

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is widely used phenomenon from birth until to death. However, nobody has yet defined language precisely.

According to Pie (1966, p. 141, as cited in Brown, 1994, p. 4), "Language is the system of communication by sounds, operating through the organs of speech and hearing among members of a given community and using vocal symbols possessing arbitrary conventional meanings."

Similarly, Richard et al (1999), in their dictionary entitled "Longman Dictionary of Language Teaching and Applied Linguistics, define language as ". . . the system of human communication which consist of the structural arrangement of sound (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances".

According to Chomsky (1965, p. 40) "Language is the innate capacity of native speakers to understand and form grammatical sentences."

Thus language has been defined variously. No single definition of language is perfect in itself. But it is widely accepted that language is a complex human phenomenon and its main function is to communicate. It is the god's most unique gift to human beings. It is the significant aspects of human beings that separates them from an animal. From the above mentioned definitions, we can say that language is the system of communication in speech and writing that is used by people. It is a set of arbitrary symbols which are primarily vocal or may also be visual. It is the unique possession of mankind.

Although some languages may be more important than others according to time, places, situation, people, etc., all languages are equally important in terms of

communicative values. Among different languages, English is the most important and widely used language all over the world. Therefore, it is also called international language. Almost every country has given a great emphasis on the English language and so has Nepal. In Nepal, English was introduced formally in the school level education system in 1854. At that time even a college was a distant dream, let alone think of university, compared to the history of modern education in the neighboring India and the position that English had occupied there. This period is quite short, however, this has left clear traces of its existence and gradual pace of development in Nepal, too. So the position and status of English needs to be compared in relation to the development of the education system of Nepal.

### **1.1.1 Aspects of Language**

Language teaching includes teaching of different aspects i.e., pronunciation and spelling, grammar, vocabulary, communicative functions. Stern (1983, p. 130) gives the following aspects of language.

**Speech Sound:** in phonetic and phonology

**Words:** in lexicology, semantics and morphology

**Sentences:** in syntax

**Meaning:** in semantics

**Texts:** dialogues, narrative , and poem: in discourse analysis

#### **1.1.1.1 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. ELT teachers should have sound knowledge of pronunciation and spelling. The sub branches of linguistics-phonetics and phonology are the main terms to understand pronunciation. Phonetics mainly deals with the physical properties of speech sounds while phonology with functional aspect. It means phonetics deals with how speech sounds are produced, transmitted and perceived, what organs of speech are involved to produce the sounds, etc. Phonology, on the other hand, deals with the sound system of

a particular language, e.g. how sounds are combined to form meaningful utterances. Phonetics and phonology provide information about suprasegmental features like stress, intonation, pitch, etc. Spelling is another important aspect of language that a teacher should be aware of. Without spelling exercise correct language is impossible.

### **1.1.1.2 Grammar**

Grammar refers to the structure of pattern of language. It refers to the rules 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 words and syntax deals with internal structure of sentence. Since 1930s to now several grammatical theories have emerged, e.g. pedagogical, transformational generative, communicative, functional and so on. 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 ourselves 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).

### **1.1.1.3 Language Functions**

Language functions refer to the purposes 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 as grammatical and communicative functions.

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

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

- a) Imparting and finding out factual information (reporting, asking, correcting, etc.)

- b) Expressing and finding out intellectual attitudes (inquiring, denying, etc.)
- c) Expressing and finding out emotional attitudes (pleasure, surprise, hope, etc.)
- d) Expressing and finding out moral attitudes (apologizing, approval, disapproval, etc.)
- e) Getting things done (suggestion, advising, offering, etc.)
- f) Socializing (greeting, attracting attention, purposing toast, etc.)

### **1.1.2 Vocabulary**

Vocabulary is one of the important building blocks of language. It is also one of the aspects of language which the students need to be taught. It is the list of words which is used in an appropriate situation. We can produce infinite number of grammatical rules. A word may be used in different ways in different situations. Without having adequate number of vocabularies we cannot speak any language fluently and appropriately. People feel frustrated when they do not find the appropriate words while speaking the target language. Hence vocabulary is one of the fundamentals of language.

#### **1.1.2.1 Definitions of Vocabulary**

Vocabulary is one of the important aspects of language. It refers to the list of the lexical items in a language. But lexical items do not include only lexical words but all the lexical and grammatical words which are meaningful. Vocabulary is also called lexis (Wallac, 1982 and Harmer, 1991). Different scholars have used lexicon and lexical item to refer to the vocabulary but lexicon characterizes the mental inventory of words and their productive and derivational processes. No matter what terminology the scholars use, vocabulary is the total number of words that make up a language.

Slightly different view is expressed by Crystal (2003) as he writes, "a fixed set of words used as parts of the definition of the other words" (p. 126). Both of these definitions view that vocabulary is the list of words in a language.

According to Crystal (1995, p.111) "Vocabulary is the Everest of a language." 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. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used."

Chomsky (1957, p. 155) argues that with the help of the finite number of grammatical rules a child is capable of producing infinite number of structures. These rules are preprogrammed in the child's mind but this principle is not applied in the case of vocabulary since vocabularies are to be practiced to learn since word may be used differently in different situations.

Richards et al. (1999, p.400) state, "Vocabulary refers to a set of lexemes, including single words, compound words and idioms". Similarly Celce-Mureia and Larsen Freeman (1983, p.29) say, "We take a considerably broader view of the lexicon: we consider it to comprise not only single words but also word compounds and conventionalized multiword forms." Both of these definitions view that vocabulary not only includes single item but also multi-word items with a single meaning. For example Wallace (1982, p.60) gives a sentence, 'I am not going to put up with this kind of treatment any longer.' In this sentence three words in the phrase 'put up with' are firmly linked together, they operate as a single unit and have one meaning roughly to 'tolerate' or 'endure'. So we have three words which form one lexical item.

Therefore, lexical item is more suitable term than word for vocabulary because vocabulary can be a single word or a group of words that have a single meaning. He gives the example of multiword vocabulary as 'post office', 'mother-in-law' etc.

According to Hockett (1959, p. 167), "Word as segment of a sentence is bounded by successive point at which pausing is possible. Word is a combination of sounds acting as a stimulus to bring into attention, the experience to which it has become attached by use."

Hence from the above mentioned definitions, we can conclude that vocabulary is a unit of meaning which may have either single word or more than one word.

Vocabulary, word, lexis, lexicon, lexical item, lexical unit are synonymously used.

Vocabulary is the collection of words in a language and language is made up of vocabulary.

### **1.1.2.2 Types of Vocabulary**

Harmer (1991, p. 159) classifies vocabulary into active and passive vocabulary.

According to him, active vocabulary contains those words that students have learnt and are expected to use. On the other hand, passive vocabulary refers to the words which the students recognize when they come up with those words but they will probably not be able to produce.

However, there is an issue on definition of him. The students have a store of words but it is very difficult to say which are active and which are passive. An active vocabulary by constant practice may slip back into passive store if it is not used and a passive vocabulary may become an active if the situation on the context demands its use.

According to Doff (1988, p. 19), "words which students will need to understand and also use themselves are called active vocabularies whereas words which we want students to understand (e.g. when reading a text) but which they will not need to use themselves are called passive vocabularies." Similarly Cross (1992, p.15) writes "Words that are internalized and can readily be produced are said to be in students' active vocabulary and words that they could not readily produce, but would understand are said to be in receptive (passive) vocabulary".

Slightly different classification is given by Wallace (1982, p.23). He mentions two types viz. productive and receptive vocabulary. Vocabulary that the learners can only recognize is called receptive. On the other hand, the vocabulary that the learners can both recognize and produce is called productive. He (Ibid) says, "Everyone who learns a foreign language is usually able to recognize many more words than he can produce". To produce a word correctly is a difficult task. One has to produce and spell

it in right way, use it in the correct grammatical form, use it appropriately with correct words coming before and after it and so on. Productive vocabularies are used in speaking and writing and receptive vocabularies are recognized and understood in listening and reading

Melka (as cited in Schmitt and McCarthy, 1997, p.126) uses active, productive production, speaking, actual and possible use of vocabulary as synonymous terms. Similarly, passive, comprehension, understanding, recognizational, and receptive vocabulary are synonymous.

Wallace (1982, p.24) provides next classification as well. In his next classification, vocabularies are divided into content and structure words on the basis of how words are used to construct sentences. Cameron (2001, p.82) also uses content and function word and writes as, "Content words are those that carry a lexical meaning, even out of context, whereas function words seem to be mainly used to carry grammatical meaning (p.82)". For example in this sentence, i.e. "The little *house* in the *street* was *built* when my *mother* was a *child*" the content words are in italics and others are function words. Similarly Richards et al. (1999) write:

Content word are words which refer to a thing, quality, state or action and which have meaning (lexical meaning) when the words are used alone. Content words are mainly nouns, verbs, adjectives and adverbs, e.g. book, run, musical quickly. Function words are words which have little meaning on their own, but which show grammatical relationship in and between sentences (grammatical meaning). Conjunctions, prepositions, articles, e.g. and, to, the are function words. Function words are also called form words, empty words, functors, grammatical words, structural words, structure words. Content words are also called full words, lexical words (pp. 81-82).

Therefore we cannot find watertight division of vocabularies. Different scholars opines on the types of vocabularies differently. However their ideas are similar in some respect. Pondering over their division active and passive vocabularies are considered as the main types of vocabularies.

### **1.1.2.3 Importance of Teaching Vocabulary**

People have a large number of passive vocabularies. We get problem to express our ideas if we have lack of active vocabularies so the main aim of foreign language teaching should be to convert passive vocabularies into active vocabularies. It is also true that some vocabularies are active at the beginning may be passive with the time gap and lack of use. Therefore, the more the learners play with the new words, the more they increase their active vocabularies.

According to Wallace (1982, p. 9) "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. It is due to the lack of adequate knowledge of vocabulary that people get frustrated when they do not find words they need to express their thoughts, ideas and feelings while communicating in the target language, so it needs adequate number of vocabulary to engage in communication". Vocabulary, thus presents the different aspects of language teaching. So, vocabulary teaching should be treated very carefully to fulfill most of the outcomes of languages teaching.

### **1.1.2.4 Aspects of Learning Vocabulary**

Learning vocabulary involves the ability to recognize and produce the vocabulary in spoken and written form and understand the meaning and use it correctly into the appropriate situation. It includes the knowledge of meaning and its syntactic structure. While teaching vocabulary, the meaning of the words seems to have been emphasized. Meaning of a word is not only the thing required for students. The students need to be



familiar with all the aspects of a word. According to Harmer (1991, p. 158), there are four aspects of words which the teacher should consider while teaching vocabulary:

- 1. Word Meaning:** It is one of the aspects of vocabulary. It deals with the vocabulary having different meanings. Most languages have multiple words to mean the same meaning and multiple meaning of the same words.

The same word may have different meanings in different contexts. For example;

- I read a book. (here 'book' is a noun which means something we use to read from)

- I booked a room in hotel. (here 'book' is a verb which mean 'to reserve')
- The police booked him for stealing goods. (here 'book' is a verb which mean 'to arrest')

Sometimes, words have meaning in relation to other words that sense relation. There are different types of sense relation. A brief summary of these are:

**Synonymy:** e.g. good-excellent

**Antonymy:** good-bad

**Hyponymy:** Animal-dog, horse, goat

**Prototypes:** Furniture is chair

**Homophones:** meat/meet, flower/flour

**Polysemy:** (words may have a set of different but related meaning): bank (money bank, river side etc.)

**2. Word Use:** Word use is another aspect of vocabulary to be taught. According to Harmer (1991) "what a word means can be changed, stretched or limited by how it is used and this is something students need to know about." (p.156)

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

**Metaphor:** Metaphor is an expression which is used for special effect and which does not have its usual or literal meaning. In metaphor, something is described by stating another thing with which it can be compared. For example, 'rose' literally means 'a kind of flower' but its meaning is stretched to 'very beautiful' if we say 'Sita is a rose.' This is metaphorical use of rose.

**Idiom:** Idiom is a sequence of words which is semantically and syntactically single unit and gives non-compositional meaning. It is also called habitual collection. OALD (6<sup>th</sup> ed.) defines idiom as, "a group of words whose meaning is different from the meaning of the individual words." For example 'It's raining cats and dogs here, idiomatic meaning of cats and dogs is 'heavily')

Similarly, the meaning of a word is also governed by collocation. It refers to conventional combination of words in acceptable manner. For example, 'headache', 'stomachache', 'earache' but not throatahce; it should be throatpain instead. Handsome boy and beautiful girl are also collocations.

Likewise the use of language is also divided by register and style in which it is used, field about which language is used and so on. For example the words 'toilet, bathroom, restroom, freshroom etc' are used in different registers.

**3. Word Formation:** It is a process by which different new words are formed.

Crystal (2003) defines word formation as, "whole process of morphological variation in the constitution of words i.e. including the two main divisions of inflection and derivation."

The learners 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 contexts.

Words can be change their shape and grammatical nature too. According to most traditional grammarians, "there are eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection" (Basnet, 2002, p. 155). The same word can be used in different parts of speech. For example,

They run very fast.

He was out in third run.

I am running.

Running is good for health.

Running train is dangerous.

Suffixes and prefixes also work to change the form of words or even derive new words. For example;

book-books (suffix 's')

used-unused (prefix 'un')

Word formation means knowing how words are written (i.e. spelling) and spoken (i.e. pronunciation) and how they can be changed in their form.

For spelling aspect, we should learn how a word is written? What alphabets are used? There are many spelling rules in English. For example, doubling the consonant while adding '-ing' and 'ed' as in hitting, knitted, etc, omission of final 'e' believe-believing, love-loving, etc.

Similarly the pronunciation aspect refers to how a word pronounced? How do two words having the same pronunciation give two different meanings (e.g. meat/meet) how the words stressed differently in case of different grammatical function i.e. 'import (N) im'port (V).

#### **4. Word Grammar**

Vocabulary items do not only represent individual words but they attach some grammatical relations with them. Certain words reflect certain grammatical patterns, Harmer (1991, p. 157) states "The use of certain words can trigger the use of certain grammatical category. The countability and uncountability of noun determine the types of verbs they take. Furthermore according to the nature of nouns, they take certain determiners. For example, we use many books but much water

In grammar words are grouped in different parts of speech. Different words belonging to different parts of speech have their own grammar. There are certain systems of change of verb into different tenses (present, past, perfect etc. i.e. play, played, will play). Similarly singular and plural structure of noun have their own grammatical rules (e.g. one pen, two pens but not one milk, two milk). Subject-verb agreement also follows a certain structure. So the students must be aware of some grammatical aspects for learning the words.

##### **1.1.2.5 Steps/ Strategies/ Techniques for Teaching Vocabulary**

Vocabulary can be taught by using different techniques as it is an important aspect of language teaching. Mastery over vocabulary items depends upon the techniques used

in teaching vocabulary. Therefore techniques should be suitable according to the nature of words. Some techniques presented by Harmer (1991), Ur (1996), Cross (1992) are as below:

#### 1.1.2.5.1 Techniques of Teaching Pronunciation

The teacher should provide different activities using different techniques to make students practice pronunciation. Some of them are:

**a) Through Modeling:** The teacher pronounces the word as a model and the students repeat after him/her. They imitate either in group or individually.

T: Cat [kæt]

S: Cat [kæt] It is done 3-4 times.

**b) Through Visual Representation:** The teacher shows the different patterns of pronunciation either on board or on flash cards. He/she can show stress pattern intonation, pitch etc.

e.g. Democracy : de'mocracy

He is a doctor. (falling) ↘

Is he a doctor? (rising) ↗

**c) Through Phonetic Symbol:** The teacher uses phonetic symbols to transcribe the words and students pronounce the words by looking at the symbols. But, the students, in this technique, should be familiar with symbols.

e.g. diagram /daiə'grɑ:m/

boy /bɔɪ/

#### 1.1.2.5.2 Techniques of Teaching Spelling of a Word

How important pronunciation is in speaking, so important is spelling in writing.

English words are difficult to spell as there is no one-to-one relationship between letters and sounds. Therefore different techniques are used to teach spelling. Some of them are

- a) **Copying:** The teacher writes the words having different spelling and meaning on board, then students copy them on their notebook.
- b) **Reading Aloud:** Teacher asks the students to read the words, phrases and sentences loudly focusing the spelling of words. Then, they do so.
- c) **Dictation.** Students listen from the teacher and write words and sentences. The dictated copy is corrected by peers or by teacher.

### 1.1.2.5.3 Techniques of Teaching Meaning of a Word

Meaning is central aspect of vocabulary teaching. The teacher should apply different techniques according to the nature of words and practicality of the techniques. There are various techniques of teaching meanings of a word. Some of them are as below:

- a) **Realia:** Real objects which are possible to bring into classroom or which are seen from the class can be taught through realia technique. e.g. pen, book, duster, etc.
- b) **Picture:** The things which cannot be brought into the classroom can be presented through pictures, cut-out, broad drawn figure, etc. to teach meaning of the words. e.g. cow, temple, etc.
- c) **Demonstration, Mime, Action and Gesture:** This is called body technique. The teacher can move his/her body, show facial expression, present action, mime through mouth, use gesture, demonstrate by moving here and there to make the meaning of words clear, e.g. the words like run, write, laugh, walk, angry etc. can be taught by this technique.
- d) **Sense Relation:** In this technique, the teacher provides synonyms, antonyms, hyponyms, co-hyponyms, metonyms, etc. to present the meanings of certain words. For example good-excellent, good-bad, etc.
- e) **Definition, Explanation and Illustration:** The meaning of a word can best be taught by giving its short definition and its explanation with suitable example. For example, dinner: meal eaten at evening.
- f) **Context:** By giving the context of a particular word or by using the word in sentences, the teacher can make the meaning clear.  
e.g. I drink milk. (here 'milk' is used as noun)  
I milk the cow. (here 'milk' is used as verb)

**g) Translation:** It is the way of telling mother tongue equivalent of the target language words. It is easy and quick technique. For example cat-la/fnf]

### **1.1.2.6 Objectives of Teaching Vocabulary**

Teaching of any subject items should be guided by its specific objective. So the teaching vocabulary is also guided by some objectives. Wallace (1982, p. 27) presents the following objectives of teaching vocabulary:

- Recognize it in its spoken (pronunciation) or written (spelling) form
- Recall it at will
- Use it in appropriate grammatical form
- Use it in suitable context
- Spell it correctly
- Be aware of its appropriate connotations and associations
- Use it with the words it correctly goes with
- Relate it to an appropriate object or concept
- Pronounce it in a recognizable way
- Be aware of its appropriate level of formality
- Use it in communication
- Use it in practical life

### **1.1.3 Drills**

As we already know various techniques have been introduced and practised in the field of language teaching and learning. Out of them drill is a technique commonly used in language teaching. The Audio-Lingual Method (ALM) dominated the foreign language teaching in 1950s to 1960s for training the military in U.S.A. This method mainly focuses on listening skills or intensive skills. It is also called aural-oral method. ALM is mainly based on behaviouristic theory. The advocates of this method believe that speaking and listening are the basic skills of language; language can be learnt by constant practice. So drill is the main procedure of ALM.

Drill simply means repetition; it is a technique commonly used in language teaching. It is used to practise the sentence patterns and vocabulary items. It is the practical exercise for through training of the techniques of teaching vocabularies. It covers the practical area of all techniques (related to pronunciation, spelling and meaning) of teaching vocabulary. So it is often known as pattern practice.

According to Longman Dictionary of Applied Linguistics (1985), "Drill is a technique commonly used in language teaching for practicing sounds or sentence patterns or in a language based on guided repetition or practice." A drill is a classroom technique used to practice different aspects of language.

According to Richards et al. (1985, p.115) drill is a technique commonly used in a language teaching for practicing sounds, vocabulary or sentence pattern, language based on the guided repetition or practice. There is much repetition of the same patterns or words until it becomes a part of student's automatic behaviour.

Generally speaking, drill refers to the repetition of any language items or structures in a language classroom. But specially or technically speaking, it is not a mere repetition rather it is guided variously to produce new structures. If we think that language learning is a matter of habit formation. To some extent habit can be formed by doing drill. The audio-lingual method and the oral-structural situational approach make use of drills as the pet technique but it can be used as a good technique in the common function.

#### **1.1.4 Types of Drill**

There are different types of drill which are used for teaching different aspects of vocabulary in the process of practicing or learning language.

Russell (2008, p.127) has categorized drills as choral drills, interactive drills, substitution drills, transformation drills and flash cards drills.

Similarly, Harmer (2001) gives his opinion about the types of drill on the basis of the participation of students involved in drilling. They are chorus semi-chorus and



individual drills. Like-wise Brooks (1964 pp. 160-165) has categorized drills as repetition drills, inflection drill, replacement drill, restatement drill, completion drill, transposition drill, expansion drill, contraction drill and transformation drill.

So far as the teaching vocabulary is concerned through the use of drill, the teacher should select the best suited drill to teach vocabulary. Some useful types of drills are discussed as below:

**i) Imitation or Repetition Drill**

This type of drill is said to be the best technique for teaching pronunciation aspect of vocabulary. In this drill the teacher models a word and the students repeat (imitate) it again and again until they master it. For example,

T: This is a book.

S: This is a book.

**ii) Simple Substitution Drill**

The teacher uses the cue word and gets the students to repeat a full sentences without changing its tense, mood, aspect.

T: This is a book.

S: This is a book.

T: a pen

S: This is a pen.

**iii) Complex Substitution Drill**

It is a bit complex than simple substitution drill. In this drill the teacher gives a cue which changes the tense or mood or aspect of a given sentence when the students repeat it.

T: She becomes a doctor.

S: She becomes doctor

T: cue .....I

S: I become a doctor.

#### **iv) Conversion Drill**

It is the total change of the utterances given by the teacher when the students repeat it.

T: I am 20 years old.

S: I am 20 year old.

T: Change the sentence into wh-question

S: How old are you?

#### **v) Chain Drill**

A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, asked answer-questions of each other. In this drill the teacher begins the chain by greeting one of the students or asking him/her question, the students respond then the turns go to the students next sitting to him/her and the chain continues by the another teacher. It provides the teachers to check the student's ability in using language.

T: I am a doctor, what are you?

S<sub>1</sub>: I am a student. (Teacher)

S<sub>2</sub>: I am a teacher. (Nurse)

S<sub>3</sub>: I am a nurse.

#### **vi) Inflection Drill**

In this drill one word in an utterance appears in another form when repeated.

T: I play badminton. (past)

S: I played badminton.

#### **vii) Completion Drill**

The students hears an utterance that is a incomplete for one word, then they repeat the utterances in complete form.

T: I will go to my school and you will go. ....

S: I will go to my school and you will go to yours.

**viii) Transposition Drill**

In this type of drill, change in word order is necessary when a word is added.

T: I am happy. (so)

S: I am happy, so am I.

**ix) Expansion Drill**

When a word is added it takes a certain place in the sequence.

T: I go to campus. (hardly)

S: I hardly go to campus.

**x) Contraction Drill**

In this drill, a single word stands for a phrase or clause.

T: Go to the tap and fetch water.

S: Go there and fetch water.

**xi) Transformation Drill**

A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect or modality.

T: He knows my address. (negative)

S: He doesn't know my address.

**xii) Integration Drill**

Two separate utterances are integrate into one.

T: She is poor. She is honest. (but)

S: She is poor but she is honest.

### **xiii) Rejoinder Drill**

The students make an appropriate rejoinder to a given utterance. They are told in advance to respond in one of the following ways:

Be polite (answer the question)

T: Thank you.

S: You are welcome.

### **xiv) Restoration Drill**

The students are given a sequence of words that have been form a sentence but still bear its meaning. They use these words with a minimum changes and additions to restore the sentence to its original form. They may be told whether the time is present, past or future.

T: Visitors/waiting/tickets (present continuous)

S: Visitors are waiting for the tickets.

### **1.1.5 Drill as a Technique in Teaching Vocabulary**

Drill technique is for better retention. It is based on the principle that language like other skill is learned as habit formation. According to Richrds et al. (1985, p.125), "drill is a technique commonly used in language for practicing the sounds or sentence patterns in language based on guided repetition or practice". Drill as a technique is commonly used in a language teaching learning process for practicing various aspects of vocabulary such as pronunciation, stress, intonation, meaning and grammatical patterns. Teaching vocabulary through drill enables the students to know the word formation, word meaning, word use, parts of speech and so on. As a drill is often known as pattern practice, they are usually two parts of drill. They are:

**Part One:** The teacher or researcher provides a word or sentence pattern as stimulus.

**Part Two:** The students make various types of responses based on types of drilling.

### **1.1.6 Objectives of Drill**

Drill is a technique of habit formation. Specially drill is designed for teaching not for testing. Each drill should be concerned with one specific pattern. Each term will be complete utterance of a type which could occur in a conversational interchange. Drill will be conducted orally and it should not be purely imitative but varied in type to avoid boredom. Brooks (1964, p. 166) gives the following objectives of drill.

- i) To enable the students to pronounce correctly.
- ii) To enable them to spell the words correctly.
- iii) To involve them in talking.
- iv) To enable the learners to learn grammatical items mostly
- v) To enable the students to understand meanings of new words correctly.
- vi) To enable the students to transform sentences correctly.

### **1.1.7 Advantages of Drill**

Some advantages of using drill techniques given by Brooks (1964, p. 167) are as below:

- i) Drills enable the students to pronounce any word correctly.
- ii) Drills remove hesitation in speaking.
- iii) Drills enable the students to learn how to speak.
- iv) Drills help the students to spell vocabulary correctly.
- v) Drills activate the students as well as teachers in the classroom.
- vi) Drills enable the learners to learn vocabulary and grammatical items.
- vii) It is useful to practice any new language.
- viii) It makes the students perfect in creating sentences and structures.
- ix) It is basically for teaching of pronunciation aspect of vocabulary.
- x) It provokes the students in understanding meaning of a new word.

### **1.1.8 Disadvantages of Drill**

As drill is very much useful for pattern practice, so it has some bad effects. Some of the cones of drills (Brooks, 1964) are given below:

- i) It is a type of parrot learning.
- ii) Mechanical repetition is extremely boring and monotonous.
- iii) If learners do not learn something then it proves as the waste of time and energy.
- iv) Sometimes, the class becomes noisy and uncontrollable.
- v) It also disturbs other classes as it accepts loud reading.
- vi) The whole class cannot be involved in individual grouping.
- vii) Some students become passive if they do not get chance in drilling.

### **1.2 Review of the Related Literature**

There has been a great interest in vocabulary teaching in recent years. Vocabulary is the core aspect of language and therefore it is necessary to study the different techniques of teaching vocabulary. Various studies have been done in this area. The studies related to the present study are reviewed as below:

The first research on vocabulary in Nepal was carried out by Rongong (1973) on "A Study of the Spoken Vocabulary of the Primary School Children of Nepal." He tried to investigate the words that come in oral use of children. The findings showed that the oral uses of words were better than written form.

Chaudhal (1997) conducted a study entitled "The Vocabulary Achievement of the Students of Grade Six". The goal of this study was to explore the students' achievement of English vocabulary used in the English textbook of grade six and to make genderwise comparison of the vocabulary achievement. The findings was that the achievement level of the students of urban area had better result than that of the students of rural area.

Khatri (2000) has done his M.Ed. thesis on "A Study of English Vocabulary Achievement of Students of Grade Eight". He made an attempt to investigate the

achievement of English vocabularies of the students of grade eight i.e. achievement in nouns and verbs. The findings of his study revealed that English vocabulary achievement of the students of grade eight was found satisfactory in total.

Gyawali (2004) has carried out a research on "A Study on Vocabulary Teaching through Direct and Indirect Techniques: A Practical Study". The main aim of that research was to compare the effectiveness of direct and indirect technique. He did this experimental research in class IX. He found that an indirect technique was more effective than the direct one.

Panday (2004) has done his M.Ed. thesis on "Effectiveness of Language Games in Teaching Grammar". It was found that using games in teaching grammar are relatively more effective than teaching grammar without using it.

Joshi (2006) in his M.Ed. thesis entitled "Effectiveness of Signpost Approach in Teaching Reading Comprehension" found that signpost approach is more effective in teaching reading comprehension.

Nepal (2066) has carried out a research on "Aspects of Teaching Vocabulary Adopted by Secondary Level English Teacher." His study aimed at comparing the technologies adopted by various groups of teachers. The findings of his study revealed that the technologies used by private school teachers were better than public school teachers.

Dhungana (2067) carried out a research on "The Effectiveness of Teaching Vocabulary through Sense Relations". His purpose of study was to find out the effectiveness of sense relation technique. He did an action research on the very topic. The findings of his study revealed that teaching through sense relation was beneficial.

Several research have been carried out in the field of techniques and methods of teaching vocabularies. None of them have done under this title " The Effectiveness of Drill Technique in Teaching Vocabulary at Grade VIII" so my research was different from the other research works.

### **1.3 Objectives of the Study**

The objectives of the study were:

- 1) To find out the effectiveness of drill in teaching vocabulary in terms of: spelling, pronunciation, meaning and grammar.
- 2) To suggest some pedagogical implications.

### **1.4 Significance of the Study**

Vocabulary is the building block of a language. Therefore research on this area will be significant for different personalities involved in language learning and teaching. This study aims to find out various techniques specially drills in teaching various aspects of vocabulary. The language teachers will get benefits about vocabulary teaching from this study. Besides language teachers, this study will be beneficial to the students learning language. They will know the different areas and techniques that they need to learn while learning a word. Similarly, linguists, grammarians, syllabus designers, textbook writers will also find it useful. Moreover, ELT methodologists, researchers in the area of language teaching will find significance of this study. Anyone who are directly or indirectly involved in the area of language teaching particularly vocabulary teaching will be benefited from this study. Hence, this research will greatly be fruitful to the prospective researchers in this area.



## **CHAPTER TWO**

### **METHODOLOGY**

Methodology refers to the systematic procedures or process involved throughout the whole work. The success of work largely depends on the way it is performed. Since research is a scientific discipline, it deserves much more attention on the part of the researcher. A systematic study needs to follow a proper methodology to achieve the predetermined objectives. According to Sing (2009 as cited in Kothari 1993, p. 20) "Research methodology is a sequential procedure and methods to be adopted in a systematic study."

In this research the researcher wanted to find out effectiveness of drills as a technique of teaching of English vocabulary of grade VIII. To fulfill the objectives of the study, the researcher adopted the following methodology:

#### **2.1 Sources of Data**

Both the primary and secondary sources of data were used for data collection. However, the primary sources were the basis for this research.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were the students of grade VIII studying in Shree Nrisingh Higher Secondary School, Pipra Math-16, Birgunj, Parsa.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data were the printed materials available for this research. Some of the related books, curriculum and textbooks of compulsory English for grade VIII, the scholar's book were consulted by researcher: Brooks (1964), Wallace (1982), Larsen Freeman (1986), Harmer (1991), Kumar (1999), etc. dictionaries, various websites (Encyclopedia, Google, etc.) were used as secondary source of data.

## **2.2 Population of the Study**

The total population of the study consisted of eighth grade students of one secondary level school from Parsa district.

## **2.3 Sampling Procedure**

For this study, one secondary school was sampled through purposive non-random sampling procedure and the students of VIII were also selected by using the same procedure.

## **2.4 Tools for Data Collection**

The various vocabularies from textbooks of grade VIII were collected and a set of different test items were prepared based on the textbook and used as a major tool for data collection. It carried 50 marks. To make the analysis convenient, the test items were categorized into making meaningful sentences, fill in the blanks with appropriate words, arrange the jumbled words meaningfully, match the words with their suitable meaning, dictation, give the suitable meaning of the words, give different endings to the sentences, antonymy, making question sentences and word formation.

## **2.5 Process of Data Collection**

The primary data were collected from the primary source from the written test of the students of class VIII. For this the researcher followed the following procedures:

- i) First of all the researcher developed a set of written test items. For this she chose 60 vocabulary items out of the 300 words from the English book of grade VIII for experimental research.
- ii) The researcher visited the selected school and talked to the concerned authority to get permission to carry out this research.
- iii) Then, she talked to the related English teacher and explained the purpose of the study.

- iv) After sampling the school and populations, the written pre-test was administered to identify the actual vocabulary level of the students. They had two hours time to attempt the questions.
- v) Then their written responses were marked to determine their proficiency level.
- vi) The researcher determined the rank of the students on the basis of their individual scores and the total students were divided into two groups, 'A' and 'B' on the basis of odd-even roll number. The procedure of the group division was as follows:

Group 'A' (experimental group)	Group 'B' (controlled group)
Odd (23 students)	Even (23 students)

- vii) After group division, the researcher taught in both experimental (Group 'A') and controlled (Group 'B') groups. Group 'A' (an experimental group) was taught using different types of drill techniques and the group 'B' (a control group) was taught without using drill.
- viii) Each group was taught for six days a week, one period a day and each period lasted for forty-five minutes. Duration of teaching was a month.
- ix) A post-test was administered using the same test-items used in the pre-test at the end of experiment.
- x) Finally the performance of both groups (control and experimental) was compared and analyzed in order to explore the effectiveness of drill techniques in teaching vocabulary.

## 2.6 Limitations of the Study

- i) The population of study was limited to one government aided secondary Shree Nrisingh Higher Secondary School from Parsa district.
- ii) It was limited to the students of grade VIII.
- iii) Data collection was also limited within text-items only.
- iv) The study was limited to spelling, meaning, pronunciation and grammar aspect of vocabulary teaching through drill technique.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data. The data were obtained from the effort of experimental study since it is an experimental research. The main aim of the study was to explore the effectiveness of teaching vocabulary through drilling in terms of meaning, pronunciation, spelling and grammar. So the obtained data were analysed under different subheadings.

#### 3.1 Holistic Comparison

The holistic comparison deals with the comparison of the data as a whole. The following table shows the overall comparison of performance of controlled and experimental group:

**Table No. 1**

**Performance of Both Groups in Pre-test and Post-test**

<b>Group</b>	<b>T. Sc. in Pre-test</b>	<b>Average Sc. in Post-test</b>	<b>T. Sc. in Post-test</b>	<b>Average Sc. in Post-test</b>	<b>D</b>	<b>D%</b>
A	477	20.73	691	30.04	9.31	18.62
B	500	21.73	600	26.08	4.34	8.68

The tabulated data reveals that the average scores obtained by experimental group (group A) in the pre-test and the post-test were 20.73 and 30.04 respectively. In the post test, 9.31 average marks was increased and its percentage was 18.62.

On the other hand, the average scores obtained by the controlled group (group B) in the pre-test and the post-test were 21.73 and 26.08 respectively. In the post-test, 4.34 score was increased and its percentage was 8.68.

It shows that teaching vocabulary through drill technique was better in comparison to teaching vocabulary without using drill technique.

### **3.2 Item Based Analysis**

Item based analysis deals with the analysis of all the test items and the scores 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 scores obtained by the students on each item. There were all together ten test items in this research study such as making meaningful sentences, fill in the blanks, antonymy, synonymy word formation etc. The analysis of students' performance in different test items is presented in the following sections:

#### **3.2.1 Performance in Making Meaningful Sentences**

The test item no.1 was 'making meaningful sentences'. The comparison is presented as below:

**Table No. 2**

#### **Making Meaningful Sentences**

<b>Group</b>	<b>Average Scores in the Pre-test</b>	<b>Average Scores in the Post-test</b>	<b>D</b>	<b>D%</b>
A	1.39	2.565	1.17	23.4
B	2.11	2.2	0.09	1.8

The above table shows that the average score obtained by group A (experimental group) in the pre-test and the post-test were 1.39 and 2.565 respectively. In the post test, 1.17 marks were increased and its percentage was 23.4.

On the other hand, the average score obtained by group B (control group) in the pre-test and the post-test were 2.11 and 2.2 respectively. Only 0.09 marks were increased in the post-test and its percentage was 1.8.

The difference shows that the experimental group made better progress in making meaningful sentences than the controlled group. So we can say that the use of drill in teaching vocabulary at grade VIII was more effective than teaching vocabulary without using drill technique.

### 3.2.2 Performance in Fill in the Blanks

The test item no. 2 was 'Fill in the blanks with appropriate words'. The comparison is presented below:

**Table No. 3**

#### **Fill in the Blanks with Appropriate Words**

<b>Group</b>	<b>Average Scores in the Pre-test</b>	<b>Average Scores in the Post-test</b>	<b>D</b>	<b>D%</b>
A	2.26	3.52	1.26	25.2
B	2.35	2.65	0.3	6.0

The above table shows that the average scores obtained by the experimental group in the pre-test and the post-test were 2.26 and 3.56 respectively. In the post-test, 1.26 marks were increased and its percentage was 25.2.

On the other hand the average scores obtained by the controlled group in the pre-test and the post-test were 2.35 and 2.65 respectively. Only 0.3 marks were increased in the post-test and its percentage was 6.00.

The difference shows that the experimental group made better progress in fill in the blanks than the controlled group.

### 3.2.3 Performance in Arrange the Jumbled Words Meaningfully

The test item no. 3 was 'Arrange the jumbled words meaningfully'. The comparison is presented as below:

**Table No. 4**

**Arrange the Jumbled Words Meaningfully**

<b>Group</b>	<b>Average Scores in the Pre-test</b>	<b>Average Scores in the Post-test</b>	<b>D</b>	<b>D%</b>
A	3.34	4.13	0.79	15.8
B	2.17	2.3	0.13	2.6

The above table shows that the average scores obtained by the experimental group (A) in the pre-test and the post-test were 3.34 and 4.13 respectively. In the post-test, 0.79 marks were increased and its average percentage was 15.8.

On the other hand the average scores obtained by the controlled group in the pre-test and the post-test were 2.17 and 2.3 respectively. In the post-test, 0.13 marks were increased and its percentage was 2.6.

The difference shows that the experimental group made better progress than the controlled group in arranging the jumbled words meaningfully.

**3.2.4 Performance in Matching Words**

The test item no. 4 was 'Match the words with their suitable meaning'. The marks obtained by the experimental group (group A) and the controlled group (group B) in the pre-test and the post-test are presented as below:

**Table No. 5**

**Match the Words with their Suitable Meaning**

<b>Group</b>	<b>Average Scores in the Pre-test</b>	<b>Average Scores in the Post-test</b>	<b>D</b>	<b>D%</b>
A	1.82	2.78	0.96	19.2
B	1.78	2.52	0.74	14.8

The above table shows that the average scores obtained by the experimental group in the pre-test and the post-test were 1.82 and 2.78 respectively. In the post-test, 0.96 average scores were increased and its percentage was 19.2.

On the controversy the average scores obtained by the controlled group in the pre-test and the post-test were 1.78 and 2.52 respectively. In the post-test, 0.74 average scores were increased and its percentage was 14.8.

The difference shows that the experimental group made better progress than control group in matching words.

### 3.2.5 Performance in Dictation

The test item no. 5 was 'dictation'. The marks of this test item obtained by the experimental group (group A) and the controlled group (group B) in the pre-test and the post-test are presented as below:

**Table No. 6**

#### **Dictation**

<b>Group</b>	<b>Average Scores in the Pre-test</b>	<b>Average Scores in the Post-test</b>	<b>D</b>	<b>D%</b>
A	2.69	3.04	0.35	7
B	2.69	2.73	0.04	0.8

The tabulated data reveals that the average scores obtained by the experimental group in the pre-test and the post-test were 2.69 and 3.04 respectively. In the post-test, 0.35 average scores were increased and its percentage was 7.

On the other hand the average scores obtained by the controlled group in the pre-test and the post-test were 2.69 and 2.73 respectively. In the post-test, 0.04 marks were increased and its percentage was 0.8.



The difference shows that the experimental group did better progress than the controlled group in dictation.

### **3.2.6 Performance in Give the Suitable Meaning of the Words**

The test item no. 6 was 'Give the suitable meaning of the words'. The compared makes of this test item achieved by the experimental group and the control group in the pre-test and the post-test are presented as below:

**Table No. 7**

#### **Give the Suitable Meaning of the Words**

<b>Group</b>	<b>Average Scores in the Pre-test</b>	<b>Average Scores in the Post-test</b>	<b>D</b>	<b>D%</b>
A	0.91	1.95	1.52	30.4
B	1.63	2.52	0.89	17.8

The tabulated data reveals that the average scores obtained by the experimental group in the pre-test and the post-test were 0.91 and 1.95 respectively. In the post-test, 1.52 average scores were increased and its percentage was 30.4. On the other hand the average scores obtained by the controlled group in the pre-test and the post-test were 1.63 and 2.52 respectively. In the post-test, 0.89 scores were increased and its percentage was 17.8.

The difference shows that the experimental group made better progress than controlled group in give the suitable meaning of the words.

### **3.2.7 Performance in Give Different Endings to the Sentences**

The test item no. 7 was 'Give different endings to the sentences'. The marks obtained by the experimental (group A) and control (group B) group are presented below:

**Table No. 8**

**Give Different Endings to the Sentences**

<b>Group</b>	<b>Average Scores in the Pre-test</b>	<b>Average Scores in the Post-test</b>	<b>D</b>	<b>D%</b>
A	1.41	2.65	1.24	24.8
B	1.5	2.47	0.97	19.4

The tabulated data reveals that the average scores obtained by the experimental group in the pre-test and the post-test were 1.41 and 2.65 respectively. In the post-test, 1.24 average marks were increased and its percentage was 24.8.

On the other hand the average scores obtained by controlled group in the pre-test and the post-test were 1.5 and 2.47 respectively. In the post-test, 0.97 scores were increased and its percentage was 19.4.

The differences show that the experimental group made better progress than group B in give different endings to the sentences.

**3.2.8 Performance in Antonymy**

The test item no. 8 was 'Antonymy'. The marks obtained by the experimental and control group are compared as below:

**Table No. 9**

**Antonymy**

<b>Group</b>	<b>Average Scores in the Pre-test</b>	<b>Average Scores in the Post-test</b>	<b>D</b>	<b>D%</b>
A	1.86	3.0	1.14	22.8
B	1.8	2.69	0.89	17.8

The tabulated data reveals that the average scores obtained by experimental group in the pre-test and the post-test were 1.86 and 3.0 respectively. In the post-test, 1.14 scores were increased and its percentage was 22.8.

On the contrary the average scores obtained by the controlled group in the pre-test and the post-test were 1.8 and 2.69 respectively. In the post-test, 0.89 scores were increased and its percentage was 17.8.

The differences show that the experimental group secured greater marks than controlled group in antonymy.

### **3.2.9 Performance in Making Sentences in Question Form**

The test item no. 9 was 'making sentences in question form'. The marks obtained in this item test according to the pre-test and the post-test are compared as below:

**Table No. 10**

#### **Making Sentences in Question Form**

<b>Group</b>	<b>Average Scores in the Pre-test</b>	<b>Average Scores in the Post-test</b>	<b>D</b>	<b>D%</b>
A	0.58	1.61	1.03	20.6
B	0.83	1.1	0.27	5.4

The tabulated data reveals that the average scores obtained by the experimental group in the pre-test and the post-test were 0.58 and 1.61 respectively. In the post-test, 1.03 scores were increased and its percentage was 20.6.

On the other hand the average scores obtained by the controlled group in the pre-test and the post-test were 0.83 and 1.1 respectively. In the post-test, 0.27 scores were increased and its percentage was 5.4.

The differences show that the experimental group did better progress than controlled group in making sentences in question form.

### 3.2.10 Performance in Word Formation

The test item no. 10 was 'word formation'. The marks obtained in this test item according to pre-test and post-test were compared as below:

**Table No. 11**

#### **Word Formation**

<b>Group</b>	<b>Average Scores in the Pre-test</b>	<b>Average Scores in the Post-test</b>	<b>D</b>	<b>D%</b>
A	4.65	4.78	0.13	2.6
B	4.83	4.86	0.03	0.6

The tabulated data reveals that the average scores obtained by the experimental group in the pre-test and the post-test were 4.65 and 4.78 respectively. In the post test, 0.13 average scores were increased and its percentage was 2.6.

On the contrary the average scores obtained by the controlled group in the pre-test and the post-test were 4.83 and 4.86 respectively. In the post-test, 0.03 average scores were increased and its percentage was 0.6.

The differences show that the experimental group made better progress than the controlled group in word formation.

### 3.3 Range Based Analysis

Range shows the difference between the highest scores and lowest scores obtained by the students. This can be presented as below:

**Table No. 12**

**Range Based Analysis**

<b>Group</b>	<b>Pre-Test</b>						<b>Post -Test</b>					
	<b>H.M.</b>	<b>A. Scores of HM</b>	<b>LM</b>	<b>A. Score of LM</b>	<b>R</b>	<b>R%</b>	<b>H.M.</b>	<b>A. Scores of HM</b>	<b>LM</b>	<b>A. Score of LM</b>	<b>R</b>	<b>R%</b>
A	45	1.95	3	0.13	1.82	3.64	47	2.04	17	0.73	1.31	2.62
B	44	1.91	10	0.43	1.48	2.96	47	2.04	16	0.69	1.35	2.7

The tabulated data reveals that the average range percentage obtained by experimental group (group A) in pre-test and post-test were 3.64 and 2.62 respectively.

On the contrary the average rank percentage obtained by control group (group B) in pre-test and post-test were 2.96 and 2.7 respectively.

The average range percentage shows that the experimental group made better progress than that of the controlled group because the range in marks of group A has been decreased by 1.02 in the post test whereas in the range in marks of group B has been decreased by 0.26 in the post test.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

On the basis of predetermined aims the researcher has made an effort to find out the effectiveness of teaching vocabulary through drill techniques.

For that the experimental and controlled group were taught the same subject matter with the same objectives. The only difference between the two groups was application of techniques in teaching learning process. The experimental group was taught by drill techniques but the controlled group was taught without applying this technique.

After analyzing and interpreting the data obtained from the test items given to the two groups of eighth grade students, the researcher has come to the following findings:

- 1) The holistic comparison reveals that the difference percentage between the pre-test and the post-test of group A and group B were 18.62 and 8.68 respectively.

The difference shows that group A has made better progress in learning vocabulary than group B.

Therefore it is concluded that the use of drill technique in teaching vocabulary at grade VIII was more effective than teaching vocabulary without using drill.

- 2) The item-wise analysis has come to led the researcher to the following findings:

- i) In making meaningful sentences; the difference percentage between the pre-test and the post-test of group A and group B were 23.4 and 1.8 respectively which reveals that group A performed better than group B.

- ii) In fill in the blanks, the difference percentage between the pre-test and the post-test of group A and group B were 25.2 and 60 respectively.

The difference reveals that group A has made better progress than group B in fill in the blanks.

- iii) In arranging the jumbled words, the difference percentage between the pre-test and the post-test of group A and group B were 15.8 and 2.6 respectively.

The difference reveals that group A has made better progress than group B in arranging the jumbled words meaningfully.

- iv) In matching words, the difference percentage between the pre-test and the post-test of group A and group B were 19.2 and 14.8 respectively which shows that group A made better progress than group B.
  - v) In dictation, the difference percentage between the pre-test and the post-test of group A and group B were 7 and 0.8 respectively which shows group A made better progress than group B.
  - vi) In give the suitable meaning of the words; the difference percentage between pre-test and pos-test of group A and group B were 304 and 17.8 respectively which also shows group A made better progress than group B.
  - vii) In give different endings to the sentences, the difference percentage between pre-test and post-test of group A and group B are 24.8 and 19.4 respectively which shows too that group A made better progress than group B.
  - viii) In antonymy, the difference percentage between the pre-test and the post-test of group A and group B were 22.8 and 17.8 respectively which reveals that group A did better progress than group B.
  - ix) In making sentences in question form the difference percentage between the pre-test and the post-test of group A and group B were 20.6 and 5.4 respectively which also reveals that group A made better progress than of group B.
  - x) In word formation, the difference percentage between the pre-test and the post-test of group A and group B were 2.6 and 0.6 respectively which also reveals that group A made better progress than group B.
- 3) The range-based analysis reveals that in the experimental group the range between the highest and lowest scores was decreased in the post-test by 1.02 whereas in the controlled group the range between the highest and lowest scores was decreased by 0.26 only.
- 4) As a whole this study reveals that teaching vocabulary through drill technique was more effective than teaching vocabulary without applying drill technique in

teaching meaning, spelling and pronunciation of vocabulary and also somewhat grammar.

## **4.2 Recommendations**

The findings of the research work lead the researcher to point out the following suggestions for pedagogical implications as well as in further research:

- i) This research reveals that the experimental group performed better than the controlled group. Thus the use of drill was found effective and it should be followed by secondary English teachers for teaching vocabulary.
- ii) Drill technique should be used to teach spelling, meaning, pronunciation and grammatical aspects of vocabulary.
- iii) The textbook writers should include many drill exercises in their textbooks so that the teacher can teach the subject matter involving student in drilling; the teachers can develop in them the habit of retrieving the vocabulary as necessary to learn faster.
- iv) The methodologists should encourage the use of drill in teaching vocabulary for language learning.
- v) The teacher should select such types of drill which suit the level of the students.
- vi) This research was limited only to 46 eighth grade students of a government aided school. So, it cannot be claimed that the findings of this study are applicable for all schools of Nepal.
- vii) It cannot be claimed that the data are complete in themselves for every possible use in teaching vocabulary. In order to test the validity of this research findings, it is worthy enough to carry out further research in this area involving more numbers of schools and students.
- viii) This research study was also only limited in Our English Book Grade-8, a small part of compulsory English but similar type of research covering the whole course of compulsory English can be carried out.



Last but not the least it is concluded that this research has opened the door of further investigation on the use of drill in teaching vocabulary at different levels in school.

Further investigations are heartily accepted on the parts of the research work.

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**Appendix II**  
**Lesson Plan No. 1**

**Topic:** How to use like for description

**Objectives:**

- to say the meaning of 'like'
- to spell the word 'horse, fish, slave, wheel and house clearly
- to make some sentences using like

**Teaching Materials:** As usual materials

**Teaching Learning Activities**

**Presentation:** As entering the classroom the teacher will motivate the students by asking some questions related to the topic. Then she will write some words such as like, horse, fish, slave etc. on the blackboard and also write the meaning of like 'similar to' and get the students read after her. The teacher also makes some sentences using like: e.g.

He ran like a Cheetah.

I look like my sister.

The poor man was like a slave.

The teacher dictates the words as horse, fish, slave, wheel, house etc and get the students copy on their notebook. The dictated copy is checked by the teacher herself.

**Practice:** For better understanding, she will also involve the students in completion drill as:

T: He ran like .....

S: He ran like a horse.

T: The stream is like a .....

S: The stream is like a wheel.

T: He could swim like .....

S: He could swim like a fish.

**Group A**

**Presentation:** As entering the classroom the teacher will motivate the students by asking some questions from the related topic. Then she will write the words such as house, fish, slave, wheel, horse and like on the blackboard and get the students

understand by translating them in their mother tongue. The teacher also make some sentences by using 'like' such as

He ran like a Cheetah.

I look like my sister.

The poor man was like a slave.

**Practice:** The teacher gets the students copying the words on their notebook and memorizing for a while. She also makes some sentences on the blackboard such as 'he ran like a deer', 'she could swim like a fish' and gets the students to copy on their notebook.

**Evaluation:** - Tell the meaning of 'like'

- Tell the correct form of 'sveal'

**Homework:** Do the exercises given on your book on PN 17.

## Lesson Plan No. 2

**Topic:** Fun with vocabularies

### Objectives

- to pronounce the words as bare, bathe, battle, beat, brick, become, bend, beg, better, bloom, blue, boast, boastful, bomb and branch correctly.
- to spell these words correctly.
- to tell the meaning of these words as  
bare – not covered  
bathe – to wash the whole body

**Teaching Instruments:** As usual materials

### Teaching Learning Activities

**Presentation:** The teacher will pronounce the words as bare, bathe, beat, brick, become, bend, beg, better, bloom etc. and the students dictate them. The dictated copy will be corrected by her. Then she writes these words with their phonetic transcription on the blackboard and get the students follow her, e.g.

bare /βε↔/

bathe /βεI↔/

battle /βΘτλ/

better /βετ↔/

brick /βρι:κ/

bloom /βλυ:μ/

bunch /β ς ντΣ/

She gets the students understand these words by presenting their suitable definition e.g.

battle – a fight between armies

brick – clay cuboid for building

bloom – to produce flower

She also use action, mime and gesture to clarify the meaning of these words.

Practice: For better understanding the students will be involved in rejoinder drill as:

Give its suitable meaning

T: brick

S: clay cuboid for building

T: bunch

S: picked and put together

T: battle

S: a fight between armies

T: bloom

S: to produce flower

### **Group B**

**Presentation:** The teacher will motivate the students by asking some questions from the previous topic. Then she will write these words as bare, bathe, battle, beg, better, bloom etc. on the blackboard and get the students understand in their mother tongue equivalent.

### **Practice**

She involve the students in memorizing these vocabularies silently for a whole. Then they were involved in group words for better comprehension.

### **Evaluation**

- What do you mean by bunch?
- To tell the meaning of 'boast'

### **Homework**

- Mug up these word whole heartedly.

### Lesson Plan No. 3

**Topic:** Vocabularies

#### **Objectives**

- To spell the words as Braille, brief, homework, dusty and earn correctly.
- To pronounce these words correctly.
- To tell the meaning of these words.

**Teaching Instruments:** As usual materials

#### **Teaching Learning Activities**

**Presentation:** The teacher will pronounce the words such as Braille, brief, homework, dusty and earn correctly and get the students to dictate them. The dictated copy will be corrected by the teacher herself. Then she will write these words with their phonetic transcription on the board as

braille /βρειλ/

brief /βρι:φ/

homework /η<=>μωε:κ/

dusty /δ ϕ στι/

earn /ε:v/

She gets the students to pronounce after her in group. She also writes their meanings such as

Braille –writing with dots for blind people

Brief – very short

Homework – the work done by students at home

Dusty – full of dust

Earn – to get money by working

#### **Practice**

For better understanding, she will involve the students in chain drill. Give the right pronunciation and its meaning

T: brief

S<sub>1</sub>: /βρι:φ/

S<sub>2</sub>: very short



T: homework

S<sub>1</sub>: /η↔μωε:κ/

S<sub>2</sub>: .....

S<sub>3</sub>: work given by teacher for students to do at home

S<sub>4</sub>: .....

T: dusty

S<sub>1</sub>: /δ ρ σ τ υ/

S<sub>2</sub>: full of dust

S<sub>3</sub>: .....

### Group B

The teacher will motivate the students by asking some questions related to the previous topic. Then she will write the words such dusty, Braille, brief, homework, and earn with their suitable meaning on the blackboard and get the students to copy on their notebook. Then she get them understand their meaning in their mother tongue equivalent such as homework = गृहकार्य, brief = धैरे सानो

**Practice:** The students will be involved in memorizing these words silently and they will be involved in classwork in group such as one tells the word and other replies. If they make mistake, they will be corrected by the teacher.

**Evaluation:** - What do you mean by brief?

- tell the meaning of dusty

**Homework:** Mug up these words heartedly.

### Appendix III

#### Item-wise Analysis of Group A in the Pre-test and the Post-test

S.N.	Test Items	P <sub>1</sub>	P <sub>2</sub>	D	D%
1.	Making meaningful sentences	1.39	2.56	1.17	23.4
2.	Fill in the blanks with appropriate words	2.26	3.52	1.26	25.2
3.	Arrange the jumbled words meaningfully	3.34	4.13	0.79	15.8
4.	Match the words with their suitable meaning	1.82	2.78	0.96	19.2
5.	Dictation	2.69	3.04	0.35	7
6.	Give the suitable meaning of the words	0.91	1.95	1.52	30.4
7.	Give different endings to the sentences	1.41	2.65	1.24	24.8
8.	Antonymy	1.86	3.0	1.14	22.8
9.	Making question sentences	0.58	1.61	1.03	20.6
10.	Word Formation	4.65	4.78	0.13	2.6
	Total	20.91	30.02	9.11	19.18

## Appendix IV

### Item wise Analysis in the Pre-test and the Post-test of Group 'B'

S.N.	Test Items	P1	P2	D	D%
1.	Making meaningful sentences	2.11	2.2	0.09	1.8
2.	Fill in the blanks with appropriate words	2.35	2.65	0.3	6.0
3.	Arrange the jumbled words meaningfully	2.17	2.3	0.13	2.6
4.	Match the words with their suitable meaning	1.78	2.52	0.74	14.8
5.	Dictation	2.69	2.73	0.04	0.8
6.	Give the suitable meaning of the words	1.63	2.52	0.89	17.8
7.	Give different endings to the sentences	1.5	2.47	0.97	19.4
8.	Antonymy	1.8	2.69	0.89	17.8
9.	Making question sentences	0.83	1.1	0.27	5.4
10.	Word Formation	4.83	4.86	0.03	0.6
	Total	21.69	26.04	4.35	87

## Appendix V

### Rank of the Students according to the Pre-test

R.N. (Rank)	Name of the Students	Marks Obtained in Pre-test
1.	Meera Sharma (A)	44
2.	Sangita Tiwari	45
3.	Anuradha Patel	35
4.	Alam Hawari	36
5.	Sahruxh Raj	34
6.	Jyoti Kumari Sah	30
7.	Anjali Patel	31
8.	Rajeen Patel	30
9.	Pramod Yadav	27
10.	Pappu Kumar Sah	30
11.	Anil Patel	23
12.	Laxmi Kumari Sah	27
13.	Sonak Kumari Sah	26
14.	Bijay Kumar Das	26
15.	Ratna Kumari	25
16.	Sobha Kumari Sah	28
17.	Man Mohan Patel	26
18.	Sandeep Yadav	25
19.	Raju Kumar Misra	22
20.	Sanjeet Kumar	21
21.	Puja Gairee	24
22.	Amit Kumar Thakur	19
23.	Rita Kumar Patel	20
24.	Sunny Patel	19
25.	Sanjeet	18
26.	Gita Sah	17
27.	Firoj Khan	17

28.	Heman Thakur	16
29.	Khusbu Thakur	15
30.	Meera Gupta	16
31.	Chandan Kumar Sah	17
32.	Ranita Kumari	16
33.	Rambabu Sah (A)	15
34.	Pratima Kumari	15
35.	Bidhur Harsa	15
36.	Rambabu Sah (B)	13
37.	Puja Kumar Patel	16
38.	Anjali Kumari	13
39.	Amir Kumar Thakur	14
40.	Subakchha Yadav	12
41.	Mira Sharma	14
42.	Soni Patel	10
43.	Krishna Bedrdi	12
44.	Puja Kumari Sah	10
45.	Saddam Husen	10
46.	Puja Kumari Yadav	3
Total		977
Average		21.23

## Appendix VI

### Pre-test and Post-test Result of Group 'A'

<b>R.N. (Rank)</b>	<b>Name of the Students</b>	<b>P1</b>	<b>P2</b>	<b>D</b>	<b>D%</b>
2	Sangita Tiwari	45	47	2	4
4	Alam Hawari	36	44	8	16
6	Jyoti Kumari Sah	30	34	4	8
8	Rajeen Patel	30	32	2	4
10	Pappu Kumar Sah	30	40	10	20
12	Laxmi Kumari Sah	27	32	5	10
14	Bijay Kumar Das	26	34	8	16
16	Sobha Kumari Sah	28	36	8	16
18	Sandeep Yadav	25	35	10	20
20	Sanjeet Kumar	21	32	11	22
22	Amit Kumar Thakur	19	35	16	32
24	Sunny Patel	19	28	9	18
26	Gita Sah	17	27	10	20
28	Heman Thakur	16	25	9	18
30	Meera Gupta	16	25	9	18
32	Ranita Kumari	16	24	8	16
34	Pratima Kumari	15	23	8	16
36	Rambabu Sah	13	24	1	22
38	Anjali Kumari	13	22	9	18
40	Subakchha Yadav	12	27	15	30
42	Soni Patel	10	20	10	20
44	Saddam Husen	10	28	18	36
46	Puja Kumari Yadav	3	17	14	28
<b>Total</b>		<b>477</b>	<b>691</b>	<b>214</b>	<b>428</b>
<b>Average</b>		<b>20.73</b>	<b>30.04</b>	<b>9.30</b>	<b>18.60</b>

## Appendix VII

### Pre-test and Post-test Result of Group B

R.N. (Rank)	Name of the Students	P1	P2	D	D%
1	Meera Sharma	44	47	3	6
3	Anuradha Patel	35	38	3	6
5	Sahaukh Raj	34	40	6	12
7	Anjali Patel	31	33	2	4
9	Pramod Yadav	27	29	2	4
11	Anil Patel	23	29	6	12
13	Sonam Kumari Sah	26	28	2	4
15	Ratna Kumari	25	28	3	6
17	Man Mohan Patel	26	31	5	10
19	Raju Kumar Mishra	22	27	5	10
21	Puja Gairee	24	27	3	6
23	Rita Kumari Patel	20	22	2	4
25	Sanjeet	18	21	3	6
27	Firoj Khan	17	22	5	10
29	Khusbu Thakur	15	2	7	14
31	Chandan Kumar Sah	17	22	5	10
33	Rambabu Sah	15	19	4	8
35	Bidhur Hansa	15	21	6	12
37	Puja Patel	16	22	6	12
39	Amir Kumar Thakur	14	22	8	16
41	Mira Sharma	14	19	5	10
43	Krishna Bedrdi	12	15	3	6
45	Saddam Husen	10	16	6	12
Total		500	600	100	200
Average		21.73	26.08	4.34	8.69

## Appendix VIII

### Individual Scores in Test Items of Group A in Pre-test

R.N.	TI <sub>1</sub>	TI <sub>2</sub>	TI <sub>3</sub>	TI <sub>4</sub>	TI <sub>5</sub>	TI <sub>6</sub>	TI <sub>7</sub>	TI <sub>8</sub>	TI <sub>9</sub>	TI <sub>10</sub>	Total
2	5	5	5	5	5	4	2	5	4	5	45
4	3	4	5	5	4	2	4	3	1	5	36
6	1	1	5	3	3	3	2.5	5	1.5	5	30
8	1	2	5	3	4	3	2	5	0	5	30
10	4	4	4	2	3	1	1.5	2	3.5	5	30
12	2	2	5	5	4	0	1.5	3	4	5	27
14	4	4	4	1	2	1	2	3	0	5	26
16	2.5	3	5	5	3	1	2.5	1	0	5	28
18	1	4	3	1	3	3	2	3	0	5	25
20	2	4	4	0	2	1	2	1	0	5	21
22	1.5	1	5	1	3	0	0.5	2	0	5	19
24	1	3	2	0	2	2	2	2	0	5	19
26	2	1	4	0	2	0	2	1	0	5	17
28	2	1	5	0	1	0	1	1	0	5	16
30	0	2	4	1	2	0	0	2	0	5	16
32	0	1	4	1	2	0	1	2	0	5	16
34	0	0	2	3	3	0	0	2	0	5	15
36	0	4	0	0	1	0	3	0	0	5	13
38	0	2	1	2	2	0	1	0	0	5	13
40	0	0	4	0	3	0	0	0	0	5	12
42	0	3	0	2	2	0	0	0	0	3	10
44	0	1	0	2	3	0	0	0	0	4	10
46	0	0	1	0	3	0	0	0	0	0	3
Total	32	52	77	42	62	21	32.5	43	13.5	107	477
Average	1.39	2.26	3.34	1.82	2.69	0.91	1.41	1.86	0.58	4.65	20.73



## Appendix IX

### Individual scores in Test Items of Group A in Post-test

R.N.	TI <sub>1</sub>	TI <sub>2</sub>	TI <sub>3</sub>	TI <sub>4</sub>	TI <sub>5</sub>	TI <sub>6</sub>	TI <sub>7</sub>	TI <sub>8</sub>	TI <sub>9</sub>	TI <sub>10</sub>	Total
2	5	4	5	5	5	4	4	5	5	5	47
4	4	4	5	5	3	5	5	5	3	5	44
6	3	4	5	3	2	3	3	4	2	5	34
8	3	4	3	2	3	3	4	3	2	5	32
10	4	4	5	3.5	3	5	3	4	2	5	40
12	3	4	5	3	3	2	4	3	0	5	32
14	4	5	5	3	3	1	2	4	2	5	34
16	5	4	5	1	3	2	4	5	2	5	36
18	4	3	5	2	3	3	4	4	2	5	35
20	4	4	4	3	3	2	2	3	2	5	32
22	1	4	5	5	4	1	2	5	3	5	35
24	1	4	4	3	3	2	2	2	2	5	28
26	1	2	5	3	3	1	3	2	2	5	27
28	1	3	3	3	3	3	1	3	0	5	25
30	3	3	5	1	4	1	1	1	0	5	24
32	2	4	5	0	3	1	2	3	0	5	25
34	0	4	5	3	3	0	2	1	0	5	23
36	2	3	4	2	2	1	2	2	1	5	24
38	1	2	4	2	2	0	4	1	1	5	22
40	2	3	4	3	3	4	2	3	1	3	27
42	1	2	1	3	3	1	1	2	1	5	20
44	4	3	1	3	3	0	3	3	3	5	28
46	1	4	2	2	3	0	1	1	1	2	17
Total	59	81	95	64	70	45	61	69	37	110	691
Average	2.56	3.52	4.13	2.78	3.04	1.95	2.65	3	1.61	4.78	30.04

## Appendix X

### Individual Scores in Test Items (TI) of Group B in Pre-test

R.N.	TI <sub>1</sub>	TI <sub>2</sub>	TI <sub>3</sub>	TI <sub>4</sub>	TI <sub>5</sub>	TI <sub>6</sub>	TI <sub>7</sub>	TI <sub>8</sub>	TI <sub>9</sub>	TI <sub>10</sub>	Total
1	5	5	5	5	3	4	2	5	5	5	44
3	5	5	5	5	3	2	2	2	1	5	35
5	5	4	4	2	3	2	2	3	4	5	34
7	3	2	5	3	3	4	3	3	1	4	31
9	2	1	5	2	2	3	2	5	0	5	27
11	3.5	3	4	1	3	1.5	1	3	0	3	23
13	1	4	2	5	3	3	1.5	1.5	0	5	26
15	0	2	3	3	3	4	1	5	0	4	25
17	2.5	4	2	0	2	4	1.5	4	1	5	26
19	3.5	3	1	3	2	2	1.5	3	0	3	22
21	2	3	1	1	3	3	2	2	2	5	24
23	0	4	1	3	3	0	1.5	2.5	0	5	20
25	3	2	1	0	3	0	2	2	0	5	18
27	3	1	2	1	3	0	2	0	0	5	17
29	0	0	3	1	3	1	1.5	0.5	0	5	15
31	4	0	4	0	3	1	1	0	1	3	17
33	2	3	0	1	3	0	1	0	0	5	15
35	1	2	0	3	2	0	1	0	1	5	15
37	2	0	2	0	3	1	1	0	2	5	16
39	0	1	3	1	2	1	1	0	0	5	14
41	1	0	3	0	1	1	2	0	1	5	14
43	0	2	1	0	3	0	1	0	0	5	12
45	0	3	0	1	3	0	0	0	0	3	10
Total	48.5	54	50	41	62	37.5	34.5	41.5	19	105	500
Average	2.11	2.35	2.17	1.78	2.69	1.63	1.5	1.8	0.83	4.56	21.73

## Appendix XI

### Individual Scores in Test Items (TI) of Group B in Post-test

R.N.	TI <sub>1</sub>	TI <sub>2</sub>	TI <sub>3</sub>	TI <sub>4</sub>	TI <sub>5</sub>	TI <sub>6</sub>	TI <sub>7</sub>	TI <sub>8</sub>	TI <sub>9</sub>	TI <sub>10</sub>	Total
1	5	5	5	5	4	5	5	5	3	5	47
3	4	5	3	4	3	3	3	5	3	5	38
5	3	5	5	3	3	3	5	5	3	5	40
7	3	3	3	5	3	4	2	4	1	5	33
9	2	3	4	3	3	4	2	4	0	4	29
11	3	3	3	2	2	3	4	3	1	5	29
13	2	3	1	5	3	3	4	2	1	4	28
15	2	3	2	3	4	3	2	3	1	5	28
17	3	2	3	5	2	2	5	2	2	5	31
19	3	2	2	2	3	1	3	5	1	5	27
21	3	3	3	3	4	3	2	1	0	5	27
23	2	2	2	2	2	2	2	2	1	5	21
25	2	2	2	1	3	2	1	1	1	5	22
27	2	3	2	2	3	1	0	3	1	5	22
29	1	3	1	2	2	3	3	1	1	5	22
31	1	2	2	2	3	2	1	3	1	5	22
33	1	2	1	1	2	2	2	2	1	5	19
35	2	3	1	1	3	1	2	2	1	5	21
37	1	1	2	1	2	5	2	2	1	5	22
39	2	2	2	2	2	2	2	3	0	5	22
41	1	2	2	1	3	1	2	1	1	5	19
43	1	0	1	2	2	1	2	1	0	5	15
45	1	2	1	1	2	2	1	2	0	4	16
Total	50	61	53	58	63	58	57	62	25	112	600
Average	2.2	2.65	2.3	2.52	2.73	2.52	2.47	2.69	1.1	4.86	26.08