

**EFFECTIVENESS OF ANIMATED FILMS FOR  
DEVELOPING VOCABULARY AND LANGUAGE  
FUNCTION**

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

**Submitted By  
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Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

**2016**

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## **DECLARATION**

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

Date: 26-07-2016

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Miss. Manisha Gurung has prepared this thesis entitled **Effectiveness of Animated Films for Developing Vocabulary and Language Function** under my guidance and supervision.

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# DEDICATION

*Dedicated to*

*My Parents who devoted their lives to make me what I am today.*

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Date: .....

**Manisha Gurung**

## **ABSTRACT**

This thesis entitled **Effectiveness of Animated Films for Developing Vocabulary and Language Function** attempts to find out the effectiveness of animated films in developing vocabulary and language function. It was carried out by following the experimental research design. To carry out this research, thirty - six students of grade six from a government aided school of Sankhuwasava, were selected as sample population. A test consisting of six different test items was the main tool for data collection. A pre-test was given before using animated films to determine the proficiency of the students. Then, they were divided into two groups on the basis of the odd-even roll number according scores obtained in the pre-test. After dividing them into two groups, both groups were taught the same vocabularies and language function using different materials. Group 'A' was taught showing animated films and the definitions and explanations were used for teaching vocabulary and language function in group 'B'. After teaching for one month, a post - test (the same pre-test) was given. Then, the result of the both pre-test and post-test were compared to determine the effectiveness of two techniques. The main finding of this study is that teaching showing animated films as an technique at grade six is more effective than teaching through definitions and explanations for learning vocabulary and language function.

This thesis consists of five chapters. The first chapter is introduction of the study. The introduction consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals the review of theoretical literature that consists of review of theoretical and empirical literature including conceptual framework. Likewise, the third chapter of this study consists of the methods and procedures of the study. The design of the study, population and sample, sampling procedure, data collection tools, data collection procedures also included in third chapter. Similarly, the fourth chapter includes the product of the analysis and

interpretation of the data and findings. On the basis of analysis and interpretation of the results, the findings are derived. The findings show that using animated films technique in teaching vocabulary and language function has relatively better impact and students can develop better vocabulary and language function than those who are taught through definitions and explanations. Furthermore, fifth chapter includes conclusions and recommendations made based on the findings. Finally, the references and the appendixes, which are necessary for the validation of the research, have also presented.

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## LIST OF ABBREVIATIONS USED IN THE STUDY

%	Percentage
&	And
Av.	Average
D%	Difference between the scores of the pre-test and pos-test in percentage
D.	Difference between the scores of the pre-test and post-test
e. g.	For Example
ELT	English Language Teaching
ESL	English as a Second Language
Et al.	And Others
Etc.	Etcetera
F.M	Full score
M.Ed.	Master in Edcuation
No.	Number
P.	Page
Post-t	Post-test
pre-t	Pre-test
R.N	Roll Number
TBLT	Task Based Language Teaching
T.S.C	Total Score
T.U	Tribhuvan University
TV	Television



# CHAPTER ONE

## INTRODUCTION

The present research study entitled **Effectiveness of Animated Films for Developing Vocabulary and Language Function** centralises on the effects of using animated films while developing vocabulary to the lower secondary level students. Cartoons, films and TV shows are an integral part of students' lives. So, it makes perfect sense to bring them into the language classroom. Animated films motivate students in language learning process more entertaining and enjoyable way. Therefore, I decided to carry out the research on this very topic for exploring the effectiveness and impact of animated films on ELT classrooms.

### 1.1 Background of the Study

Language is species specific. It is a voluntary vocal system of human communication. Communication means exchange of message, information, ideas etc. among human beings. In the process of communication, one perceives the clear picture of the world through the language. We use language to express inner thoughts, feelings, emotions and experiences, to communicate with others, to fulfil our wants and needs, as well as, to establish rules and maintain our culture. Language is the symbolic system based on pure arbitrary convention infinitely extendable and modifiable according to the changing needs and condition of the speakers. In this way, language is taken as the unique possession of human being that most conveniently used and it bounded human being to a bund. Therefore, language is the prior means of communication.

There are different languages spoken all over the world. Among all the languages, English is world widely accepted as an international language which is used for global communication. In addition to their national languages, nowadays, most countries around the world has put more emphasis on English

language education, realizing that English has played greater roles in international trade, technology, education, entertainment and other aspects of social life. Due to this increasing expansion of the scope of English demands learning of it as a second language has also been increasing rapidly. . It is found to be the most important and prominent one which is widely used as a link language. In the context of Nepal, English subject is included in the curriculum of grade one to twelve as a compulsory subject. Moreover, it is taught as an elementary or major subject in the universities as well.

Every language is rich in vocabulary items which are the main instrument to express the ideas. The more vocabulary items we have, the more we can express our ideas in different fields. Vocabulary is the most significant aspect of language. It is a tool of thinking and a medium of exchanging ideas. It has been defined as the total number of words which make up a language. Without achieving a higher number of vocabularies, we cannot express our ideas clearly. Therefore, students have to gain a large number of vocabularies. There are different vocabulary items which have their different meanings. Some vocabularies may have conceptual and associative meanings. Two vocabularies may have same meaning called synonym or opposite meaning called antonym technically. It is, therefore, very difficult but important to have the knowledge and informative to play with words. An ELT teacher needs to select and grade vocabularies according to the level and capacity of the students. Use of vocabulary in context brings change in meaning like literal, metaphorical etc. Language students need to learn the lexis of the language.

Vocabulary can be taught in different ways. Many methods and approaches are practiced in teaching vocabulary according to the type and nature of vocabulary. Nowadays, traditional teaching techniques, for example, lecture, demonstration, translation, etc. have been date expired techniques for teaching vocabulary because it is obvious that the mere explanation and definition of vocabulary teaching is quite boring to the students as there is little chance of student's participation. So that, teaching vocabulary is really challenging task.

Harmer (1991, p. 161) has presented different techniques for teaching vocabulary, for example, realia, picture, mime, action and gesture, contrast, enumeration etc. Similarly, many other researchers have conducted the research on teaching vocabulary through different methods and techniques. Besides that, for developing vocabulary, I have chosen animated film as a technique as we all know that animated films and cartoons are closely related with the life of young children as they are easily attracted and fascinated by them. Animated films can give students realistic models to imitate the dialogue with simple languages to understand and learn the words in context.

## **1.2 Statement of the Problem**

Generally speaking, Nepal has very limited resources for the English language exposure. The only exposure of English in most of the ELT situation in Nepal is books and teachers. Text books are not easily accessible and most of the books available in the market are very expensive for a Nepalese purse. An English teacher seems to be only savior for him/herself is in a desperate need of someone's help. Many of them lack of training and a proper professional guidance. The teacher's English is usually not even good enough to conduct the English class in the target language. With no other means of exposure, developing and teaching English speech is a real challenging task for both teachers and students in the context of Nepal.

The importance of exposure in language learning cannot be denied. The type and the quality of exposure decide the final outcome of the language learning. Though the language exposure in a foreign language situation is quite different from that of the first language, however learning a foreign language could be as natural as the first language learning if the students are provided the authentic exposure. Language is a verbal behaviour. Like any other behaviour, it is copied and learned from what is available there in the present situation in which the learner is. The lack of exposure or the faulty exposure creates a big problem in

language learning. Hence, animated films can be a good exposure for developing vocabulary of the students.

We are in the era of 21<sup>st</sup> century which is often called as the era of science and technology. In present context, just depending upon the teacher and textbook, other effective techniques are less used. Among this, using animated movie as a technique can be taken as an instrument to provide variety of exposure to the students. Animated films have always been a matter of great interest among the young children. Because of their outstanding ability to present complete communicative situations, an animated film can be a great source of language exposure to the children.

Here, I attempted to find out the effect of animated films in developing vocabulary and language function to the children at primary level in keeping in consideration the hypothesis that its findings might be beneficial for the perspective agents to adopt them in the days to come. All in all the following key problems can be taken into consideration.

- i) All the community-managed school could not afford the advanced technology which is available in the market because of limited budget and some of them do not adopt it because of lack of knowledge of using it even though they are able to afford it.
- ii) There is growing concern among the parents about watching the TV networks by children and the negative consequences they have allegedly had on them so they do not allow their children to see cartoons on TV channel.
- iii) While watching animated film, the exposure part is neglected by viewers and they often take it as a medium of entertainment.
- iv) Animated film is not taken as the teaching material for classroom activities.
- v) Some of the teachers have applied films as teaching materials but the outcome is not satisfactory as it need to be.

Although the animated films are the interest of children, no significant studies have been done in making its use in the language teaching of young learners. Whenever we talk about the use of audio-visual in the ESL classroom, we think about either language films or documentary films the subject and nature of which is not that appealing to the young learners. Thus, this study is an attempt to find out an alternative to such audio-visual materials and to find out how far the animated film is effective in developing vocabulary in young children.

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

The objectives of the study were as follows:

- a) To find out the effectiveness of animated films for developing vocabulary and language function.
- b) To recommend some pedagogical implications.

### **1.4 Research Questions**

The clear objectives need to be structured that lead me to undertake the study systematically in order to carry out the research. Research questions should be designed according to the objectives of the research. The research was oriented to find out the answer of the following questions:

- a) What is the effect of animated films on developing vocabulary and language function in ELT classroom?
- b) Can animated films be effective for developing vocabulary and language function at lower secondary level?
- c) Can students get benefitted from the use of animated films in English classroom?

### **1.5 Significance of the Study**

The present study is significant to those who are interested in language teaching and learning (particularly to English language teachers). It aims at

establishing the degree of effectiveness of animated films as a teaching technique. It will definitely arouse a new interest among exports, curriculum developers, practitioners, teachers and even the university students who are going to pursue their career in teaching. It is also useful for resource persons to develop relevant materials.

As the study provides information on the use of animated films in teaching vocabulary in the classroom, it will indeed encourage the English language teachers to be up to date with information and communication technology and to implement animated films as a technique in teaching vocabulary items. It will encourage syllabus designers to design English language syllabus including animated films as one of the instructional techniques. Textbook writers will equally be benefited while devising activities for vocabulary teaching and learning. It will also be helpful for the researchers who want to carry out further research on this area. Furthermore, it would be a helpful measure in the field of vocabulary teaching.

## **1.6 Delimitations of the Study**

It is difficult to include a large area in this kind of small research due to the limited time and resources. So, some limitations of the study were as follows:

- a) The study was limited to Shree Saraswati Secondary School, Sankhuwa–sava district.
- b) Only lower secondary level students was the population of the study and only thirty-six students of grade six of the same school was selected as the sample population.
- c) The study was limited to vocabulary aspect and language function only.
- d) Though there are several techniques of teaching vocabulary and language function, only showing animated films as a technique was used for the study.
- e) The study was limited to experimental research design only.

- f) The sample population for the study was selected using systematic random sampling procedure and data collection tool was test items only.

## 1.7 Operational Definition of the Key Terms

An operational definition, when applied to data collection, is a clear, concise detailed definition of a measure. Many key terms are used while conducting a research. It includes many technical terms with different contextual meaning according to the field and area of the study. The need of operational definition of those key words is fundamental because the only way to ensure consistent data collection is by means of a detailed operational definition that eliminates ambiguity. Some operational definitions of the key terms used in this study are mentioned as follows:

**Animated film:** In this study, animated film refers to the children's films made by pictures and drawings to look as if they are real moving and talking. Media such as animated film has a very significant role to motivate the student to learn vocabulary and to make the atmosphere of teaching and learning more interesting

**Vocabulary:** It refers to the word that a person knows in a particular language and one of the components of language that has a meaning and definition. The more vocabulary items we have, the more we can express our ideas in different fields.

**Exposure:** It refers to giving knowledge about English language. To make students competent in English, authentic exposure should be provided.

**Technique:** It refers to the way of presenting the subject matter to the students. And besides the several techniques, animated movie is a one.

**Test:** It refers to the tools intended to measure students' expression of knowledge, skills, or abilities. Test items should be provided to the student to know the effectiveness of adopted technique in experimental research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Review of theoretical literature provides an insight to researcher related to a number of aspects that have a direct or indirect bearing in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that researcher, wishes to do.

#### **2.1 Review of Theoretical Literature**

One of the most important things to help learners to communicate successfully is knowledge of vocabulary. The richer vocabulary we have, the better we can communicate. Hence, in order not to fail on the way of teaching and learning vocabulary, teachers and students must try their best to find out an appropriate method of themselves. Using visual aids, specially animated films, is a good way to teach vocabulary and really important and necessary for the new method of teaching and learning. This chapter aims at providing some theoretical background of the study.

##### **2.1.1 Defining Vocabulary**

The term ‘Vocabulary’, in general, refers to the total number of words that make up language. A unit of vocabulary is generally referred to as a lexical item or lexeme. Likewise, lexicon is synonymous with vocabulary. The lexicon has been characterized as a mental inventory of words and productive word derivational processes. Regarding this notion, Richards et al. (1985, p. 307), says “Vocabulary refers to a set of lexeme including single word, compound word and idioms”. It means, vocabulary includes to the list of lexical items, what we call words. It is one of the important aspects of language which plays the role of building blocks in language.



According to Harmer (1991, p.153), “If a language structure makes up the skeleton of language then it is vocabulary that provides the vital organs and flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used”. So, vocabulary is the most vital aspect of language without which a language cannot exist. Each and every language consists of vocabulary items which are the main instruments to express ideas. It is one of the aspects of language which students should learn. Vocabulary is important for a language learner to have knowledge and information on how to play with the words. Teaching vocabulary is significant aspect of teaching and learning language.

### **2.1.2 Importance of Teaching Vocabulary**

Vocabulary teaching is generally a matter of remembering unlike learning grammar, which is a system based mainly on rules. To be able to teach language as effectively as possible, it is important to know words are remembered and stored in students' minds and how long term memory is organized. Teaching vocabulary is clearly more than just presenting new words. Although, sounds are building blocks of language, word is probably the most important units of language. We cannot express the meaning of an utterance unless the words are used no matter how skilful we manipulate the grammatical structure of that sentence or utterances create good impression on the hearer. So, the vocabulary teaching is essential.

It is undeniable that vocabulary, like grammar and phonetics, plays an important role in learning a language. According to Wilkins (1972, p.111) “ Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed”. Concerning the significance of vocabulary, Wallace (1982, p.123) “It is due to the lack of adequate knowledge of vocabulary that people get frustrated when they do not find words they need to express their thoughts, ideas and feelings while communicating in the target language, so, it needs adequate number of vocabulary to engage in communication ”. By these

statements, the researcher concludes that vocabulary is the decisive component of all uses of language. If the learners have a wide range of vocabulary, they will have more confidence to communicate with others and vice versa. They can meet many difficulties to express themselves and communicate with others.

Therefore, a good store of words is crucial for understanding and communication. A major aim of most teaching programmes is to help student to gain a large vocabulary of useful words.

### 2.1.3 Aspects of Learning Words

Teaching vocabulary is an entire notion which contains various aspects of vocabulary, for instance, word meaning, word use, word formation and word grammar. Unless the learner commands over these aspects of word, his/her learning remains incomplete.

It is obvious that some words are more frequent in use than others due to which we should lay emphasis on selection of words having high frequency, range coverage, learn ability etc. While teaching vocabulary items, apart from this, we should be aware of which aspects of the words to be highly considered. Regarding this, Harmer (1991, p. 158) has summarized knowing words as follows:

WORDS	MEANING	meaning in context
		Sense relation
	WORD USE	metaphor and idiom
		collocation
		style and register
	WORD FORMATION	parts of speech
		prefix and suffix
		spelling and pronunciation
	WORD GRAMMAR	Nouns: countable and uncountable, etc.
		verb complementation, phrasal verbs
		Adjectives and adverbs: position etc.

### 2.1.3.1 Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. For example, the word 'Put' obviously means verb (e.g. Did you put sugar in my coffee?). But it has more than 20 different meanings while combining it with different prepositions (which are called phrasal verbs). We decipher the meaning of a word by looking at the context in which it is used and by looking its relation to other words. For example, the word 'bank' refers to the place where we keep money in one sense and, it has next meaning, 'the coastal area of a river'. If we see a man drawing out his cheque book and, saying 'I am going to the bank', the word 'bank' refers to 'financial institution' but if a man on a boat says, 'I am going to the bank', it refers to the coastal area of a river.

Thus, to teach the word 'bank' the teacher should teach how the word 'bank' is used to give different meaning in different context.

Next significant aspect of word meaning is sense relation. Sense relationship refers to the various ways in which the meanings of words may be related. The relationship might be sameness or similarity of meaning in which case it is called synonym, or it might be of opposite meaning in which case it is called antonym, and so on. Gairns and Redman (1992, p. 82) states "The meaning of a word can be understood and learnt in terms of the relationship with other words in language." Likewise, Yule (1985, p. 118) says, "Words are not only the meaning containers and role players but their relationship." There are, various such relationship. The sense relationship incorporates the following features:

Lexical/Sense Relation	Synonymy
	Antonym
	Hyponymy
	Prototype
	Homophony, Homonymy, Polysemy
	Metonymy
	Denotation and connotation

### **a. Synonymy**

This is the relationship of sameness of meaning. Two words or lexemes having same meaning (horrible and terrible, lead and guide) are called synonyms.

Synonyms are similar but seldom will the same meaning even between words that seem interchangeable, such as rich and wealthy, one be performed over the other in certain contexts and by particular speakers. But the word having similar meaning may be inappropriate in different contents i.e. handsome refers to very pleasant to look at a man but it does not show the function of beautiful, pretty, cute etc.

### **b. Antonymy**

This is the relationship of oppositeness of meaning. Two words or lexemes having opposite meaning (discourage and encourage, married and bachelor etc.) are called antonyms. Antonym is often thought of as opposite of synonymy, but the status of the two are very different. For languages have no real need of true synonyms, and it is doubted whether any true synonyms exists. But antonym is a regular and very natural feature of language and can be defined fairly precisely". There are four main types of antonyms. (i) Gradable antonym. It is seen in terms of degree of the quality involved. In other words, gradable antonyms can be graded e.g. most and least, big and small, old and young etc. All of them can be graded (ii) Complementarily: This kind of antonym refers to the relation between words or lexemes (male and female, dead and alive etc.) whose meanings are mutually exclusive: truth of one implies the falsity of other (iii) Converses: Converses refers to a pair of words (wife and husband, lend and borrow etc.) anyone of whose presence implies the presence of the other. Converse pair is called relational opposites by Palmer (1996) (iv) Incompatibility: It refers to two sets of lexemes that are mutually exclusive members of the same category. For example, red, green etc. are incompatible lexemes or multiple incompatibles within the category colour. It

would not be possible to say 'I am thinking of a single colour, and it is green and red'.

**c. Hyponymy**

The relation between two lexical units in which the meaning of the first is included in that of the second is called hyponymy. For example, the words mango and apple are hyponym of fruit because mango and apple are included within fruit. Therefore, the words mango and apple are both hyponyms, and together they are co-hyponyms i.e. the relationship between the meaning of mango and apple is known as co- hyponymy.

**d. Prototypes**

Prototype means the first design of something from which other forms are derived. Yule (1985, p. 120), defines prototype as the element useful to explain meaning not in terms of component features but in terms of resemblance to the clearest example. The dove and pigeon are the closer prototype than vulture and ostrich to make a clear concept of bird. A dove would be a prototype of bird whereas an ostrich would not because of its typical characteristics, notably its inability to fly. If the vocabulary teaching is performed with prototype, the students get chance to activate their passive vocabulary as well as the new vocabulary items can also be introduced to them in interesting way.

**e. Homonymy**

This refers to lexical items which have the same form but different in meaning. For example, the word like can be two quite different words as 'I like looking' and 'It looks like new'. When homonyms provide a headache for the learners, their ambiguity is a rich source of human. Thus, the teacher should teach different homonyms while teaching vocabulary items.

## **f. Homophony**

Homophony is a type of homonymy. Homophones are the words which have same pronunciation but different meaning and spelling. Some examples are given below

mi:t	meat (the flesh of animal ate as food)
	meet (to be in the same place or get together)
ai	I (1st person, the speaker)
	eye (body part we look with)

## **g. Polysemy**

Polysemy refers to the multiple meanings of a simple word as 'foot' which can mean bottom of the leg', 'bottom of a mountain' etc. Crystal (1995, p. 295) defines, "It refers to a lexical item which has a range of different meaning. The lexical meanings of a polysemic word are not entirely different; they are in some way connected to the word. Thus, although the polysemous nature of vocabulary provides a complete headache for learners, it equally becomes useful if teacher teaches them different shades of meaning of a word in interesting way.

## **h. Metonymy**

It refers to a figure of speech in which the name of an attribute of an entity is used in place of the entity itself. This is the different type of relationship between words based on a close connection in everyday experience.

## **i. Denotation and Connotation**

Denotation of a word refers to the conceptual meaning of that word. The most central part of the meaning of a word is related to the objects and things in the word. By contrast, connotation refers to the meaning which is attached to the

basic meaning of a word so that it is also called secondary meaning of associative meaning. The following example makes it clear.

Boy	
denotative meaning	connotative meaning
(a young, male, human being)	(a young, male, human being, who is playful, noisy, lovable)

### 2.1.3.2 Word Use

What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. Word meaning is frequently stretched through following elements.

#### a. Metaphor and Idiom

Metaphor refers to a figure of speech which makes uses of comparison of descriptive term for a person and thing which is literally impossible. Richards et al. (1985, p. 106) state that in a metaphor, no function words are used. Something is described by stating another thing with which it can be compared. In "his words stabbed at her heart", the words did not actually stab, but their effect is compared to the stabbing of knife.

#### b. Idiom

Idiom refers to a sequence of words which is semantically and often syntactically restricted so that they function as a single unit. Semantic point of view, the meanings of the individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. Hence, idiom is an expression which function as a single unit and whose meaning cannot be worked out from its separate parts. For example, 'It's raining cats and dogs, does not allow it is raining a cat and a dog'.

### **c. Collocation**

Word meaning is also governed by collocation. Collocation refers to the way that words normally occur together. In order to know how to use the word 'Sprained' we need to know that whereas we can say 'sprained ankle', 'sprained wrist', we cannot say 'sprained leg' or 'sprained arm'. Similarly, we say 'drive a car but ride a bicycle'. The best way of picking up normal collocations is therefore by exposure to the target language in all sorts of different contexts.

### **d. Style and Register**

We often use words only in certain social and topical contexts. What we say is governed by the style and register we are in. Style usually varies from casual to formal according to the type of situation, the person addressed, the location, the topic discussed. If you want to tell someone you are angry you will choose carefully between the neutral expression of this fact (I'm angry) and the informal version (I'm really pissed off). The latter would certainly seem rude to listeners in certain contexts.

Register refers to a speech variety used by a particular group of people, usually sharing the same occupation or the same interests. Register often distinguishes itself from other registers by having a number of distinctive words, by using words or phrases in a particular way. In this context, Thornbury (2002, p. 11) says "A distinction is often made between style and register. A register of English is a variety of the language as used in specific contexts, such as legal English, academic English or technical English. Discrepancies in style and register are as disconcerting as unusual collocation"

### **2.1.3.3 Word Formation**

Words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. Ur, (1996, p. 62) says, "Vocabulary items, whether one word, can often be broken down into their component 'bits'. Exactly, how these



bits are put together in another piece of useful information perhaps mainly for more advanced learners" Ur, p. 1996, p. 62)

Yule (1985, p. 64) states, "The study of the processes whereby new words come into the relatively straight forward process for the changing of their structure." So, we can say that word formation is the process to make constant evolution of language in terms of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of the language users.

Yule (1985, p. 64) has categorized word formation in the following different ways:

Word – Formation	Compounding
	Coinage
	Blending
	Borrowing
	Clipping
	Backformation
	Acronym
	Modification
	Reduplication
	Conversion
	Affixation

Students should recognize well with the knowledge on ways of words written style and change in form and meaning.

The words can be combined to make one item: a single compound word (bedroom) or two separate (reading room), sometimes hyphenated words

(grim-faced, tax-free). Again, new coinages using the kind of combinations are very common. Two words can be blended to form one new word i.e. called a blend, for example,

hotel + motor = motel

breakfast + lunch = brunch

A word can be co-opted from one part of speech and used as another process called conversion, for example.

I walk to school everyday (verb)

I take a long walk every morning. (noun)

Additionally, new words can be coined by shortening/clipping longer words.

For example,

Telephone= Phone

Flu= Influenza

Forming a new word by the removal of an affix from the existing word is called back formation. For example, 'real' from 'reality' 'drama' from 'dramatic'.

Likewise, words can be formed by borrowing from another language. For example,

The technique of grouping the initial letters to form a new word is known as acronym. For example, SAARC from South Asian Association for Regional Co-Operation.

Derivation of a word from another word by changing a sound segment/spelling in writing is called modification. For example, foot of feet, tooth of teeth etc.

Reduplication is the process of word formation in which prefix or suffix reflects certain phonological characteristics of the root, for example, Ding-dong, Tip- Top.

Affixation is the morphological process whereby grammatical or lexical information is added to a stem. Crystal (1995, p. 115) divides affixation into two types: inflectional and derivational.

The uses of inflectional and derivational affixes make variation in the structures and meaning of words in different situations. By means of inflection and derivation the grammatical value of a word also can be changed which the instructor has to make clear to his learners. Students should be well acquainted with how the content words are formed in different ways by means of the affixes and how the structural words bring entire change in meaning. The inflectional suffixes do not make any change in word class and basic meanings while they are used with the stem. But the derivational affixes bring change in meaning and word class. Both processes are discussed below.

#### **a. Inflection**

Inflection is the bound morpheme used in word formation which does not make any basic meaning change. Hockett (1958, p. 209) defines, inflection as the part of morphology which involves inflectional affixes. In a single paradigm only one inflection can be used. Inflection can also be defined as a change in the form of a word to express its relation to other words in the sentence. Inflection does not make any change in word class, e.g. walk- walks- walked, but it changes the grammar of words.

#### **b. Derivation**

Derivation is the most common word formation process used for the production of new English words. In derivation a large number of small bits of language called affixes are added to other words. For example; un-, mis-, dis-, pre-, -less, -ment, -ful, -ism, -ish are added in the words like unable, misunderstanding, display precision, helpless, arrangement, baleful, heroism, childish etc. We can say that derivation is a process where new words are formed from the existing words, example, write -writer, drink-drinkable.

Therefore, word formation means knowing how words are written and spoken and knowing how they can change their form. So, the students should be made familiar to all these phenomena while teaching vocabulary items.

### **2.1.3.4 Word Grammar**

Just as words change according to their grammatical meaning, the use of certain words can trigger the use of certain grammatical patterns. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say 'one table ' or 'two tables'. The latter can only be singular; we cannot say 'two furniture's'. This difference has then certain grammatical implications. 'Table' can collocate with plural verbs whereas 'furniture' never can collocate with plural verbs unless it is the name of a pop group.

There are also nouns that are neither countable nor uncountable but which have a fixed form and therefore collocate only with singular or plural verbs, e.g. mathematics, people etc.

Verbs trigger certain grammar too. 'Tell' is followed by an object +to + infinitive, for example (she told him to write a letter) and so is 'ask'. But 'say' does not work in the same way. Knowing modal verbs like 'can' 'should' etc. means also knowing that these verbs are followed by a bare infinitive without 'to'. When students don't have this kind of knowledge they come up with erroneous sentences.

There are many other areas of grammatical behaviour that students need to know about. What are phrasal verbs and how do they behave? How are adjectives ordered? What position can adverbs be used in? Without this knowledge we cannot really say that students know vocabulary items such as 'look after', 'tired' and 'happily'?

Thus, somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular. By being

aware students will be more receptive to the contextual behaviour of words when they first see them in texts, etc. and they will be better able to manipulate both the meanings and forms of the word.

We can draw the conclusion from the above description that knowing a word does not mean only recognizing meaning but also knowing word use, formation and grammar. So, while teaching words, the teacher should lay emphasis on teaching all the aspects of vocabulary items.

### **2.1.3.5 Techniques of Teaching Vocabulary**

Technique refers to a particular stratagem used to present the language item to the students in an understandable way in order to accomplish an immediate objective of the lesson. The main aim of teaching vocabulary is to make students to find out word meaning themselves in different context. So, vocabulary items should be taught in a way that must help learners to use it in proper and suitable context. So, the techniques should be perfect for vocabulary teaching. Harmer (1991, p. 161) gives following ways to present the meaning of new vocabulary.

- a) **Realia:** It is the use of real objects in classroom like postcards, pen ball, etc.
- b) **Picture:** Pictures can be used when concrete objects are impossible to bring into classroom.
- c) **Mime, Action and Gesture:** Explaining the meaning of words through realia or in pictures, sometimes, become impossible. So, we can use of mime, action and gesture in ELT classroom.
- d) **Contrast:** We can contrast the meaning of words like 'big' with 'small'.
- e) **Enumeration:** This is the way to relate specific words with general words.
- f) **Explaining:** Instead of giving direct or dictionary meaning of the word, we can explain the meaning of the word which must include any fact of words' use which is relevant.

- g) Translation: we can teach meaning of the new word translating it into students' mother tongue. It is useful in teaching the meaning of abstract words, e.g. 'love', 'democracy', etc.

#### **2.1.4 Language Functions**

Language functions refer to the purpose for which an utterance or unit of language is used. Language function is generally classified as grammatical function and communicative function. Grammatical functions deal with the relationship that a constituent in a sentence has with another constituent. For example, in a sentence, 'Prem kicked the ball.' Prem is the subject of the verb 'kicked' and 'the ball' has the function of the object of the verb. The scope of present study does not cover grammatical functions. It mainly concerns with language functions. But, for our purpose, language functions mean communicative functions of language. Communicative functions of language refer to the communicative goal for which a language is used in a community. For example, greeting, requesting, inviting, denying, promising etc. are the function of the language. The detail of communicative functions is given in the following section.

##### **2.1.4.1. Communicative Functions**

Communicative functions refer to the communicative goal for which a unit of a language is used in community to accomplish a certain purpose. The ultimate aim of language teaching is to make students able to use language in communication. Students need to develop listening, speaking, reading and writing skills to use language in communication. Knowing English, therefore, must mean knowing how to communicate in English. This involves not only producing language correctly but also using language for particular purposes. For example, being able to advise in English, make prediction, and describe people. If learners are able not only to produce and understand structure of language but also use it to express the ideas and feelings, they are said to be

communicatively competent. Obviously, students do not need to learn functions since they are universal to all language, but they do need to learn how to express these functions in English. Recognizing the importance of functions, the emphasis should be on making students aware of why they are practicing particular structure to use language in social context.

#### **2.1.4.2 Classification of the Communicative Functions**

Communicative functions of language are broadly classified into different types by various scholars and linguists. They do not seem to follow consistent system of classification of communicative functions of language and assert that the system of classification is the only accurate and appropriate for the complex system of language functions as employed in a community. In this regard, Sthapit (2000, p.10) says, “The complex nature of language and society and their relationship defines any such enumeration and partly because there is nothing like the only right or proper way of classifying language depends on how broad or how narrow a given classification is.” Therefore, linguists provide narrow to broad classification of communicative functions of language. Some of them are as follows:

Corder (1973, p.44) classifies communicative functions as follows:

1. Personal: This function refers to the use of language towards speakers to reveal his/her attitudes towards their speaking. It is addressor focused function of language.
2. Directive: It refers to the use of language towards hearer. It directs addressee to do something.
3. Referential: This function is used for describing states or events then we have referential function of language.
4. Phatic: It refers to establish relations, promote feelings of goodwill and social solidarity. It is used for beginning, continuation and termination of attention of listeners.

5. Metalinguistic: This function refers to the use of code to describe language itself.
6. Imaginative: When the focus is on expression of speaker's feelings and emotions then it is said to have imaginative function.

Similarly, Halliday (1973, as cited in Brown 1994, p.232-233) presents the seven types of classification of communicative functions of language as follows:

1. The instrumental function: This function serves to manipulate the environment, to cause certain events to happen. It acts to bring about a particular condition. For example, "This court finds you guilty." "On your mark, get set, go!"
2. The regulatory function: This function refers to the control of events. It seems to be similar with the instrumental function. But it seems to be less unpleasing than instrumental function. The regulation of encounters among people, approval, disapproval, behaviour control, setting laws and rules come under regulatory function. For example, "Upon good behaviour, you will be eligible for parole in five months."
3. The representational function: It refers to the use of language to convey facts and knowledge, to report the factual reality and statement. For example, 'The Sun is hot.' 'The Earth is round.'
4. The interactional function: It serves to maintain social rapport between and among people and to keep channels of communication open. It requires knowledge of slang, jargon, jokes, cultural mores, politeness and formality expectations for successful interactional communication in social relationship.
5. The personal function: It refers to the permission for a speaker to express feelings, emotions and personality reactions. Every person's individuality is usually characterized by his/her use of the personal function of communication where personal nature of language , cognition, affect and culture interact in ways that have not yet been explored.



6. The heuristic function: It refers to the involvement of language use to acquire knowledge, to learn about the environment. It is usually expressed in the form of question for inquiry purpose. It is used to elicit representations of reality from others.
7. The imaginative function: This function refers to the use of language for the sake of creation of imaginary ideas. Furthermore, it is the use of language to express the aesthetic pleasure through imagination to have sheer pleasure using language. For example, telling fairy tales, poetry, puns and tongue twisters. It sometimes goes beyond the real world to soar the heights of beauty of language itself to create impossible dreams too.

In the same way, Finocchiaro (1986, p.1) classifies communicative functions into the following division:

1. Personal: This communicative function of language refers to the clarifying one's ideas and expressing thoughts, feelings and needs like love, joy, pleasure and happiness.
2. Interpersonal: It helps to build and maintain social rapport between and among people. For example, greeting and taking leaves, introducing people to others.
3. Directives: This function refers to the attempt to influence or control the actions of others, accepting or refusing direction. For example, refusing to accept a suggestion or a request.
4. Referential: It talks/reports about things, actions, events in the environment of past and future.
5. Imaginative: It is the use of language creativity for artistic and aesthetic purpose. For example, creating poetry, stories, discussing music.

To make teaching learning language functions easy and systematic, different linguists tried to group similar language functions into different categories. Same language functions are classified with different perspectives depending on the way they made. Though there is variation, the classification seems to be more or less the same.

### **2.1.5 An Introduction of Animated Film**

Animated film is a kind of film which involves sound, recording a series drawing or manipulating in animate object one frame in one time. It is produced by recording photographic images with cameras or by creating images using animation techniques or visual aids. When projected, the sequences of frames take on the solution of motion. It uses computer graphic in creating animated image. It teaches students about history, science, human behaviour and any other subjects. Animation films are distinguished from live-action ones by unusual kinds of work that are done at production stages. Animation films do not do continuously filming outdoor action in the real time, but they create series of images by shooting one frame at a time.

Films can enhance the language learning process by designing a series of activities that can develop linguistic, cultural and intercultural skills, as well as developing the practices of New Media Literacy that students need for the 21st century. Audiovisual material enables students to develop a critical understanding, encouraging them to use language in a creative way. Learning languages through film can increase language learners' intercultural understanding, as well as helping them to become aware of the similarities and differences between cultures, such as everyday life, education, traditions, social customs, religious beliefs, and events of national importance.

### **2.1.6 Some Practical Uses of Animated Film**

Some practical classroom uses of animated films can be as follows:

#### a) Role Play

In an animated film like in any other films the dialogue takes place in a situation which can be well seen and heard by the viewers. When the learners see a model acted out in front of them they have a clear idea and understanding of what is required and how to perform, then any

word can explain. After watching a certain part of the animated films we can make the learner role play the same story, of course with some practices in vocabulary and structures.

b) Vocabulary

Generally, vocabulary is taught by showing flash cards or magazine cut-outs. With its features of audiovisual, an animated film has high quality of exposure. It relieves a teacher by repeating the picture and sound as required because of its technical facilities. Secondly, a learner can practice vocabulary independently without the help of teacher using animated films.

c) Copying Gesture and Intonation

Before we start role play we can pause button after each dialogue to be practiced and make the learners repeat the same dialogue with the same gesture and intonation and keep on doing so until we finish the whole conversation. In this way the student learn the correct was of intonation and accurate gestures.

d) Dialogue Practice

We can take a certain communication situation where people are talking for a dialogue practice. After viewing it several times, we can pause the button to elicit the children to produce the next dialogue, hence providing the practice the language and being part of the conversation.

Though the benefits of and disadvantages of TV networks is a matter of controversy, animated films as a successful language teaching aid cannot be completely ignored. With the advancement of communication technology more and more places of Nepal are influenced with these networks. Hence being English language teachers, we should think a better way of making maximum way of animated films in language teaching with a serious concern. We can

definitely be successful in teaching English speech with due respect of our young children's keen interest in animated films

### **2.1.7 Animated Films for Developing Vocabulary and language function**

In teaching learning process, teachers are expected to make the classroom more interesting through the medium used. Film is one of the media that can occupy an important place in the field of language teaching when we teach vocabulary to our students by showing them animated film. They use the words correctly in a lively way. By using animated films, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, besides visual aid can help students master the material. So, it can be developed as one of the technique of teaching vocabulary. Children like to watch cartoon or animated films where simple languages are used and easy to understand. It gives pleasant relaxation after intensive language work and it can be the excellent way of helping students with pronunciation, stress and intonation. It means animated films can be used to teach all the aspects of word. Animated films can be used for teaching all the skills of language i.e. listening, speaking, reading and writing. Importance of animated, films for developing vocabulary can be observed by following points.

- a) Animated film helps students to learn better living and also give them aesthetic pleasure.
- b) It makes leaning motivating and enjoyable.
- c) Animated film provides authentic and varied language.
- d) Animated film exposes students with natural expressions and the natural flow of speech.
- e) It provides the learners with real- life language input.
- f) It gives a visual context.
- g) It provides the learners an English- speaking environment.

- h) It can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills.

## **2.2 Review of Empirical Literature**

Several researches have been carried out in the field of English language teaching and learning in the foreign countries and Nepal. Likewise, many researchers have conducted in the field of teaching vocabulary. Some of the related are reviewed.

Limbu (2002) carried out a research on 'Effect of animated Film on the Development of spoken fluency in the children'. This study aimed to find out the effects of animated films for developing speaking fluency of English. All the primary level students were the population and 24 students of grade two studying at Emerald Academy, Lalitpur were taken as the sample population for her study. These selected students were divided into two groups on the basis of their roll number in the school register, in which odd numbers were numbers were put into experimental group and the even numbers were put into controlled group. A pre-test was taken in the form of oral interview to determine their spoken fluency at the entry point. Thirty lessons based on two animated films were taught to both groups and the post test was administered at the end of thirty lessons. The result of the experimental group was comparatively far better than the controlled group. It was found that animated films on the development of spoken fluency in the young children are so effective.

Likewise, Thakur (2008) conducted an experimental research on "Effectiveness of Teaching Vocabulary through Jokes and Riddles". The main objective of his study was to find out the effectiveness of jokes and riddles as a technique for teaching vocabulary. To carry out this research, all lower secondary level students were taken as the population for the study and he had selected forty students of grade six from a Private Boarding school "Cosmic International

Academy" Koteshwor, Kathmandu as sample population using systematic random sampling. Pre-test and post-test items were prepared as a major tool for data collection. At the beginning a pre-test was taken and after dividing the students into two groups, both groups were taught the same vocabulary. Group 'A' was taught using jokes and riddles and the definitions and explanations were used for teaching vocabulary in group 'B'. After teaching for one month, a post - test (the same pre-test) was given. He found that teaching vocabulary through jokes and riddles have positive effect on learning vocabulary than definitions and explanations.

Similarly, Giri (2009) conducted an experimental research entitled 'Effectiveness of Using Pictures in Teaching Vocabulary in Primary Level' to determine the effectiveness of pictures in teaching vocabulary in primary level. She took all the primary level students as the population and 50 Students of grade one studying at Shree Khaireni Higher Secondary, Khairenitar 8, Tanahun as the sample in her work. The tests (pre and post) were the major tools for data collection. She administered a pre test before actual experimental classroom teaching and post- test immediately after classroom teaching. After administering the pre-test, the students were divided into two groups on the basis of section division. One group (Group A) was taught by using pictures whereas another group (Group B) was taught using translation method. After attending fifteen lessons, she administered a post test. After that, the results of these tests were compared to determine the effectiveness of picture technique in teaching vocabulary items. From this research, she found that the students who were taught through picture technique were found to have better result than the students who were taught through translation technique.

In the same way, Bhatt (2011) carried out a research on "Effectiveness of task based approach in teaching vocabulary". The objective of this study was to find out the effectiveness of task based language teaching in teaching vocabulary. He has used experimental research design. The population of his study was all the secondary level students and sample population was 24 students of grade

nine of Dasharath Chandra Secondary School of Dhading district selected through purposive non random sampling procedure. The tools he has used to collect the data include pre-test, time on task test, progressive tests and post-test. The pre-test and post-test consisted of the same items whereas progressive test consisted of the test items related to how lessons were in progress. Similarly, time on task tests were designed in relation to the respective lessons. He found that teaching vocabulary through task based approach is effective and useful means of teaching vocabulary. Communicative method is more effective in teaching vocabulary than the other traditional methods.

Moreover, Singh (2011) conducted a research on “Effectiveness of drill for developing vocabulary teaching”. The main purpose of his research was to explore the effectiveness of vocabulary teaching through drill technique. He has used the experimental research design. The population of his study was all the secondary level students and sample population was 60 students of grade nine of Shree Janata Higher Secondary School, Siraha district selected through random sampling. A test consisting of eight different items were his main tools for data collection. A pre-test was given before starting the teaching to determine the proficiency of the students and dividing the students into two groups i.e. experimental group and controlled group. The experimental group was taught through drill technique and controlled group was taught through translation method. After the completion of teaching for a month, a post test was given and findings have been drawn which showed that the drill technique gave better result than the translation method while teaching vocabulary.

The present study is a new area of research in our context. There is no research on use of animated films for teaching vocabulary in the department of English education T.U., Kirtipur. So, I will carry out the research on “Effectiveness of animated films on Developing Vocabulary” using experimental research.

### **2.3 Implications of the Review for the Study**

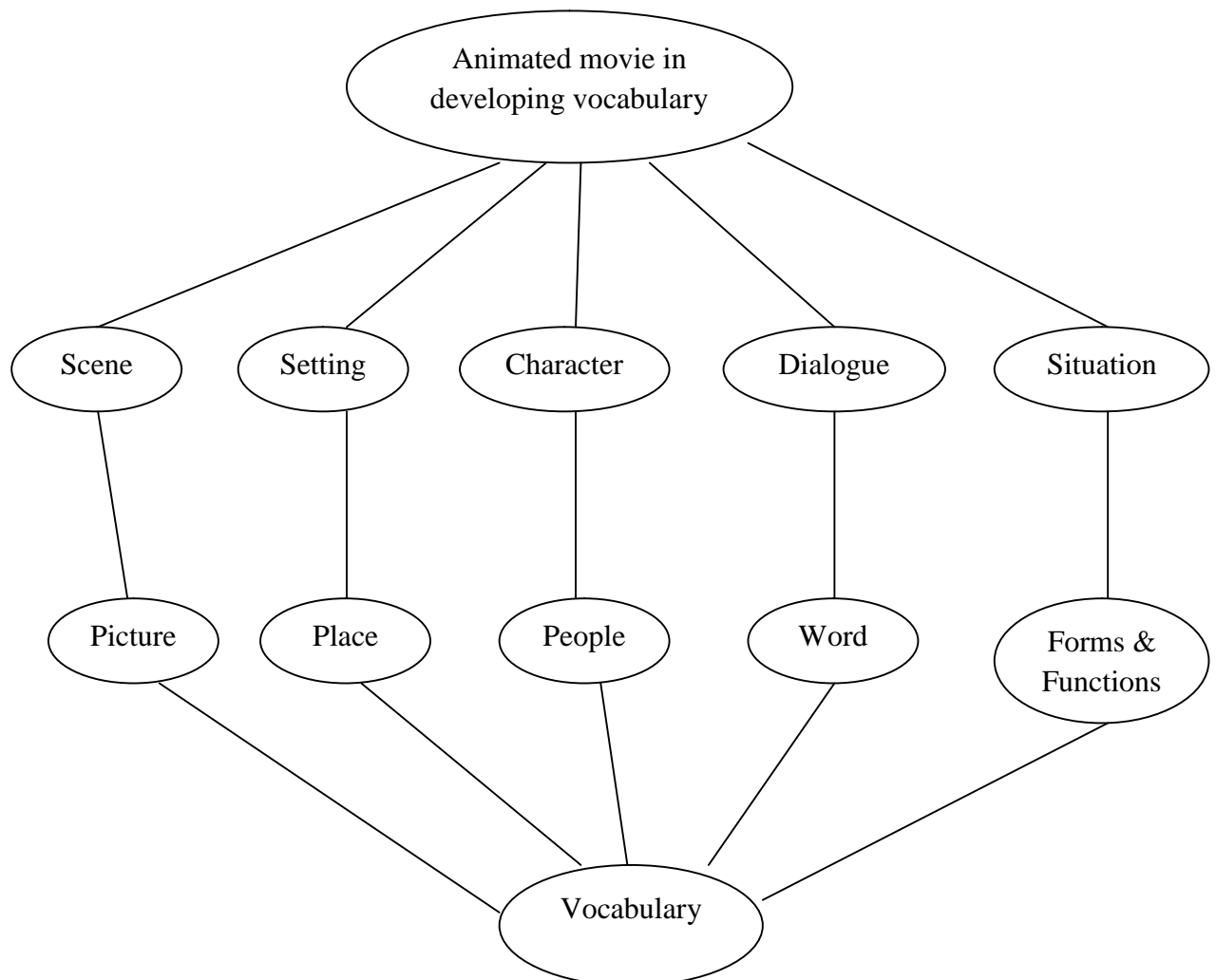
The reviewed studies are to some extent similar to the proposed study. The study of Limbu (2002) aimed to find out the effect of animated films on the development of spoken fluency. Her research helped me to get some ideas about animated films and how we can adopt it as a technique in language classroom. Likewise, Thakur (2008) carried out a research to find out the effectiveness of jokes and riddles in teaching vocabulary. From his research, I got to know the different aspects of language teaching and among them vocabulary is one of the important aspect of language and challenging task to teach. Similarly, Giri (2009) carried out a research to find out the effectiveness of pictures in teaching vocabulary. While going through her research, I got some ideas to select objectives, determine the research design, methods and procedure etc. I got to know methodology procedure of any research must be sequential and systematic. In the same way, Bhatt (2011) conducted an experimental research work to explore the effects of TBLT in vocabulary teaching. His research helped me to know that learning vocabulary in real context is more meaningful than learning through definitions and explanations. Moreover, Singh (2011) carried out a research to find out the effectiveness of vocabulary teaching through drill technique. His research helped me to prepare the test items to administer before the real teaching and after the real teaching as pre-test and post-test respectively.

These all literature provided me many ideas for preparing this research. However, I used those literatures for my study, I was not fully depend on them. I have analyzed the effect of animated films for developing vocabulary at primary level. Therefore, the proposed study is the first study in the department of English education.



## 2.4 Conceptual Framework

Animated film tells a fictional story showing different scene on different setting. Many characters involve and produce dialogue in the meaningful situation. These scene, setting, characters, dialogues etc. carry larger number of vocabulary and its meaning to describe the pictures included in scene, name of place included in setting, roles and characteristics of people, form and functions of dialogue. Therefore, through animated films, students will get an opportunity to learn the words in context which makes vocabulary learning meaningful and vocabulary teaching more effective. This concept can be shown in framework as below:



# **CHAPTER THREE**

## **METHODS AND PROCEDURES OF THE STUDY**

The process involved throughout the whole work must be systematic for the achievement of the objectives and the success of work largely depends on the way it is performed. Since research is a scientific discipline, it deserves much more attention on the part of the researcher. The methodology of the research is very important in every research as a guideline to attain the predetermined objectives.

In this study, I tried to find out the effectiveness of animated films as a technique of teaching English vocabulary and language function. The methodology that adopted during the study is discussed below.

### **3.1 Design and Method of the Study**

Design of the study is a plan, structure and strategies of investigation. It helps to collect and analysis the data and finds the solutions to the research problems. It is a framework to complete the program of the study. There are different designs of conducting research. A research design is a fixed set of procedure of conducting a research. The most common research designs used in applied linguistics are experimental, quasi- experimental, survey, ethnographic, correlation research, etc.

There are many research designs which are used to find out the truth to a problematic question. Among them, I used experimental research for the study. Experimental design is one kind of design for obtaining and treating data in which the experimental method is used. The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested.

According to, Best and Kahn (2007, p.p.171-172) “Experimental design is the blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusions about relationships between independent and

dependent variables. Selection of a particular design is based on the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it is conducted”.

### 3.1.1 Design of Experimental Research

Cambell and Stanly (1966, p.183) have discussed 16 designs of experimental research. I would like to discuss three experimental designs among them.

#### Design 1

This design uses post- test only. There is no any pre- test taken in this design. Both the group must have similar level of proficiency.

<b>R</b>	<b>X</b>	<b>O1</b>
<b>R</b>	<b>C</b>	<b>O2</b>

Source: Cambell and Stanly (1966, p.124)

Where,

R- Random

C- controlled Group

x- Experimental Group

O- Observation

#### Design 2

This design is used to compare two treatments where the researcher introduces experimentation to both groups. In this design, there no pre- test given:

<b>R</b>	<b>X1</b>	<b>O1</b>
<b>R</b>	<b>X2</b>	<b>O2</b>

Source: Cambell and Stanly (1966, p.125)

### **Design 3**

This design is very similar with design no.1 but it is different in that design has a pre- test. It is known as more scientific design of experimental research.

<b>R</b>	<b>O1</b>	<b>X</b>	<b>O2</b>
<b>R</b>	<b>O3</b>	<b>C</b>	<b>O4</b>

Source: Cambell and Stanly (1966, p.126)

### **3.1.2 Process of Experimental Research**

There are various aspects or steps to be followed while constructing an experiment research design. Planning ensures that experiment is carried out properly and that the results reflect the real world in the best possible way. According to Ojha and Bhandari (2013, p.p.186-187), while conducting an experimental research, the following procedural steps are followed.

#### **1. Framing the title**

This topic for the research should be decided on the basis of the area of interest of the researcher. First, one of the broad areas like teaching vocabulary, materials, language aspect, etc. should be selected. The researcher should read a lot of literature while doing so. The researcher works already conducted should also be reviewed along with the relevant books.

#### **2. Specifying the objectives**

The topic and the objectives of the research are interrelated. The topic guides to frame the objectives. The topic and objectives are fixed after the review of related literature. Literature is reviewed to relate the theories and proposed study with the research works already conducted.

### **3. Expanding theoretical knowledge**

The researcher should make him/ herself familiar with the topic selected, the methodologies, the independent and dependent variables, the statistical tools to be used, etc.

### **4. Visiting the field**

When the researcher is ready with the materials and tools to be used, s/he departs to the actual field to collect the data or to conduct the experiment.

### **5. Assigning subject randomly into groups**

The students should be divided into two groups randomly. These groups are also matched groups because more or less, they have to be similar in all aspects. The level of proficiency of these group must be similar otherwise the finding or result will be affected.

### **6. Giving pre- test**

A pre- test should be administered before conducting the experiment. This is done to compare the score and find out the cause- effect relationship of the new treatment. If there is gap between them, the score of the test is also used to adjust the two groups in terms of proficiency.

### **7. Giving post- test**

After the completion of the experiment, a post- test is conducted. The same set of test items are used in this test as used in the pre- test. This is done to check the relative change that has occurred due to the introduction of a new treatment.

### **8. Checking answer- sheet**

The answer- sheets should be marked after test is administered to get the score.

Experimental design is one kind of design for obtaining and treating data in which experimental method is used. To experiment the effectiveness of animated films while developing vocabulary and language function, I have chosen experimental research design.

### **3.2 Population, Sample and Sampling Strategy**

The population of this study was the students of all lower secondary schools of Matsyapokhari VDC in Sankhuwasava district. The sample population of the study was 36 students of grade 6 studying in Shree Saraswati Secondary School located at Matsyapokhari VDC in Sankhuwa – sava district. I selected a government school of Sankhuwasava district using judgmental sampling. These students were divided into two groups viz. experimental and controlled group using systematic random sampling. I have tried to maintain equal proficiency level of both of the groups.

### **3.3 Study Area/Field**

I have carried out the research entitled **Effectiveness of Animated Films for Developing Vocabulary and Language Function** where students got an opportunity to learn vocabulary by watching animated films. So that, the study area of this research was teaching vocabulary and language function of a language and the animated film as a technique.

### **3.4 Data Collection Tools and Techniques**

A set of test items was designed to collect the data. I carried out the test items of 50 marks and used for both tests (pre- test and post- test). A set of test items consisted of six categories of learning vocabulary and language function taken from the scripts of the animated films “Up(2009)” and “Brave (2010)” which were shown to the students to undertake this study.

The following table presents the test items that were used for both pre and post test.

**Table 1: Types of Test**

S.N.	Types of Test Items	No. of Items	Marks Per item	Total
1.	Synonyms and antonyms	10	1	10
2.	Jumble words	10	1	10
3.	Matching items	10	1	10
4.	Language function	5	1	5
5.	Multiple choice	5	1	5
6.	Fill in the blanks	10	1	5
	<b>Total</b>	<b>50</b>	<b>6</b>	<b>50</b>

### **3.5 Data Collection Procedures**

I followed the following procedures for completing this research:

- a) First of all, I prepared suitable test items for pre-test and post-test and lesson plans for teaching based on the course books and the selected films.
- b) Then, I visited the selected school and asked the authority for permission to carry out the research explaining the purpose of the research.
- c) After that, thirty-six students of grade-six were selected and divided into two groups by random sampling.
- d) The pre-test was administered to both groups to identify the student's proficiency level in vocabulary.
- e) I taught the experimental Group (A) using the animated films and the controlled Group (B) using definition and explanation technique for a month. I administered the post-test to both the groups to find out how far

animated films are effective in developing vocabulary and language function

- f) After that I collected the answer sheets thanking the students and schools authorities for their cooperation.
- g) Finally, I systematically analyzed the obtained data, derived the conclusions and suggested some recommendations.

### **3.6 Data Analysis and Interpretations Procedure**

The systematically collected data was analyzed, interpreted and presented quantitatively with the help of simple statistical tools and tables.



## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter deals with the analysis and interpretation of the data. Data was obtained from the effort of the experimental study and field survey since it is an experimental research. The collected data was analyzed and interpreted descriptively as well as analytically using appropriate tools and tables.

#### **4.1 Analysis of Data and Interpretation of the Results**

Data obtained from sample using pre-test and post-test is presented, compared, analysed and interpreted in this section.

##### **4.1.1 Holistic Comparison**

Holistic comparison is concerned with wholes or with complete systems rather than with the analysis of parts. In this comparison, the results of the pre-test and post-test of all thirty-six students are presented, compared and analyzed dividing them into two groups i.e. group 'A' and group 'B'. Group 'A' refers to experimental group and group 'B' refers to controlled group. The result of group 'A' and group 'B' are shown in the following tables.

**Table 2**  
**Holistic Comparison of Groups in the Pre-Test and Post-Test**

S.N.	Test Items	Difference % of Group A	Difference % of Group B	Difference % between A and B
1.	Synonyms and Antonyms	55	26	29
2.	Jumble words	71	36	35
3.	Matching Items	66	25	41
4.	Language Functions	27	23	4
5.	Multiple choice	18	12	6
6.	Fill in the blanks	56	30	26
	Total Score	293	152	141
	Average Score	48.83	25.33	23.5

The above holistic table shows that the average score percentage of group 'A' is 48.83 in different categories of test items whereas group 'B' has 25.33. It is less than the group 'A'. The average percentage between group 'A' and 'B' is 23.5%. So, it indicates that group 'A' has got better achievement than group 'B' as a whole. It shows that learning vocabulary and language function through animated films have been more effective than definition and explanation technique.

#### **4.1.2 Group Wise Comparison**

There are two groups, i.e. experimental group (A) and controlled group (B). So, in group wise comparison, scores of group 'A' and group 'B' are compared and analyzed as below:

**Table 3**

**The performance of groups in the pre-test and post-test**

Group	T.S.C. in Pre-Test	Av. Sc in Pre-Test	T. Sc in Post-Test	Av. Sc. in Post – Test	D (AV. sc. in pre -post test)	D%
A	428	23.77	721	40.05	16.28	32.56
B	400	22.22	553	30.72	8.5	17

The above table shows that the average score of group 'A' is 23.77 in pre-test and 40.05 in post-test. This group has improved by 16.28 average score or 32.56 average percentage. But, the group 'B' has got 22.22 average score in pre-test and 30.72 in post-test. The group 'B' has improved by 8.5 average score or by 17 average percentages.

It shows that group 'A' has improved by 15.56 than group 'B'. So we can say that group 'A' has got better achievement than group 'B'. This shows that learning vocabulary through animated films have been more effective than traditional way.

#### **4.1.3 Item Wise Comparison**

In this section, six types of different test items are compared.

##### **4.1.3.1 Average Proficiency in Test-Item of Synonyms and Antonyms**

Among six types of test items, synonyms and antonyms was one of them. This test item carries 10 marks out of fifty. The student had to write the similar and opposite meaning of the given words. The scores obtained in synonyms and antonyms test item are presented as below;

**Table 4**  
**Score Achievement in Synonyms and Antonyms Test Item**

Group	T. Sc. In Pre- Test	Av. Sc in Pre- Test	Av. P. In Pre- Test	T. Sc. In Post- Test	Av. Sc. In Post- Test	Av. P. In Post- Test	D. in Av. Sc.	D. in Av. P%
A	93	5.16	51.6	148	8.22	82.2	3.06	30.6
B	85	4.72	47.2	111	6.16	61.6	1.44	14.4

The above table shows that group 'A' has obtained 5.16 and 8.22 average scores in pre-test and post-test respectively. Thus, while comparing between the two tests, this group has increased 3.06 average score and 30.6 average percentage.

On the other hand, average score of group 'B' in pre-test is 4.72 and 6.16 in post-test respectively. It has got 1.44 more average score and 14.4 more average percentage in post-test than in pre-test. From the data, we can draw the conclusion that group 'A' has excelled group 'B' in post-test because the former has got 30.6 average percentage but the latter only 14.4 average percentage in post-test. So, group 'A' has progressed 16.2 more average percentage than group 'B'. Thus, learning through animated films technique had been more effective than definitions and explanation technique in terms of this test item.

#### **4.1.3.2 Average Proficiency in the Test-Item of Jumble Words**

Jumble words was another test item used to measure the proficiency of the students. This test item carries 10 marks out of fifty. Students had to rearrange the jumble words to make them meaningful. The scores obtained in jumble words test item are presented as below.

**Table 5**  
**Score Achieved in Jumble Words Test Item**

Group	T. Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post-Test	D in Av. Sc.	D. in Av. P%
A	80	4.44	44.4	151	8.38	83.8	3.94	39.4
B	77	4.27	42.7	113	6.27	62.7	2	20

The above table displays the achievement of the students in pre-test and post-test. It shows that group A has obtained 4.44 average score in pre-test and 8.38 in post-test with the increment of 39.4 difference in average percentage. On the contrary, group 'B' has obtained 4.27 average score in pre-test and 6.27 in post-test with the increment of 20 difference average percentage. It reveals the fact that group 'A' has achieved more progress in this area of vocabulary than group 'B' because group A has got 39.4 average percentage in post-test but group 'B' has got only 20 average percentage in post-test. This shows that learning through animated films have been more effective than traditional way, i.e. definitions and explanations.

#### **4.1.3.3 Average Proficiency in the Test Item of Matching Items**

Matching items was the third test item used to measure the proficiency of the students. It carries 10 marks out of fifty. Students had to pair up the different forms with their suitable language functions and match the words with their correct meaning. And the scores are compared as below.

**Table 6**  
**Score Achieved in Matching Items of Test Items**

Group	T. Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post—Test	D in Av. Sc.	D. in Av. P%
A	83	4.77	47.7	149	8.27	82.7	3.5	35
B	87	4.83	48.3	112	6.22	62.2	1.39	13.9

The above table shows that group 'A' has got 4.77 average score in pre-test and 4.83 in post-test. It has increased 8.27 marks in post-test and this group has increased by 82.7 average percentages in post-test.

On the contrary, group 'B' has obtained 4.83 and 6.22 average score in pre and post-test respectively. It has increased only 1.39 average marks and 62.2 average percentage in post-test. This data displays that group 'A' has got better achievement than group 'B' in this test item. Thus, learning through animated films technique had been more effective in terms of this test item.

#### **4.1.3.4 Average Proficiency in the Test-Item of Language Function**

Language function was the forth test item used to measure the proficiency of the students. It carries 5 marks out of fifty. Students had to choose the suitable dialogue according to the situation. And the scores are compared as below.

**Table 7**  
**Score Achieved in Language Function Test Item**

Group	T. Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post—Test	D in Av. Sc.	D. in Av. P%
A	36	2	40	63	3.5	70	1.5	30
B	34	1.88	37.6	57	3.16	63.2	1.28	25.6

The above table indicates that in this test category, experimental group 'A' has obtained 2 average score in pre-test and 3.5 in post-test. So, group 'A' has progressed by 30 more average percentage. But group 'B' does not seem to have progressed much because the difference of average percentage between pre and post-test is only 25.6. Thus, in this test item, group 'A' has excelled group 'B' in difference of average percentage by 30. This shows that learning through animated films have been more effective than traditional ways.

#### **4.1.3.5 Average Proficiency in the Test-Item of Multiple Choice**

Multiple choices were the fifth test item used to measure the proficiency of the students. It carries 5 marks out of fifty. Students had to tick on the best alternatives according to the questions. And the scores are compared as below.

**Table 8**  
**Score Achieved in Multiple Choice Test Item**

Group	T. Sc. in Pre- Test	Av. Sc. in Pre- Test	Av. P. in Pre- Test	T. Sc. in Post- Test	Av. Sc in Post- Test	Av. P. In Post-- Test	D in Av. Sc.	D. in Av. P%
A	42	2.33	46.6	60	3.33	66.6	1	20
B	36	2	40	48	2.66	53.2	0.66	13.2

The above table shows that group 'A' has got 2.33 average score in pre-test and 'B' has got 2 average score.

Group 'A' has got 3.33 average score in post test but group 'B' has got 2.66 average score in post-test. Thus, learning through animated films have been more effective in terms of this test item because the difference in average percentage of group 'A' is 66.6 but of group 'B' only 53.2 which means group 'A' has excelled group 'B' by 13.2 more average percentage.

#### **4.1.3.6 Average Proficiency in the Test-Item of Fill in the blanks**

Fill in the blanks were the fifth test item used to measure the proficiency of the students. It carries 10 marks out of fifty. Students had to write the words from the given alphabet. And the scores obtained by the students are compared as below.



**Table 9**  
**Score achieved in Fill in the Blanks Test Item**

Group	T. Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post—Test	D in Av. Sc.	D. in Av. P%
A	94	5.22	52.2	150	8.33	83.3	3.11	31.1
B	82	4.55	45.5	112	6.22	62.2	1.67	16.7

The above table interprets that group 'A' has got 5.22 average score in pre-test and 8.33 average score in post-test and has 31.1 average percentage. But group 'B' has got 4.55 average score in pre-test and 6.22 average in post test and has 16.7 average percentage.

So, group 'A' has got 14.4 average percentages than group 'B'. Thus, learning through animated films technique had been more effective in terms of this test item.

#### **4.2 Summary of Findings**

On the basis of analysis of the data and interpretation of the results, the findings are derived. The findings of this study are based on the result of the group rather than the responses of individual students. Both groups were taught the same subject matter using the equal amount of time and number of periods. Only the techniques were different. The result of the post test showed that both groups are benefited. Comparatively, the group taught using animated films (for experimental group A) was found to perform better in all of the cases. Therefore, if the students are taught using animated films, they can develop better vocabulary items than those who are taught through traditional technique i.e. definitions and explanations.

**a) Findings Based on the Holistic Comparison**

In the holistic comparison as shown in table-2, effectiveness of animated films technique seemed significant by 23.5 percent compared to the definition and explanation technique. It is significant in the sense that the average score percentage of animated films technique is 48.83 and the average score percentage of definitions and explanations technique is 25.33. It reveals that group a showed better performance in than group B.

**b) Findings Based on the Group wise Comparison**

The effectiveness of animated films seemed significant by 15.56 percent in group wise comparison also. The average score percentage of animated films is 32.56 whereas the average score percentage of conventional technique is 17.

**c) Findings Based on the Item wise Comparison**

- a. Animated films technique (Group 'A') is significant in synonyms and antonyms test item. It is significant in comparison to the definitions and explanations technique (Group 'B') because group 'A' has progressed by 16.2 average percentage than group 'B'.
- b. The effectiveness of animated films technique seemed significant in jumble words test item. The difference of average percentage between pre and post test of group 'A' is 39.4 whereas group 'B' is 20.
- c. This test item also proved that animated films technique is more effective in teaching vocabulary. In the matching words test item, experimental group has increased by 35 average percentage in post test whereas controlled group has increased only by 13.9 average percentage in the same test.
- d. Animated films technique is significant in language function test item also. It is effective in comparison to definitions and explanations

technique since group 'A' has the difference of 15 average percentage in pre and post tests and group 'B' has the difference of 12.8 average percentage in pre and post tests. So, group 'A' has excelled group 'B' by 2.2 average percentage.

- e. Animated films technique is found more significant in multiple choice test item because the difference in average percentage of group 'A' is 10 but of group 'B' is only 6.6 which means group 'A' has excelled group 'B' by 3.4 percent.
- f. The effectiveness of animated films technique seemed more significant in fill in the blanks test item. In this test item, group 'A' has got 31.1 average percentage whereas group 'B' has got only 16.7 average percentage. So, group 'A' has progressed by 14.4 average percentage than group 'B'.

These findings show that using animated films technique in teaching vocabulary have relatively better impact on the whole. The above result shows that teaching vocabulary through animated films technique (Group 'A') is more effective than teaching with definition and explanation i.e. without using animated films (Group 'B').

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

In this chapter, I have presented the whole conclusion of the research and provided some recommendations based on the data analysis and interpretation done in the chapter four. The following conclusion and recommendation of the study have been drawn based on the analyzed data. I have presented the conclusions and recommendation in the separate headings so that it will be comprehensible for the concerned readers.

#### 5.1 Conclusions

This study entitled **Effectiveness of animated films for developing vocabulary and language functions** was carried out to find out the effects of using animated films while developing vocabulary to the lower secondary level students. It was also an attempt to find out an alternative to such audio-visual materials and to find out how far the animated film is effective in developing vocabulary in young children. I had selected a Government school of Sankhuwa-sava district. The populations of the study were 36 students of Grade 6. I had prepared a set of test items and used as pre test and post test by dividing the 36 students into two groups i.e. experimental group (A) and controlled group (B). Despite the obvious limitations of the study, including the relatively a small sample of respondents that only reflects the performance of Grade 6 students of a government school only, having analyzed and interpreted data collected with the help of test items, I came up with the following conclusion :-

- i. The analysis and interpretation of the data shows that T.V. shows, cartoons and films motivate students in language learning process in more entertaining and enjoyable way.

- ii. Students preferred to learn second language by watching animated films and result get better because it provides learning environment with aesthetic pleasure.
- iii. The study also shows that using animated films as a technique for developing vocabulary and language function has positive effects because animated films are closely related with the life of young children as they are easily attracted and fascinated by them.
- iv. Animated films is a suitable technique for the young children according to their age, level and interest because in animated films, simple languages are used and easy to understand.
- v. In the same way, animated films are mainly useful to give the concept of difficult vocabulary and language function because it can give students realistic models to imitate the dialogue and learn the words in context. As we all know that the goal of learning a language does not just understand the language but also aims to develop communicative competence in target language.
- vi. The study also shows that animated films give pleasant relaxation after intensive language work and it can be the excellent way of helping students with all aspects of word i.e. pronunciation, stress, intonation, etc.
- vii. Animated films give a visual context which can be used for teaching all the skills of language i.e. listening, speaking, reading and writing.
- viii. Few students may take animated films as an entertainment rather than knowledgeable product.

## **5.2 Recommendation**

Many scholars suggested many teaching technique to teach vocabulary and language function. Among them, this study has shown that using animated movie as a technique can be taken as an instrument to provide variety of exposure to the students. Animated films have always been a matter of great interest among the young children. Because of their outstanding ability to

present complete communicative situations, an animated film can be a great source of language exposure to the children. However in the context of Nepal, animated films as a technique is not easy to bring into practice because of limited budget, lack of electricity, lack of knowledge of using ICT etc. Despite the many drawbacks of using animated films, with the advancement of communication technology more and more places of Nepal are influenced by cartoons, films and TV networks. Hence, being English language teachers, we should think a better way of making maximum way of animated films in language teaching with a serious concern. So, based on this study,

**Effectiveness of animated films for developing vocabulary and language functions**, the following recommendations are suggested for the different levels:

### **5.2.1 Policy Related**

Policy is a line of argument rationalizing the course of action of government. Furthermore, it is the plan pursued by a government. In the context of Nepal, many policies are made without adequate study and immediately after formulating policies, they should be changed. In this context, the study is done on Effectiveness of animated films for developing vocabulary and language functions. The major recommendations for policy level are given on the next page:

- i. The syllabus designer and methodologists should encourage the use of animated films in teaching of language. Even though it may be difficult to present animated films for each language items in the textbook and syllabus, it is inevitable to show it in right place for vocabulary item in particular.
- ii. Picture technique is a time consuming task. So, it is suggested that more time should be allocated in teaching vocabulary in curriculum.
- iii. The text book writers should select the texts which can be taught through animated films so that the teacher can present the lesson to the students by

watching animated films. The teacher can develop in them the environment of learning the real word in term of real context.

### **5.2.2 Practice Related**

The implementation of the research study in day to day life is categorized under practice level. The studies analyzed in the research are directly related to the practice field of ELT. Therefore, this study and its findings will be very helpful for the stakeholder of ELT. The practitioners of ELT are teachers, textbook writers, material producers, etc. The major recommendations of the study in this level are:

- a. This research shows that group 'A' performed relatively better in all aspects of word than group 'B'. Thus, animated films technique should be used to teach vocabulary items in all the schools. This implies that this technique should be used for teaching vocabulary.
- b. To implement this technique in school level effectively, the teacher should be trained and provided with sufficient teaching materials.
- c. While teaching vocabulary through animated films, teachers may face various problems. If animated films are not chosen according to the level of students, they may not understand the films.
- d. The teacher should show the films several times and encourage the pupils for role play in pair or in group.

### **5.2.3 Further Research Related**

The present study would be highly directive for further research. Moreover, the present study will be helpful for those who want to carry out further research in the similar area. It will be secondary sources for them as well. They can study about the methods of data analysis; design of the study and for

empirical literature. Moreover, the major recommendations of this level are as follows:

- i. The study was only limited to 36 students of a school in Sankhuwasava district. It was confined to only one experimental group and one controlled group. So it cannot be claimed that the findings of the research are applicable everywhere. It is therefore, essential to carry out further researches including more number of students and more academic institutions.
- ii. This experiment was conducted only for 30 days and 45 minutes per day. If the time of experiment is lengthened or shortened, varied result can be observed.
- iii. This research was limited to the vocabulary items and language functions. Similar type of research can be carried out on other areas like word formation, word grammar and so on.



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# **APPENDIX-I**

## **A SAMPLE OF TEST ITEMS**

These test items have been prepared to draw data/information for the research work entitled “Effectiveness of animated films for Developing Vocabulary and Language Function”. The researcher hopes that you all cooperate by filling up these test items.

Thank you  
Researcher  
Manisha Gurung  
M. Ed. 2<sup>nd</sup> Year  
Kirtipur, Kathmandu

## Pre-test and Post-test Items

Name of the school:

F.M.: 50

Student's Name:

P.M: 16

Class:

Roll no.:

Sex:

### A. Synonyms and antonyms

1. Write down the synonym of following words. 5
  - a. Remember .....
  - b. Injured .....
  - c. Bright .....
  - d. Great .....
  - e. Gentle .....
  
2. Write down the antonym o the following words. 5
  - a. Assist .....
  - b. After .....
  - c. Struggle .....
  - d. Cold .....
  - e. Release .....

### B. Jumble Words

1. Rearrange the following jumble words. 5
  - a. tpri .....
  - b. nadl .....
  - c. ryorw .....
  - d. hngury .....
  - e. rcok .....
  
2. Provide the correct spelling. 5

- a. G\_v\_
- b. Th\_n\_s
- c. W\_ll
- d. S\_nd
- e. F\_rs\_

**C. Matching Items**

1. Pair up the following words which serve the similar functions. 5

Congratulations	Be quick
Good bye.	Excuse me!
Hurry up!	Certainly
Hey! Hey	Well done!
I agree	See you again

2. Match the following words with their correct meaning. 5

Bird	very high hill
Prisoner	very violent with strong wind
Howling	feathers covered creature with wings
Wait	a person kept in prison
Mountain	to stay where you are

**D. Language Function**

1. What do you say in the following situation? Select the right answer: 5

- You and your friend are getting late for the school.
  - a) Take your time.
  - b) Hurry up!
  - c) Very good
  - d) Excellent
- Your brother won the first prize on a competition:
  - a) Congratulations!
  - b) So sad.
  - c) I am sorry.
  - d) Do not worry.
- You met your teacher in the morning.
  - a) Good afternoon teacher.

- b) Good evening teacher.
- c) Goodbye teacher.
- d) Good morning teacher.
- Pukar just falls off the chair.
  - a) That's very kind of you
  - b) Hello!
  - c) Are you hurt?
  - d) Congratulations!
- You saw something so beautiful.
  - a) So sad!
  - b) Wow!
  - c) I am sorry.
  - d) Oops!

**E. Multiple Choice**

1. Tick the best alternatives. 5
  - a) The synonym of "Tiny" is
 

i. Large	ii. Small
iii. Bright	iv. Open
  - b) The antonym of "weep" is
 

i. Cry	ii. Beautiful
ii. Laugh	iv. Single
  - c) Happy and sad are the
 

i. Synonym	ii. Antonym
iii. Polysemy	iv. Hyponymy
  - d) Ability and capacity are the
 

ii. Synonym	ii. Antonym
iv. Polysemy	iv. Hyponymy
  - e) The correct meaning of butterfly is
 

i. An animal	ii. Non-living thing
ii. An insect	iv. A mammal

**F. Fill in the Blanks**

1. Write 3 words which start from following alphabets

10

- Open           .....           .....
- P.....           .....           .....
- L.....           .....           .....
- S.....           .....           .....
- H.....           .....           .....
- M.....           .....           .....
- T.....           .....           .....
- V.....           .....           .....
- B.....           .....           .....
- U.....           .....           .....

## Appendix II

### Lesson Plan- One

Name of School: Shree Saraswati Secondary School      Date: 2072/ 11/02  
Teachers' name: Manisha Gurung                              No of Ss: 16  
Class: 6    period: 2<sup>nd</sup>  
Subject: English

#### **Group: Experimental Group "A"**

1. Specific Objectives:

On the completion of this lesson, students will be able:

- i. To tell the meaning of the following words  
-injured, bright, great, see
- ii. To make four sentences by using following words:-  
-weak, wind, prison, happy

2. Teaching Materials:

- i. Computer
- ii. CD/DVD

3. Teaching Learning Activities:

- a) The teacher will tell one of the short fairytale so that students will become more interested for today's lesson.
- b) The teacher will show animated film named 'Up (2009)' for ten minutes after that give different task to do. Such as:  
What is the
  - i. In which situation these words are used in the films?  
Weak, wind, prison, happy
  - ii. What is the meaning of these words?  
injured, bright, great, see
- c) Again, the teacher will play the film and provides the meaning orally or pausing the films at the place where those words are used.
- d) Now the teacher will write the meaning of these words on the board and make practice more words.
- e) The teacher will provide other words and ask the students to discuss in groups and find out the sensible meaning and use those words in meaningful context.

4. Evaluation:

- a. Tell the meaning of these words:  
Weak, wind, bright, great
- b. Make four sentences by using these words:



Prison, happy, see, injured, wind

1. Homework

Make five sentences using the following words:

Prison, happy, weak, wind

**Group: Controlled Group “B”**

2. Specific Objectives

On the completion of this lesson, students will be able:

- i. To tell the meaning of the following words  
-injured, bright, great, see
- ii. To make four sentences using following words:-  
-weak, wind, prison, happy

3. Teaching Materials

- i. Flash cards
- ii. Word cards
- iii. Flannel board

4. Teaching Learning Activities

- a) The teacher will warm the students up by telling a story or a joke and encourage the students towards the lesson.
- b) The teacher will ask one of the students to read the first paragraph and ask other students to underline the difficult words.
- c) The teacher will write down all those difficult words on the board and ask the students to guess its meaning themselves.
- d) The teacher will shows the meaning of those difficult words on words cards.
- e) Now the teacher will provide the context on which these words can be used.
- f) The teacher will shows the sensible sentences on flash cards.
- g) Now the teacher will provide other words to the sentences and make them to practice on finding its meaning and using in sentences.

5. Evaluation

- a) Tell the meaning of these words:  
Weak, wind, bright, great
- b) Make four sentences by using these words:  
Prison, happy, see, injured, wind

6. Homework

Make five sentences using the following words:

Prison, happy, weak, wind

## Lesson Plan- Two

Name of School: Shree Saraswati Secondary School      Date: 2072/ 11/03  
Teachers' name: Manisha Gurung                              No of Ss: 16  
Class: 6    period: 2<sup>nd</sup>  
Subject: English

### Group: Experimental Group "A"

1. Specific Objectives:

On the completion of this lesson, students will be able:

- to pronounce the words correctly and use them in the proper context.

Close, ground, wait, hang on, trick, lost, surprised

2. Teaching Materials:

- iii. Computer
- iv. CD/DVD

3. Teaching Learning Activities:

- f) The teacher will tell one of the short story so that students will warm up for today's lesson.
- g) The teacher will show animated film named 'Up (2009)' for ten minutes and ask the students to pronounce the given words.
- h) Again, the teacher will play the film and ask the students to pronounce the words by imitating the dialogue and he will provide the meaning orally or pausing the films at the place where those words are used.
- i) Now the teacher will ask each student to pronounce the words correctly and help in need.
- j) The teacher will write more words on the board and make practice for more words.
- k) The teacher will provide other words and ask the students to discuss in groups and find out the sensible meaning and use those words in meaningful context.

4. Evaluation:

- a. Pronounce these words correctly:

Close, ground, wait, hang on, trick, lost, surprised

- b. Make four dialogues by using these words:

Close, ground, wait, hang on, trick, lost, surprised

## **Group: Controlled Group “B”**

### 1. Specific Objectives

On the completion of this lesson, students will be able:

- to pronounce the words correctly and use them in the proper context.

Close, ground, wait, hang on, trick, lost, surprised

### 2. Teaching Materials:

- Daily used materials

### 3. Teaching Learning Activities:

After motivating the students, the teacher will write the list of words on the whiteboard with their meaning. Then, he will pronounce the words as a model and students will be also asked to pronounce. At last, students will be asked to make meaningful sentences. If they cannot make meaningful sentences, the teacher will help them to make meaningful sentences.

### 4. Evaluation:

a. Pronounce these words correctly:

Close, ground, wait, hang on, trick, lost, surprised

b. Make four dialogues by using these words:

Close, ground, wait, hang on, trick, lost, surprised

## Lesson Plan-Three

Name of School: Shree Saraswati Secondary School      Date: 2072/ 11/04  
Teachers' name: Manisha Gurung                              No of Ss: 16  
Class: 6    period: 2<sup>nd</sup>  
Subject: English

### Group: Experimental Group "A"

1. Specific Objectives:

On the completion of this lesson, students will be able:

-- to list out verbs from the dialogue used in the films and make sensible sentences on their own.

2. Teaching Materials:

- i. Computer
- ii. CD/DVD
- iii. Flash cards

3. Teaching learning activities:

- i. The teacher will warm the students up by showing some interesting part of the film from previous episode.
- ii. Now the teacher will show the part of the films which is decided to be shown for today.
- iii. The teacher will show the dialogue used in films on the flash cards.
- iv. The teacher will ask to guess the verbs used on those dialogue and copy them in their exercise books.
- v. The teacher will show all the verbs by underlying n the same flash cards and practice the students to use them in suitable context.

4. Evaluation:

- i. Write down the five actions/verbs and make full sentences using those verbs

## **Group: Controlled Group “B”**

### 1. Specific Objectives

On the completion of this lesson, students will be able:

- to list out verbs from the dialogue used in the films and make sensible sentences on their own.

### 2. Teaching materials:

- daily used materials

### 3. Teaching learning activities:

i. The teacher will write a list of verbs on the board and tell the meaning of those verbs translating them into Nepali.

ii. Now the teacher will ask the students to read those verbs and remember.

iii. The teacher will ask the student to make sentences using those verbs.

iv. The teacher will help in need.

### 4. evaluation:

i. write down five different verbs and make sensible sentences using them.

## Lesson Plan-Four

Name of School: Shree Saraswati Secondary School      Date: 2072/ 11/05  
Teachers' name: Manisha Gurung      No of Ss: 16  
Class: 6      period: 2<sup>nd</sup>  
Subject: English

### Group: Experimental Group "A"

1. Specific Objectives:  
On the completion of this lesson, students will be able:  
-to jot down adjectives from the films.
  
2. Teaching Materials:  
Computer  
CD/DVD
  
3. Teaching learning activities:
  - i. The teacher will warm the students up by showing some interesting part of the film from previous episode.
  - ii. Now the teacher will show the part of the films which is decided to be shown for today.
  - iii. After showing the films, the teacher will again play the film and pause on a moment and ask the student to describe the facial expression, physical appearance etc. of the protagonist of the film.
  - iv. Now, the teacher will write down descriptions given by the student on the board and help them in terms of spelling, grammar and in other need.
  - v. The teacher will define the adjectives by underlying on the board and practice the students to use them in suitable context.
  
5. Evaluation:  
-Write a paragraph about your father using adjectives.

## **Group: Controlled Group “B”**

### 1. Specific Objectives

On the completion of this lesson, students will be able:

-to jot down adjectives from the films.

### 2. Teaching materials:

-daily used materials

### 3. Teaching learning activities:

- i. The teacher will warm the students up by the revision of previous lesson.
- ii. The teacher will write down a list of adjectives on the board and explain the student how those words are used.
- iii. Now the teacher will ask the students to read those verbs and remember.
- iv. The teacher will ask the student to make sentences using those adjectives.
- v. The teacher will help in need.

### 6. Evaluation:

-Write a paragraph about your father using adjectives.

## Lesson Plan-Five

Name of School: Shree Saraswati Secondary School      Date: 2072/ 11/06  
Teachers' name: Manisha Gurung                              No of Ss: 16  
Class: 6    period: 2<sup>nd</sup>  
Subject: English

### Group: Experimental Group "A"

1. Specific Objectives:

On the completion of this lesson, students will be able:

-to find out synonyms of these words.

Stay, good, worry, see, wait

2. Teaching Materials:

- i. Computer
- ii. CD/DVD

3. Teaching learning activities:

- i. The teacher will warm the students up by showing some interesting part of the film from previous episode.
- ii. Now the teacher will show the part of the films which is decided to be shown for today.
- iii. After showing the films, the teacher will give a list words with their meaning.
- iv. Now, the teacher will play the film for second time and ask the students to find out their similar meaning from the film.
- v. The teacher will help in need.

4. Evaluation:

- i. Write the similar meaning of these words.

Stay, good, worry, see, wait



## **Group: Controlled Group “B”**

### 1. Specific Objectives

On the completion of this lesson, students will be able:

- To find out synonyms of these words.

Stay, good, worry, see, wait

### 2. Teaching materials:

Daily used materials

### 3. Teaching learning activities:

- i. The teacher will write a list of words on the board and its similar words too.
- ii. Now the teacher will tell the meaning of those words one by one.
- iii. The teacher will ask the student to read the words and memorise the by heart.

### 4. Evaluation:

- i. Write the similar meaning of these words.

Stay, good, worry, see, wait

## APPENDIX- III

### Group Wise Tables of Pre and Post Test Result

#### 1. The result of pre and post test of group A

Full Score-50

R.N.	Name of the Student	Pre-T	Post-T	D	D%
1.		30	48	18	36
3.		28	46	18	36
5.		29	46	17	34
7.		27	45	18	36
9.		27	43	16	32
11.		26	42	16	32
13.		27	41	14	28
15.		26	43	17	34
17.		28	40	12	24
19.		25	42	17	34
21.		23	40	17	34
23.		22	37	15	30
25.		20	37	17	34
27.		18	36	18	36
29.		19	34	15	30
31.		20	34	14	28
33.		17	32	15	30
35.		16	33	17	34
	Total Score	428	721	291	582
	Average Score	23.77	40.05	16.16	32.33

## 2. The result of pre and post -tests of group B

Full Score : 50

R.N.	Name of the Students	Pre-Test	Post-Test	D	D%
2.		29	36	7	14
4.		28	36	8	16
6.		27	35	8	16
8.		26	34	8	16
10.		24	33	9	18
12.		26	35	9	18
14.		25	34	9	18
16.		25	34	9	18
18.		23	31	8	16
20.		24	33	9	18
22.		21	30	9	18
24.		19	27	8	16
26.		20	28	8	16
28.		19	27	8	16
30.		17	26	9	18
32.		16	25	9	18
34.		16	25	9	18
36.		15	24	9	18
	Total score	400	553	153	306
	Average score	22.22	30.72	8.5	17

## Group A

### 1. The test item result of synonyms and antonyms

Full score 10

R.N	Pre-test	Post-test	D	D%
1.	5	9	4	40
3.	6	9	3	30
5.	6	8	2	20
7.	6	10	4	40
9.	6	9	3	30
11.	7	9	2	20
13.	6	8	2	20
15.	6	9	3	30
17.	6	9	3	30
19.	5	9	4	40
21.	4	9	5	50
23.	5	8	3	30
25.	4	7	3	30
27.	4	7	3	30
29.	5	7	2	20
31.	4	7	3	30
33.	4	6	2	20
35.	4	8	4	40
Total Score	93	148	55	550
Average Score	5.16	8.22	2.95	30.56

**Group: B**

**2. The test items result of Synonyms and Antonyms**

Full Score: 10

R.N	Pre-test	Post-test	D	D%
2.	6	7	1	10
4.	6	7	1	10
6.	6	6	0	0
8.	6	7	1	10
10	4	7	3	30
12.	6	6	0	0
14.	5	7	2	20
16.	5	7	2	20
18.	5	6	1	10
20.	5	6	1	10
22.	4	6	2	20
24.	4	5	1	10
26.	4	6	2	20
28.	4	6	2	20
30.	4	5	1	10
32.	3	5	2	20
34.	4	6	2	20
36.	4	6	2	20
Total Score	85	111	26	260
Average Score	4.72	6.16	1.44	14.44

## Group A

### 3. The test items result of Jumble words

Full Score: 10

R.N	Pre-test	Post-test	D	D%
1.	5	9	4	40
3.	4	9	5	50
5.	4	9	5	50
7.	5	9	4	40
9.	5	9	4	40
11.	4	10	6	60
13.	5	9	4	40
15.	4	9	5	50
17.	6	9	3	30
19.	5	9	4	40
21.	5	8	3	30
23.	4	8	4	40
25.	4	8	4	40
27.	4	8	4	40
29.	4	7	3	30
31.	4	7	3	30
33.	4	8	4	40
35.	4	6	2	20
Total Score	80	151	71	710
Average Score	4.44	8.38	3.94	39.44

## **Group B**

### **4. The test result of Jumble words**

Full Score: 10

R.N	Pre-test	Post-test	D	D%
2.	5	7	2	20
4.	4	7	3	30
6.	5	7	2	20
8.	4	6	2	20
10	5	8	3	30
12.	6	7	1	10
14.	5	6	1	10
16.	5	7	2	20
18.	5	7	2	20
20.	5	8	3	30
22.	4	7	3	30
24.	4	5	1	10
26.	4	5	1	10
28.	4	5	1	10
30.	4	5	1	10
32.	4	6	2	20
34.	3	5	2	20
36.	3	5	2	20
Total Score	77	113	36	360
Average Score	4.27	6.27	1.44	20

## Group A

### 5. The test result of matching item

Full Score: 10

R.N	Pre-test	Post-test	D	D%
1.	7	10	3	30
3.	6	9	3	30
5.	6	9	3	30
7.	5	8	3	30
9.	5	9	4	40
11.	4	10	6	60
13.	5	7	2	20
15.	4	8	4	40
17.	4	9	5	50
19.	5	9	4	40
21.	5	8	3	30
23.	5	7	2	20
25.	4	8	4	40
27.	4	8	4	40
29.	4	7	3	30
31.	4	7	3	30
33.	3	8	5	50
35.	3	8	5	50
Total Score	83	149	66	660
Average Score	4.77	8.27	3.66	36.66



**Group : B**

**6. The test result of matching item**

Full Score: 10

R.N	Pre-test	Post-test	D	D%
2.	6	7	1	10
4.	6	7	1	10
6.	5	8	3	30
8.	7	7	0	0
10	5	6	1	10
12.	5	8	3	30
14.	5	7	2	20
16.	6	7	1	10
18.	5	6	1	10
20.	5	6	1	10
22.	4	6	2	20
24.	5	5	0	0
26.	4	5	1	10
28.	5	6	1	10
30.	4	6	2	20
32.	3	5	2	20
34.	4	5	1	10
36.	3	5	2	20
Total Score	87	112	25	250
Average Score	4.83	6.22	1.38	13.88

## Group A

### 7. The test result of language function

Full Score: 5

R.N	Pre-test	Post-test	D	D%
1.	3	5	2	40
3.	2	5	3	60
5.	3	5	2	40
7.	2	5	3	60
9.	2	4	2	40
11.	2	2	0	0
13.	2	5	3	60
15.	3	4	1	20
17.	2	2	0	0
19.	3	3	0	0
21.	2	4	2	40
23.	2	3	1	20
25.	2	3	1	20
27.	1	3	2	40
29.	1	3	2	40
31.	2	3	1	20
33.	1	2	1	20
35.	1	2	1	20
Total Score	36	63	27	540
Average Score	2	3.5	1.5	30

## **Group B**

### **8. The test result of language function**

Full Score : 5

R.N	Pre-test	Post-test	D	D%
2.	3	4	1	20
4.	2	4	2	40
6.	2	4	2	40
8.	3	3	0	0
10	2	3	1	20
12.	2	4	2	40
14.	3	3	0	0
16.	2	4	2	40
18.	2	3	1	20
20.	2	3	1	20
22.	3	3	0	0
24.	1	4	3	60
26.	2	3	1	20
28.	1	3	2	40
30.	1	3	2	40
32.	1	2	1	20
34.	1	2	1	20
36.	1	2	1	20
Total Score	34	57	23	460
Average Score	1.88	3.16	1.27	25.55

## Group A

### 9. The test result of multiple choice

Full Score: 5

R.N	Pre-test	Post-test	D	D%
1.	3	5	2	40
3.	4	5	1	20
5.	3	5	2	40
7.	3	4	1	20
9.	4	3	-1	-20
11.	3	2	-1	-20
13.	3	4	1	20
15.	2	4	2	40
17.	4	2	-2	-40
19.	2	3	1	20
21.	2	4	2	40
23.	2	3	1	20
25.	2	3	1	20
27.	1	3	2	40
29.	1	3	2	40
31.	2	3	1	20
33.	1	2	1	20
35.	0	2	2	40
Total Score	42	60	18	360
Average Score	2.33	3.33	1	20

## **Group B**

### **10. The test result of multiple choice**

Full Score: 5

R.N	Pre-test	Post-test	D	D%
2.	3	4	1	20
4.	3	3	0	0
6.	4	3	-1	-20
8.	2	4	2	40
10	3	3	0	0
12.	3	3	0	0
14.	2	4	2	40
16.	3	3	0	0
18.	2	3	1	20
20.	2	3	1	20
22.	2	2	0	0
24.	1	2	1	20
26.	2	3	1	20
28.	1	2	1	20
30.	0	1	1	20
32.	1	2	1	20
34.	1	2	1	20
36.	1	1	0	0
Total Score	36	48	12	240
Average Score	2	2.66	0.66	13.33

## Group A

### 11. The test result of fill in the blanks

Full Score: 10

R.N	Pre-test	Post-test	D	D%
1.	7	10	3	30
3.	6	9	3	30
5.	7	10	3	30
7.	6	9	3	30
9.	5	9	4	40
11.	6	9	3	30
13.	6	8	2	20
15.	7	9	2	20
17.	6	9	3	30
19.	5	9	4	40
21.	5	9	4	40
23.	4	8	4	40
25.	4	8	4	40
27.	4	7	3	30
29.	4	7	3	30
31.	4	7	3	30
33.	4	6	2	20
35.	4	7	3	30
Total Score	94	150	56	560
Average Score	5.22	8.33	3.11	31.11

## **Group B**

### **12. The test result of Fill in the Blanks**

Full Score: 10

R.N	Pre-test	Post-test	D	D%
2.	6	7	1	10
4.	7	8	1	10
6.	5	7	2	20
8.	4	7	3	30
10	5	6	1	10
12.	6	7	1	10
14.	5	7	2	20
16.	5	6	1	10
18.	4	6	2	20
20.	5	7	2	20
22.	4	6	2	20
24.	4	6	2	20
26.	4	6	2	20
28.	4	5	1	10
30.	4	6	2	20
32.	4	5	1	10
34.	2	5	3	30
36.	2	5	3	30
Total Score	82	112	30	300
Average Score	4.55	6.22	1.66	16.66