

**EFFECTIVENESS OF DRILLS IN TEACHING  
VOCABULARY**

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

**Submitted by  
Shanta Dahal**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2011**

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2011**

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Date of Submission: 2068 / 03 /**

## **DECLARATION**

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

Date: 2068 /03/

.....

**Shanta Dahal**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Shanta Dahal** has prepared this thesis entitled “**Use of Drills in Teaching Vocabulary at Grade Four**” under my guidance and supervision.

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## RECOMMENDATION FOR EVALUATION

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## **DEDICATION**

**This Thesis is dedicated  
To  
My Parents and Teachers**

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**Shanta Dahal**

## **ABSTRACT**

This research entitled **“Use of Drills in Teaching Vocabulary at Grade Four”** has been carried out with the aim of finding out the effectiveness of using drills for teaching vocabulary at the primary level. The research was mainly based on the primary sources of data. The sample size of study consisted of 40 students studying in grade four at Shree Tej Binayak Secondary School, Gothatar, Kathmandu. As it is an experimental research, the students were divided into experimental and control groups. The required data were collected by using test items. It was found that the group which was taught by using drills achieved better than the group which was taught as usual.

This thesis has been divided into four chapters. The first Chapter deals with a brief overview of the vocabulary and drills. Similarly, chapter two presents the methodology of the study, sources of data, sample and sampling procedure, tools for data collection, limitations of the study. Chapter three deals with analysis and interpretation of collected data and chapter four present findings and recommendations of the study. This chapter is followed by the references and the necessary appendices.

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## LIST OF ABBREVIATIONS

|                |   |  |
|----------------|---|--|
| D              | : | Difference Between the Marks of the Pre-test and Post-test |
| D%             | : | Difference Between the Two Tests in Percentage             |
| ELT            | : | English Language Teaching                                  |
| P <sub>1</sub> | : | Pre-test   |
| P <sub>2</sub> | : | Post -test   |
| RN             | : | Rank   |
| T.U.           | : | Tribhuvan University                                       |
| No.            | : | Number   |

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is common to all and only human beings. It is purely a human thing. It is the most unique god's gift to human beings. It is the most significant aspect of human being that separates him from an animal. We cannot think of any social, academic and artistic activities going on without language. Some of the definitions of language are cited below:

According to Finnocchiaro (1964, p.8 as cited in Brown, 1994 p.4) "Language is a system of arbitrary, vocal symbols which permit all the people who have learned the system of that culture, to communicate or interact."

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

From the above definitions, we can say that language is the system of communication in speech and writing that is used by human beings. It is a set of arbitrary symbols which are primarily vocal or may also be visual. Language is used only for communication.

English is the most dominant language in the world. Therefore, it has been compulsorily taught from grade one to bachelor level in Nepal. The sound knowledge of this language is necessary to exchange our ideas and views among the people of different countries. Language is either spoken or written through which people of different ethnic groups use it for the transmission of the science and technology development. English is an international language because it is used to establish a diplomatic relationship with most of the countries in the world by some of the international originations like the United

Nation Origination (UNO), South Asian Association for Regional Co-operation (SAARC), etc.

Undoubtedly, it is a passport to travel the whole world. It is vital tool for all national and international communication. In the view of these facts, the English language is given importance in the education system of Nepal.

### **1.1.2 Aspects of Language**

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

**Speech Sounds:** in phonetics and phonology

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

**Sentence:** in syntax

**Meaning:** in semantics

**Texts (dialogue, narrative and poem):** in discourse analysis

#### **1.1.2.1 Pronunciation and Spelling**

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

Phonology, on the other hand, deals with 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. It is quite difficult to predict the correlation between spelling and sounds in the English language.

### **1.1.2.2 Grammar**

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

### **1.1.2.3 Language Functions**

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

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

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

- 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.)

#### **1.1.2.4 Vocabulary**

Vocabulary is one of the important building blocks of language. It deals with different meanings and uses of words. Vocabulary includes words, lexis or word power. It is the list of words which is used in an appropriate situation. We can produce infinite number of grammatical sentences out of finite number of structural 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. Vocabulary is one of the fundamentals of language. Without vocabulary no one can communicate. It is the brick of the language. Students need to prepare with a wide and vivid vocabulary to communicate.

All the meaningful words of languages are vocabulary. Every language has large amount of vocabulary. It refers to the words that we use in our day to day communication for expressing our thoughts and feelings. It is obvious that a word is the most important unit of the language. No one can express his thoughts and feelings if he does not know the words of language for effective communication in the target language. Only the knowledge of the structure of that language is not sufficient. It is the vocabulary which is much more important as it provides the vital and fleshes on the structure of language. The following definition makes it clear.

According to Celce-Murcia and Larsen-Freeman (1983), “We take a considerably broader view of the lexicon, we consider it to comprise not only

single words but also compound words and conventionalized multi word forms” (p, 39).

We can say that vocabulary is the set of single, compound words and idioms. It is rather difficult to communicate even if someone has a good knowledge of the system of language in question. There is the sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. So there is no language without vocabulary.

### **1.1.3 Types of Vocabulary**

Vocabulary is categorized into two groups. They are active and passive vocabulary. According to Harmer (1991)

A distinction is frequently made between ‘active and passive vocabulary’. The former refers to vocabulary that students have been taught or learnt and which they are expected to be able to use while the latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce (p.153).

Our active or productive vocabulary is that over which we have full command and which we can use in our speech and writing. The passive or receptive vocabulary, on the other hand, consists of those words whose meanings can be understood when they appear in speech or writing of others, but which we cannot use in our speech or writing because we are not fully conversant with them. The fact is that our passive vocabulary out-numbers our active vocabulary. Active and passive vocabularies are also called production and recognition vocabularies respectively. Production vocabulary is used in speech and writing whereas recognition vocabulary is understood when it appears in the text or speech. Thus, people have a large number of passive vocabularies. We get problem to express our ideas if we have lack of active vocabularies.

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 are increasing their active vocabularies.

Words can also be divided into two classes on the basis of their meanings. They are content words and function words, which are defined as follows: According to Richards et al. (1986, p.81), “Content words are words which refer to thing, quality, state or action which have lexical meaning when the words are used alone. Content words are mainly nouns, verbs, adjectives and adverbs.” Content words are also called lexical words or full words. It carries most of the content or meaning of sentence. A content word is open world classes since new vocabulary items can be added. Major word classes since new vocabulary items can be added. Major word classes are content words.

According to Richards et al. (1986, p.81), “Function words are words which have little meaning on their own, but which show grammatical relationship in and between sentences. Function words have grammatical meaning.” The function words play a structural role in a sentence and are also called grammatical words, structural words. Functional words are also called minor word class. Conjunctions, prepositions, articles, etc. are called function words.

#### **1.1.4 Aspects of Learning Vocabulary**

Teaching/ learning of word, in the context of any second or foreign language teaching, concentrates mainly on the following four aspects of vocabulary.

They are word meaning, word formation, word use and word grammar.

According to Harmer (1991, p.158), there are four aspects of learning a word which are described below:

##### **1.1.4.1 Word Meaning**

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

Bachelor-an unmarried boy

Bachelor-first university degree

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

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

#### **4.1.4.2 Word Use**

The word meaning is usually stretched through the use of metaphor and idiom. Metaphor is the way of describing something by saying that it is like something else. For example the word 'hiss' describes the noise that a snake makes. But it can be stretched to describe the way people talk to each others. Similarly, in an idiom, more than one word conveys meaning. For example, 'he is living a dog's life' (a worthless life).

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

#### **1.1.4.3 Word Formation**

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

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

Happy                      Unhappy (prefix 'un')

Beauty                     Beautiful (suffix 'ful')

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

#### **1.1.4.4 Word Grammar**

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

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

Source: Harmer (1991, p. 158)

### **1.1.5 Objectives of Teaching Vocabulary**

The objectives of teaching vocabulary are to make the learners able to:

- recognize the vocabulary in its spoken and written form
- recall it at will
- relate it to the appropriate object and concept
- use it in appropriate object and concept
- use it in appropriate grammatical form
- spell it correctly
- pronounce it in correct way
- use it at the appropriate level of formality.

### **1.1.6 Techniques of Teaching Vocabulary**

Teaching vocabulary at primary level is very important element of teaching English, because children knowing more and more words can better communicate with other children. It is the most important thing in teaching foreign language. Teachers can use different and interesting techniques which make lesson more exciting and motivating for students. Some of the techniques of teaching vocabulary are as follows (Harmer, 2001):

#### **1.1.6.1 Realia**

This word refers to the use of real objectives in the classroom. The objects help to make the meaning of words clear. For example a pen, a book, a ball, etc. The teacher may use the classroom's environment things like chair, table, board, etc.

#### **1.1.6.2 Pictures**

Pictures may be the most useful aids in language teaching, since they are used in different ways. There are pictures, blackboard drawings, wall pictures, photos from magazines, etc. Those aids are used to explain the meaning of words or to create a situation and concept.

### **1.1.6.3 Mime, Action and Gesture**

This technique is useful for explanation of the actions and grammar items. Such concepts like jumping, smoking or the words: from, on, to etc are easy items to explain through performing those actions. Mime, action and gesture make great fun for children.

### **1.1.6.4 Enumeration**

This technique helps when any words are difficult to explain visually. We can say 'clothes' and explain this by enumerating or listing various items. Teacher may list a number of clothes for example a dress, a skirt, trousers, etc. Then, the meaning of word will become clear.

### **1.1.6.5 Explanation**

This is a technique which is assigned to be listed with upper-beginners, who already have some knowledge of English. It is essential for the teacher to bear in mind, that while explaining certain words, he should use the language that is comprehensible for the students.

### **1.1.7 Drills**

The audio-lingual method dominated the foreign language teaching in 1950s to 1960s for training the military in the 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 behaviorist 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 audio-lingual method.

Drill means repetition; it is a technique commonly used in language teaching. It is used to practice the sentence patterns and vocabulary items. It is the practical exercise for the thorough training of a given structure or patterns. It is often known as pattern practice. According to Richards et al. (1985) "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 behavior.

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 but is guided variously to produce new structures.

Language learning is just a matter of habit formation. Habit can be formed by doing drills. The audio-lingual method and the oral-structural situation approach make use of drills as the pet technique but it can be used as a good technique in the common function. There are different types of drills to teach vocabulary and sentence patterns found but the main types of drills are discussed below:

#### **1.1.7.1 Imitation Drill**

In this drill, the teacher pronounces the word or sentence many times and the students repeat after him/her. It is in mechanical way. In other words, the students repeat the words or sentences without knowing the meaning. For example,

T : what is your name?

S : what is your name?

T : what is your name?

S : what is your name?

T : elephant

S : elephant

T : elephant

S : elephant

#### **1.1.7.2 Pronunciation Drill**

In this drill, the teacher pronounces the words and students repeat the same word correctly. For example:

T : book/buk/

S : book/buk/

T : name/nem/

S : name/nem/

### 1.1.7.3 Expansion Drill

In this drill, students are asked to add a word at a certain place in the sequence. It is primarily designed to add in the development of fluency with a sentence.

For example:

T : I go to school (today)

S : I go to school today.

T : She is tall (beautiful)

S : she is tall and beautiful.

### 1.1.7.4 Substitution Drill

In this drill, the teacher gives a sentence with a cue word and the student can repeat the sentence by substituting the cue words in the place of similar word in the teacher's given sentence. This drill is also called cue drill. For example:

T : this is a book

T : pen

S : this is a pen

There are two types of substitution drill, which are given below:

**i. Single slot substitution drill:** The teacher says a sentence usually in the form of a dialogue; next the teacher says a word or phrase which is called cue. The students repeat the line which the teacher has given them, substituting the cue into the line in its proper place. For example:

T: We played cricket yesterday. (Football)

S: We played football yesterday.

**ii. Multiple-slot substitution drill:** In this type of drill, the teacher gives more than one cue and the students repeat the correct cue in which line they say.

### **1.1.7.5 Transformation Drill**

In this drill, the teacher gives the students a certain kind of sentence and students are asked to transform into other kind of sentences. For example:

- T: Ram is playing a basketball.  
S: Ram is playing a basketball.  
T: Negative  
S: Ram is not playing a basketball.

### **1.1.7.6 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 a question, the student 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 students' ability in using language.

### **1.1.7.7 Completion Drill**

In this drill, the students hear an utterance that is complete except for one word for complete the utterance. For example:

- T : This is.....pen.  
S : This is my pen.  
T : He is .....a question.  
S : He is asking a question.

According to Harmer (2001), drill may also be chorus, semi-chorus and individual according to the participation of the students. If the whole class takes part in a drill, it will be chorus. If one side of the class takes part in drills, it will be semi-chorus drill. In the same way, when only one student takes part in drill, this is called individual drill.

Among different kinds of language teaching techniques, the drill is also one of the best techniques for teaching language in the classroom. We know that there are different types of drills which we can apply according to the situation.

Repetition drill is more useful to bring all the students into active participation. Drills are mostly used for teaching vocabulary, pronunciation, dialogue, structures etc. So, it is an effective technique for teaching language and the language teachers should have the knowledge about the drill. So, drills are useful for teaching vocabulary for the beginners.

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

The main reason for doing drills is to help the students to use language more accurately. They must be corrected by the teacher or by another participant, if they make mistake. The correction is best done by giving the correct model again and then asking the participants who made mistakes to repeat the correct version. Drill is the repetition of any language item or structure. It is “a technique commonly used in language for practicing the sounds or sentence patterns in a language based on guided repetition or practice.” (Richards et al. 1985)

Drill practices some aspects of the grammar, sentence pattern or vocabulary items. Drill is often known as pattern practice. There are usually two parts of drill. They are:

- i. The teacher or researcher provides a word or sentences as a stimulus.
- ii. Students make various types of responses based on repetition substitution or transformation.

### **1.1.9 Purpose of Drill**

The habit formation in language learning is made permanently effective by the repeated practices. Drills are supposed to train the basic structural patterns of language. Many drill exercises are based on the following purpose:

- to enable the students to do most of the talking.
- to make students perfect in making sentences, structures or vocabulary.
- to enable the learners to learn grammatical items mostly.
- to enable the students to form the habit of using language correctly, etc.

Drill is designed for teaching, not testing. Each type of drill should be concerned with one specific pattern. Each term will be a complete utterance of a type, which could conceivably occur in a conversational interchange. The variety of the vocabulary should be kept to a minimum. Drill will be conducted orally and it should not be purely imitative but varied in types to improve boredom.

### **1.1.10 Advantages of Drill**

Some advantages of drills are as follows:

- The students learn how to speak.
- Drill removes the hesitation in speaking.
- Drill enables the students to pronounce any word correctly.
- Drill makes us to think of a language as something finite.
- Drill enables the students to form their habit.
- Drill activates the students as well as the teacher in the classroom.

### **1.1.11 Disadvantages of Drill**

Some disadvantages of drills are as follows:

- The class becomes noisy. Oral drill disturbs other classes.
- Mechanical repetition is extremely boring and monotonous.
- Sometimes it is only a waste of time and energy if the learners don't learn anything.
- Individual drilling and group work can't involve the whole class so that the rest of the students will do other things.

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

It is obvious that vocabulary is the core aspect of language and therefore it is necessary to be taught adopting different techniques. For a few decades, different scholars have laid emphasis on the significance of the vocabulary teaching due to the sense in which learning a foreign language is greatly concerned with building vocabulary repertoire of the learners. Furthermore, this is partly due to the recent availability of computerized databases of words

and partly due to the development of new approaches of language teaching which is much more 'a word-centered,' such as the 'lexical approach.' There has been a revival of interest in vocabulary teaching in recent years. Several research works have been carried out to find out the effectiveness in different ways of teaching vocabulary under the department of English Education. The following paragraphs present some vocabulary studies, vocabulary analysis, etc. done in the past which are related to the area of this study. Some of which are as follows:

Rangon (1973) has carried out a research on "A Study of the Spoken Vocabulary of the Primary School of Nepal." His attempt was limited to investigate the words come in the oral use of the children of primary level. The findings show that the oral uses of words have been better than written form.

Rawal (2004) has carried out a research on "A Study on the Effectiveness of Drill Techniques in Teaching Passivization." He found that if the students are assigned to take part in the drill technique inside the classroom, they can do better in learning the passivization than those who were not assigned so.

Adhikari (2005) has carried out a research on "Effectiveness of Teaching Vocabulary Through Game." The aim of the study was to find out the effectiveness of teaching vocabulary through games. The findings show that teaching vocabulary through game has been more effective and lay emphasis on learning by doing resulting in long lasting retention in the students than other ways of teaching.

Pandey (2007) has carried out a research on "Effectiveness of Imitation Drill in Teaching Pronunciation" and compared the students' pronunciation in terms of boys versus girls performance. He concluded that 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 moreover the boys of experimental group performed better than the boys of control group and the girls of experimental group performed better than the girls of controlled group.

Several research works have been carried out in the field of teaching vocabulary through different methods and techniques. None of them have done under this title, so my research was different from the other research studies. I tried to find out the use of drill for teaching vocabulary in primary level.

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

The objectives of the study were as follows:

- a. To find out the effectiveness of drill for teaching vocabulary in primary level.
- b. To suggest some pedagogical implications of the study.

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

This study is expected to explore the use of teaching vocabulary through drill. Now a days language teaching gives emphasis on real life situation because it highlights on the student-centered activity to find out the use of teaching vocabulary through drills.

As the study provides information about organizing vocabulary practice in the classroom, I hope, indeed, it will encourage the English language teachers to adopt drill technique in teaching vocabulary items. The teachers, students, textbook writers, language planners, syllabus designers and methodologists can equally be benefited from the study. It would be a reformative measure in the field of vocabulary teaching.

## **CHAPTER TWO**

### **METHODOLOGY**

The study followed the following methodology:

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

Both the primary and secondary sources were used for the data collection.

##### **2.1.1 Primary Sources**

The primary sources were the grade four students of a government-aided school from Kathmandu.

##### **2.1.2 Secondary Sources**

The secondary sources of data such as related books, journals, etc. were consulted to complete this research. Some of the books that were mainly consulted for this research were the curriculum and textbook of compulsory English for grade four, Brown (1994), Harmer (1991), Kumar (2006), Richards and Rodgers (2002), Wallace (1982), and dictionaries. Various websites (Google, Encyclopedia, etc) were also used as secondary source of data.

#### **2.2 Population of the Study**

The total population of the study consisted of fourth graders studying in Shree Tej Binayak Secondary School, Gothatar Kathmandu.

#### **2.3 Sampling Procedure**

For this study, one of the secondary school was sampled through judgmental non-random sampling procedure and the students of grade four were taken. Forty students of grade four were divided into two groups (Experimental and Control) on the basis of the result of the pre-test.

## 2.4 Tools for Data Collection

Different types of test items were used from the selected units of the text book to test the students' performance as the tools for the data collection (see Appendix I).

## 2.5 Process of Data Collection

The primary data of this research were collected by conducting pre-test and post-test to the students of class four. For this, I visited the selected school and followed the following steps:

- i. First of all, I visited the school that was selected through judgmental non-random sampling procedure and talked to the concerned authority to get permission to carry out this research.
- ii. Then, I talked to the related English language teacher and explained him the purpose of the study.
- iii. After sampling the school and population, the pre-test were administered to identify the actual vocabulary level of the students.
- iv. Then, the rank of the students was determined on the basis of their individual scores and the total students were divided into two groups- 'A' and 'B' according to their rank. The group division and ranking procedure were as follows

| Pre-test  | Group 'A' | Group 'B' |
|-----------|-----------|-----------|
| 1-10      | odd       | even      |
| 11-20     | even      | odd       |
| 21-30     | odd       | even      |
| 31- above | even      | odd       |

- v. After that daily lesson plan was developed from the concerned lesson and taught in both groups. Group 'A' (experimental) was taught using the drills and the group 'B' was taught without using it. Each group was

taught for six days a week, twenty two classes were taken for each group.

- vi. After the experiment was held, the post-test was administered from the same set of test items which was used in the pre-test.
- vii. Finally, the performances of the groups were compared and analyzed.

## **2.6 Limitations of the Study**

The limitations of the study were as follows:

- i. The research was limited to Kathmandu district.
- ii. It was limited to only one government-aided school.
- iii. Data were collected through test items.
- iv. Only the students of primary level were taught twenty-two days.
- v. The study was limited to 'My English Book 4.'
- vi. It was limited only to find out the use of drills in teaching vocabulary in primary level.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data. The obtained data from the students were analyzed on the basis of the following categories.

#### 3.1 Holistic Comparison

The holistic comparison can be presented as follows:

**Table No. 1**

**Holistic Comparison of Both groups**

| Group | Average Score in the Pre-test | Average Score in the Post- test | D    | D%    |
|-------|-------------------------------|---------------------------------|------|-------|
| A     | 19.05                         | 26.3                            | 7.25 | 36.57 |
| B     | 18.82                         | 24.8                            | 5.98 | 31.77 |

The above table shows that the total average scores of the group 'A' (Experimental group) was 19.05 in the pre-test and 26.3 in the post-test . This group increased its average mark by 7.25 and its increment percent was 36.57.

Group 'B' (Control group) has the total average score of 18.82 in the pre-test and 24.8 in the post-test. This group increased its score by 5.98 and its increment percentage was 5.98.

The difference shows that Group A made better progress in learning as a whole. Therefore, it is concluded that the use of drill to teach vocabulary in grade IV is more effective than teaching vocabulary without using drill.

#### 3.2 Item Based Comparison

This category included all the test items and the marks obtained by the students on each item. The average scores obtained by experimental group and control

group were compared in each testing item. The data were tabulated and analyzed on the basis of the marks obtained by the students on each item.

There were nine test items. They were rearrange the letters, filling the blanks, matching items, etc.

### **3.2.1 Comparison in Item no.1**

Item no. one was “Rearrange the letters to make meaningful words”. The comparison is presented below:

**Table No. 2**

#### **Rearrange the Letters to Make Meaningful Words**

| Group | Average score in the Pre-test | Average score in the Post-test | D    | D%     |
|-------|-------------------------------|--------------------------------|------|--------|
| A     | 1.58                          | 3                              | 0.95 | 100.30 |
| B     | 1.7                           | 2.45                           | 0.85 | 85.38  |

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 1.58 and 3 respectively. The marks were increased in the post-test by 0.95 and its increased percentage was 100.30. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 1.7 and 2.45 respectively. The mark was increased by 0.85 and its percentage was 85.38.

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

### **3.2.2 Comparison in Item No. 2**

Item no. two was “Fill in the Blanks with Appropriate Words”. The comparison is presented below:

**Table No. 3**

**Fill in the Blanks with Appropriate Words**

| Group | Average score in the Pre-test | Average score in the Post-test | D    | D%     |
|-------|-------------------------------|--------------------------------|------|--------|
| A     | 0.98                          | 2.13                           | 1.18 | 138.33 |
| B     | 1.70                          | 2.65                           | 0.95 | 100.31 |

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 0.98 and 2.13 respectively. The marks were increased in the post-test by 1.18 and its increased percentage was 138.33. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 1.70 and 2.65 respectively. The mark was increased by 0.95 and its percentage was 100.31.

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

**3.2.3 Comparison in item no. 3**

Item no. three was “Match the Words with Their Similar Meaning.” The comparison is presented below:

**Table No. 4**

**Match the Words with Their Similar Meaning**

| Group | Average score in the Pre-test | Average score in the Post-test | D   | D%     |
|-------|-------------------------------|--------------------------------|-----|--------|
| A     | 2.05                          | 3.65                           | 1.6 | 125.56 |
| B     | 1.85                          | 3.1                            | 1.6 | 115.26 |

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 2.05 and 3.65 respectively. The marks were increased in the post-test by 1.6 and its increased percentage was 125.56. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 1.85 and 3.1 respectively. The mark was increased by 1.6 and its percentage was 115.26.

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

### 3.2.4 Comparison in Item No. 4

Item no. four was “Complete the Table.” The comparison is presented below:

**Table No. 5**

#### **Complete the Table**

| Group | Average score in the Pre-test | Average score in the Post-test | D    | D%    |
|-------|-------------------------------|--------------------------------|------|-------|
| A     | 0.88                          | 1.88                           | 1.01 | 127.5 |
| B     | 1                             | 1.6                            | 0.65 | 85    |

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 0.88 and 1.88 respectively. The marks were increased in the post-test by 1.01 and its increased percentage was 127.5. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 1 and 1.6 respectively. The mark was increased by 0.65 and its percentage was 85.

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

### **3.2.5 Comparison in Item No. 5**

Item no. five was “Match the Words with Their Opposite Meaning” The comparison is presented below:

**Table No. 6**

#### **Match the Words with Their Opposite Meaning**

| Group | Average score in the Pre-test | Average score in the Post-test | D    | D%    |
|-------|-------------------------------|--------------------------------|------|-------|
| A     | 2.3                           | 4                              | 1.65 | 85.42 |
| B     | 2.08                          | 3.05                           | 1.13 | 76.96 |

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 2.3 and 4 respectively. The marks were increased in the post-test by 1.65 and its increased percentage was 85.42. On the other hand, the average scores obtained by the control group in the Pre-test and Post-test were 2.08 and 3.05 respectively. The mark was increased by 1.13 and its percentage was 76.96.

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

### **3.2.6 Comparison in Item No 6**

Item no. six was “Complete the Table. Do as in the Example” The comparison is presented below:

**Table No. 7**

**Complete the Table. Do as in the Example**

| Group | Average score in the Pre-test | Average score in the Post-test | D    | D%    |
|-------|-------------------------------|--------------------------------|------|-------|
| A     | 2.7                           | 3.53                           | 0.83 | 59.46 |
| B     | 3.1                           | 3.58                           | 0.48 | 18.55 |

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 2.7 and 3.53 respectively. The marks were increased in the post-test by 0.83 and its increased percentage was 59.46. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 3.1 and 3.58 respectively. The mark was increased by 0.48 and its percentage was 18.55.

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

### **3.2.7 Comparison in Item No. 7**

Item no. seven was “Change the Words into Plurals”. The comparison is presented below:

**Table No. 8**

**Change the Words into Plurals**

| Group | Average score in the Pre-test | Average score in the Post-test | D    | D%     |
|-------|-------------------------------|--------------------------------|------|--------|
| A     | 1.6                           | 2.53                           | 1.18 | 110.83 |
| B     | 1.83                          | 2.75                           | 0.93 | 66.25  |

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 1.6 and 2.53 respectively. The marks were increased in the post-test by 1.18 and its increased percentage was 110.83. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 8.13 and 2.75 respectively. The mark was increased by 0.93 and its percentage was 18.55.

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

### **3.2.8 Comparison in Item No. 8**

Item no. eight was “Separate the Spelling which would form two meaningful words.” The comparison is presented below:

**Table No. 9**

#### **Separate the Spelling Which Would form Two Meaningful Words**

| Group | Average score in the Pre-test | Average score in the Post-test | D     | D%    |
|-------|-------------------------------|--------------------------------|-------|-------|
| A     | 3.65                          | 4.50                           | 0.85  | 32.44 |
| B     | 3.23                          | 3.70                           | 0.575 | 28.75 |

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 3.65 and 4.5 respectively. The marks were increased in the post-test by 0.85 and its increased percentage was 32.44. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 3.23 and 3.70 respectively. The mark was increased by 0.575 and its percentage was 28.75.

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

### 3.2.9 Comparison in Item No. 9

Item no. nine was “Oral Practices (Dictation).” The comparison is presented below:

**Table 10**  
**Oral Practices (Dictation)**

| Group | Average score in Pre-test | Average score in Post-test | D    | D%     |
|-------|---------------------------|----------------------------|------|--------|
| A     | 2.175                     | 3.725                      | 1.55 | 132.75 |
| B     | 2.25                      | 3.33                       | 1.08 | 53.36  |

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 2.175 and 3.725 respectively. The marks were increased in the post-test by 1.55 and its increased percentage was 132.75. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 2.25 and 3.33 respectively. The mark was increased by 1.08 and its percentage was 53.36.

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

Therefore, the use of drills is helpful in teaching vocabulary effectively.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATION**

#### **4.1 Findings**

The analysis and the interpretation of the data obtained from the tests given to the two groups of the students have led the researcher to reach some conclusions:

The findings of the studies are as follows:

- i. The whole experiment showed that the use of drills in teaching vocabulary in grade four is effective. The study shows that group A has total increment marks of 544 and group B has 496, which is less than that of group A.
- ii. In item-wise comparison, the researcher has concluded the following findings:
  - a. In item no. one, the experimental group had 100.30 increment percentage of marks whereas the control group had only 85.38 increment percentage. Thus, it is clear that the experimental group did better than that of the control group.
  - b. In item no. two, the experimental group had 138.33 increment percentage of marks whereas the control group had only 100.31 increment percentage. Thus, it is clear that the experimental group did better than that of the control group.
  - c. In item no. three, the experimental group had 125.56 increase percentage of marks whereas the control group had only 115.26 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.
  - d. In item no. four, the experimental group had 127.5 increase percentage of marks whereas the control group had only 85 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

- e. In item no. five, the experimental group had 85.42 increase percentage of marks whereas the control group had only 76.96 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.
- f. In item no. six, the experimental group had 59.46 increase percentage of marks whereas the control group had only 18.55 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.
- g. In item No. seven, the experimental group had 110.83 increase percentage of marks whereas the control group had only 66.25 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.
- h. In item no. eight, the experimental group had 32.44 increase percentage of marks whereas the control group had only 28.75 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.
- i. In item no. nine, the experimental group had 132.75 increase percentage of marks whereas the control group had only 53.36 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

## **4.2 Recommendations**

The findings of this study help the researcher to point out some recommendations that would be worthy enough for pedagogical implications in the institutions. They would be useful for bringing change in the ways of teaching on the part of the English teachers teaching in primary level. The recommendations which are based on findings are presented below:

### **4.2.1 Recommendations for Pedagogical Implications**

Based on the findings from the analysis of the test-items, some recommendations for pedagogical implications have been made as follows:

- i Group A performed better than that of group B. Therefore, the use of drill was found effective here. Drills are to be followed by primary English teachers for teaching vocabulary.
- ii In each type of test items used to test vocabulary power, the use of drill has been found to be effective. So, it should be used for teaching vocabulary.

#### **4.2.2 Recommendations for Further Researches**

Recommendations for further researches have been made as follows:

- i. The research was limited only to forty students of a government-aided school. So, it cannot be claimed that the findings of the research are applicable everywhere. Further researches can be carried out including more students and more schools of different types and different parts of country.
- ii. This research includes only my English Book 4. So, it is limited to a small part of compulsory English but similar type research covering the whole course of compulsory English can be carried out.

Finally, it is thought that this study has opened the door for the further investigation on the use of drill in teaching vocabulary at primary level in Nepal. To find out penetrating ideas on it is left for the future endeavor in research.

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## Appendix I

### Test Items

Shree Tej Binayak Secondary School

Gothatar, Kathmandu

F.M. 50

Time 1 ½ Hrs

P.M. 20

Name.....

Roll No.....

Class: IV

**1. Rearrange the letters to make meaningful words: 5**

Cedan, sgin, severatsn, smeil, laugh

**2. Fill in the blanks with appropriate words: 5**

a) Suresh Gurung is .....years old.

b) He.....pants and shirt at home.

c) He is a .....football player.

d) He .....home at 4:30.

e) His hair is.....curly.

**3. Match the following words with their similar meaning 5**

Mountaineer

at last

Naughty

held tightly

Finally

achieve

Caught

bad

Succeed

a person who climbs the

mountain.

**4. Complete the following table: 5**

|         |         |
|---------|---------|
| Shout   | Shouted |
| Catch   | _____   |
| Sleep   | _____   |
| Drive   | _____   |
| Buy     | _____   |
| Realize | _____   |

**5. Match the following words with their opposite meaning 5**

|         |          |
|---------|----------|
| Largest | Never    |
| Always  | Dead     |
| Long    | Smallest |
| Defense | Attack   |
| Living  | Short    |

**6. Complete the following table. Do as in the example 5**

| <b>Tall</b> | <b>taller</b> | <b>tallest</b> |
|-------------|---------------|----------------|
| Strong      | _____         | _____          |
| Large       | _____         | _____          |
| Small       | _____         | _____          |
| Long        | _____         | _____          |
| Fast        | _____         | _____          |

**7. Change the following words into plurals: 5**

|        |       |
|--------|-------|
| Carrot | _____ |
| Mouse  | _____ |
| Child  | _____ |
| Bench  | _____ |
| Monkey | _____ |

**8. Separate the spelling which would form two meaningful words.**

**One is done for you.**

**5**

Home + Work

Homework

\_\_\_\_\_+\_\_\_\_\_

Landlord

\_\_\_\_\_+\_\_\_\_\_

Motorbike

\_\_\_\_\_+\_\_\_\_\_

Classroom

\_\_\_\_\_+\_\_\_\_\_

Blackboard

\_\_\_\_\_+\_\_\_\_\_

toothpaste

**9. Oral practice (Dictation)**

**10**

**Appendix II**  
**A List of Lesson Plans**  
**Lesson Plan No. 1**

**Date: 2067-09-18**

**School:** Shree Tej Binayak Secondary School

**Class:** 4

**1. Teaching Item:** Me and My Habits (listen and say)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. pronounce the given words correctly,
- ii. match the meaning of the words correctly.

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

**Group A**

First, the teacher will ask the students to read the text and will underline the difficult words then she will write the difficult words like get up, homework half past, lunch, quarter to, etc. with their meaning. Then she will ask them to follow her many times until they will not pronounce correctly and will know the meaning of the words. Then she will ask the students to pronounce and tell the meaning correctly either individually or in groups.

Then she will write the words on one side of the blackboard and their meanings at another side of the board and will ask the students to match the correct meanings of the words in the groups.

**Group B**

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she

will teach meaning of the words by using translation method or explanation method.

**5. Evaluation:** The teacher will give them some matching items, fill in the blanks or will do an oral practice.

**6. Homework:** Do the exercise given in the book page no. 12.

## **Lesson Plan No. 2**

**Date: 2067-09-19**

**1. Teaching Item:** Me and My Habits (Read and write a Single Word)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. read the given passage correctly based on the text,
- ii. say the correct words of given sentences

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### **Group A**

First, the teacher will ask the students to follow her correctly. Then, she will write some sentences on the board and will ask the students to find out the correct word of the given sentences correctly either individually or in groups. If students will not able to say, the teacher will write the correct word of the given sentences and will ask to imitate her properly. Then, she will ask to the students find the correct word from the reading passage.

### **Group B**

First of all, the teacher will motivate the students by asking some questions from the previous lesson. Then, she will write the meaning of the difficult words and will ask the students to copy down the written words with their meaning. Then, she will explain the passage briefly and will ask the students to find correct words from the passage.

**5. Evaluation:** The teacher will give them some sentences from reading passage and will ask them to write and say the correct words from the book.

**6. Homework:** Do the exercise given in the book page no. 14 to 15.

### **Lesson Plan No. 3**

**Date: 2067-09-20**

**1. Teaching Item:** Fun with Vocabulary

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. pronounce the given words correctly,
- ii. match the meaning of the words correctly.

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

#### **Group A**

First the teacher will ask the students to read the text and will underline the difficult words. Then she will write the difficult words with their meaning and then she will ask them to follow her many times until they will not say the meaning and pronunciation correctly and will know the meaning of the words and will ask the students to pronounce and tell the meaning correctly either individually or in groups. Then she will write the words one side of the blackboard and their meaning at another side of the board and will ask the students to match the correct meanings of the words in the groups.

### **Group B**

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she will teach the word meaning of the word by using translation method or explanation method.

**5. Evaluation:** The teacher will give them some matching items, fill in the blanks or will do an oral practice.

**6. Homework:** Do the exercise given in the book page no. 15 to 16.

### **Lesson Plan No. 4**

**Date: 2067-09-21**

**1. Teaching Item:** Fun with Spelling.

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. pronounce the given words correctly,
- ii. spell the words correctly.

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### **Group A**

First, the teacher will ask the students to underline the difficult words. Then she will write the difficult words with their meaning and will ask them to follow her for many times until they will not pronounce and spell the words correctly. Then, she will ask the students to pronounce and tell the spelling of the words correctly either individually or in groups.

### **Group B**

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she

will pronounce the words and will ask the students to spell and pronounce the given words.

**5. Evaluation:** The teacher will write some words on the board and will ask them to pronounce the words correctly.

**6. Homework:** Read the difficult words with spelling given in page no. 18.

### **Lesson Plan No. 5**

**Date: 2067-09-22**

**1. Teaching Item:** Fun with Grammar (Singular and Plural)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. tell plural form of the given words correctly.

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

#### **Group A**

First, the teacher will write the words (singular and plural) and she will ask them to follow her for many times until they will not say the plural form of the words correctly. Then, she will rub the written words and will ask the students to tell the plural form of the given words correctly either individually or in groups.

#### **Group B**

First of all, the teacher will write singular and plural forms of the words and will ask the students to copy the written words and read carefully and will asks the students to tell the plural form without cheating.

**5. Evaluation:** The teacher will write some singular words on the board and will ask to say the plural form of the given words.

**6. Homework:** Read singular and plural form which is given in page no. 25.

## Lesson Plan No. 6

Date: 2067-09-23

**1. Teaching Item:** Fun with Vocabulary

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. pronounce the given words correctly,
- ii. match the meaning of the words correctly.

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will ask the students to read the text and will underline the difficult words. Then, she will write the difficult words with their meaning and then she will ask them to follow her for many times until they will not pronounce correctly and will know the meaning of the words. Then, she will ask the students to pronounce and tell the meaning correctly either individually or in groups.

Then, she will write the words one side of the blackboard and their meaning at another side of the board and will ask the students to match the correct meanings of the words and will ask them to pronounce the written words either in the groups or individually.

### Group B

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she will teach the words meaning by using translation method or explanation method.

**5. Evaluation:** The teacher will give them some matching items, fill in the blanks or will do an oral practice.

**6. Homework:** Do the exercise given in the book page no. 29.

### **Lesson Plan No. 7**

**Date: 2067-09-25**

**1. Teaching Item:** Fun with vocabulary (A brave woman)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. pronounce the given words correctly,
- ii. spell the words correctly,

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

#### **Group A**

First, the teacher will ask the students to underline the difficult words. Then, she will write the difficult words with their meaning and will ask them to follow her for many times until they will not pronounce and spell the words correctly. Then, she will ask the students to pronounce and tell the spelling of the words correctly either individually or in groups.

#### **Group B**

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she will pronounce the words and will ask the students to spell and pronounce the given words.

**5. Evaluation:** The teacher will write some words on the board and will ask them to pronounce the words correctly and will ask them to rearrange the letters and say the correct spelling of the punctuate words.

**6. Homework:** Read the difficult words with spelling given in page no29.

## Lesson Plan No. 8

Date: 2067-09-26

**1. Teaching Item:** Fun with Spelling (A brave woman)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. use the correct words in the blanks correctly,
- ii. spell the words correctly,

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will ask the students to underline the difficult words. Then, she will write the difficult words with their meaning then will ask them to follow her for many times until they will not pronounce and spell the words correctly and she will ask the students to pronounce and tell the spelling of the words correctly either individually or in groups. Then, she will ask the students to complete the blanks with appropriate words (using completion drills)

### Group B

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she will pronounce the words and will ask the students to spell and pronounce the given words.

**5. Evaluation:** The teacher will write some words on the board and will ask them to pronounce the words correctly and will ask them to complete the given blanks correctly.

**6. Homework:** Do the exercise given in page no 31.

## Lesson Plan No. 9

Date: 2067-09-27

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. pronounce the given words correctly,
- ii. spell the words correctly,

**3. Teaching materials:** Usual classroom materials some word cards.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will ask the students to underline the difficult words. Then, she will write the difficult words with their meaning and then she will ask them to follow her for many times until they will not pronounce and spell the words correctly. Then, she will ask the students to pronounce and tell the spelling of the words correctly either individually or in groups.

### Group B

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she will pronounce the words and will ask the students to spell and pronounce the given words.

**5. Evaluation:** The teacher will show some word cards and will ask them to pronounce the words correctly and she will pronounce the words and will ask them to tell correct spelling of words.

**6. Homework:** Read the difficult words with spelling given in page no35.

## Lesson Plan No. 10

Date: 2067-09-28

**1. Teaching Item:** Fun with Vocabulary (opposite Meaning)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. tell opposite form of the given words correctly.

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will write the words with their opposite meanings and she will ask them to follow her for many times until they will not say the opposite form of the words correctly. Then, she will rub the written words and will ask the students to tell the opposite form of the given words correctly either individually or in groups.

### Group B

First of all, the teacher will write the words with their opposite meaning and will ask the students to copy the written words and read carefully and will teach the opposite form by using grammar translation methods.

**5. Evaluation:** The teacher will write some words on the board and will ask to say the opposite form of the given words.

**6. Homework:** Do the exercise given in page no. 36.

## Lesson Plan no. 11

Date: 2067-09-29

**1. Teaching Item:** Fun with spelling (The Largest Living Bird)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. tell the comparative and superlative form of the given words.

**3. Teaching materials:** Usual classroom materials some word cards.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will write the words with comparative and superlative form of the words. Then, she will ask them to follow her then she will call one of the students in front of the class and will tell the comparative and superlative form of the words correctly and will ask the other students to follow him or her correctly in groups.

### Group B

First of all, the teacher will write the comparative and superlative form of the words and will ask the students to copy the written words. Then, she will tell the students to read it carefully.

**5. Evaluation:** The teacher will show some word cards and will ask them to say the comparative

**6. Homework:** Do the exercise given in the book page no.36

## Lesson Plan No. 12

Date: 2067-09-30

**1. Teaching Item:** Fun with spelling (A Cruel Landlord)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. pronounce the given words correctly,
- ii. spell the words correctly,

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will ask the students to underline the difficult words. Then, she will write the difficult words with their meaning and she will ask them to follow her for many times until they will not pronounce and spell the words correctly. Then, she will ask the students to pronounce and tell the spelling of the words correctly either individually or in groups.

### Group B

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she will pronounce the words and will ask the students to spell and pronounce the given words.

**5. Evaluation:** The teacher will write some words on the board and will ask them to pronounce the words correctly and will ask them to rearrange the letters and say the correct spelling of the punctuate words.

**6. Homework:** Do the exercise given in page no.44.

## Lesson Plan No. 13

Date: 2067-10-02

**1. Teaching Item:** Fun with vocabulary (A Cruel Land lord)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. make the spelling order to form the meaningful words
- ii. pronounce the given words correctly,

**3. Teaching materials:** Usual classroom materials some word cards.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will ask the students to underline the difficult words. Then, she will write the difficult words with their meaning and then she will ask them to follow her for many times until they will not pronounce and spell the words correctly. Then, she will ask the students to pronounce and tell the spelling of the words correctly either individually or in groups.

### Group B

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she will pronounce the words and will ask the students to spell and pronounce the given words.

**5. Evaluation:** The teacher will show some word cards and will ask them to pronounce the words correctly and she will pronounce the words and will ask them to tell the letters correct spelling of words.

**6. Homework:** Do the exercise given in page no.44.

## Lesson Plan No. 14

Date: 2067-10-03

**1. Teaching Item:** Fun with vocabulary (compound word)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. separate the compound word correctly

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will write the compound words with their correct single words and will ask the students to follow her until they will not say correctly. Then, she will rub the written words and will ask the students to separate words correctly either individually or in groups.

### Group B

First, the teacher will write the compound words with their correct single words. Then, she will ask the students to copy down the written words with their separate words. She/he will teach this topic by using lecture method.

**5. Evaluation:** The teacher will write some compound words on the board and will ask to say separate form of the given words.

**6. Homework:** Do the exercise given in the book in page no.45.

## Lesson Plan No. 15

Date: 2067-10-04

**1. Teaching Item:** Fun with Grammar

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. tell past form of the given words correctly.

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will write the words with their past form. Then, she will ask them to follow her for many times until they will not say the past form of the words correctly. Then, she will rub the written words and will ask the students to tell the past form of the given words correctly either individually or in groups.

### Group B

First of all, the teacher will write the words with their past form and will ask the students to copy the written words and read carefully. Then, she will teach the past form by using grammar translation methods.

**5. Evaluation:** The teacher will write some words on the board and will ask to say the past form of the given words.

**6. Homework:** Do the exercise given in page no. 46.

## Lesson Plan No. 16

Date: 2067-10-05

**1. Teaching Item:** Fun with vocabulary

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. pronounce the given words correctly,
- ii. spell the words correctly,

**3. Teaching materials:** Usual classroom materials some word cards.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will ask the students to underline the difficult words. Then, she will write the difficult words with their meaning and will ask them to follow her for many times until they will not pronounce and spell the words correctly. Then, she will ask the students to pronounce and tell the spelling of the words correctly either individually or in groups.

### Group B

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she will pronounce the words and will ask the students to spell and pronounce the given words.

**5. Evaluation:** The teacher will show some word cards and will ask them to pronounce the words correctly and she will pronounce the words and will ask them to tell correct spelling of words.

**6. Homework:** Do the exercise given in page no 59.

## Lesson Plan No. 17

Date: 2067-10-06

**1. Teaching Item:** Fun with spelling (Singular and Plural)

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. tell plural form of the given words correctly.

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will write the words (singular and plural) and she will ask them to follow her for many times until they will not say the plural form of the words correctly. Then, she will rub the written words and will ask the students to tell the plural form of the given words correctly either individually or in groups.

### Group B

First of all, the teacher will write singular and plural forms of the words and will ask the students to copy the written words and read carefully. Then, will ask the students to tell the plural form without cheating.

**5. Evaluation:** The teacher will write some singular words on the board and will ask to say the plural form of the given words.

**6. Homework:** Read singular and plural form which is given in page no.60.

## Lesson Plan No. 18

Date: 2067-10-07

**1. Teaching Item:** Fun with Spelling

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. use the correct words in the blanks correctly,
- ii. spell the words correctly,

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will ask the students to underline the difficult words. Then, she will write the difficult words with their meaning and will ask them to follow her for many times until they will not pronounce and spell the words correctly. Then, she will ask the students to pronounce and tell the spelling of the words correctly either individually or in groups. Then, she will ask the students to complete the blanks with appropriate words (using completion drills)

### Group B

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she will pronounce the words and will ask the students to spell and pronounce the given words.

**5. Evaluation:** The teacher will write some words on the board and will ask them to pronounce the words correctly and will ask them to complete the given blanks correctly.

**6. Homework:** Do the exercise given in page no.75.

## Lesson Plan No. 19

Date: 2067-10-09

**1. Teaching Item:** Fun with Grammar

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. tell past form of the given words correctly.

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will write the words with their past form and will ask them to follow her for many times until they will not say the past form of the words correctly. Then, she will rub the written words and will ask the students to tell the past form of the given words correctly either individually or in groups.

### Group B

First of all, the teacher will write the words with their past form. Then, she will ask the students to copy the written words and read carefully and will teach the past form by using grammar translation methods.

**5. Evaluation:** The teacher will write some words on the board and will ask to say the past form of the given words.

**6. Homework:** Do the exercise given in page no. 75.

## Lesson Plan No. 20

Date: 2067-10-10

**1. Teaching Item:** Fun with spelling

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. tell the comparative and superlative form of the given words.

**3. Teaching materials:** Usual classroom materials some word cards.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will write the words with comparative and superlative form of the words. Then, she will ask them to follow her she will call one of the students in front of the class and will tell the comparative and superlative form of the words correctly and will ask the other students to follow him or her correctly in groups.

### Group B

First of all, the teacher will write the comparative and superlative form of the words and will ask the students to copy the written words. Then, she will tell the students to read it carefully.

**5. Evaluation:** The teacher will show some word cards and will ask them to say the comparative

**6. Homework:** Do the exercise given in the book page no.83.

## Lesson Plan No. 21

Date: 2067-10-11

**1. Teaching Item:** Fun with Spelling

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. use the correct words in the blanks correctly,
- ii. spell the words correctly,

**3. Teaching materials:** Usual classroom materials.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will ask the students to underline the difficult words. Then, she will write the difficult words with their meaning and will ask them to follow her for many times until they will not pronounce and spell the words correctly. Then, she will ask the students to pronounce and tell the spelling of the words correctly either individually or in groups. Then, she will ask the students to complete the blanks with appropriate words (using completion drills)

### Group B

First of all, the teacher will write the difficult words with their meaning and will ask the students to copy the written words with their meaning. Then, she will pronounce the words and will ask the students to spell and pronounce the given words.

**5. Evaluation:** The teacher will write some words on the board and will ask them to pronounce the words correctly and will ask them to complete the given blanks correctly.

**6. Homework:** Do the exercise given in page no.85.

## Lesson Plan No. 22

Date: 2067-10-12

**1. Teaching Item:** Fun with vocabulary

**2. Specific objectives:** On the completion of this lesson, the students will be able to

- i. pronounce the given words correctly,
- ii. tell name of the seven days' correctly.

**3. Teaching materials:** Usual classroom materials some word cards.

**4. Teaching Learning Activities:**

### Group A

First, the teacher will write the name of the seven days.' Then, she will ask them to follow her for many times until they will not say the words correctly. Then, she will rub the written words and will ask the students to tell the name of the days' correctly either individually or in groups.

### Group B

First of all, the teacher will write the name of the seven days' and will ask the students to copy the written words and read carefully and will ask the students to tell the name of seven days' without cheating.

**5. Evaluation:** The teacher will write some words on the board and will ask them to pronounce the words correctly and will ask them to complete the given blanks correctly.

**6. Homework:** Read the name of seven days' given in page no.86.

### Appendix III

#### Group-Based Tables of Pre and Post Test Results

##### 1. Rank of the students according to the pre test (P<sub>1</sub>).

| RN (Rank) | Name               | Marks Obtained |
|-----------|--------------------|----------------|
| 1.        | Sarita Tamang      | 34.5           |
| 2.        | Shreejana Rai      | 34             |
| 3.        | Ishowori Neupane   | 33             |
| 4.        | Saroj Lama         | 32             |
| 5.        | Aman Lama          | 29.5           |
| 6.        | Marsang Lama       | 29             |
| 7.        | Sandip KC          | 28             |
| 8.        | Saru tamang        | 27             |
| 9.        | Gita Shrestha      | 26             |
| 10.       | Bhim Bahadur Rai   | 25             |
| 11.       | Anisha Acharya     | 24.5           |
| 12.       | Parmila Lama       | 24             |
| 13.       | Bishnu tamang      | 23             |
| 14.       | Pradip Ghimire     | 22             |
| 15.       | Menuka Pokhrel     | 21             |
| 16.       | Priyanka Bhattarai | 20.5           |
| 17.       | Gyan Bahadur rai   | 20             |
| 18.       | Prakash Majhi      | 19.5           |
| 19.       | Bishal Lama        | 19             |
| 20.       | Santoshi Lama      | 18.5           |
| 21.       | Dolma lama         | 18             |
| 22.       | Priti Bhattarai    | 16.52          |
| 23.       | Silak Ram Ghatraj  | 16             |

|         |                    |        |
|---------|--------------------|--------|
| 24.     | Rabin Shrestha     | 15.5   |
| 25.     | Kabita Magar       | 15     |
| 26.     | Sunita Thing       | 14.5   |
| 27.     | Sarita Lama        | 14     |
| 28.     | Mina Lama          | 13.5   |
| 29.     | Rita Sunuwar       | 13     |
| 30.     | Santoshi Shrestha  | 12.5   |
| 31.     | Anisha Budhathoki  | 12     |
| 32.     | Ishowori Mahat     | 11.5   |
| 33.     | Sunita Moktan      | 11     |
| 34.     | Krishna Adhikari   | 10.5   |
| 35.     | Mukesh Tamang      | 10     |
| 36.     | Sunita Balami      | 9.5    |
| 37.     | Dhan Kumari Tamang | 9      |
| 38.     | Milan Lama         | 8.5    |
| 39.     | Babita Tamang      | 7.5    |
| 40.     | Sushma Rai         | 7      |
| Total   |                    | 755.02 |
| Average |                    | 18.87  |

2. Pre-Test (P<sub>1</sub>) Result of Group A (Experimental Group)

| <b>RN (Rank)</b> | <b>Name</b>       | <b>Marks Obtained</b> |
|------------------|-------------------|-----------------------|
| 1                | Sarita Tamang     | 34.5                  |
| 3                | Ishowori Neupane  | 33                    |
| 5                | Aman Lama         | 32                    |
| 7                | Sandip kC         | 28                    |
| 9                | Gita Shrestha     | 26                    |
| 12               | Parmila lama      | 24                    |
| 14               | Pradip Ghimire    | 22                    |
| 16               | Priyanka Bhattari | 20.5                  |
| 18               | Prakash Majhi     | 19.5                  |
| 20               | Santoshi Lama     | 18.5                  |
| 21               | Dolma lama        | 18                    |
| 23               | Salik Ram Ghatraj | 16                    |
| 25               | Kabita Magar      | 15                    |
| 27               | Sarita lama       | 14                    |
| 29               | Rita Sunuwar      | 13                    |
| 32               | Ishowori mahat    | 11.5                  |
| 34               | Krishna Adhikari  | 10.5                  |
| 36               | Sunita Balami     | 9.5                   |
| 38               | Milan Lama        | 8.5                   |
| 40               | Susma Rai         | 7                     |
| Total            |                   | 381                   |
| Average          |                   | 19.05                 |

Pre-Test (P<sub>1</sub>) Result of Group B (Control Group)

| <b>RN (Rank)</b> | <b>Name</b>        | <b>Marks Obtained</b> |
|------------------|--------------------|-----------------------|
| 2                | Shreejana Rai      | 34                    |
| 4                | Saroj Lama         | 32                    |
| 6                | Marsang lama       | 29                    |
| 8                | Saru Tamang        | 27                    |
| 10               | Bhim Bahadur Rai   | 25                    |
| 11               | Anisha Acharya     | 24.5                  |
| 13               | Bishnu Tamang      | 23                    |
| 15               | Menuka Pokhrel     | 21                    |
| 17               | Gyan Bahadur Rai   | 20                    |
| 19               | Bishal lama        | 19                    |
| 22               | Priti Bhattarai    | 16.5                  |
| 24               | Rabin Shrestha     | 15.5                  |
| 26               | Sunita Thing       | 14.5                  |
| 28               | Mina Lama          | 13.5                  |
| 30               | Santoshi Shrestha  | 12.5                  |
| 31               | Anisha Budhathoki  | 12                    |
| 33               | Sunita Moktan      | 11                    |
| 35               | Mukesh Tamang      | 10                    |
| 37               | Dhan Kumari tamang | 9                     |
| 39               | Babita Tamang      | 7.5                   |
| Total            |                    | 376.5                 |
| Average          |                    | 18.82                 |

### 3. Post-Test (P<sub>2</sub>) Result of Group A (Experimental Group)

| <b>RN (Rank)</b> | <b>Name</b>       | <b>Marks Obtained</b> |
|------------------|-------------------|-----------------------|
| 1                | Sarita Tamang     | 46                    |
| 3                | Ishowori Neupane  | 42                    |
| 5                | Aman Lama         | 42                    |
| 7                | Sandip kC         | 42                    |
| 9                | Gita Shrestha     | 29                    |
| 12               | Parmila lama      | 30                    |
| 14               | Pradip Ghimire    | 31                    |
| 16               | Priyanka Bhattari | 26                    |
| 18               | Prakash Majhi     | 25                    |
| 20               | Santoshi Lama     | 30                    |
| 21               | Dolma lama        | 30                    |
| 23               | Salik Ram Ghatraj | 27.5                  |
| 25               | Kabita Magar      | 18                    |
| 27               | Sarita lama       | 21                    |
| 29               | Rita Sunuwar      | 19                    |
| 32               | Ishowori mahat    | 20                    |
| 34               | Krishna Adhikari  | 23.5                  |
| 36               | Sunita Balami     | 13                    |
| 38               | Milan Lama        | 16                    |
| 40               | Susma Rai         | 13                    |
| Total            |                   | 544                   |
| Average          |                   | 27.20                 |

1. Post-Test (P<sub>2</sub>) Result of Group B (Control Group)

| <b>RN (Rank)</b> | <b>Name</b>        | <b>Marks Obtained</b> |
|------------------|--------------------|-----------------------|
| 2                | Shreejana Rai      | 36                    |
| 4                | Saroj Lama         | 35                    |
| 6                | Marsang lama       | 35                    |
| 8                | Saru Tamang        | 38                    |
| 10               | Bhim Bahadur Rai   | 34                    |
| 11               | Anisha Acharya     | 33                    |
| 13               | Bishnu Tamang      | 32                    |
| 15               | Menuka Pokhrel     | 28                    |
| 17               | Gyan Bahadur Rai   | 29                    |
| 19               | Bishal lama        | 22                    |
| 22               | Priti Bhattarai    | 25                    |
| 24               | Rabin Shrestha     | 18                    |
| 26               | Sunita Thing       | 20                    |
| 28               | Mina Lama          | 14                    |
| 30               | Santoshi Shrestha  | 19                    |
| 31               | Anisha Budhathoki  | 20                    |
| 33               | Sunita Moktan      | 13                    |
| 35               | Mukesh Tamang      | 15                    |
| 37               | Dhan Kumari tamang | 18                    |
| 39               | Babita Tamang      | 12                    |
| Total            |                    | 496                   |
| Average          |                    | 24.8                  |

## Appendix IV

### Individual Scores in the Items

#### Individual Scores in the Item No. 1

##### Group A (Experimental Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%      |
|---------|----------------|----------------|------|---------|
| 1       | 4.5            | 5              | 0.5  | 11.11   |
| 3       | 5              | 5              | 0    | 0       |
| 5       | 3              | 5              | 2    | 66.67   |
| 7       | 4              | 5              | 1    | 25      |
| 9       | 5              | 5              | 0    | 0       |
| 12      | 4              | 5              | 1    | 25      |
| 14      | 3              | 5              | 2    | 66.67   |
| 16      | 2.5            | 3              | 0.5  | 20      |
| 18      | 3              | 3.5            | 0.5  | 16.7    |
| 20      | 2              | 3              | 1    | 50      |
| 21      | 0.5            | 2              | 1.5  | 300     |
| 23      | 0              | 2              | 2    | 200     |
| 25      | 0.5            | 1              | 0.5  | 100     |
| 27      | 2              | 2.5            | 0.5  | 25      |
| 29      | 0              | 1              | 1    | 100     |
| 32      | 0.5            | 2              | 1.5  | 300     |
| 34      | 0.5            | 2              | 1.5  | 300     |
| 36      | 0              | 0              | 0    | 0       |
| 38      | 0.5            | 1              | 0.5  | 100     |
| 40      | 0.5            | 2              | 1.5  | 300     |
| Total   | 31.5           | 60             | 19   | 2006.15 |
| Average | 1.58           | 3              | 0.95 | 100.30  |

(Table: A)

## Individual Scores in the Item No. 1

### Group B (Control Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%     |
|---------|----------------|----------------|------|--------|
| 2       | 3              | 5              | 2    | 66.67  |
| 4       | 5              | 4              | 1    | 20     |
| 6       | 5              | 5              | 0    | 0      |
| 8       | 3              | 4              | 1    | 33.33  |
| 10      | 2              | 3              | 1    | 50     |
| 11      | 4              | 4.5            | 0.5  | 12.5   |
| 13      | 2              | 3              | 1    | 50     |
| 15      | 2              | 3              | 1    | 50     |
| 17      | 4              | 5              | 1    | 25     |
| 19      | 0              | 0              | 0    | 0      |
| 22      | 0.5            | 3              | 2.5  | 500    |
| 24      | 0.5            | 2              | 1.5  | 300    |
| 26      | 0.5            | 1              | 0.5  | 100    |
| 28      | 0              | 0              | 0    | 0      |
| 30      | 0.5            | 1              | 0.5  | 100    |
| 31      | 1              | 2              | 1    | 100    |
| 33      | 0.5            | 0.5            | 0    | 0      |
| 35      | 0              | 0              | 0    | 0      |
| 37      | 0              | 1              | 1    | 0      |
| 39      | 0.5            | 2              | 1.5  | 300    |
| Total   | 34             | 49             | 17   | 1707.5 |
| Average | 1.7            | 2.45           | 0.85 | 85.375 |

(Table: B)

## Individual Scores in the Item No. 2

### Group A (Experimental Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D     | D%      |
|---------|----------------|----------------|-------|---------|
| 1       | 2              | 4              | 2     | 100     |
| 3       | 2              | 4              | 2     | 100     |
| 5       | 3              | 5              | 2     | 66.67   |
| 7       | 1              | 4              | 3     | 300     |
| 9       | .5             | 2              | 1.5   | 300     |
| 12      | 1              | 2              | 1     | 300     |
| 14      | 1              | 2              | 1     | 100     |
| 16      | 1              | 2              | 1     | 100     |
| 18      | 1              | 2              | 1     | 100     |
| 20      | 0.5            | 2              | 1.5   | 300     |
| 21      | 1              | 2              | 1.5   | 100     |
| 23      | 1              | 2              | 1     | 100     |
| 25      | 1              | 2              | 1     | 100     |
| 27      | 0.5            | 2              | 1.5   | 300     |
| 29      | 2              | 3              | 1     | 50      |
| 32      | 0.5            | 1              | 0.5   | 100     |
| 34      | 1              | 2              | 1     | 100     |
| 36      | 1              | 1.5            | 0.5   | 50      |
| 38      | 0.5            | 1              | 0.5   | 100     |
| 40      | 0              | 1              | 1     | 100     |
| Total   | 19.5           | 42.5           | 23.5  | 2766.67 |
| Average | 0.98           | 2.13           | 1.175 | 138.33  |

(Table: A)

## Individual Scores in the Item No. 2

### Group B (Control Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%     |
|---------|----------------|----------------|------|--------|
| 2       | 3              | 3              | 0    | 0      |
| 4       | 5              | 4              | 0    | 0      |
| 6       | 5              | 5              | 2    | 66.67  |
| 8       | 3              | 5              | 1    | 25     |
| 10      | 2              | 3              | 0    | 0      |
| 11      | 4              | 4.5            | 1    | 25     |
| 13      | 2              | 3              | 2    | 66.67  |
| 15      | 2              | 3              | 0.5  | 20     |
| 17      | 4              | 5              | 0.5  | 16.7   |
| 19      | 0              | 0              | 1    | 50     |
| 22      | 0.5            | 3              | 1.5  | 300    |
| 24      | 0.5            | 3              | 2    | 200    |
| 26      | 0.5            | 2              | 0.5  | 100    |
| 28      | 0              | 0              | 0.5  | 25     |
| 30      | 0.5            | 1              | 1    | 100    |
| 31      | 1              | 2              | 1.5  | 300    |
| 33      | 0.5            | .5             | 1.5  | 300    |
| 35      | 0              | 0              | 0    | 0      |
| 37      | 0              | 2              | 0.5  | 100    |
| 39      | 0.5            | 2              | 1.5  | 300    |
| Total   | 34             | 53             | 19   | 2006.2 |
| Average | 1.70           | 2.65           | 0.95 | 100.31 |

(Table: B)

### Individual Scores in the Item No. 3

#### Group A (Experimental Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D   | D%      |
|---------|----------------|----------------|-----|---------|
| 4       | 5              | 5              | 0   | 0       |
| 3       | 3              | 5              | 2   | 66.67   |
| 5       | 2              | 3              | 1   | 50      |
| 7       | 4.5            | 5              | 0.5 | 11.11   |
| 9       | 2              | 4              | 2   | 100     |
| 12      | 1              | 3              | 2   | 200     |
| 14      | 1              | 3              | 2   | 200     |
| 16      | 2              | 4              | 2   | 100     |
| 18      | 0.5            | 3              | 2.5 | 500     |
| 20      | 3              | 5              | 2   | 66.67   |
| 21      | 3              | 5              | 2   | 66.67   |
| 23      | 1              | 5              | 4   | 400     |
| 25      | 5              | 5              | 0   | 0       |
| 27      | 1              | 3              | 2   | 200     |
| 29      | 1              | 3              | 2   | 200     |
| 32      | 2              | 3              | 1   | 50      |
| 34      | 1              | 1              | 0   | 0       |
| 36      | 2              | 4              | 2   | 100     |
| 38      | 1              | 3              | 2   | 200     |
| 40      | 0              | 1              | 1   | 0       |
| Total   | 41             | 73             | 32  | 2511.11 |
| Average | 2.05           | 3.65           | 1.6 | 125.56  |

(Table: A)

### Individual Scores in the Item No. 3

#### Group B (Control Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D   | D%      |
|---------|----------------|----------------|-----|---------|
| 2       | 1              | 3              | 2   | 200     |
| 4       | 3              | 5              | 2   | 66.67   |
| 6       | 4.5            | 5              | 5   | 11.11   |
| 8       | 3              | 5              | 2   | 66.67   |
| 10      | 3              | 3              | 0   | 0       |
| 11      | 2              | 3              | 1   | 50      |
| 13      | 2              | 5              | 3   | 150     |
| 15      | 1              | 1              | 0   | 0       |
| 17      | 2              | 3              | 1   | 50      |
| 19      | 1              | 2              | 1   | 100     |
| 22      | 3              | 5              | 2   | 66.67   |
| 24      | 1              | 1              | 0   | 0       |
| 26      | 2              | 1              | 1   | 50      |
| 28      | 2              | 5              | 3   | 150     |
| 30      | 3              | 3              | 0   | 0       |
| 31      | 1              | 2              | 1   | 100     |
| 33      | 1              | 5              | 4   | 400     |
| 35      | 0.5            | 0              | 0   | 0       |
| 37      | 0.5            | 3              | 2.5 | 500     |
| 39      | 0.5            | 2              | 1.5 | 300     |
| Total   | 37             | 62             | 32  | 2305.12 |
| Average | 1.85           | 3.1            | 1.6 | 115.26  |

(Table: B)

**Individual Scores in the Item No. 4**

**Group A (Experimental Group)**

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D     | D%    |
|---------|----------------|----------------|-------|-------|
| 1       | 1              | 3              | 2     | 200   |
| 3       | 1              | 2              | 1     | 100   |
| 5       | 1              | 3              | 2     | 200   |
| 7       | 1              | 2              | 1     | 100   |
| 9       | 1              | 1.5            | 0.5   | 50    |
| 12      | 1              | 2              | 1     | 100   |
| 14      | 1              | 2              | 1     | 100   |
| 16      | .5             | 2              | 1.52  | 300   |
| 18      | 1              | 2              | 1     | 100   |
| 20      | 1              | 2              | 1     | 100   |
| 21      | 1.5            | 2              | 0.5   | 300   |
| 23      | 1              | 2              | 1     | 100   |
| 25      | 1              | 2              | 1     | 100   |
| 27      | 1              | 2              | 1     | 100   |
| 29      | .5             | 1              | 0.5   | 100   |
| 32      | 1              | 2              | 1     | 100   |
| 34      | 1              | 1.5            | 0.5   | 50    |
| 36      | .5             | 1              | 0.5   | 100   |
| 38      | .5             | 1              | 0.5   | 100   |
| 40      | 0              |                |       |       |
|         | 1.5            | 1.5            | 150   |       |
| Total   | 17.5           | 37.5           | 20.02 | 2550  |
| Average | 0.875          | 1.875          | 1.001 | 127.5 |

(Table: A)

**Individual Scores in the Item No. 4**

**Group B (Control Group)**

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%   |
|---------|----------------|----------------|------|------|
| 2       | 3              | 3              | 0    | 0    |
| 4       | 1              | 0.5            | 0.5  | 50   |
| 6       | 1              | 3              | 2    | 200  |
| 8       | 1              | 1.5            | 0.5  | 50   |
| 10      | 1              | 2              | 1    | 100  |
| 11      | 1              | 2              | 1    | 100  |
| 13      | 3              | 3              | 0    | 0    |
| 15      | 1              | 2              | 1    | 100  |
| 17      | 1              | 2              | 1    | 100  |
| 19      | 0.5            | 1              | 0.5  | 100  |
| 22      | 1              | 2              | 1    | 100  |
| 24      | 0.5            | 1              | 0.5  | 100  |
| 26      | 1              | 1              | 0    | 0    |
| 28      | 1              | 1              | 0    | 0    |
| 30      | 1              | 2              | 1    | 100  |
| 31      | 0.5            | 1              | 0.5  | 100  |
| 33      | 0.5            | 1              | 0.5  | 100  |
| 35      | 0              | 0              | 0    | 0    |
| 37      | 0.5            | 2              | 1.5  | 300  |
| 39      | 0.5            | 1              | 0.5  | 100  |
| Total   | 20             | 32             | 13   | 1700 |
| Average | 1              | 1.6            | 0.65 | 85   |

(Table: B)

## Individual Scores in the Item No. 5

### Group A (Experimental Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%      |
|---------|----------------|----------------|------|---------|
| 1       | 5              | 5              | 0    | 0       |
| 3       | 4              | 5              | 1    | 25      |
| 5       | 5              | 5              | 0    | 0       |
| 7       | 2              | 5              | 3    | 150     |
| 9       | 2              | 3              | 1    | 50      |
| 12      | 3              | 4              | 1    | 33.33   |
| 14      | 3              | 4              | 1    | 33.33   |
| 16      | 1              | 4              | 2    | 200     |
| 18      | 2              | 5              | 3    | 150     |
| 20      | 2              | 3              | 1    | 50      |
| 21      | 2              | 4              | 2    | 100     |
| 23      | 2              | 4              | 2    | 100     |
| 25      | 2              | 4              | 2    | 100     |
| 27      | 1              | 3              | 2    | 200     |
| 29      | 2              | 2              | 0    | 0       |
| 32      | 2              | 4              | 2    | 100     |
| 34      | 3              | 5              | 2    | 66.67   |
| 36      | 2              | 5              | 3    | 150     |
| 38      | 1              | 3              | 2    | 200     |
| 40      | 0              | 3              | 3    | 0       |
| Total   | 46             | 80             | 33   | 1708.33 |
| Average | 2.3            | 4              | 1.65 | 85.42   |

(Table: A)

## Individual Scores in the Item No. 5

### Group B (Control Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%      |
|---------|----------------|----------------|------|---------|
| 2       | 3              | 5              | 2    | 66.67   |
| 4       | 5              | 5              | 0    | 0       |
| 6       | 0.5            | 1              | 0.5  | 100     |
| 8       | 4              | 5              | 1    | 25      |
| 10      | 3              | 5              | 2    | 66.67   |
| 11      | 3              | 3              | 0    | 0       |
| 13      | 3.5            | 4              | 0.5  | 14.29   |
| 15      | 2              | 3              | 1    | 50      |
| 17      | 1              | 3              | 2    | 200     |
| 19      | 5              | 5              | 0    | 0       |
| 22      | 0              | 2              | 1    | 0       |
| 24      | 0.5            | 1              | 0.5  | 100     |
| 26      | 2              | 1              | 1    | 50      |
| 28      | 2              | 3              | 1    | 50      |
| 30      | 0              | 1              | 3    | 0       |
| 31      | 0.5            | 3              | 2.5  | 500     |
| 33      | 0.5            | 1              | 0.5  | 100     |
| 35      | 3              | 5              | 2    | 66.67   |
| 37      | 1              | 2              | 1    | 100     |
| 39      | 2              | 3              | 1    | 50      |
| Total   | 41.5           | 61             | 22.5 | 1539.29 |
| Average | 2.08           | 3.05           | 1.13 | 76.96   |

(Table: B)

### Individual Scores in the Item No. 6

#### Group A (Experimental Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%      |
|---------|----------------|----------------|------|---------|
| 1       | 4              | 5              | 1    | 25      |
| 3       | 4.5            | 5              | 0.5  | 11.11   |
| 5       | 4.5            | 5              | 0.5  | 11.11   |
| 7       | 4.5            | 5              | 0.5  | 11.11   |
| 9       | 3              | 3.5            | 0.5  | 150     |
| 12      | 4.5            | 5              | 0.5  | 11.11   |
| 14      | 4.5            | 5              | 0.5  | 11.11   |
| 16      | 2.5            | 4              | 1.5  | 60      |
| 18      | 2              | 3              | 1    | 50      |
| 20      | 2              | 3.5            | 1.5  | 75      |
| 21      | 4.5            | 5              | 0.5  | 11.11   |
| 23      | 4              | 4.5            | 0.5  | 12.5    |
| 25      | 2              | 2.5            | 0.5  | 25      |
| 27      | 1              | 2              | 1    | 100     |
| 29      | 2              | 3              | 1    | 50      |
| 32      | 0.5            | 2              | 1.5  | 300     |
| 34      | 2              | 3              | 1    | 50      |
| 36      | 0              | 1              | 1    | 100     |
| 38      | 0              | 1              | 1    | 100     |
| 40      | 2              | 2.5            | 0.5  | 25      |
| Total   | 54             | 70.5           | 16.5 | 1189.16 |
| Average | 2.7            | 3.53           | 0.83 | 59.46   |

(Table: A)

### Individual Scores in the Item No. 6

#### Group B (Control Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%     |
|---------|----------------|----------------|------|--------|
| 2       | 4              | 5              | 1    | 25     |
| 4       | 5              | 5              | 0    | 0      |
| 6       | 2.5            | 3              | 0.5  | 20     |
| 8       | 5              | 5              | 0    | 0      |
| 10      | 4              | 5              | 1    | 25     |
| 11      | 3.5            | 4              | 0.5  | 14.29  |
| 13      | 5              | 5              | 0    | 0      |
| 15      | 5              | 5              | 0    | 0      |
| 17      | 5              | 5              | 0    | 0      |
| 19      | 4              | 5              | 1    | 25     |
| 22      | 2              | 3              | 1    | 50     |
| 24      | 2.5            | 3              | 0.5  | 20     |
| 26      | 2              | 3              | 1    | 50     |
| 28      | 2              | 2              | 0    | 0      |
| 30      | 3              | 3.5            | 0.5  | 16.67  |
| 31      | 2              | 3              | 1    | 50     |
| 33      | 2              | 2.5            | 0.5  | 25     |
| 35      | 1              | 1              | 0    | 0      |
| 37      | 2              | 3              | 1    | 50     |
| 39      | 0.5            | 0.5            | 0    | 0      |
| Total   | 62             | 71.5           | 9.5  | 370.95 |
| Average | 3.1            | 3.58           | 0.48 | 18.55  |

(Table: B)

## Individual Scores in the Item No. 7

### Group A (Experimental Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%      |
|---------|----------------|----------------|------|---------|
| 1       | 4              | 5              | 1    | 25      |
| 3       | 3              | 5              | 2    | 66.67   |
| 5       | 1              | 5              | 4    | 400     |
| 7       | 2              | 3              | 1    | 50      |
| 9       | 2              | 3              | 1    | 50      |
| 12      | 0.5            | 2              | 1.5  | 300     |
| 14      | 2              | 3              | 1    | 50      |
| 16      | 2              | 2.5            | 0.5  | 25      |
| 18      | 3              | 2              | 1    | 33.33   |
| 20      | 2              | 3              | 1    | 50      |
| 21      | 1              | 2              | 1    | 100     |
| 23      | 1              | 2              | 1    | 100     |
| 25      | 1              | 2              | 1    | 100     |
| 27      | 0              | 1              | 1    | 100     |
| 29      | 3              | 3.5            | 0.5  | 16.67   |
| 32      | 3.5            | 2              | 1.5  | 300     |
| 34      | 0              | 1              | 1    | 150     |
| 36      | 1              | 1.5            | 0.5  | 100     |
| 38      | 0              | 1              | 1    | 100     |
| 40      | 0              | 1              | 1    | 100     |
| Total   | 32             | 50.5           | 23.5 | 2216.67 |
| Average | 1.6            | 2.53           | 1.18 | 110.83  |

(Table: A)

### Individual Scores in the Item No. 7

#### Group B (Control Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D     | D%    |
|---------|----------------|----------------|-------|-------|
| 2       | 4              | 5              | 1     | 25    |
| 4       | 2              | 3              | 1     | 50    |
| 6       | 3              | 5              | 2     | 66.67 |
| 8       | 4              | 4              | 0     | 0     |
| 10      | 2              | 2              | 0     | 0     |
| 11      | 2              | 3              | 1     | 50    |
| 13      | 2              | 3              | 1     | 50    |
| 15      | 3              | 4              | 1     | 33.33 |
| 17      | 2              | 3              | 1     | 50    |
| 19      | 1              | 2              | 1     | 100   |
| 22      | 2              | 4              | 2     | 100   |
| 24      | 1              | 2              | 1     | 100   |
| 26      | 1              | 1              | 0     | 0     |
| 28      | 1              | 1              | 0     | 0     |
| 30      | 0              | 2              | 2     | 200   |
| 31      | 2              | 2              | 0     | 0     |
| 33      | 2              | 2              | 0     | 0     |
| 35      | 1              | 2              | 1     | 100   |
| 37      | 1              | 4              | 3     | 300   |
| 39      | 0.5            | 1              | 0.5   | 100   |
| Total   | 36.5           | 55             | 18.5  | 1325  |
| Average | 1.825          | 2.75           | 0.925 | 66.25 |

(Table: B)

### Individual Scores in the Item No. 8

Group A (Experimental Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%    |
|---------|----------------|----------------|------|-------|
| 1       | 3.5            | 5              | 1.5  | 42.86 |
| 3       | 4.5            | 5              | 0.5  | 11.11 |
| 5       | 4.5            | 5              | 0.5  | 11.11 |
| 7       | 4              | 5              | 1    | 25    |
| 9       | 3              | 4              | 1    | 33.33 |
| 12      | 4              | 5              | 1    | 25    |
| 14      | 4.5            | 5              | 0.5  | 11.11 |
| 16      | 3              | 4              | 1    | 33.33 |
| 18      | 5              | 5              | 0    | 0     |
| 20      | 4.5            | 5              | 0.5  | 11.11 |
| 21      | 4              | 5              | 1    | 25    |
| 23      | 3.5            | 4              | 0.5  | 14.29 |
| 25      | 4              | 5              | 1    | 25    |
| 27      | 4.5            | 5              | 0.5  | 11.11 |
| 29      | 3              | 4              | 1    | 33.33 |
| 32      | 2              | 3              | 1    | 50    |
| 34      | 4              | 5              | 1    | 25    |
| 36      | 1              | 3              | 2    | 200   |
| 38      | 2              | 3              | 1    | 50    |
| 40      | 4.5            | 5              | 0.5  | 11.11 |
| Total   | 73             | 90             | 17   | 648.8 |
| Average | 3.65           | 4.5            | 0.85 | 32.44 |

(Table: A)

### Individual Scores in the Item No. 8

#### Group B (Control Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D     | D%    |
|---------|----------------|----------------|-------|-------|
| 2       | 4              | 5              | 1     | 25    |
| 4       | 1              | 2              | 1     | 100   |
| 6       | 5              | 5              | 0     | 0     |
| 8       | 3              | 4              | 1     | 33.33 |
| 10      | 5              | 5              | 0     | 0     |
| 11      | 3              | 4              | 1     | 33.33 |
| 13      | 3              | 4              | 1     | 33.33 |
| 15      | 5              | 5              | 0     | 0     |
| 17      | 5              | 5              | 0     | 0     |
| 19      | 5              | 5              | 0     | 0     |
| 22      | 5              | 3              | 0     | 0     |
| 24      | 4              | 4              | 0     | 0     |
| 26      | 0              | 1              | 1     | 0     |
| 28      | 3              | 4              | 1     | 33.33 |
| 30      | 4              | 4              | 0     | 0     |
| 31      | 3              | 4              | 1     | 33.33 |
| 33      | 2              | 3              | 1     | 50    |
| 35      | 1              | 2              | 1     | 100   |
| 37      | 3              | 4              | 1     | 33.33 |
| 39      | 0.5            | 1              | 0.5   | 100   |
| Total   | 64.5           | 74             | 11.5  | 575   |
| Average | 3.225          | 3.7            | 0.575 | 28.75 |

(Table: B)

### Individual Scores in the Item No. 9

#### Group A (Experimental Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%     |
|---------|----------------|----------------|------|--------|
| 1       | 6              | 9              | 3    | 50     |
| 3       | 3              | 6              | 3    | 100    |
| 5       | 5              | 7              | 2    | 40     |
| 7       | 6              | 7              | 1    | 16.67  |
| 9       | 5              | 7              | 2    | 40     |
| 12      | 3              | 4              | 1    | 33.33  |
| 14      | 2              | 4              | 2    | 100    |
| 16      | 4              | 5              | 1    | 25     |
| 18      | 1              | 2              | 1    | 100    |
| 20      | 2.5            | 5              | 2.5  | 100    |
| 21      | 0.5            | 3              | 2.5  | 500    |
| 23      | 1              | 2              | 1    | 100    |
| 25      | 0.5            | 1              | 0.5  | 100    |
| 27      | 0.5            | 2              | 1.5  | 300    |
| 29      | 0.5            | 1              | 0.5  | 100    |
| 32      | 0.5            | 2              | 1.5  | 300    |
| 34      | 0.5            | 2              | 1.5  | 300    |
| 36      | 0              | 1.5            | 1.5  | 150    |
| 38      | 1              | 2              | 1    | 100    |
| 40      | 1              | 2              | 1    | 100    |
| Total   | 43.5           | 74.5           | 31   | 2655   |
| Average | 2.175          | 3.725          | 1.55 | 132.75 |

(Table: A)

### Individual Scores in the Item No. 9

#### Group B (Control Group)

| R.N.    | P <sub>1</sub> | P <sub>2</sub> | D    | D%      |
|---------|----------------|----------------|------|---------|
| 2       | 8              | 9              | 1    | 12.5    |
| 4       | 6              | 7              | 1    | 16.67   |
| 6       | 6              | 7              | 1    | 16.67   |
| 8       | 4              | 5              | 1    | 25      |
| 10      | 4              | 5              | 1    | 25      |
| 11      | 4              | 6              | 2    | 50      |
| 13      | 3.5            | 6              | 2.5  | 71.43   |
| 15      | 0              | 1              | 1    | 0       |
| 17      | 1              | 2              | 1    | 100     |
| 19      | 0.5            | 1              | 0.5  | 100     |
| 22      | 2              | 3              | 1    | 50      |
| 24      | 1              | 2              | 1    | 100     |
| 26      | 1              | 2              | 1    | 100     |
| 28      | 1              | 2              | 1    | 100     |
| 30      | 0              | 1              | 1    | 0       |
| 31      | 1              | 2              | 1    | 100     |
| 33      | 0.5            | 0.5            | 0    | 0       |
| 35      | 1              | 2              | 1    | 100     |
| 37      | 0              | 2              | 2    | 0       |
| 39      | 0.5            | 1              | 0.5  | 100     |
| Total   | 45             | 66.5           | 21.5 | 1067.26 |
| Average | 2.25           | 3.33           | 1.08 | 53.36   |

(Table: B)