The following classroom experiment involved the students in a discussion activity. The teacher asked the students to observe a particular action and describe it. The students were then asked to write down what they observed. The experiment was repeated several times with different actions. The results were analyzed and a number of conclusions were drawn. Further research is needed to expand the understanding of the phenomenon. The students were impressed by the effectiveness of the experiment and expressed their intention to conduct similar experiments in the future.
The following graph shows the accuracy in the number of words per 100 words.

In this way the learner could see their progress.

The formula used for the following formula:

\[
\text{Accuracy} = \frac{\text{Number of words correct}}{\text{Total number of words}} \times 100\%
\]

In the experiment, the number of similar words was compared with the number of non-similar words. The non-similar words were distributed among the poems, and the number of (6) poems were distributed. The number of poems used was limited to 10 poems, and the number of non-similar words was limited to 10 poems. The poems were distributed among the poems, and the number of (6) poems were distributed. The reference and the number of poems used were limited to 10 poems. The poems were distributed among the poems, and the number of (6) poems were distributed. The poems were distributed among the poems, and the number of (6) poems were distributed. The poems were distributed among the poems, and the number of (6) poems were distributed. The poems were distributed among the poems, and the number of (6) poems were distributed. The poems were distributed among the poems, and the number of (6) poems were distributed. The poems were distributed among the poems, and the number of (6) poems were distributed. The poems were distributed among the poems, and the number of (6) poems were distributed. The poems were distributed among the poems, and the number of (6) poems were distributed. The poems were distributed among the poems, and the number of (6) poems were distributed. The poems were distributed among the poems, and the number of (6) poems were distributed.

The course was used with students of the English department of

**REFERENCES**

1. Although the learner initial and final, the learner makes the greatest improvement.
2. The learners who made the most improvements made the greatest.
3. The learners who made the greatest improvements made the greatest.
4. The learners who made the greatest improvements made the greatest.
5. The learners who made the greatest improvements made the greatest.
6. The learners who made the greatest improvements made the greatest.
7. The learners who made the greatest improvements made the greatest.
8. The learners who made the greatest improvements made the greatest.
9. The learners who made the greatest improvements made the greatest.
10. The learners who made the greatest improvements made the greatest.

IMPROVEMENT IN RELATION TO INITIAL SCORE

<table>
<thead>
<tr>
<th>Initial Score</th>
<th>Number of Words in 100 Words</th>
<th>Number of Words in 100 Words</th>
<th>Number of Words in 100 Words</th>
<th>Number of Words in 100 Words</th>
<th>Number of Words in 100 Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>17</td>
<td>22</td>
<td>27</td>
<td>34</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>13</td>
<td>18</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>11</td>
<td>16</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>19</td>
<td>26</td>
</tr>
</tbody>
</table>