in proficiency. To make proficiency level of both group equivalent pre- test is required and to show the effect of variable. Post- test is required, so I choose this design. Experimental research was conducted in a controlled environment. The independent variables were controlled or manipulated. It is conducted to see the cause and effect relationship between independent and dependent variable and change the result from the treatment.

3.2 Population and Sample and Sampling Strategy

The population of the study was 40 students of class nine of Shree MadaneDnada Secondary School from Gorkha district. Purposive non- random sampling procedure was used to select the school and the students.

3.3 Study Area/ Field

On my study, I selected Shree MadaneDanda Secondary school in Gorkha district.

3.4 Data Collection Tool

Test items prepared for the pretest and post test were the major tools for data collection. A set of test item, which consists of ten test items and which was carrying 50 full marks. Test items were prepared for pre test and post test. The same items were used in pre- test, progress test and post test. I used a pre test, two progress tests and a post test to collect the data.

3.5 Data Collection Procedure

I had followed the following stepwise procedure for data collection:

- First of all, I selected the school through judgmental non- random sampling procedure and obtained permission from the concern authority to carry out this research.
- Then, I talked to the related English Language Teacher and explained to him the purpose of the study.
- After sampling the school and population, a pre- test was administered to determine the actual vocabulary level of the students.
- Then, the students were put on a rank on the basis of their individual scores. The total students were divided into two groups – ‘A’ and ‘B’ according to their rank. The group ‘A’ includes odd number and ‘B’ includes even number.
- After that daily lesson plans were developed and ought to teach both groups. Group ‘A’ (experimental) was taught using L1 in developing English vocabulary and the group ‘B’ was taught as usual. Each group was taught for six days a week, twenty four classes were taken for each groups. The vocabulary item and other teaching items were the same in both groups.
- After completion of 26 classes I administered post- test.
- Finally, the performance of the groups were compared and analyzed to find out the results.

3.6 Data Analysis and Interpretation Procedure

The collected data i.e. the test result was analyzed various perspectives of test items, represented in the tables with obtained mark of the students. I used statistical and descriptive tools to analyze the data. The results of pre, and post test were compared and interpreted.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and Interpretation of Results

This chapter deals with the analysis and interpretation of the data collection from the primary sources. The main objectives of this study were to find out the effectiveness of L1 facilitation in developing English vocabulary. The answer of respondents have been presented and described in this chapter. I used closed-ended questions because these were the main basis to find out the effectiveness of something in experimental research. Closed- ended questions were in the form of fill in the blanks, match the following, correct the spelling, and rearrange the words and so on. Ten questions were asked. The obtained data from the students were analyzed on the basis of the following categories:

4.2 Holistic Comparison

The holistic comparison can be presented as follows:

Table 1
Holistic Comparison of Both Groups

	Score Range	No. of Students	Average score in the pre-test	Average score in the post-test	D.	D. %
A	40-50	8	28.27	35.07	6.2	21.47
	30-39	8				
	20-29	3				
	Below 20	1				
B	40-50	2	25.97	32.75	6.78	26.10
	30-39	14				
	20-29	4				
	Below 20	-				

The above table show that 8 students scored in 40-50 score range on experimental group. Similarly 8 students scored in 30-39 scale. According to this table 3 students got achievement in 20-29 scale and 1 students got score in below 20 range. The average scores of group A was 28.27 in pretest and 35.07 in post-test. This group

increased its average mark by 6.12 and its increment percent was 21.47. Group B (control group) 2 students scored in the range of 40-50. 14 students got score in the range of 30-39. 4 students got score in the range of 20-29 and there was not students in the range of below 20.

The difference shows that Group A made better progress in learning as a whole. Therefore, it is concluded that the use of L1 facilitation in developing vocabulary in grade IX is more effective than teaching vocabulary without L1 facilitation.

4.3 Item Based Comparison

This category included all the test items and the marks obtained by the students on each item. The average scores obtained by experimental group and control group were compared in each testing item. The data were tabulated and analyzed on the basis of the marks obtained by the students on each item. There were ten test items. They were rearranged the letters, fill in the blanks, matching item, etc.

4.3.1 Comparison on Item 1

Item no. one was based on “Writing the similar meaning of the words”. The comparison is presented below.

Table 2

Write the Similar Meaning of the Words

Group	Average Score in the Pre- test	Average Score in the Post- test	D	D%
A	3	3.7	0.7	30.38
B	2.4	2.97	0.57	28.33

The above table shows that the average scores obtained by the experimental group in the pre- test and post- test were 3 and 3.7 respectively. The marks were increased in the post-test by 0.7 and it increased percentage was 30.38. On the other hand, the average scores obtained by the control group in the pre-test and post- test were 2.4 and 2.97 respectively. The mark was increased by 0.57 and its percentage was 28.33. The

role of L₁ facilitation in finding the similar meaning of the words: *sizes, mist, tingle, sparkle, roar* was beneficial to the students to write the meaning in English.

The difference in percentage shows that the experimental group did better than the control group. So we can say that the former group learnt more effectively than the latter group.

4.3.2 Comparison in Item 2

Item no. two was based on “Matching the Words with Similar Meaning”. The comparison is presented below:

Table 3
Matching with Similar Meaning

Group	Average Score in the Pre- test	Average Score in the Post-test	D	D%
A	2.87	4.15	0.12	37.41
B	2.27	2.77	0.5	23.76

The above table shows that the average scores obtained by the experimental group in the pre- test and post-test were 2.87 and 4.15 respectively. The marks were increased in the post-test by 0.12 and its increased percentage was 37.41. On the other hand, the average scores obtained by the control group in the pre- tests were 2.27 and 2.77 respectively. The mark was increased by 0.5 and its percentage was 23.76. The role of L₁ facilitation in finding matching with meaning of the words; *monument, emperor, beach, rock, fossils, orchard* was beneficial to the students to match with their meanings in English.

The difference in the percentage shows that the experimental group did better than the control group. So, we can say that the former group learn more effectively than the latter group.

4.3.3 Comparison in Item 3

Item no. three was based on “Separating the Spelling of the Words”. The comparison is presented below:

Table 4
Separating Spelling

Group	Average Score in the Pre- test	Average Score in the Post-test	D	D%
A	2.05	2.77	0.72	43.79
B	2.77	3.5	0.7	33.26

The above table shows that the average scores obtained by the experimental group in the pre- test and post- test were 2.05 and 2.77 respectively. The marks were increased in the post- test by 0.72 and its increased percentage was 43.79. On the other hand, the average scores obtained by the control group in the pre-test and post- test were 2.77 and 3.5 respectively. The marks were increased by 0.7 and its percentage was 33.26. The role of L₁ facilitation in finding the separating spelling from words; *frostbite*, *sunglass*, *motorbike*, *homework*, *blackstone*, *football* was fruitful to the students to break spelling in English.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

4.3.4 Comparison in Item 4

Item no from four was based on “Changing the Words into Plural”. The comparison is presented below:

Table 5
Pluralization

Group	Average Score in the Pre- test	Average Score in the Post-test	D	D%
A	2.1	2.57	0.62	34.66
B	3.5	4.42	0.92	26.68

The above table shows that the average scores obtained by the experimental group in the pre- test and post- test were 2.1 and 2.57 respectively. The marks were increased in the post- test by 0.62 and increased percentage was 34.66. On the other hand, the average scores obtained by the control group in the pre- test and post- test were 3.5 and 4.42 respectively. The mark was increased by 0.92 and its percentage was 26.68. The role of L₁ facilitation in finding the pluralizations of the words; *book, mouse, bench, graph, ox* was beneficial to the students to write plural forms.

The difference in the percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

4.3.5 Comparison in Item 5

Item no. five was based on “Writing the Comparative and Superlative form of the Words”. The comparison is presented below:

Table 6
Comparative and Superlatives

Group	Average Score in the Pre- test	Average Score in the Post- test	D	D%
A	2.65	3.25	0.6	29.85
B	2.37	2.87	0.6	20.09

The above table shows that the average scores obtained by the experimental group in the pre- test and post- test were 2.65 and 3.25 respectively. The marks were increased

in the post- test by 0.6 and the increased percentage was 29.85. On the other hand, the average scores obtained by the control group in the pre- test and post-test were 2.37 and 2.87 respectively. The mark was increased by 0.6 and its percentage was 20.09. The role of L₁ facilitation in finding comparative and superlative form of words; *small, old, long, short, good* was fruitful to the students to make comparative and superlative form.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

4.2.6 Comparison in Item 6

Item no. six was based on “Matching the following words with their opposite meaning”. The comparison is presented below:

Table 7
Oppositives

Group	Average Score in the Pre- test	Average Score in the Post-test	D	D%
A	2.65	3.25	0.6	29.85
B	2.5	3.25	0.57	26.14

The above table shows that the average scores obtained by the experimental group in the pre- test and post- test were 2.65 and 3.25 respectively. The marks were increased in the post- test by 0.6 and its increased percentage was 29.85. On the other hand, the average scores obtained by the control group in the pre- test and post- test were 2.5 and 3.25 respectively. The mark was increased by 0.57 and its percentage was 26.14. The role of L₁ facilitation in finding opposite meaning of words; *empty, happy, conscious, quiet, remember* was beneficial to the students to write the opposite meaning in English.

The difference in the percentage shows that the experimental group did better than the control group. So we can say that the former group learnt more effectively than the latter group.

4.3.7 Comparison in Item 7

Item no. seven was based on "Writing the rhyming pattern of the words". The comparison is presented below:

Table 8
Rhyming Words

Group	Average Score in the Pre- test	Average Score in the Post-test	D	D%
A	2.8	3.5	0.7	24.16
B	2.62	3	0.6	23.05

The above table shows that the average scores obtained by the experimental group in the pre- test and post- test were 2.8 and 3.5 respectively. The marks were increased in the post- test by 0.7 and its percentage was 24.16. On the other hand, the average scores obtained by the control group in the pre- test and post test were 2.62 and 3 respectively. The mark was increased by 0.6 and its percentage was 23.05. The role of L₁ facilitation in finding rhyming patterns of words; *care, boughs, pass, light, glance* was fruitful to the students to write rhyming words.

The difference percentage shows that the experimental group did better than the control group. So we can say that the former group learnt more effectively than the latter group.

4.3.8 Comparison in Item 8

Item no. eight was based on "Rearranging the Letters to Make Meaningful Words". The comparison is presented below:

Table 9
Rearrangement

Group	Average Score in the Pre- test	Average Score in the Post- test	D	D%
A	2.9	3.5	0.65	26.75
B	2.9	3.5	0.62	24

The above table shows that the average scores obtained by the experimental group in the pre- test and post- test were 2.9 and 3.5 respectively. The marks were increased in the post by 0.65 and its increased percentage was 26.75. On the other hand, the average scores obtained by the control group in the pre- test and post- test were 2.9 and 3.5 respectively. The mark was increased by 0.62 and its percentage was 24. The role of L₁ facilitation in finding rearranging of letters; *enthuasims, compteent, motoinless, immeideat, preoaontiwas* fruitful to the students to rearrange the spelling.

The difference in percentage shows that the experimental group did better than the control group learnt more effectively than the latter group.

4.3.9 Comparison in Item 9

Item no. nine was based on “Writing the Past Form of the Words”. The comparison is presented below:

Table 10
Past Forms

Group	Average Score in the Pre- test	Average Score in the Post-test	D	D%
A	24	3.1	0.7	36.87
B	2.57	3.01	0.7	36.31

The above table shows that the average scores obtained by the experimental group in the pre- test and post- test were 24 and 3.1 respectively. The marks were increased in the post- test by 0.7 and its increased percentage was 36.87. On the other hand, the average scores obtained by the control group in the pre- test and post- test were 2.57

and 3.01 respectively. The mark was increased by 0.7 and its percentage was 36.31. The role of L₁ facilitation in finding past form of words; *come, fill, bring, go, write* was beneficial to the students to write past form of the words.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

4.3.10 Comparison in Item 10

Item no. 10 was based on "Writing Similar Meaning of the Words". The comparison is presented below:

Table 11
Write Similar Meaning of the Following Words

Group	Average Score in the Pre- test	Average Score in the Post-test	D	D%
A	3.12	3.85	0.85	35.79
B	2.65	3.4	0.7	27.70

The above table shows that the average scores obtained by the experimental group in the pre- test and post- test were 3.12 and 3.85 respectively. The marks were increased in the post test by 0.85 and its increased percentage was 35.79. On the other hand, the average scores obtained by the control group in the pre- test and post- test were 2.65 and 3.4 respectively. The marks were increased by 0.7 and its percentage was 27.70. The role of L₁ facilitation in finding the synonym meaning of the words; *endanger, limbs, herbivorous, extinct, devoted* was beneficial to the students to write the synonym meaning in English.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

4.2 Summary/Discussion of Findings

After the rigorous analysis and interpretation of the data, the followings findings have been listed:

- a) In item no. one, the experimental group had 30.38 increment percentage of marks where as the control group had only 28.33. Thus, it is clear that the experimental did better than that of the control group.
- b) In the item no. two, the experimental group had 37.41 increment percentages of the marks where as the control group had only 23.76 increment percentage. Thus, it is clear that the experimental group did better than that of the control group.
- c) In item no. three, the experimental group had 43.79 increase percentages of marks where as the control group had only 33.26 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.
- d) In item no. four, the experimental group had 34.66 increase percentage of marks where as the control group had only 26.68. Thus, it is clear that the experimental group did better than that of the control group.
- e) In item no. five, the experimental group had 29.85 increase percentage marks where as the control group had only 20.09. Thus, it is clear that the experimental group did better than that of the control group.
- f) In each item no. six, the experimental group had 29.85 increase percentage marks where as control group had only 26.14. It is clear that the experimental group did better than that of the control group.
- g) In item no, seven, the experimental group had 24.16 increase percentage of marks where as the control group had 23.05. Thus, it is clear that the experimental group did better than that of the control group.
- h) In item no. eight, the experimental group had 26.75 increase percentage of marks where as the control group had 24 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

- i) In item no. nine, the experimental group had 36.87 increase percentage of marks where as the control group had 36.31 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.
- j) In the item no. ten, the experimental group had 35.79 increase percentage of marks where as the control group had only 27.70 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.
- k) This study showed that group A had total increment 701 and group B had 655, which is less than that of group A.
- l) In this research, I applied following vocabularies to make easier to understand the difficult words when I1 was facilitated in classroom. They are: *occupy, plea, species, recent, monument, emperor, beach, fossils, orchard, enthusiasm, motionless, immediate, operation, spare, beautiful, demise, humor, terrified, arrived, grin, empty, happy, quiet, conscious, remember, benches, girls, boxes, oxen, engulfed, conform, circumstance, landslide, repair, distinctive, appearance, decrease, reserve, remove, extinct, occasion, hang, squatted, center, cousin, dawn, dew, lawn, sweetly, lea leisure, stare, beneath, glance, bough, sizes, mist, tickle, rainbow, sparkle, rattle* and so on.

The difference in percentage shows that the experimental group did better than the control group. So we can say that the former group learnt more effectively than the latter group. I taught 24 days to the class nine students in Gorkha district by using I1 facilitation which was beneficial for the students and they can identifying meaning, making sentence, writing opposite meanings, and correcting grammar as well.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

On the basis of the discussion, analysis and interpretation of the data, summary of the research has been drawn, findings has been listed, conclusions has been made and some recommendations have been forwarded for further research and policy as well as practice related.

5.1 Conclusion

The study was based on the use of L1 facilitation in developing English vocabulary and vocabulary and study was done on 40 students in class nine of Gorkha district. Many teachers find that the use of some L1 provides more time to practice L2 because understanding is achieved much more rapidly. The key with teacher use of L1 is that it can be used for clarification purposes, after an attempt has been made to communicate ideas in L2 and students still appear to be confused. The idea is that L1 serves a "supportive and facilitating role in the classroom" (Tang, 2002), and not that it is the primary language of communication. L1 use also allows students to become more aware of the similarities and differences between cultures and linguistic structures, may improve the accuracy of translations.

Students attitude towards learning L2 greatly impacts their learning experience as well as the quantity and purpose of their L1 use in the classroom. Students who are forced to learn a language they do not identify with or find to be relevant will be more likely to overuse L1 to stay within their area of comfort. Many students find the exclusion of their mother tongue to be degrading to that tongue (Tang, 2002). On the other hand, if students feel that their home language is a valuable part of the language learning process, they are less likely to feel resentful about learning a second language.

This thesis comprises five chapters. The first chapter deals with general introduction, objectives of the study and significance of the study. The second chapter deals with the review of the related literatures, implication of review for the study and conceptual framework. Third chapter deals with method and procedures of the study. It contains

information about design and methods used in the study, population of the study, on sampling procedure, tools and techniques, data collection procedures and data analysis and interpretation procedures. Fourth chapter consists of the analysis and interpretation of the results. And the fifth chapter deals with the major findings of the study on the basis of the analysis and interpretation of the collected data. It also deals with some recommendations made, based on the major findings of the study. Finally, the fifth chapter is followed by the references and appendices.

5.2 Recommendation

The following recommendations have been made on the basis of the above mentioned findings of the study:

5.2.1 Policy Related

The following are the policy recommendation:

- a) Syllabus/ curriculum which should include first language in developing learners English vocabulary.
- b) Classroom should not be barred to use mother tongue. Because it helps the students to achieve the better proficiency in vocabulary.
- c) The use of L₁ facilitation helps the students to reduce the gap between the meanings of the two languages.
- d) While using mother tongue in classroom, It should be used as the supplementary method. So that students can be benefited with the optimum proficiency in learning.

5.2.2 Practice Related

The following are the practice related recommendations:

- a) Teachers are facing many challenges and obstacles in teaching vocabulary at government school. To minimize the problems, most of the teachers use mother tongue to develop vocabulary in English.
- b) The students understand the meaning in Nepali and write vocabulary in English with the help of L1 facilitation.

5.2.3 Further Research Related

The further researcher can conduct research on the following key ideas which is kept to be captured in this research:

- a) Teaching vocabulary by using computer and L₁ facilitation.
- b) Teaching vocabulary by using teaching aids and materials as well as L₁ facilitation.

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APPENDIX-I

Dear Sir/ Madam

This test item is a research tool to gather information for my research entitled “Use of L₁ Facilitation in Developing English Vocabulary” under the guidance of Mr. Ashok Sapkota, Teaching Assistant, Department of English Education and T.U. Kirtipur. The correct information provided by you will be a great help for completing my research. The information you provide will be highly confidential and used only for research purpose. I would appreciate your honest answer and assure you that your responses will be completely anonymous.

Researcher

Babita Ghimire

M.Ed. Second Year

Shree Madane Danda Secondary School, Dhuwankot, Gorkha

Time: 1½ hours

F. M.: 50

Name:

P.M.: 20

Roll No.:

Class: IX

1. Write the similar meaning of the following words. 5
SIZES
MIST
TINGLE
SPARKLE
ROAR
2. Match the following words with similar meaning. 5
Monument Field where apple trees grow
Emperor Sandy bank of the sea
Beach Remains of prehistoric animals hardened in to rock
Fossils A building a keep the memory of someone a live
Orchard A great king

3. Separate the spelling which would form two meaningful words. One is done for you. 5

Frostbite	Frost + bite
Sunglass	.....
Motorbike	.....
Homework	.....
Hillside	.....
Football	.....

4. Change the following words into plurals. 5

Book

Bench

Mouse

Graph

Ox

5. Complete the following exercise. Do as in the example. 5

Tall	Taller	Tallest
Small	.....	.....
Old	.....	.....
Long	.....	.....
Short	.....	.....
Good	.....	.....

6. Match the following words with their opposite: 5

Empty	Unconscious
Happy	Full
Conscious	Sad
Quiet	Forget
Remember	Noise

7. Write the rhyming patterns of the following words. 5

Care

Boughs

Pass

Light

Glance

8. Rearrange the letters to make meaningful words. 5
- Enthuasims
 Compteent
 Motoinless
 Immeideat
 Opreation
9. Write the past form of the following words. 5
- Write Wrote
 Come
 Fill
 Give
 Bring
 Go
10. Write the similar meaning of the following words. 5
- Endanger
 Limbs
 Herbivorous
 Extinct
 Devoted

APPENDIX- II

- **Pre- Test (P1) Result of Group A (Experimental Group)**

R N Rank	Name	Marks obtained
1	PrakritiGhimire	42
3	YojanGhimire	39.5
5	BishalGurung	36.5
7	DipendraShrestha	32.5
9	Pun Maya Magar	34.5
11	SimaGhimire	34.5
13	BhubanSunar	33.5
15	BikashGurung	27.5
17	SushilaMagar	29.5
19	Pradeep Ale	33
21	Mina Ale	27
23	RupaShrestha	26.5
25	KushalAdhikari	26
27	BijanGurung	24
29	Amrita Magar	27
31	ShristiGhimire	26
33	RanjanGhimire	18.5
35	ParbatiGurung	18
37	Mahesh Gurung	14.5
39	RachanaGurung	13
Total		563.5
Average		28.87

- **Pre- Test (p1) Result of Group B (Control Group)**

R N	Name	Marks obtained
2	Milan Ale	34
4	SagarAdhikari	32
6	Ashok Shrestha	29.5
8	Manojaghimire	30
10	AsmitaMagar	37
12	SarawatiShrestha	31.5
14	YojanaAdhikari	27.5
16	LaxmiMagar	25
18	RajuShrestha	22
20	SujitaMagar	28
22	SirjanaGurung	23.5
24	AnupaGurung	24
26	AnishaShrestha	26.5
28	SumanMagar	30.5
30	SangitaAdhikari	23.5
32	GobindaAdhikari	18
34	SantoshAdhikari	24
36	ShitalShrestha	19
38	SarojGurung	17
40	SamikshyaAdhikari	17
Total		519.5
Average		25.97

- **Post – Test (P2) Result of Group A (Experimental Group)**

R N Rank	Students Code	Marks obtained
1	Ss ₁	46
3	Ss ₂	42
5	Ss ₃	41
7	Ss ₄	39.5
9	Ss ₅	42
11	Ss ₆	39.5
13	Ss ₇	38
15	Ss ₈	34.5
17	Ss ₉	38.5
19	Ss ₁₀	41.5
21	Ss ₁₁	40.5
23	Ss ₁₂	32.5
25	Ss ₁₃	33
27	Ss ₁₄	33
29	Ss ₁₅	33.5
31	Ss ₁₆	32.5
33	Ss ₁₇	28
35	Ss ₁₈	25.5
37	Ss ₁₉	21.5
39	Ss ₂₀	19
Total		701.5
Average		35.07

- **Post –Test (p2) Result of Group B (Control Group)**

R N Rank	Name	Marks obtained
2	Ss ₁	40
4	Ss ₂	38
6	Ss ₃	35
8	Ss ₄	39.5
10	Ss ₅	38
12	Ss ₆	38.5
14	Ss ₇	34
16	Ss ₈	31.5
18	Ss ₉	30.5
20	Ss ₁₀	35
22	Ss ₁₁	34
24	Ss ₁₂	29.5
26	Ss ₁₃	35
28	Ss ₁₄	36
30	Ss ₁₅	32
32	Ss ₁₆	24.5
34	Ss ₁₇	33
36	Ss ₁₈	26
38	Ss ₁₉	24.5
40	Ss ₂₀	20.5
Total		655
Average		32.75

APPENDIX- III

Individual scores in the items

Individual scores in the Item No. 1.

Group A (Experimental Group)

RN	P1	P2	D	D%
1	5	5	0	0
3	4.5	5	0.5	11.11
5	4	4.5	0.5	12.5
7	3	4	1	33.33
9	4.5	5	0.5	11
11	3.5	4	0.5	14.28
13	3	3.5	0.5	16.67
15	2	3	1	50
17	4	4.5	5	12.5
19	3	4.5	1.5	50
21	3.5	4.5	1	28.57
23	2.5	3	0.5	20
25	3	3.5	0.5	16.67
27	3.5	4	0.5	14.29
29	2	3	1	50
31	1	2	1	100
33	2	3.5	1.5	75
35	3	3.5	0.5	16.67
37	1	1.5	0.5	50
39	2	2.5	0.5	25
Total	60	74	14	607.7
Average	3	3.7	0.7	30.38

Individual scores in Item No.1

Group B (Control Group)

RN	P1	P2	D	D%
2	4	4.5	0.5	12.6
4	3	3.5	0.5	16.66
6	3	3.5	0.5	16.66
8	3	4	1	33.33
10	2	2.5	0.5	25
12	4	4.5	0.5	12.5
14	3	3.5	0.5	16.66
16	1	1.5	0.5	50
18	1	1.5	0.5	50
20	3	3.5	0.5	16.66
22	2	2.5	0.5	25
24	2	2.5	0.5	25
26	3	4	1	33.33
28	3	3.5	0.5	16.66
30	2	2.5	0.5	25
32	2	3	1	50
34	3	3.5	0.5	16.66
36	2	2.5	0.5	25
38	1	1.5	0.5	50
40	1	1.5	0.5	50
Total	48	59.5	11.5	566.62
Average	2.4	2.97	0.57	28.33

Individual scores in Item No. 2

Group A (Experimental Group)

RN	P1	P2	D	D%
1	5	5	0	0
3	4.5	5	0.5	11.11
5	4	4.5	0.5	12.5
7	3	4	1	33.33
9	4	4.5	0.5	37.5
11	2	3	1	50
13	3.5	4	0.5	14.29
15	3	3.5	0.5	16.61
17	3.5	4.5	1	28.51
19	4	4.5	0.5	12.5
21	2	3.5	1.5	75
23	3	4	1	33.33
25	4	4.5	0.5	12.5
27	1	2	1	100
29	3.5	4	0.5	14.29
31	3	3.5	0.5	16.67
33	1	1.5	0.5	50
35	0.5	1	0.5	100
37	2	3	1	50
39	1	1.5	0.5	50
Total	51.5	83	14.5	148.26
Average	2.875	4.15	0.12	37.41

Individual scores in the Item No.2

Group B (Control Group)

RN	P1	P2	D	D%
2	3.5	4	0.5	14.28
4	0	0	0	0
6	3	3.5	0.5	16.66
8	3	3.5	0.5	16.66
10	2	2.5	0.5	25
12	2.5	3	0.5	20
14	2.5	3	0.5	20
16	3	3.5	0.5	16.66
18	3.5	4	0.5	14.28
20	3	4	1	33.33
22	2	3	1	50
24	2.5	3	0.5	20
26	2	3	1	50
28	3	3	0	0
30	2	2	0	0
32	1	1.5	0.5	50
34	1.5	2	0.5	33.33
36	2	2.5	0.5	25
38	2.5	3	0.5	20
40	1	1.5	0.5	50
Total	45.5	55.5	10	475.2
Average	2.27	2.77	0.5	23.76

Individual scores in the Item No. 3

Group A(Experimental Group)

RN	P1	P2	D	D%
1	4	4.5	0.5	12.5
3	4	4.5	0.5	12.5
5	3	4	1	33.33
7	3	4	1	33.33
9	4	4.5	0.5	12.5
11	3	3.5	0.5	16.67
13	3.5	4	0.5	14.29
15	2.5	3	0.5	20
17	2	3.5	1.5	75
19	4	4.5	0.5	12.5
21	3	4	1	33.33
23	3.5	4	0.5	14.29
25	2	2.5	0.5	25
27	2	4	2	100
29	1	1.5	0.5	50
31	3	4	1	33.33
33	2	2.5	1.5	75
35	3	3.5	0.5	16.67
37	2	2.5	0.5	25
39	1	1.5	0.5	50
Total	55.5	10	15.5	665.24
Average	2.77	3.5	0.7	33.26

Individual scores in the Item No.3

Group A (Control Group)

RN	P1	P2	D	D%
2	3	3.5	0.5	16.66
4	3	4	1	33.33
6	3.5	4	0.5	14.28
8	2	3	1	50
10	3	3.5	0.5	16.66
12	3	4	1	33.33
14	3	3.5	0.5	16.66
16	2	2.5	0.5	25
18	1	2	1	100
20	1	2	1	100
22	2	3	1	50
24	1	1.5	0.5	50
26	1.5	2	0.5	33.33
28	2	2.5	0.5	25
30	2	3	1	50
32	1	2	1	100
34	1.5	2.5	1	66.66
36	2.5	3	0.5	20
38	1	1.5	0.5	50
40	2	2.5	0.5	25
Total	41	55.5	14.5	875.91
Average	2.05	2.77	0.72	43.79

Individual scores in the item No. 4

Group A (Experimental Group)

RN	P1	P2	D	D%
1	3	4	1	33.33
3	3	3.5	0.5	16.66
5	3	3.5	0.5	16.66
7	2.5	3	0.5	20
9	2	3	1	50
11	1	2	1	100
13	2	2.5	0.5	25
15	1	1	0	0
17	2	3	1	50
19	2.5	3	0.5	20
21	3	3.5	0.5	16.67
23	2	2.5	0.5	25
25	1	2	1	100
27	1.5	2	0.5	33.33
29	2	2.5	0.5	25
31	2.5	3	0.5	20
33	3	3.5	0.5	16.67
35	2	3	1	50
37	1	1.5	0.5	50
39	2	2.5	0.5	25
Total	42	51.5	12.5	693.3
Average	2.1	2.57	0.62	34.66

Individual scores in the Item No. 4

Group B (Control Group)

RN	P1	P2	D	D%
2	4.5	5	0.5	11.11
4	4	5	1	25
6	3	4	1	33.33
8	4	5	1	25
10	4.5	5	0.5	11.11
12	4	4.5	0.5	12.5
14	3.5	4	0.5	14.29
16	3	4.5	1.5	50
18	4	4.5	0.5	12.5
20	3.5	4.5	0.5	28.57
22	3	4.5	1.5	50
24	3	4.5	1.5	50
26	3	4	1	33.33
28	4	4.5	0.5	12.5
30	4	5	1	25
32	3.5	4.5	1	28.67
34	3	4	1	33.33
36	3	4.5	1.5	50
38	2	3.5	1.5	75
40	3	4	1	33.33
Total	70	88.5	18.5	533.76
Average	3.5	4.42	0.92	26.68

Individual scores in the Item No. 5

Group A (Experimental Group)

RN	P1	P2	D	D%
1	5	5	0	0
3	4	4.5	0.5	12.5
5	4	4.5	0.5	12.5
7	3	4	1	33.33
9	3	3.5	0.5	16.66
11	3.5	4	0.5	14.28
13	3.5	4	0.5	14.28
15	4	5	1	25
17	5	5	0	0
19	4	4	0	0
21	3	4	1	33.33
23	4	5	1	25
25	3	4	1	33.33
27	3.5	4.5	1	28.57
29	3	4	1	33.33
31	2	3	1	50
33	1	2	1	100
35	2	3	1	50
37	2	2.5	0.5	25
39	0	3	3	0
Total	68.5	81	12.5	469.61
Average	3.42	4.05	0.62	23.48

Individual scores in the Item No. 5

Group B (Control Group)

RN	P1	P2	D	D%
2	3	3.5	0.5	16.66
4	3	3.5	0.5	16.66
6	2	3	1	50
8	2.5	3.5	1	40
10	3.5	4	0.5	14.29
12	2	2	0	0
14	3	3	0	0
16	3	4	1	33.33
18	1	1	0	0
20	2	2.5	0.5	25
22	3	3.5	0.5	16.67
24	1	1	0	0
26	3	4	1	33.33
28	3.5	4	0.5	14.29
30	2	3	1	50
32	1	1	0	0
34	2	2.5	0.5	25
36	3	3.5	0.5	16.66
38	2	3	1	50
40	0	0	0	0
Total	47.5	57.5	12	401.92
Average	2.37	2.87	0.6	20.09

Individual scores in the Item No. 6

Group A (Experimental Group)

RN	P1	P2	D	D%
1	4	4.5	0.5	12.5
3	4	4.5	0.5	12.5
5	3	4	1	33.33
7	3.5	4	0.5	14.28
9	3	4	1	33.33
11	4	4	0	0
13	3.5	4	0.5	14.28
15	3	4	1	33.3
17	3	3.5	0.5	16.67
19	3.5	4	0.5	14.28
21	2.5	3	0.5	20
23	3	3.5	0.5	16.67
25	4	4.5	0.5	12.2
27	2	2.5	0.5	25
29	1.5	2	0.5	33.33
31	1.5	2.5	1	66.7
33	1	2	1	100
35	1	1.5	0.5	50
37	1.5	2	0.5	33.33
39	0.5	1	0.5	100
Total	53	62	12	597.11
Average	2.65	3.25	0.6	29.85

Individual scores in the Item No. 6

Group B (Control Group)

RN	P1	P2	D	D%
2	3	4	1	33.33
4	3.5	4	0.5	14.28
6	3	3.5	0.5	16.67
8	3.5	4.5	1	28.57
10	3.5	4	0.5	33.33
12	3	3.5	0.5	16.67
14	3	4	1	33.33
16	2.5	3.5	1	40
18	2.5	3	0.5	20
20	3	3.5	0.5	16.67
22	3	3.5	0.5	16.67
24	4	4	0	0
26	3	3.5	0.5	16.67
28	2	2.5	0.5	25
30	1	1.5	0.5	50
32	2.5	3	0.5	20
34	3.5	4	0.5	33.33
36	2	2.5	0.5	25
38	1	1.5	0.5	50
40	1	1.5	0.5	50
Total	50	66	11.5	522.85
Average	2.5	3.25	0.57	26.14

Individual scores in the Item No. 7

Group A (Experimental Group)

RN	P1	P2	D	D%
1	4	4.5	0.5	12.5
3	4	4.5	0.5	12.5
5	3	4	1	33.33
7	3	3.5	0.5	16.67
9	4.5	5	0.5	11.11
11	4	5	1	25
13	3	4	1	33.33
15	3.5	4	0.5	14.28
17	2.5	3	0.5	20
19	4	4.5	0.5	12.5
21	3	4	1	33.33
23	2	3	1	50
25	2.5	3.5	1	40
27	3.5	4	0.5	14.28
29	4.5	5	0.5	11.11
31	2.5	3.5	1	40
33	1.5	2	0.5	33.33
35	1.5	2	0.5	33.33
37	0	0.5	0.5	0
39	0.5	1	0.5	100
Total	56	70.5	14.5	483.23
Average	2.8	3.5	0.7	24.16

Individual scores in the Item No. 7

Group B (Control Group)

RN	P1	P2	D	D%
2	3	3.5	0.5	16.67
4	3	3.5	0.5	16.67
6	2	3	1	50
8	2.5	3.5	1	40
10	3.5	4	0.5	14.29
12	2	2	0	0
14	2	2.5	0.5	25
16	1	1	0	0
18	2	3	1	50
20	3	4	1	33.33
22	2	3	1	33.33
24	3.5	4	0.5	14.29
26	3	3.5	0.5	16.67
28	4	4.5	0.5	12.5
30	2	2.5	0.5	25
32	2.5	3.5	1	40
34	3	4	1	33.33
36	3	3	0	0
38	2.5	3.5	1	40
40	3	3	0	0
Total	52.5	60	12	461.08
Average	2.62	3	0.6	23.05

Individual scores in the Item No. 8

Group A (Experimental Group)

RN	P1	P2	D	D%
1	4.5	5	0.5	11.11
3	4	5	1	25
5	4	4.5	0.5	12.5
7	4.5	4.5	0	0
9	3	3.5	0.5	16.67
11	3.5	4	0.5	14.28
13	3.5	4.5	1	28.57
15	4	4.5	0.5	12.5
17	3	3.5	0.5	16.67
19	2.5	3.5	1	40
21	3	3.5	0.5	16.67
23	2	3	1	100
25	3.5	4	0.5	14.28
27	2.5	3	0.5	20
29	3	4	1	33.33
31	2.5	3	0.5	20
33	1.5	2	0.5	33.33
35	1	1.5	0.5	50
37	2	3	1	50
39	0.5	1.5	1	20
Total	58	70	13	534.92
Average	2.9	3.5	0.65	26.75

Individual scores in the Item No. 8

Group B (Control Group)

RN	P1	P2	D	D%
2	4	4.5	0.5	12.5
4	4	4.5	0.5	12.5
6	3	4	1	33.33
8	3	3.5	0.5	16.67
10	4.5	5	0.5	11.11
12	3	3.5	0.5	16.67
14	3.5	4	0.5	14.28
16	3.5	4.5	1	14.28
18	2	3	1	33.33
20	3.5	4	0.5	14.28
22	2.5	3.5	1	40
24	3	4	1	33.33
26	4	4.5	0.5	12.5
28	1.5	2	0.5	33.33
30	2.5	3	0.5	20
32	2.5	3	0.5	20
34	4	4.5	0.5	12.5
36	1	1.5	0.5	50
38	1.5	2	0.5	33.33
40	1.5	2	0.5	33.33
Total	58	70.5	12.5	481.56
Average	2.9	3.5	0.62	24

Individual scores in the Item No. 9

Group A (Experimental Group)

RN	P1	P2	D	D%
1	4	4.5	0.5	12.5
3	3	3.5	0.5	16.67
5	4	4.5	0.5	12.5
7	2	3	1	50
9	3	4	1	25
11	4	4.5	0.5	12.5
13	3	3.5	0.5	14.28
15	2	2.5	0.5	25
17	3	4	1	33.33
19	3.5	4	0.5	12.5
21	3	4.5	1.5	50
23	1.5	2	0.5	33.33
25	1	2	1	100
27	2.5	3.5	1	40
29	3	4	1	33.33
31	0.5	1	0.5	100
33	1.5	2	0.5	33.33
35	1.5	2	0.5	33.33
37	1	1.5	0.5	50
39	1	1.5	0.5	50
Total	48	62	14	737.43
Average	24	3.1	0.7	36.87

Individual scores in the Item No. 9

Group B (Control Group)

RN	P1	P2	D	D%
2	4	4.5	0.5	12.5
4	5	5	0	0
6	4.5	5	0.5	10
8	3	4	1	33.33
10	3.5	4	0.5	12.5
12	4.5	5	0.5	25
14	2	2.5	0.5	25
16	0.5	1	0.5	100
18	2	3	1	50
20	3.5	4.5	1	22.22
22	3.5	4	0.5	14.28
24	2	3	1	50
26	1	2.5	1.5	60
28	4	4.5	0.5	11.11
30	1	2	1	50
32	2	3.5	1.5	42.85
34	2	3	1	50
36	1	2	1	100
38	1	1.5	0.5	50
40	1.5	2.5	1	40
Total	51.5	67	15.5	736.29
Average	2.57	3.01	0.7	36.31

Individual scores in the Item No. 10

Group A (Experimental Group)

RN	P1	P2	D	D%
1	4	5	1	25
3	4.5	5	0.5	11.11
5	4.5	5	0.5	11.11
7	4.5	5	0.5	11.11
9	3	3.5	0.5	150
11	4	4.5	0.5	11.11
13	4	4.5	0.5	11.11
15	2.5	4	1.5	60
17	2	3	1	50
19	2	3.5	1.5	75
21	4.5	5	0.5	11.11
23	2	3	1	50
25	4	4.5	0.5	25
27	2	3	1	50
29	4	4.5	0.5	12.5
31	2	3.5	1.5	75
33	3	3.5	0.5	16.67
35	2.5	3	0.5	20
37	2	2.5	0.5	25
39	2.5	3.5	1	40
Total	62.5	77	17	715.83
Average	3.12	3.85	0.85	35.79

Individual scores in the Item No. 10

Group B (Control Group)

RN	P1	P2	D	D%
2	2	3	1	50
4	4	5	1	25
6	2.5	3	0.5	20
8	4	5	1	25
10	3.5	4	0.5	14.29
12	4	5	1	25
14	2	3	1	50
16	2.5	3	0.5	20
18	2	3	1	50
20	3	3.5	0.5	16.67
22	2	3	1	50
24	2	2.5	0.5	25
26	2	3	1	50
28	4.5	5	0.5	11.11
30	4	4.5	0.5	12.5
32	0.5	1.5	1	20
34	1.5	2	0.5	33.33
36	0.5	1.5	1	20
38	2	2.5	0.5	25
40	4.5	5	0.5	11.11
Total	52.5	68	15	594.01
Average	2.62	3.4	0.7	27.70