

**A STUDY
on
EFFECTIVENESS OF IMITATION DRILL
IN TEACHING PRONUNCIATION**

A Thesis Submitted to the Department of English Education
University Campus, Kirtipur
In Partial Fulfilment of the Master's Degree in Education

[Specialization in English Education]

By
KAMAL PRASAD PANDEY

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Kamal Prasad Pandey has prepared the dissertation entitled A Study on Effectiveness of Imitation Drill in Teaching Pronunciation under my guidance and supervision.

I recommend this dissertation for acceptance.

Date:-----

(Guide)

Dr. Shanti Basnyat

Professor

Department of English Education

Chairperson

English and Other Foreign

Language Education

Subject Committee

RECOMMENDATION FOR EVALUATION

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

Dr. Chandeshor Mishra
Reader and Head
Department of English Education

Chairperson

Dr. Shanti Basnyat
Professor
Department of English Education
Chairperson
English and Other Foreign Language Education
Subject Committee

Member Guide

Bal Krishna Sharma
Lecturer
Department of English Education

Member

Date:.....

EVALUATION AND APPROVAL

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

Signature

Dr. Chandreshwar Mishra
Reader and Head
Department of English Education

Chairperson

Dr. Shanti Basnyat
Professor
Department of English Education
Chairperson
English and Other Foreign Language Education
Subject Committee

Member(Guide)

Dr. Jai Raj Awasthi
Professor
Department of English Education

Member

Date : -----

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Kamal Prasad Pandey

Abstract

This study attempts to find out the effectiveness of imitation drills in teaching pronunciation to the students of grade three by taking the students of government school of Budhanilkanth Secondary School, Kathmandu.

The researcher prepared a list of words and sentences which contained targeted vowel sounds both short and long and diphthong with closing nature and some consonant sounds especially those which are difficult for the Nepalese learners of English of primary level grade three. They are / /, / /, / /, / /, / /, / /, / /, / /, / /, /, for vowel sounds and / /, / /, / /, / /, / /, / /, / /, /, /, /, for consonant sounds. Some words were selected for stress. The words have stress on the first and second syllables. Some sentences were selected for the falling intonation, the rising + falling intonation. All the words and sentences were taken from the students' textbook of grade three- 'Our English Book Three'. There were 50 items for 50 full marks. Then the researcher became present at the proposed school and collected the data that consisted of oral responses on the part of informants (students). To do the experimental study, he took pretests among 30 students, divided them into two groups as the experimental group and control group, took classes for both groups according to proposal and also took post tests. While taking both tests the voices of students were recorded and the

measurement was done on the basis of correctness under the headings of item wise and sex wise comparisons. The effectiveness of the imitation drill in teaching pronunciation is found to some extent.

The dissertation comprises four chapters.

Chapter one encompasses general background, review of the related literatures, objectives of the study and the significance of the study.

Chapter two deals with the methodology adopted while carrying out the research. It includes sources of data primary as well as secondary, population of the study, sample population, tools for data collection, process of data collection and limitation of the study.

Chapter three consists of analysis and interpretation of the data. While analyzing the data sex wise and item wise comparison is made where some statistical tools such as percentage, average, etc. are used.

Chapter four includes findings and recommendations drawn on the basis of analysis and interpretation of data.

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ABBREVIATIONS AND SYMBOLS

APP	Appendix
AV	Average
AV/D	Difference in Average
Ex.	Experimental
Gr.	Group
No.	Number
PC/D	Difference in Percentage
S. No.	Serial Number
VDC	Village Development Committee
stds.	Students
Con.	Control
O.M	Obtained Marks

Chapter - One

Introduction

1.1 General Background

Language is defined as a means of communication. In order to share ideas, feelings and thoughts, there is need of a language. Hornby (2000:721) defines language as “ The use by humans of a system of sound and words to communicate.”

This definition gives the clear concept about the language. The topic meaning of this definition is that language is a complex phenomenon which is used for human communication. Similarly Richard et al (1985) state “ language is the system of a structured arrangements of sounds or unites e.g. Morphemes, Words and Sentences.” Furthermore, Jespersen(1990:4) defines “language is not an end itselfit is a way of connection between souls, means of communication” and regarding the function of language in general.

There are innumerable languages in the world and English is one and most indispensable of them. The language is either written or spoken through which people of different ethnic groups communicate with each other. In order to fulfil these gaps in communication among

people of different ethnic groups, a nation uses one variety of languages as a national language in its standard form through out the nation. Similarly people use English language as an international language as second or foreign language that establishes good relationship among people in the community, nation and the world as a whole.

English education in Nepal started at Durbar High School in 1853. Prime Minister Junga Bahadur Rana established Durbar High School in 1853 after his visit to England.

It was the first school to teach the English language in Nepal. In the past, writing was emphasized more than speaking. So the grammar translation method and structural method were taught at schools as well as campus level.

With the change in time and situation, the curricula have been designed with specific modified features to suit Nepalese needs. It can be hardly exaggerated the importance of teaching and learning in country like Nepal. Four different but interrelated skills are mainly categorized in two ways. Listening and reading are perceptive skill whereas speaking and writing are the productive skill. Now speaking or communicative function is emphasized. In the S.L.C. examination too, listening and speaking skills have been mphasized through practical exam since 2058

B.S. English language is a vital tool for any student to become successful in local, national and international communication. It was taught from grade four in the past but Ministry of Education has designed a new curriculum to teach English from grade one since 2060.B.S. Textbooks have been prepared and provided to students. Though listening and speaking skills have been included in the text, teaching- learning has not been effective as teachers are not trained and any cassettes are not prepared for the support.

Language teaching can be divided into two main categories: teaching about language and teaching to use language. The first refers to the teaching which is about language in general: the nature of language, characteristics of language, systems of language and so on. On the other hand, teaching to use a language is what we usually call language teaching. It refers to the teaching which is to enable the learners to use the language(listen, speak, read and write) in their life. This is the teaching which we do in our schools. Language teaching has two major aspects: what to teach and how to teach.

The first refers to the contents or teaching items and the second to the methodology or mode of teaching.

Drill is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio lingual approaches to language

teaching which placed emphasis on repeating structural patterns through oral practice. Based on the Behaviourist view that learning to speak a foreign language- like other skills – was simply a question of correct habit

formation, it was thought that repeating words and phrases correctly lots of time would lead to mastery of the language. At its simplest, drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it. Drills can be useful for providing for a focus on accuracy and providing learners with intensive practice in hearing and saying particular words and phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language. They also help students notice the correct form or pronunciation of a word or phrase, help memorization and automisation of common language patterns and language chunks and help students meet their expectations i.e. they may think drilling is an essential feature of language classrooms. At low levels students are still getting used to the sounds of English and need plenty of opportunity to get their tongues around them so it is likely that drilling will be used more. At the phrasal level intonation, stress, and weak forms often cause learner difficulties and such patterns that are crucial to

meaning may also be usefully practiced through drilling. There are different types of drill like substitution drill, or a question and answer drills along with repetition(imitation) drill, cue drill, chain drill, chorus drill etc. But the researcher chose the imitation drill for study as the children of lower level are quick in imitation. In this research, contents are taken from the textbook of grade three and the mode of teaching is drill.

He selected the teaching items and testing items on consonant sounds, vowel sounds, word stress and fluency and intonation from the textbook of grade three. He taught the students of both the experimental and control group. The experimental group was taught as per the lesson plans with the emphasis on imitation drill. The control group was taught with grammar translation method too without emphasis on imitation drill for pronunciation. Evaluation was done on the basis of correctness of the pronunciation of each student on word and sentence levels. The record of voices was done and through comparison of pre-test and post-test, effectiveness of imitation drill is found out.

1.2 Review of the Related Literature

Two research works have been carried out to measure the proficiency in pronunciation, but they have similarity. Only population selection is different in terms of level that is lower secondary level and secondary level, but processes are similar.

Ghimire (2003) carried out the study of pronunciation proficiency of the students at lower secondary level. His study showed that the average pronunciation ability of the students of lower secondary level of Kathmandu valley is found to be 37.88%. In totality, performance of boys (38.4%) was better than that of the girls. He has also compared the performance in the pronunciation of English words.

Thapa (2004) has also studied the proficiency of pronunciation among the students of the valley in terms of district wise comparison, sex wise comparison and school wise comparison. He has found out that the proficiency in pronunciation of the male sex is higher than that of their female counter parts. In district wise comparison, students of Lalitpur, Bhaktapur and Kathmandu are in the proficiency order respectively by 55.12%, 54.16% and 51.75%. In school wise comparison, students of three schools are above average(40% above), whereas three schools are below average that is 37.84%.

1.3 Objectives of the Study

- a) to find out the effectiveness of imitation drill in teaching pronunciation.
- b) to compare the students' pronunciation in terms of;
 - i) boys' versus girls' performance comparison.
 - ii) item-wise comparison, i.e.comparison of performance of students with consonant sounds , vowel sounds, word stress and fluency and intonation.
- c) to point out the pedagogical implications of the study.

1.4 Significance of the Study

It is hoped that this study will be significant mainly for the language teachers, syllabus designers, textbook writers and methodologists.

Chapter - Two

Methodology

According to the nature of the research, it was very difficult to carry out the study. Because of the newness in teaching pronunciation to those students who were a little habituated to non-standard pronunciation, the researcher faced great difficulty while teaching and while recording. However, adopting the following methodology the study was carried out.

2.1 Sources of Data

In this study, both primary and secondary sources are used for collection of data. The sources are as follows:

2.1.1 Primary Sources

The recorded voices of students with responses on 50 test items are the primary sources of data. The students of grade three were taught as per the lesson plans. Test items were prepared. The responses of students were recorded and the comparisons were made and data collection was done according to objectives.

2.1.2 Secondary Sources

Secondary sources of data include the following books:

- i) Abercrombie, David(1966) Elements of General Phonetics-HBJ publishers.
- ii) Ladefoged, Peter(1975) A Course in Phonetics- OUP
- iii) Richards and Rodgers(1986) Approaches and Methods in Language Teaching- CUP.
- iv) Hughes Arthur(1995) Testing for Language Teachers- CUP.
- v) Rai, Vishnu Singh(2000) English Sounds and Structures – BP
- vi) Ghimire Lalmani and Thapa Keshab(2003 and 2004) “Proficiency in Pronunciation”
- vii) Shah Pramod and Parajuli Bishnu(2005) Our English Book- 3 MOE(CDC)

2.2 Population of the Study

The population of the study comprised the students at primary level in grade three. The population consists of boys and girls.

2.3 Sample Population

The sample population consisted of altogether 30 students.

The researcher took pretests among the students and he divided them into two groups as the experimental group and control group. He tried to be objective as far as possible while teaching, recording the

responses and marking the responses.

2.4 Tools for Data Collection

The tools for data collection are a set of test items. The tests were held before and after teaching and there was focus on imitation drill only for pronouncing words and sentences. Words and sentences were selected from Our English Book of grade three. Fifty items with words and sentences were used for both the pretests and post tests for 50 full marks. 15 words for testing consonant sounds, 15 words for testing vowel sounds, 10 words for testing word stress and 10 sentences for testing fluency and intonation were used.

Process of Data Collection:

- i) The name list of 30 students was prepared at first with role numbers. Then, the pretest was held and the voices were recorded. Students took the pretest one by one and the record was done in the similar way. After pretest students were divided into two groups as the experimental group and the control group on the basis of odd and even numbers respectively.
- ii) Both the experimental group and control group were taught by the researcher as per the lesson plans for 22 days. The experimental group was taught with the emphasis of imitation drills and they were assigned pair practice but the control group was not taught with the emphasis of imitation drills.
- iii) After finishing teaching, post-tests were held and the voices of

students were recorded again.

2.5 Limitations of the Study

- i) Only pronunciation proficiency was taken into account not comprehension.
- ii) Fluency and intonation are also taken into account.
- iii) Pronunciation model followed was the RP(Received Pronunciation).
- iv)The study was done at the government school of Kathmandu.
- v) Only 50 items were taken for the evaluation purpose.
- vi) The researcher transcribed/ marked the data himself manually.

Lesson Plan: Model - 1 (for the experimental group)

The imitation drills were made by both the researcher and students.

The drills were made for 20 minutes. All drills were made from the researcher to students and from a student to a student in pair. The researcher observes when students practice.

Lesson Plan- 1 [Lesson one]

Good morning students/.....

Look at the picture and say. What is this? Can you say time?

Objectives: Students will be enabled to:

- i) say the words correctly.
- ii) say time in English.

Presentation: Present questions to elicit answers.

Who is in the picture? How many hands do you see in this clock? What time is it by the first clock? What is Lilu doing? What time is it by the second clock? What is Lilu doing? What time is it by the third clock? What is Lilu doing? What time is it by the fourth clock? What is Lilu doing? Look at the board and say the words after the teacher says.

O' clock, thirty, one, another, first, second, third, fourth, quarter, homework.

Practice: Ask each other about time looking at the pictures of clocks-1,2,3 and 4 in turn in pair.

Production: Say one sentence with one word in the list.

For imitation drill: All the words of presentation.

Homework: make one sentence with each word in the list.

Model Lesson Plan -II (for the control group)

.For this group grammar translation method was also used when it was necessary.

Lesson Plan- 1 [Lesson one]

Good morning students/.....

Look at the picture and say. What is this? Can you say time?

Objectives: Students will be enabled to:

iii) say the words correctly.

iv) say time in English.

Presentation: Present questions to elicit answers.

Who is in the picture? How many hands do you see in this clock?

What time is it by the first clock? What is Lulu doing? What time is it by the second clock? What is Lulu doing? What time is it by the third clock? What is Lulu doing? What time is it by the fourth clock? What is Lulu doing? Look at the board and say the words after the teacher says.

O' clock, thirty, one, another, first, second, third, fourth, quarter, homework,

Practice: Ask each other about time looking at the pictures of clocks- 1,2,3 and 4 in turn in pair.

Production: Say one sentence with one word in the list.

Homework: Make one sentence with one word in the list.

Analysis and Interpretation

After collecting the data, the analysis and interpretation was made by using a simple statistical tool of percentage. The data are analysed with the performance of all students in total, sex- wise comparison and item-wise comparison.

An Overview of Measurement of Performance. Table-1

Group	No of std s.	F.M	Pre-test			Post-test			AV/D	PC/D	
			O.M	PC	A V	O.M	PC	AV			
Ex. Gr.	15	750	549	73.2 %	36. 6	687	91.6 %	45.8	9.2	25.13%	
Con.Gr .	15	750	567	75.6 %	37. 8	664	88.5 3%	44.2 6	6.46	17.08%	
	30	1500	1116	74.4 %							

According to the table- 1, the performance of students in total in pretest is 74.4% but it is increased up to 90.06% in post test after

teaching. The mean is 37.2, the median is 38 and the mode is 38 in pretest whereas the mean is 45.03, the median is 45.25 and the mode is 46 in post test. After teaching the experimental group and control group have improved the performance by 25.13% and 17.08% respectively but the rate of improvement of the experimental group is higher than that of the control group by 8.05% because of the effect of the imitation drill.

3.1 Item-wise comparison

table-2

Consonant Sounds.

Group	No.of stds.	F.M	Pre-test			Post- test			AV/D	PC/D
			O.M	PC	AV	O.M	PC	AV		
Ex.Gr.	15	225	159	70.66%	10.6	201	89.33%	13.4	2.8	18.67%
Con.Gr.	15	225	172	76.4%	11.46	202	89.77%	13.46	2.0	13.37%
	30	450	331							5.3%

An overview of measurement of consonant sounds

No.of stds.	F.M	O.M	PC
30	900	734	81.55%

The performance of students is better in post tests than that of pretests of both the experimental group and control group. But the rate of improvement of the experimental group is higher than that of control group by 5.3%.

It proved that the imitation drill helped the performance of speech.

Vowel sounds

table-3

Group	No. of stds.	F.M	Pre-test			Post- test			AV/D	PC/D	
			O.M	PC	AV	O.M	PC	AV			
Ex.Gr.	15	225	168	74.66%	11.2	203	90.22%	13.53	2.33	15.56%	
Con.Gr.	15	225	168	74.66%	11.2	180	80%	12.0	0.8	5.34%	
	30	450	336							10.22%	

An Overview of Measurement of Performance in Vowel Sounds

No.of stds.	F.M.	O.M.	PC
30	900	719	79.88%

Both the experimental group and the control group have improved the performance in vowel sounds after teaching. Because of imitation drill, the students of the experimental group have performed better than the students of the control group by 10.22%.

Word Stress:

table-4

Group	No.of stds	F.M.	Pre-test			Post -test			AV/D	PC/D	
			O.M.	PC	AV	O.M.	PC	AV			
Ex.Gr.	15	150	114	76%	7.6	138	92%	9.2	1.6	16%	
Con.Gr.	15	150	116	77.33%	7.73	140	93.33%	9.33	1.6	16%	
	30	300								0%	

An Overview of Measurement of Performance in Word Stress

No.of stds	F.M.	O.M.	PC
30	600	508	84.66%

For testing word stress, 10 words with stress on the first and second syllables were asked the responses of the students were judged.

In the performance of word stress, both groups have performed better in post tests than in the pretests. There is not seen any remarkable difference in the performance of the both groups in post tests.

Fluency and intonation: table-5

Group	No.of stds.	F. M .	Pre-test			Post- test			AV/D	PC/D	
			O. M.	PC	A V	O. M.	PC	AV			
Ex.Gr.	15	1	10	72.6	7.2	146	97.3	9.73	2.47	24.67	
		5	9	6%	6		3%			%	
		0									
Con.Gr	15	1	11	73.3	7.3	142	94.6	9.46	2.13	21.33	
.		5	0	3%	3		6%			%	
		0									
	30	3								3.34%	
		0									
		0									

An Overview of Measurement of Performance in Fluency and Intonation

No. of stds.	F.M.	O.M.	PC
30	600	507	84.5%

There were 10 sentences for testing fluency and intonation for 10 marks with 1 mark each. Reading of assertive sentences, wh-questions and commands without stoppage were judged with the falling intonation and reading of yes/no- question without stoppage is judged with the rising intonation and reading of questions for choice and replies without stoppage is judged with the rising +the falling intonation followed by the falling intonation.

In performance of fluency and intonation, both the experimental group and control group have performed better in post tests than in pretest. But the rate of addition to performance of the experimental group through imitation drill is higher than that of the control group. It is higher by 3.34%. On the other hand, the rate of the improvement in performance of the experimental group is by 24.67% because of imitation drill.

Among the items compared here, vowel sounds are found more difficult than other items because students in total have responded by 79.88% whereas they have responded by 81.55%, 84.5% and 84.66% respectively in consonant sounds, fluency and intonation and word stress.

But the rate of improvement in performance of the experimental group through imitation drill is found by 26.4%, 24.67%, 16% and 15.56% respectively in consonant sounds, fluency and intonation, word stress and vowel sounds.

3.2 Boys' versus Girls' Performance

Boys' Performance

table-6

Group	No.of stds.	F.M.	Pre-test			Post- test			AV /D	PC/D
			O.M	PC	AV	O.M	PC	AV		
Ex.Gr.	9	450	321	71.3 3%	35.6 6	403	89.5 %	44.7 7	9.1 1	18.17%
Con.Gr.	11	550	420	76.3 6%	38.1 8	489	88.9 5%	44.4 5	6.2 7	12.59%
	20	1000								5.58%

Girls' Performance

table-7

Group	No.of stds.	F. M .	Pre-test			Post- test			AV/D	PC/D	
			O.M.	PC	AV	O.M.	PC	AV			
Ex.Gr.	6	30 0	229	76.3 3%	38.1 6	284	94.6 6%	47.3 3	9.17	18.33%	
Con.Gr.	4	20 0	146	73%	36.5	175	87.5 5%	43.7 5	7.27	14.5%	
	10	50 0	375							3.83%	

An Overview of Boys' versus Girls' Performance

Variables	F.M.	Pre-test		Post- test		PC/D
		O.M.	PC	O.M.	PC	
Boys	1000	741	74.1%	892	89.2%	15.1%
Girls	500	375	75%	459	91.8%	16.8%
				2.6%		

After the comparison of the performance between the boys and girls of the experimental group, it is found that girls have performed better than the boys in both tests. However, the imitation drill has supported both of them to develop the competence by 18.33% and 18.17% respectively. The total performance of girls is higher than that of boys in pretest and post test by 0.9% and 2.6% respectively.

Boys have performed better than girls in both tests of control group by 3.36% and 1.45% respectively. The average performance of post test is higher than that of the pretest.

Findings and Recommendations

4.1 Findings

The major findings:

- i) The first objective of the undertaken research was to find out the effectiveness of the imitation drill in teaching pronunciation. In this context, as the data showed up, the experimental group was found much better than the control group. The experimental group excelled the control group by 8.05% in the total performance.
- ii) As per the objective to compare the students' pronunciation in terms of boys' versus girls' performance, the boys of Ex.Gr. performed better than the boys of Con.Gr. by 5.58% and the girls of Ex. Gr. performed better than the girls of Con.Gr. by 3.83% in post-tests. In total performance girls of Ex.Gr. performed better than the boys of the Ex. Gr. by 2.6%.
- iii) As per the objective to compare item-wise performance of students, it was found that the students of the Ex. Gr. excelled the Con. Gr. by 5.3%, 10.22%, 0% and 3.34% in the performance of consonant sounds, vowel sounds, word stress, fluency and intonation respectively. It shows that imitation drill has a relatively better impact in teaching pronunciation. On the basis of performance of students of the Ex. Gr. on undertaken items, it was found that they improved their

performance in post-tests by 18.67%, 15.56%, 16% and 24.67% in consonant sounds, vowel sounds, word stress and fluency and intonation respectively. It shows that imitation drill has a greater impact in teaching pronunciation. It was also found that it's easy to teach and learn word stress, fluency and intonation, consonant sounds and vowel sounds in order as students of both groups responded on them by 84.66%, 84.5%, 81.5% and 79.88% respectively in total performance.

iv) Experimental group was taught pronunciation through the imitation drill and performed better than the control group which was not taught through the imitation drill. In regard to the third objective, the study shows that imitation drill can be useful to teach pronunciation. Therefore, the application of it is necessary to teach consonant sounds, vowel sounds, word stress, fluency and intonation in pair practice.

4.2 Recommendations

Based on the findings of the present research some of the following recommendations have been drawn so as to improve the ELT practices with special reference to making language practice in the classroom more and more result oriented:

- i) Drill practice will develop confidence in teaching-learning pronunciation with segmental and non-segmental sound units of language. So schools should apply drill practice and allot considerable time.
- ii) Pair tasks should be assigned to students for preparation of pronunciation and spelling.
- iii) Course designers should also prepare cassettes for the exposure of both the teachers and learners.

APPENDICES

APPENDIX- I

1. Test items

Full Marks: 50

The numbers in the margin indicate full marks.

Answer all questions.

i) Say these words: 15x1=15

a) black b) coffee c) wife d) foolish e) both f) thought

g) happy h) pilot i) sit j) sheep k) see l) strike

m) twelve n) wives o) evening

ii) Say these words: 15x1=15

a) go b) so c) pen d) cup e) bath f) father

g) live h) village i) three j) bird k) thirty

l) stop m) clock n) small o) quarter

iii) Say these words: 10x1= 10

a) village b) quarter c) yesterday d) because e) Saturday

f) rainy g) already h) happily i) always j) eleven

- iv) Read these sentences: $10 \times 1 = 10$
- a) Long long ago there was a man.
 - b) He had two wives.
 - c) One was young and the other was old.
 - d) Look at the pictures.
 - e) Which table has no legs?
 - f) Why was Pemba in a hurry?
 - g) Do you help your mother?
 - h) Can I sit here? Yes, of course.
 - i) Do you like tea or coffee? I like tea.
 - j) Do you like maths or English? I like both.

2. A Summary of Lesson Plans

The imitation drills were made by both the researcher and students.

The drills were made for 20 minutes. All drills were made from the researcher to students and from a student to a student in pair. The researcher observes when students practice.

Lesson Plans for the experimental group

Lesson Plan – 2

Good morning class/.....

Do you know to say time in English? Look at the pictures of the clocks in my hand and say time.

Objective: Students will be enabled to say the words and know the meanings.

Presentation: Look at the board and say words after the teacher says.

village, live, father, mother, sister, nice, doggie, lazy, girl,
bath, cup, until, always.

Practice: Say the words of presentation in turn and say one sentence for each in pair.

28

Production: One student should say one sentence with any one word.

For imitation drill: All the words of presentation.

Homework: Write one sentence for each word you learnt today.

Lesson Plan – 3

Good morning class/.....

Yesterday you learnt some words. Today you are going to read about Lilu.

Objectives: Students will be enabled to read sentences with the falling intonation.

Presentation: Look at the chart. Listen to the teacher and read after the teacher.

My name is Lilu. I live.....

.....

.....

.....a quarter to ten.(sentences from page 2 of the textbook)

Practice: Read the sentences in turn in pair.

Production: Ask each other about Lilu and answer.

For imitation drill: All the sentences of presentation.

Homework: Read the lesson at home.

Lesson Plan – 4

Good morning class/.....

About whom did you learn yesterday? Now listen to me and answer my questions.

29

Where does Lilu live? Who does she live with? When does she get up?

Objectives: Students will be enabled to say words and time with to/past.

Presentation: Look, listen and say:

Five minutes, ten minutes, a quarter, twenty minutes, twenty five minutes,

Look at the pictures of clocks, listen and say.

Practice: Say time according to clocks in turn in pair.

Production: Say time looking at one of the pictures of clocks.

For imitation drill: All items of presentation.

Homework: Learn today's new words.

Lesson Plan – 5

Good morning class/.....

Do you sing a song?..... Nepali or Hindi or English?

Who will sing a Nepali song? Please sing a Nepali song.

Objective: Students will be enabled to chant in English.

Presentation: Look at page 7 of your English book.

Look at the picture on right. What are they?

A clock, a mouse,

Look at the board and say. Hickery, Dickery, Dock, struck.

Now look at the book and chant with the help of the teacher.

30

Hickery, dickery, dock,

The mouse ran up the clock,

The clock struck one,

The mouse ran down,

Hickery, dickery, dock.

Practice: Students practice in turn in pair.

Production: Say one sentence with any one of the words:

A clock, a mouse, ran up, ran down.

For imitation drill: The same chant.

Homework: Learn the chant.

Lesson Plan – 6

Good morning class/.....

Look at my two hands. What are these things in my hands?

An apple, a banana,

Which one do you like?

Objectives: Students will be enabled to:

- i) ask questions.
- ii) answer with likes or choice.
- v) use the rising +falling intonation and the falling intonation.

31

Look at page 9, listen and say.

Do you like tea or coffee? I like coffee.

Do you like pens or pencils? I like pencils.

Do you like maths or English? I like both.

Practice: Now read the same text in turn in pair.

Production: Ask and answer each other without looking at book.

For imitation drill: Items used in presentation.

Homework: Write 5 sentences about your likes.

Lesson Plan – 7

Good morning class/.....

Look at page 10. Look at the picture. Who do you see ? a man and two women.

Objectives: Students will be enabled to:

- i) say new words.
- ii) say sentences withone...,the other
.....

Presentation: Look at the board and learn the words.

Wife, wives, young, old, hair, pull,

Practice: look at the same picture say about two women withone...,
.....the other.....in turn in pair.

32

Production: say one sentence with one of the words you learnt.[words used in presentation.]

For imitation drill: Words of presentation.

Homework: Make one sentence with each word you learnt today.

Lesson Plan – 8

Good morning class/.....

Now look at page 10 and what is it? Is this a story or a chant?

Objectives: Students will be enabled to:

i) read a story.

ii) use the falling intonation.

Presentation: Look, listen and say. [The story]

Practice: Read the story in turn in pair.

Production: Answer the questions:

How many wives did the man have?

Who pulled out the white hair?

Who pulled out the black hair?

Did the man have any hair in the end?

For imitation drill: The same story.

Homework: Read the story.

33

Lesson Plan – 9

Good morning class/.....

Students, you have already read a chant.

You are going to learn another chant today.

Objectives: students will be enabled to:

i) look at the picture and say about it.

ii) chant.

Presentation: Look at page 15 and say how many pictures you have seen.

Look at the board, listen and say these words:

Sheep, blue, wind, stop, standstill, blow, walk,

Look , listen and chant.

Practice: Chant in turn in pair.

Production: Say one sentence with each word.

For imitation drill: The same chant.

Homework: Learn the chant.

Lesson Plan – 10

Good morning class/.....

Look at me and say what I am doing.[the teacher dances, runs,.....etc.]

34

Then the teacher introduces the word 'miming'

Some of the students will be called in front of the class for miming.

Objective: Students will be enabled to use some prepositions:

in front of, beside, behind, on top of, over,

Presentation: Look at the board and say. [in front of, beside, behind, on top of, over]

Look at page 17 and listen to the teacher to describe the pictures for using the words above.

Practice: Ask and answer about each thing in turn in pair.

Production: Answer these questions:

i)In the picture, where is the man standing?

ii)Where is the bird?

For imitation drill: The items used in presentation.

Homework: make one sentence with each word(preposition).

Lesson Plan -11

Good morning class/.....

What day is it today?.....

Objectives: Students will be enabled to say some new words with stress on the first and second syllables.

35

Presentation: Look at the board, listen, say and learn the meaning.

Yesterday, because, Saturday, heavily, rainy, ready, already,

Hurry, nowhere, drawer, mirror, laugh, foolishness, happily,

Practice: Say the words in turn in pair.

Production: Say one sentence with each word.

For imitation drill: All the words of presentation.

Homework: Practice words you learnt today with stress.

Lesson Plan – 12

Good morning class/.....

Look at page 18 and say what you see. Who are they? [a boy, a girl,]

You are going to read about them today.

Objectives: students will be enabled to:

- i) read about Pemba.
- ii) use the falling intonation.

Presentation: Look at the book, listen and say.

Practice: Read the story in turn in pair.

Production: Answer the questions:

36

- i) Why didn't Pemba go to school yesterday?
- ii) Where did she find her pencil at last?

For imitation drill: The same story.

Homework: Read the story.

Lesson Plan – 13

Good morning class/.....

Look at the board and say a word from jumbled letters. atchn [chant]

Objectives: Students will be enabled to: i) say new words. ii) chant.

Presentation: Look at the board, listen and say.

Right hand, left hand, shake, hockey, cockey, turn around,

Look at page 23, listen and chant.

Hockey - Cockey

You put your right hand in,
.....,
.....,
.....,
.....,
.....all about.

37

Practice: Say the words in turn in pair.

Production: Say one sentence with each word.

For imitation drill: Practice the chant.

Homework: Practice the chant.

Lesson Plan – 14

Good morning class/.....

Listen to me and guess what I am.

' I can fly. I have no wings but a long tail.'

Objective: Students will be enabled to express excuse and thanks.

Presentation: Students, when you are late, what do you say to your teacher?

Look at the pictures at page 24 and guess who they are and they are saying.

Say each sentence after the teacher says.

I'm sorry. I'm late today. Why are you late, Chintu? I forgot the time, miss?

That's all right for today. Take your seat, please. Thank you , miss.

Practice: Read the sentences in turn in pair.

38

Production: Answer these questions:

- i) Why was Chintu sorry? ii) Why was the bus very late today?
- iii) What did the teacher say to Chintu?

For imitation drill: All sentences of presentation.

Homework: Practice sentences presented today.

Lesson Plan – 15

Good morning class/.....

Look at page 26 and say who they are.

Objective: Students will be enabled to: i) read the conversations with excuse and thanks.

ii) to use the rising intonation.

Presentation: The girls are asking for excuse and everyone thanks.

Look at the book and follow the teacher to read.

Pritija: Excuse me!

Prerana: Can I help you?

.....

.....

.....

39

Practice: Read the conversations in turn in pair.

Production: Converse in pair about forgetting to bring your friend's pen today.

For imitation drill: Conversation of presentation.

Homework: Practice the conversation.

Lesson Plan – 16

Good morning class/.....

Complete this crossword puzzle with the help of the pictures.

[A puzzle with the pictures of a chair, a pen, a pencil, a table and an eraser.]

Objectives: Students will be enabled to: i) say about pictures. ii) chant.

Presentation: Look at page 29. What do you see in the pictures?

Look, listen and say.

A Chant

40

Excuse me, Nimmy, excuse me Nimmy!

.....

.....

Oh, it's his. It's his ...

.....

Practice: Chant in turn in pair.

Production: Chant about activities of your teacher in class.

For imitation drill: Make drill on a chant.

Homework: Practice the chant.

Lesson Plan – 17

Good morning class

Listen to me and say what I am.

"I have four legs. But I can't walk. What am I?

Objective: Students will be enabled to say some new words.

Presentation: Look at the board, listen and say.

can, can't, enough, ceiling, lift, break, strong, aeroplane,
tough,

Practice: Say the words in turn in pair.

Production: Say one sentence for each word.

For imitation drill: All words of presentation.

41

Homework: Make one sentence for each word you learnt today.

Lesson Plan – 18

Good morning class/.....

Listen to me whose sounds I imitate. [a cow, a horse]

Objective: Students will be enabled to read questions with the rising
intonation and answers with the falling intonation.

Presentation: Look at page 34 and 35 and say what you see.

Look, listen and say.

Can you touch the ceiling, Prasant?

No , I can't.....

.....

.....

how to drive a bus.

Practice: Read the sentences in turn in pair.

Production: Come in front of the class in pair and ask and answer each other

about something in the classroom.

For imitation drill: Sentences of presentation.

42

Homework: Practice the conversation.

Lesson Plan – 19

Good morning class/.....

Look at page 37, look at the pictures and guess what they are about.

Objective: Students will be enabled to chant with new words.

Presentation: Look at the board, say and learn the meaning.

neither, nor, leaf, leaves, hang, tremble,

pass by, pass down, pass through,

Look, listen and chant.

Practice: Chant in turn in pair.

Production: Say one sentence with each word.

For imitation drill: Chant of presentation.

Homework: Practice the chant.

Lesson Plan – 20

Good morning class/.....

Look at the board and guess what I am going to draw. [a parrot]

Objectives: Students will be enabled to: i) say nationalities and languages
ii) read and act.

43

Presentation:i) Look at the board, listen and say.

China	Chinese
France	French
Japan	Japanese
Nepal	Nepali

- iii) Look at page 38 and read about conversation
between two
iv) children but follow the teacher.

Practice: Read the conversation in turn in pair.

Production: Fill up the gaps.

A person who is from France is aand he/she uses
.....language.

For imitation drill: Conversation of presentation.

Homework: Practice the conversation.

Lesson Plan – 21

Good morning class/.....

Students, you have to clap when I am wrong.

A parrot flies. A crow flies. A cat flies.....

Objective: Students will be enabled to ask questions and answer in

44

positive and negative ways.

Presentation: i) Look at the board and say.

Yes, of course. Thanks a lot. No I'm sorry. You're welcome.

Oh, sure.

ii) read the conversation at page 42.

Practice: Read the conversation in pair.

Production: Conversation in pair.

For imitation drill: All exponents and conversation of presentation

Homework: Practice the conversation.

Lesson Plan – 22

Good morning class/.....

Listen to me and say who the real singers are.[any Nepali song].....

Objective: Students will be enabled to compare things using adjectives with 'than'.

Presentation: Take two students, pens and pencils and teach adjectives of positive and comparative degrees with- 'er'.

Practice: Practice with-----tall	taller,	short	shorter
High	higher,	long	longer

45

Mt Everest is higher than Machhapuchhre.

Production: One student should say one sentence with any one word.

Homework: Write one sentence with each word.

Lesson Plan – 3

Good morning class/.....

Yesterday you learnt some words. Today you are going to read about Lili.

46

Objectives: Students will be enabled to read sentences with the falling intonation.

Presentation: Look at the chart. Listen to the teacher and read after the teacher.

Practice: Read the sentences in turn in pair.

Production: Ask each other about Lili and answer.

Homework: Read the story.

Lesson Plan – 4

Good morning class/.....

About whom did you learn yesterday? Now listen to me and answer my questions.

Where does Lili live? Who does she live with? When does she get up?

Objectives: Students will be enabled to say words and time with to/past.

Presentation: Look, listen and say:

Five minutes, ten minutes, a quarter, twenty minutes, twenty five minutes,

Look at the pictures of clocks, listen and say.

Practice: Say time according to clocks in turn in pair.

Production: Say time looking at one of the pictures of clocks.

Homework: Practice saying time according to clocks.

Lesson Plan – 5

Good morning class/.....

Do you sing a song?..... Nepali or Hindi or English?

Who will sing a Nepali song? Please sing a Nepali song.

Objective: Students will be enabled to chant in English.

Presentation: Look at page 7 of your English book.

Look at the picture on right. What are they?

A clock, a mouse,

Look at the board and say. Hickery, Dickery, Dock, struck.

47

Now look at the book and chant with the help of the teacher.

Hickery, dickery, dock,
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickery, dickery, dock.

Practice: Students practice in turn in pair.

Production: Say one sentence with any one of the words:

A clock, a mouse, ran up, ran down.

Homework: Practice the same chant.

Lesson Plan – 6

Good morning class/.....

Look at my two hands. What are these things in my hands? An apple, a banana,

Which one do you like?

Objectives: Students will be enabled to:

- i) ask questions.
- ii) answer with likes or choice.
- iii) use the rising +falling intonation and the falling intonation.

Look at page 9, listen and say.

Do you like tea or coffee? I like coffee.

Do you like pens or pencils? I like pencils.

48

Do you like maths or English? I like both.

Practice: Now read the same text in turn in pair.

Production: Ask and answer each other without looking at book.

Homework: Practice reading the same text.

Lesson Plan – 7

Good morning class/.....

Look at page 10. Look at the picture. Who do you see ? a man and two women.

Objectives: Students will be enabled to:

i) say new words.

ii) say sentences withone...,the other

Presentation: Look at the board and learn the words.

Wife, wives, young, old, hair, pull,

Practice: look at the same picture say about two women withone...,the other.....in turn in pair.

Production: say one sentence with one of the words you learnt.[words used in presentation.]

Homework: Write one sentence for each word.

Lesson Plan – 8

Good morning class/.....

Now look at page 10 and what is it? Is this a story or a chant?

Objectives: Students will be enabled to:

i) read a story.

ii) use the falling intonation.

Presentation: Look, listen and say. [The story]

Practice: Read the story in turn in pair.

Production: Answer the questions:

How many wives did the man have?

Who pulled out the white hair?

Who pulled out the black hair?

Did the man have any hair in the end?

Homework: Read the same story.

Lesson Plan – 9

Good morning class/.....

Students, you have already read a chant.

You are going to learn another chant today.

Objectives: students will be enabled to:

i) look at the picture and say about it.

ii) chant.

Presentation: Look at page 15 and say how many pictures you have seen.

Look at the board, listen and say these words:

Sheep, blue, wind, stop, standstill, blow, walk,

Look , listen and chant.

Practice: Chant in turn in pair.

Production: Say one sentence with each word.

Homework: Practice the same chant.

Lesson Plan – 10

Good morning class/.....

Look at me and say what I am doing.[the teacher dances, runs,.....etc.

Then the teacher introduces the word 'miming'

Some of the students will be called in front of the class for miming.

Objective: Students will be enabled to use some prepositions:

in front of, beside, behind, on top of, over,

Presentation: Look at the board and say. [in front of, beside, behind, on top of, over]

Look at page 17 and listen to the teacher to describe the pictures for using the words above.

Practice: Ask and answer about each thing in turn in pair.

Production: Answer these questions:

i) In the picture, where is the man standing?

ii) Where is the bird?

Homework: Write one sentence with the items used in presentation.

Lesson Plan -11

Good morning class/.....

What day is it today?.....

Objectives: Students will be enabled to say some new words with stress on the first and second syllables.

Presentation: Look at the board, listen, say and learn the meaning.

Yesterday, because, Saturday, heavily, rainy, ready,
already, hurry, nowhere, drawer, mirror, laugh, foolishness, happily,

Practice: Say the words in turn in pair.

Production: Say one sentence with each word.

Homework: Practice saying all the words of presentation.

Lesson Plan – 12

Good morning class/.....

Look at page 18 and say what you see. Who are they? [a boy, a girl,]

You are going to read about them today.

Objectives: students will be enabled to:

i) read about Pemba.

ii) use the falling intonation.

Presentation: Look at the book, listen and say.

Practice: Read the story in turn in pair.

Production: Answer the questions:

i) Why didn't Pemba go to school yesterday?

ii) Where did she find her pencil at last?

Homework: Read the same story.

Lesson Plan – 13

Good morning class/.....

Look at the board and say a word from jumbled letters. atchn [chant]

Objectives: Students will be enabled to: i) say new words. ii) chant.

Presentation: Look at the board, listen and say.

Right hand, left hand, shake, hockey, cockey, turn around,

Look at page 23, listen and chant.

Hockey - Cockey

You put your right hand in,

.....,

.....,

.....,

.....all about.

Practice: Say the words in turn in pair.

Production: Say one sentence with each word.

Homework: Practice the chant.

Lesson Plan – 14

Good morning class/.....

Listen to me and guess what I am.

' I can fly. I have no wings but a long tail.'

Objective: Students will be enabled to express excuse and thanks.

Presentation: Students, when you are late, what do you say to your teacher?

Look at the pictures at page 24 and guess who they are and they are saying.

Say each sentence after the teacher says.

I'm sorry. I'm late today. Why are you late, Chintu? I forgot the time, miss?

That's all right for today. Take your seat, please. Thank you , miss.

Practice: Read the sentences in turn in pair.

Production: Answer these questions:

i) Why was Chintu sorry? ii) Why was the bus very late today?

iii) What did the teacher say to Chintu?

Homework: Practice all sentences of presentation.

Lesson Plan – 15

Good morning class/.....

Look at page 26 and say who they are.

Objective: Students will be enabled to: i) read the conversations with excuse and thanks.

ii) to use the rising intonation.

Presentation: The girls are asking for excuse and everyone thanks.

Look at the book and follow the teacher to read.

Pritija: Excuse me!

Prerana: Can I help you?

.....

.....

.....

Practice: Read the conversations in turn in pair.

Production: Converse in pair about forgetting to bring your friend's pen today.

Homework: Practice the conversation of presentation.

Lesson Plan – 16

Good morning class/.....

Complete this crossword puzzle with the help of the pictures.

Objectives: Students will be enabled to: i) say about pictures. ii) chant.

Presentation: Look at page 29. What do you see in the pictures?

Look, listen and say.

A Chant

Excuse me, Nimmy, excuse me Nimmy!

.....

.....

.....

.....

Oh, it's his. It's his.

Practice: Chant in turn in pair.

Production: Chant about activities of your teacher in class.

Homework: Make drill on a chant.

Lesson Plan – 17

Good morning class

Listen to me and say what I am.

"I have four legs. But I can't walk. What am I?

Objective: Students will be enabled to say some new words.

Presentation: Look at the board, listen and say.

can, can't, enough, ceiling, lift, break, strong, aeroplane, tough,

Practice: Say the words in turn in pair.

Production: Say one sentence for each word.

Homework: Write one sentence with each word of presentation.

Lesson Plan – 18

Good morning class/.....

Listen to me whose sounds I imitate. [a cow, a horse]

Objective: Students will be enabled to read questions with the rising intonation and answers with the falling intonation.

Presentation: Look at page 34 and 35 and say what you see.

Look, listen and say.

Can you touch the ceiling, Prasant?

No , I can't.....

.....

.....

how to drive a bus.

Practice: Read the sentences in turn in pair.

Production: Come in front of the class in pair and ask and answer each other about something in the classroom.

Homework: Practice sentences of presentation.

Lesson Plan – 19

Good morning class/.....

Look at page 37, look at the pictures and guess what they are about.

Objective: Students will be enabled to chant with new words.

Presentation: Look at the board, say and learn the meaning.

neither, nor, leaf, leaves, hang, tremble,

pass by, pass down, pass through,

Look, listen and chant.

Practice: Chant in turn in pair.

Production: Say one sentence with each word.

Homework: Practice the chant of presentation.

Lesson Plan – 20

Good morning class/.....

Look at the board and guess what I am going to draw. [a parrot]

Objectives: Students will be enabled to: i) say nationalities and languages ii) read and act.

Presentation: i) Look at the board, listen and say.

China	Chinese
France	French
Japan	Japanese
Nepal	Nepali

ii) Look at page 38 and read about conversation between two children but follow the teacher.

Practice: Read the conversation in turn in pair.

Production: Fill up the gaps.

A person who is from France is aand he/she useslanguage.

Homework: Practice the conversation of presentation.

Lesson Plan – 21

Good morning class/.....

Students, you have to clap when I am wrong.

A parrot flies. A crow flies. A cat flies.....

Objective: Students will be enabled to ask questions answer in positive and negative ways.

Presentation:i)Look at the board, say and learn the meanings.

Yes, of course. Thanks a lot. No I'm sorry. You're welcome.

Oh, sure.

ii)read the conversation at page 42.

Practice: Read the conversation in pair.

Production: Conversation in pair.

Homework: Practice all words and conversation of presentation

Lesson Plan – 22

Good morning class/.....

Listen to me and say who the real singers are.[any Nepali song].....

Objective: Students will be enabled to compare things using adjectives with 'than'.

Presentation: Take two students, pens and pencils and teach adjectives of positive and comparative degrees with- 'er'.

Tall

taller

long

longer

Short shorter high higher

Practice: Practice with--tall taller, short shorter

High higher, long longer

Production: Compare: Ram and Hari [height], two books[thickness]

Homework: Practice the sentences.

Ram is taller than Hari. Hari is shorter than Ram.

My pen is longer than your pen.

Your pen is shorter than my pen.

Mt Everest is higher than Machhapuchhre.

Group based table for pre and post-test results.

1. Rank of the Students According to the Pretest

S.No.	Roll No.	Rank	Marks obtained
1	24	Pemba Lama	44
2	11	Laxmi Chaudhary	41
3	13	Bikash Shrestha	41
4	14	Abishranta Pandey	41
5	17	Suman Lama	41
6	6	Amit Acharya	40
7	7	Urmila Shrestha	40
8	8	Inja lama	40
9	9	Kushal Devkota	40
10	10	Sachin Shrestha	39
11	11	Tara Shrestha	39
12	12	Rupesh Dhakal	39
13	13	Radhika Neupane	38
14	14	Susmita Thapa	38
15	15	Pratik Timilsina	38
16	16	Kirtiman Thakur	38
17	17	Anita Gurung	38
18	18	Subhas Acharya	37
19	19	Man Bahadur Tamang	37
20	20	Rohan Singh	37
21	21	Rohit Gurung	37
22	22	Bikram Lama	36
23	23	Tara Kumari Shrestha	35
24	24	Shashi Lamsal	35
25	25	Asma K.C.	34
26	26	Shishir Thapa	33
27	27	Samadhan Baniya	32
28	28	Unnati Rai	31
29	29	Swaraj Guragain	30
30	30	Pritiman Lama	27

S. No.	Roll No.	Rank	Marks
1	11	Laxmi Chaudhary	41
2	13	Bikash Shrestha	41
3	17	Suman Lama	41
4	7	Urmila Shrestha	40
5	9	Inja Lama	40
6	5	Radhika Neupane	38
7	15	Kirtiman Thakur	38
8	23	Anita Gurung	38
9	1	Subhash Acharya	37
10	21	Man Bahadur Tamang	37
11	27	Rohit Gurung	37
12	29	Shishir Gautam	33
13	25	Unnati Rai	31
14	3	Swaraj Gautam	30
15	19	Pritiman Lama	27

3.Pre-test Result of Control Group

S.No	Roll No.	Rank	Marks
1	24	Pemba Lama	44
2	14	Abishranta Pandey	41
3	6	Amit Acharya	40
4	18	Kushal Devkota	40
5	2	Sachin Shrestha	39
6	4	Tara Shrestha	39
7	16	Rupesh Dhakal	39
8	8	Susmita Thapa	38
9	12	Pratik Timilsina	38
10	26	Rohan Singh	37
11	20	Bikram Lama	36
12	10	Tara Kumari Shrestha	35
13	28	Shashi Lamsal	35
14	30	Asma K.C.	34
15	22	Samadhan Baniya	32

4. Post-test Result of Experimental Group

S.No.	Roll No.	Rank	Marks
1	25	Unnati Rai	49
2	23	Anita Gurung	48
3	9	Inja Lama	48
4	7	Urmila Shrestha	47
5	17	Suman Lama	46
6	5	Radhika Neupane	46
7	15	Kirtiman Thakur	46
8	11	Laxmi Chaudhary	46
9	27	Rohit Gurung	46
10	21	Man Bahadur Tamang	46
11	19	Pritiman Lama	46
12	13	Bikash Shrestha	45
13	3	Swaraj Gautam	44
14	1	Subhash Acharya	43
15	29	Shishir Gautam	41

5. Post- test Result of Control Group

S.No.	Roll No.	Rank	Marks
1	6	Amit Acharya	46
2	26	Rohan Singh	46
3	24	Pemba Lama	45
4	10	Tara Kumari Shrestha	45
5	2	Sachin Shrestha	45
6	4	Tara Shrestha	45
7	16	Rupesh Dhakal	45
8	8	Susmita Thapa	44
9	12	Bikram Lama	44
10	22	Samadhan Baniya	44
11	8	Susmita Thapa	44
12	18	Kushal Devkota	44
13	28	Shashi Lamsal	43
14	12	Pratik Timilsina	42
15	30	Asma K.C.	41

1. Item-based tables of Pre-test and Post-test results.

Experimental Group

1.1 Consonant Sounds

Roll No.	Pre-test	Post-test	D	D%
11	13	14	1	
13	13	14	1	
17	13	13	0	
7	11	15	4	
9	11	14	3	
5	12	14	2	
15	10	13	3	
23	9	14	5	
1	11	13	2	
21	9	12	3	
27	11	12	1	
29	11	13	2	
25	5	15	10	
3	10	13	3	
19	10	12	2	

1.2 Vowel Sounds

Roll No.	Pre-test	Post-test	D	D%
11	12	13	1	
13	11	12	1	
17	12	14	2	
7	11	13	2	
9	12	14	2	
5	11	14	3	
15	11	14	3	
23	12	14	2	
1	11	12	1	
21	11	14	3	
27	12	14	2	
29	10	12	2	
25	12	15	3	
3	10	14	4	
19	10	14	4	

Roll No.	Pre-test	Post-test	D	D%
11	8	9	1	
13	8	9	1	
17	8	9	1	
7	9	9	0	
9	9	10	1	
5	8	8	0	
15	9	9	0	
23	9	10	1	
1	7	8	1	
21	8	10	2	
27	9	10	1	
29	6	8	2	
25	8	9	1	
3	8	9	1	
19	0	10	10	

1.4 Fluency and Intonation

Roll No.	Pre-test	Post-test	D	D%
11	9	10	1	
13	9	10	1	
17	8	10	2	
7	9	10	1	
9	8	10	2	
5	7	10	3	
15	8	10	2	
23	8	10	2	
1	8	10	2	
21	9	10	1	
27	5	10	5	
29	6	8	2	
25	6	10	4	
3	2	8	6	
19	7	10	3	

Control Group

1.1 Consonant Sounds

Roll No.	Pre-test	Post-test	D	D%
24	14	14	0	
14	13	14	1	
6	13	14	1	
18	12	13	1	
2	13	14	1	
4	12	13	1	
16	12	13	1	
8	10	13	3	
12	11	14	3	
26	12	14	2	
20	10	13	3	

10	10	14	4	
28	10	13	3	
30	12	13	1	
22	8	13	5	

1.2 Vowel Sounds

Roll No.	Pre-test	Post-test	D	D%
24	12	12	0	
14	11	12	1	
6	11	12	1	
18	12	12	0	
2	10	12	2	
4	12	12	0	
16	11	12	1	
8	10	12	2	
12	12	12	0	
26	12	12	0	
20	12	12	0	
10	11	12	1	
28	11	12	1	
30	10	12	2	
22	11	12	1	

1.3 Word Stress

Roll No.	Pre-test	Post-test	D	D%
24	9	10	1	
14	9	9	0	
6	8	10	2	
18	8	9	1	
2	8	9	1	
4	8	10	2	
16	9	10	1	
8	9	9	0	
12	8	9	1	
26	6	10	4	
20	7	9	2	
10	8	9	1	
28	9	10	1	
30	6	8	2	
22	5	9	4	

1.4 Fluency and Intonation

Roll No.	Pre-test	Post-test	D	D%
24	9	9	0	
14	8	10	2	
6	8	10	2	
18	8	10	2	
2	8	9	1	
4	7	10	3	
16	8	10	2	
8	9	10	1	
12	6	7	1	
26	7	10	3	
20	7	10	3	

10	6	10	4	
28	5	8	3	
30	6	8	2	
22	8	10	2	

(The puzzle and pictures for a chair, a table , a pencil , an eraser and a bag)

Individual Evaluation

Type of test: Pretest/Post test
Name of the student:

Group: Experimental/Control
Roll no.

Full marks: 50		Marks secured:		
S.no.	Test Items	Correct Answer	Students' Answer	No.of mistake
1	For consonant sounds: a)black, b)coffee, c)wife, d) foolish, e)both, f) thought, g) happy, h) pilot, i) sit, j)sheep, k)see, l)strike, m) twelve, n) wives, o)evening,			
2	For vowel sounds: a)go, b) so, c) pen, d) cup, e) bath, f)father, g) live, h) village, i) three, j)bird, k) thirty, l) stop, m) clock, n)small, o)quarter,			
3	For word stress: a)village, b)quarter, c) yesterday, d)because, e) Saturday, f) rainy, g)already, h)happily, i)always, j)eleven,			
4	For fluency and intonation: i) Long long ago there was a man. ii) He had two wives. iii) One was young and the other was old. iv) Look at the pictures. v) Which table has no legs? vi) Why was Pemba in a hurry? vii) Do you help your mother? viii) Can I sit here? Yes, of course. ix) Do you like tea or coffee? I like tea. x) Do you like maths or English? I like both.			

(Four pages of this model with two students' evaluation of pre tests and post tests)
[70,71,72,73]

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