

**EFFECTIVENESS OF TEACHING VOCABULARY
THROUGH DICTIONARY**

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in Education**

**Submitted by
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Tribhuvan University, Kirtipur
Kathmandu, Nepal
2009**

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DECLARATION

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

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DEDICATION

Dedicated

to

My dear and respected grandfather

Late Ram Datt Bhatt

Who devoted his life

to make me what I am today.

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ABSTRACT

This research entitled "Effectiveness of Teaching Vocabulary Through Dictionary" was an attempt to find out the effectiveness of dictionary use in vocabulary teaching to the students of grade ten. To complete this task, a set of tests item was constructed selecting the vocabulary items from grade 10 textbook. Saraswati Higher Secondary school in Kanchanpur district was selected to carry out the research. The sample population was 40 students studying in grade 10. Before starting the experimental teaching, the students were pre-tested to determine their proficiency level in vocabulary items. They were divided into odd-even ranking on the basis of the performance of the pre-test. The experiment with dictionary use continued for one month. The experimental group was taught vocabulary through the use of dictionary and the controlled group was taught vocabulary through usual techniques like translation, definition, enumeration, drill and so on. When one month was completed the post-test was undertaken using the same pre-test items. The results of both pre-and post-test were compared to determine the effectiveness of two techniques. Group 'A' excelled group 'B' by 32.55 average increment percentage in post test in holistic comparison. So, it is evident that vocabulary items taught through the use of dictionary showed significant progress in the vocabulary achievement of the students.

The thesis has been divided into four different chapters. The first chapter deals with general background of the study, review of the related literature, objectives of the study and significance of the study. The second chapter consists of methodology under which sources of data collection, population of the study, sampling procedure tools for data collection, process of data collection and limitations of the study. The third chapter deals with the analysis and interpretation of data which have been done on the basis of the difference between the average score in percentage of each group in pre-test

and post test. The fourth chapter includes the findings and recommendations. After analyzing and interpreting the data, the findings have been drawn and some recommendations based on those findings have been presented. The last part of the thesis contains references and appendices.

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LIST OF ABBREVIATIONS

Avg.	=	Average
D	=	Difference Between the Scores of Pre-test and Post-test
D%	=	Difference Percentage
Ed	=	Education
B. A	=	Bachelor of Arts
B. Ed.	=	Bachelor in Education
F.M	=	Full Marks
M. Ed.	=	Master of Education
No.	=	Number
OALD	=	Oxford Advanced Learner's Dictionary
P ₁	=	Per- test
P ₂	=	Post- test
P	=	Page
PCL	=	Proficiency Certificate Level
I.A	=	Intermediate of Arts
I. Ed	=	Intermediate of Education
R N	=	Roll Number
S N	=	Serial Number
UNO	=	United Nations Organizations
Vol	=	Volume
CUP	=	Cambridge University Press

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which human beings share their ideas, feelings, thoughts, desires and opinions. Human being is different from all other living creatures because of language. Language is one of the most valuable gifts of God to human beings. It is not just the collection of words or noise of sounds but a systematic arrangement of these components which helps to establish good relationship between and among the people of the world. All human beings normally speak at least one language and it is hard to imagine much significant social, intellectual or artistic activity taking place in its absence. So, it can be said that language is the most powerful medium for receiving and producing messages.

According to Sapir (1978), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (p.8). In this definition it is said that language is the voluntary vocal system of communication and its main function is to communicate. Language is the most valuable means of communication that only the human race possesses. It is the distinctive property of human being which makes them superior than other living beings on the earth.

There are many languages in the world through which people of different speech communities communicate with each other. In terms of communication all languages have equal value but English is the prominent language among all the languages of the world because it has wide coverage, richest vocabulary large language functions and so on. English is the most widely used language in the world, which is originated from Indo-European language. Crystal (1990) says,

English is the mother tongue of more than three hundred million people in the world. The people who use English as mother tongue are the

British, Irish, Australians, Canadians and South Africans. Similarly around three hundred million people use English as a second language nearly hundred million people speak it as a foreign language in the world. (as cited in Ghimire, 2007, p.2)

That is why English is the most dominant language among all the spoken languages in the world. It is regarded as a contact or link language. Nowadays most countries of the world have given high emphasis on the English language education because it plays vital roles in the international trade, technology, education entertainment and other aspects of social life. It is taken as a second language by many countries. In case of media, we find that over fifty percent of world's newspapers and over fifty percent of world's radio stations use English as a medium of communication. In the same way the English language is used in the field of education, tourism, scientific publication, trade, sports and international meetings and seminars. Since English is one of the official languages of the UNO, it is an international language and it is very important for everyone because of the globalization. In other words, English is a principal language for international communication. A person who has good command over English gets better opportunity every where.

In our country Nepal, English is taught as a compulsory subject from primary level to the graduate level. Most of the textbooks at higher levels are published in English e.g. books on science, trade and commerce. It has also become an indispensable and excellent means for the transmission of modern civilization in any part of the world.

Learning a language means learning its structures and vocabulary. Each language consists of vocabulary items which are the main instruments to express the ideas. Language learning is not only learning its structures and vocabulary but also learning its pronunciation, grammar, meaning and communicative functions through listening, speaking reading and writing.

Vocabulary items have the great important role to play in any language. Without vocabulary nobody can share their feelings appropriately. The person who has rich vocabulary can hold day to day communication easily. Without achieving the higher number of vocabulary, we can not express our ideas clearly and easily. The more vocabulary items we have, the more we become confident and can express our ideas in different fields. Crystal (1995, p.111) states, "Vocabulary is the Everest of language". So we can say that vocabularies have greater importance in developing competence in a particular language.

Vocabulary is the core part of any language, so it is essential to deal with vocabulary items separately to develop advance vocabulary repertoire so that the person can have command over language. Wallace (1982) says,

It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. (p.9)

According to this definition the requirement of teaching and learning vocabulary items while learning foreign language is crucial. Harmer (1991, p.153) says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." In other words, it is clear that without vocabulary, language is not complete in itself. A language becomes oarless boat in the ocean without vocabulary. That is why vocabulary is an integral part of foreign language teaching.

1.1.1 Definitions of Vocabulary

Generally, the term vocabulary refers to the total number of words that make up language. In other words, we can say that vocabulary is the list of words

used in a language. It can be defined as the skeleton of language. A unit of vocabulary is considered as a lexical item or lexeme and the term lexicon is synonymous with the term vocabulary. According to Richards et al. (1985, p. 307), "Vocabulary refers to a set of lexemes including single words, compound words and idioms."

Similarly, Wilkins (1972, p.111) says, "Without grammar very little can be conveyed without vocabulary nothing can be conveyed." It shows the importance of vocabulary in conveying message through language. In the same way, Bhattraï (1968) says,

Abstract words belong to various planes according to their simplicity or complexity of notions. Simple notions may be explained by demonstration but complex notions need analysis. Concrete words do not require any explanation to understanding because they may be pointed out or illustrated. (p. 160)

Similarly the Oxford Advanced Learner's Dictionary (2005, p. 1770) defines vocabulary as:

- i) all the words that a person knows or uses and under it two categories can be found active and passive vocabulary.
- ii) all the words in a particular language.
- iii) the words that people use when they are talking about a particular subject.
- iv) a list of words with their meanings especially in a book for learning a foreign language.

So, we can say that vocabulary is the list of words and phrases. It is one of the most important aspects of language teaching and it has occupied a very

important place in language teaching. Different vocabulary items have different meanings. There may be stretching and twisting of words. An ELT teacher, planners and curriculum designers need to select the vocabularies according to the level and capacity of the students. Language students need to learn the lexis of the language. They also need to learn what words mean and how they are used in different context. So, it is the genuine aspect of language.

1.1.2 Types of Vocabulary

Vocabulary items can be categorized from different perspectives. According to Harmer (1997,p.159) vocabulary is dividend into two categories i.e. active and passive. In the same way it can be classified structurally. Another classification of vocabulary is based on the structures of language.

1.1.2.1 Active and Passive Vocabulary

Active vocabulary refers to the lexical items that people can use where necessary whereas passive vocabulary refers to those words which people understand but are unable to use in appropriate situation. Active vocabulary is also called the productive vocabulary and passive vocabulary is called receptive vocabulary. The active vocabulary is that over which we have full command and which we can use in our speech and writing. The passive vocabulary is that which we recognize and which occur in a context but we will probably not be able to produce in a proper situation. Active vocabulary is used in speech as well as writing whereas passive vocabulary is understood when it appears in a text or speech.

Our primary aim of teaching foreign language should be to convert passive vocabularies into active vocabularies. The vocabularies, which are active in the beginning, may become passive with the time gap. Therefore, the more the students play with the new words, the more they learn and increase the store of their active. Whether any word belongs to a passive or active vocabulary is not the characteristics of the word itself, but depends upon the language user who

possesses it. A word that one has in his/her passive store may suddenly become active if the situation or the context provokes its use.

1.1.2.2 Structural Classification

Vocabulary of a language is made up of root words or simple borrowed words, compound words, phrases and idioms. Root words are monomorphemic words. These words have single morpheme. The words like book, pencil, come are the root words. The words which are made up of adding some bits of language to the root are called derived words. The bits of language like prefix, suffix, infix and suprafix are added to make derived words. For example, un+ able = unable , flexible+ ity = flexibility. Compound words are composed of two roots, e.g. black + board = blackboard, motor + bike = motorbike, etc. These compound words are also called composite words.

The sequence of words which is semantically and often syntactically restricted so that, it functions as a single unit is called an idiom. If we try to get the meaning of words separately, we get different meanings. From semantic point of view, the meanings of the individual words can not be summed to produce the meaning of the idiomatic expression as a whole. For example, the combination of the three words in the idiom 'kick the bucket' convey only one meaning that is 'to die'. From the above discussion, it is clear that an idiom can be regarded as a lexical item.

1.1.2.3 Content Words and Function Words

The major categories of words are content and function words. The words which have complete meaning are called content words and the words which have no complete meaning are known as function words. Richards et al. (1985) state,

The words which refer to thing, quality, state or action and which have meaning in isolation are known as content words and the words which

have little meaning on their own, but show grammatical relationships in and between sentences are known as function words. (p. 61)

Content words are also called lexical words. They are nouns, verbs, adjectives, and adverbs . Function words are also called grammatical words or form words or structural words or empty words such as articles, prepositions, negative particles, etc. Content words are picture words which convey the primary meaning of the entire area.

The content words are divided into three common core and specialized vocabulary. Lado (1964) made the following distinction:

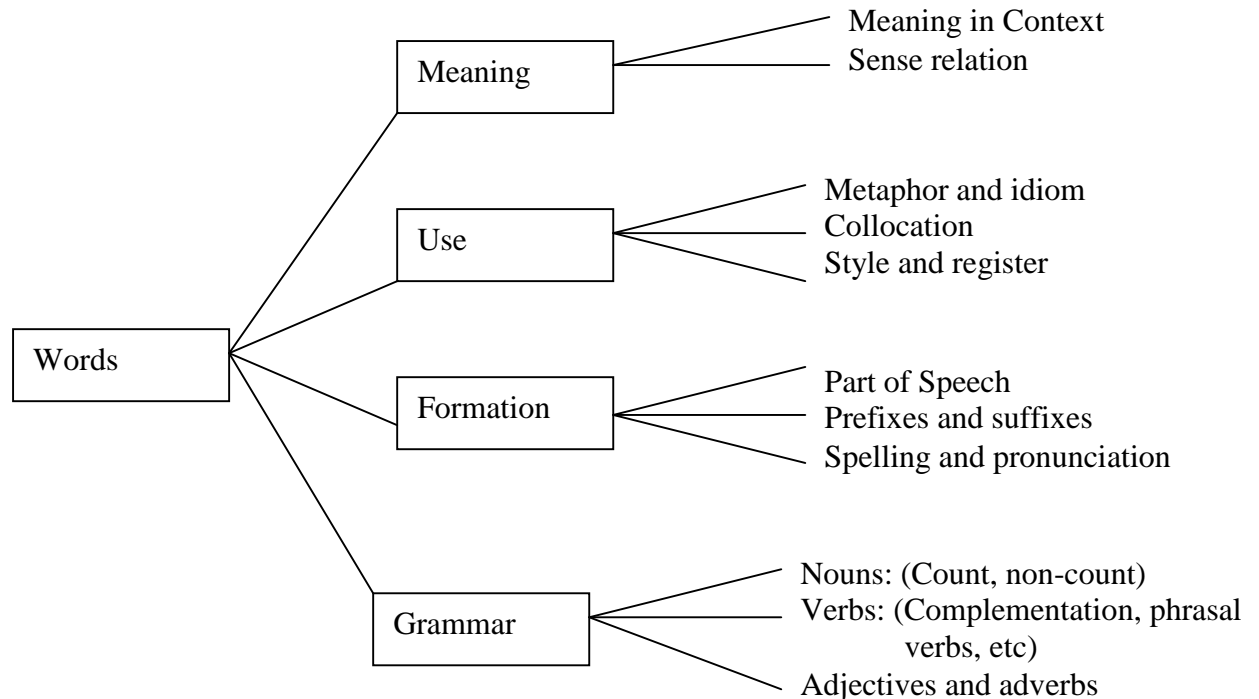
- i) Vocabulary to operate the patterns and illustrate the pronunciation of the language.
- ii) Vocabulary to communicate in different areas of wide currency.
- iii) Aesthetic and technical vocabularies. (as cited in Regmi, 2008, p.6)

A word is supposed to be a perfect word if it has its own meaning. That is why, content words are said to be as perfect words. But function words are almost meaningless in isolation. Therefore, they can not share the quality of the perfect word.

1.1.3 Aspects of Learning Words

Learning new words is one of the most important and difficult tasks in learning a language. Learning a word mean more than just knowing its meaning. There are certain things about the words that we need to know which are called aspects of learning words. Unless the learner knows all aspects of words, learning remains incomplete. Teaching vocabulary is an entire notion which contains various aspects of vocabulary. Various aspects of vocabulary are summarized as below :

Figure No. 1: Aspects of Word



Source: Harmer (1991, p.158)

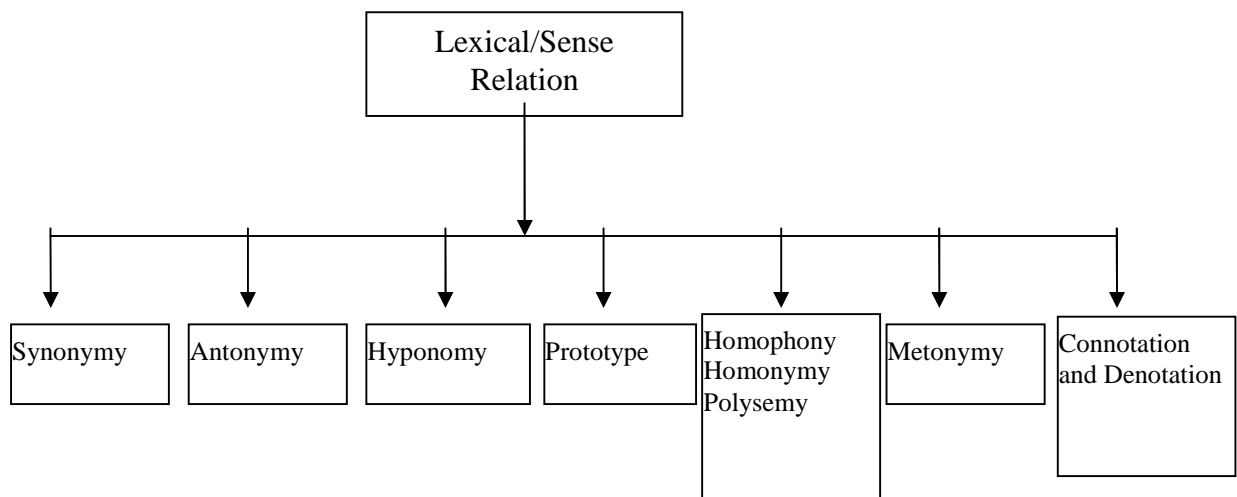
1.1.3.1 Word Meaning

Word meaning is the main aspect of learning vocabulary. Vocabulary items mostly have more than one meaning, that is, most words have more than one meaning. The word 'bank' refers to the place where we keep money in one sense and it has next meaning, the costal area of a river. We can guess the meaning of words by the context in which it is used and by its relation to other words. For example, if a person says, "I have a red book in my bag." Here the word 'book' refers to the reading material. And if he says, "I have booked a room in a hotel." In this sentence 'book' means to pay for the room in a hotel. So it is clear that context of the word determines the meaning of the word.

Another aspect of word meaning is sense relation. Sense relationship refers to the ways in which the meanings of words may be related. Different types of

relationships as synonymy, antonymy, hyponymy, prototype, homophony, metonymy, connotation and denotation. Yule (1985, p.118) says, "Words are not only the meaning containers and role players but they have relationship." There are various such relationships. The lexical or sense relationship can be shown in figure as:

Figure No. 2: Sense Relationship



1.1.3.2 Word Use

Another important aspect of learning vocabulary is word use. The meaning of a word depends upon its use. The following elements are responsible for the frequent explosion of the meaning of a word.

i) Metaphor and Simile

Metaphor refers to a figure of speech which makes use of comparison of descriptive term for a person and thing which is literally impossible. Richards et al. (1985) state,

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 word did not actually stab, but their effect is compared to the stabbing of knife (p.106).

Here the word 'stab' is used metaphorically. Simile is a kind of figure of speech under which literal or usual meaning is not separated. Something is expressed by stating another thing with which it can be compared. Richard et al. (1985) say,

A simile is an expression in which something is compared to something else by the use of function word, such as like or as. In 'Tom eats like a horse', Tom's appetite is compared, to that of a horse. 'My hands are as cold as ice' means that my hands are very cold (p.105).

Thus, simile is a kind of figure of speech under which literal or usual meaning is not separated. Therefore, vocabulary teaching becomes more effective and interesting by using 'simile'.

ii) Idiom

Idiom refers to a sequence of words which is semantically and often syntactically restricted, so that they function as a single unit. The meanings of the individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. From a syntactic point of view the words often do not permit the usual variability they display in other contexts. In the sentence, "It rained cats and dogs yesterday" the phrase 'cats and dogs' does not mean that 'cats and dogs rained yesterday' but it means that it rained heavily. So the idioms may confuse the learner to a great extent, they should be properly dealt while teaching vocabulary.

iii) Collocation

Knowing the syntactic behavior associated with the word and also knowing the network of associations between that word and other words in the language is called collocation. For example, the word 'ride' collocates with motorbike and

the 'drive' collocates with car, bus, truck and so on. So, teaching collocation of words brings variety and makes vocabulary teaching effective.

iv) Style

Style refers to the variation realized in personal speech or writing in day to day communication. Style varies from casual to formal according to the type of situation, the person or persons addressed, the location, the topic discussed, etc. The use of language in different elements differs the meaning because of style. So the learner should know the use of style of using words in formal and informal situations.

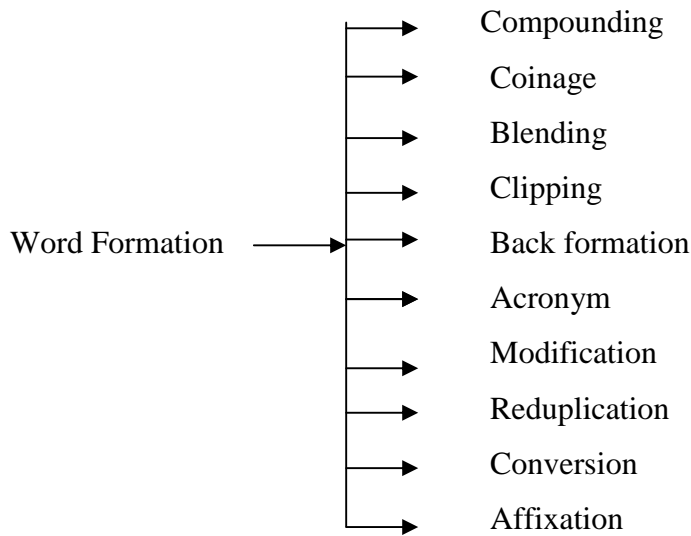
v) Register

Register is a speech variety used by a particular group of people, usually sharing the same occupation or the same interests. The knowledge of a register refers to knowing the limitations imposed on the use of the words according to variation of function and situation. For example, while greeting friends, we can use the expression 'Hi', but to greet in a formal situation, we use the word 'Hello'. Therefore, learners should be exposed to different terms.

1.1.3.3 Word Formation

Word formation refers to the change in shape and grammatical value of a word. Students need to know facts about word-formation and how to twist words to fit in different grammatical contexts. For example, the verb 'cut' has the participles 'cutting' and 'cut'. The present participle 'cutting' can be used as a noun. Students also need to know how suffixes and prefixes work. For example, we can change the meaning of word 'moral' by adding the prefix 'im'. Word can be formed by various ways which are as follows:

Figure No: 3 Word Formation



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

1.1.3.4 Word Grammar

Word grammar is another important aspect of learning vocabulary. In certain grammatical contexts, an item may have unpredictable change of form. The grammar of a new item will need to be taught, if this is not obviously covered by general grammatical rules. For example, when teaching a new verb, we might give its past form. Similarly, when teaching a noun, we may think its plural form. If irregular, such as, mouse- mice, we give adequate examples. There are many other areas of grammatical behavior that students need to know such as ;what are phrasal verbs and how do they behave? How are adjectives ordered? What position can adverbs be used in? Thus, the teaching must help students to understand what this knowledge implies both in general and for certain words, in particular.

From the above description we can draw the inference that knowing a word does not mean only recognizing meaning but also knowing word use, formation and grammar. So, emphasis on teaching all the aspects of vocabulary items becomes the need.

1.1.4 Importance of English-English Dictionary in Learning Vocabulary

Dictionary helps the learners in many ways like knowing the correct pronunciation of a word, its word class, its accepted spelling, etymology or history of a word. Though the students learn the meaning of a word through other techniques, they can not get above mentioned aspects of a word without using a dictionary. While talking about dictionaries, its better to use monolingual dictionary rather than bilingual. That is why, the focus is given on English- English dictionary in this research. According to Wallace (1982);

Bilingual dictionaries are fairly straightforward to use, but there is a lot to be said for the use of monolingual dictionaries, from the point of view of encouraging students to think in the target language. There is now a choice of good monolingual dictionaries available at various levels of difficulty and specially written for the foreign learners (p.82).

So with the help of English-English dictionary, we can teach vocabulary items effectively. The main use of the dictionary is to find out the correct spelling of a word, the another use of it is to find out its correct pronunciation, next is finding out the meaning and the last one is finding out grammatical information. According to Harmer (2008), the following extra information are found in today's dictionaries:

-) differences between British and American uses, for example Monday to Friday inclusive (British), and Monday through Friday (American)
-) similar words, for example the difference between gaze, stare and gape.
-) frequency in different media, for example the fact that certainly is more common in speech than in writing (in the example in Figure 15 the non research is in red, which instantly tells us that it is one of the 3,000 most

common words in English: S2 + is the top, 2,000 most common word in speech; W1 + in the top, 1,000 most common words in written English)

-) levels of formality, for example the fact that indolent is a formal word.
-) connotation, for example the fact the vogabond is 'especially literary' and the that certain words are taboo (p. 240).

Similarly, stating the importance of dictionary, Wallace (1982) says,

The best dictionaries (although this is still probably more true of monolingual than bilingual dictionaries) contain 'encyclopedic' information which can be a very useful teaching aid. Thus some dictionaries have useful picture displays of musical instruments, parts of the human body, kinds of animals, stages in the life of an insect, themes (such as camping) and so on, which can be very useful for vocabulary and/or composition work (p. 34).

So, we can say that dictionary contains almost all the information about vocabulary items of any language.

1.1.5 Methods of Teaching Vocabulary

Generally, there are two ways of teaching vocabulary. They are direct way and indirect way.

1.1.5.1 Direct way of teaching vocabulary

The process in which individual items are learnt consciously is called the direct way of teaching vocabulary. In direct way of teaching vocabulary, the direct focus is on the target items. In this method either the teacher selects the difficult items or asks his students to select them. Then he/she supplies the

meaning of those words with the help of a number of techniques. After that he/she exemplifies the items in sentences. She also asks the students to study the meaning and sentences for a while and try to produce student to process their own sentences. Direct teaching can be described as teacher-centered teaching because the teacher becomes a complete source. Dictionary use is also a kind of direct technique in teaching vocabulary.

1.1.5.2 Indirect way of teaching vocabulary

The process in which the students learn the targeted items without directly focusing on them is known as indirect way of teaching and learning vocabulary. In this method, students form the habit of guessing meaning from the context by reading the materials on their own. Inferred meaning is verified and confirmed when the items recur again and again. The main assumption behind indirect learning is that the foreign language learners can acquire the targeted items as naturally as they do in their mother tongue, i.e. without being conscious about the targeted items. The teacher's role is just like that of a guide or a facilitator.

This technique developed the independent strategy in learning. It is used especially at the situation when there is already a considerable store of vocabulary in learners' mind. The students are taught in a way to activate the passive vocabulary repertoire of the learners. There are many techniques in teaching vocabulary indirectly. They are the use of games and riddles and the use of cross word puzzle.

1.1.6 Techniques of Teaching Vocabulary

Techniques refer to presenting the item to the students in an understandable way. The main objective of teaching vocabulary is to make students find out the word meaning in different contexts. There are various techniques to teach the meaning of vocabulary items. The following techniques can be used to teach vocabulary:

- i) **Realia:** Realia refers to real objects. So using real objects in teaching learning is called 'Realia' technique. It facilitates to teach concrete words. It breaks monotony in classroom and makes it alive. This technique motivates the students and makes teaching/learning natural.
- ii) **Drawings and pictures:** This is another technique to teach vocabulary items. This technique is used when concrete objects or realia are impossible to bring in the classroom. The teacher either shows a ready made pictures or draws one on the board to make students familiar with the meaning of a particular word. For example, the word aeroplane can be taught by showing its picture.
- iii) **Mime, action and gesture:** It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Mime action and gesture can be used effectively and show the meaning of action verbs and it is also used to show feelings and emotions.
- iv) **Through antonyms and synonyms:** By giving synonyms or antonyms, we can teach the meaning of new vocabulary items. For example :

a. through synonyms

huge - large,

ability - capacity

b. through antonyms

ugly - not beautiful ,

small - not big

- v) Games: Language games have become more popular nowadays in vocabulary teaching. Different types of games are used in teaching vocabulary. They are: repetition, 'I spy', Hidden object, Guessing game, Jumbled letter, what is it? Target picture, etc. Games are valuable to the teacher of a foreign language because they provide an opportunity for students to use their language skills in a less formal situation. Vocabulary games encourage student participation.
- vi) Definition and explanation: The meaning of new vocabulary item can be taught through definitions and explanation. For example:
Widow – the women whose husband is dead.

Cemetery – area of land used for burying the dead.
- vii) Drill: With the help of drill technique vocabulary can be taught. The pronunciation aspect of vocabulary is more effective with the help of this technique.
- viii) Songs and rhymes: This technique can also be used to teach the vocabulary items in language classrooms. In this technique the students pronounce the words and use them in a lively and unconscious way. 'Zony –Zony yes, papa, eating sugar no papa' is the suitable example.
- ix) Through translation: We can teach the meaning of complex and abstract words with the help of this technique. It is a quick and easy way to present the meaning of words. Sometimes other techniques of teaching vocabulary are unable to give clear concept to the students, in that case this technique is helpful. But there is problem also because there is no exact equivalent terms in mother tongue for some target language terms.

- x) Through using dictionary: Dictionary is a supplementary material for teaching and learning. So we should teach students how to make use of target language dictionary properly to get the meaning of the unfamiliar words. It also helps them to improve their pronunciation. It is obvious that the dictionary can be an extremely useful learning resource, especially as it makes the learner more independent of the teacher. It becomes more effective if we provide dictionary to the students and teach them to find out the meaning of new vocabulary item, its pronunciation and use. It also provides all the details about words.

1.2 Review of Related Literature

There are many researches carried out on vocabulary teaching. Some of them are reviewed below.

Tiwari (2001) has carried out a research on "A Study on English Vocabulary Achievement by the Students of Grade Ten." The finding was that students' vocabulary achievement largely depended upon test items. Students' responses were more correct in objective test than in subjective test.

Gyawali (2004) has carried out a study to find the effectiveness of indirect technique over direct technique in teaching vocabulary and the result was that the former was effective than the latter technique.

Adhikari (2005) has carried out research to find out the effectiveness of teaching vocabulary through games. His finding shows that teaching vocabulary through games was more effective than traditional ways of teaching.

Chaudhary (2007) in his M.Ed. thesis carried out a research on "The Effectiveness of Teaching Vocabulary Through Songs and Rhymes." The result was that teaching vocabulary through songs and rhymes in grade five was more effective than other useful methods.

Ghimire (2007) has in his M.Ed. thesis carried out a research on "The Effectiveness of Visual Aids in Teaching Vocabulary." The study found that teaching vocabulary through visual aids was more satisfactory than usual method.

Khanal (2007) carried a research on "The Effectiveness of Communicative Method in Teaching Vocabulary." Her study found out that communicative method in teaching vocabulary is effective.

Regmi (2008) has in his M.Ed. thesis carried out a research on "The Effectiveness of Cross Word Puzzles in Learning Vocabulary." The main objective of his research was to find out the effectiveness of teaching vocabulary through crossword puzzles. The findings of the research showed that teaching vocabulary through crossword puzzle is more effective than other usual techniques.

In the same way many researches have been undertaken related to dictionary some of them are reviewed below.

Upadhyaya (2003) has in his M.Ed. thesis carried out a research on "The Proficiency of the Students in Using A Monolingual Dictionary." His main aim was to analyze the proficiency of PCL (humanities) and PCL (Ed) students in using the English-English dictionary. He found out that the students of I.A were more proficient in using dictionary than the students of I. Ed.

Dahal (2004) carried out a research on "Proficiency in the Use Dictionary." He tried to find out the proficiency of Tharu native speakers and Nepali native speaker in using English-English dictionary and found out that Nepali native students have high proficiency than Tharu native students.

Gyawali (2004) in his M.Ed. thesis carried out a research to find out the proficiency level of the bachelor level students in using monolingual dictionary and found out that the total proficiency in using the dictionary of B.Ed. and B. A. students was 59.90%. The students of B. Ed. were more proficient in using

dictionary than the students of B.A and the students of Kathmandu were more proficient than the students of Rupandehi.

Thapa Magar (2006) has carried out a research on "Students' Skill in Using English-English Dictionary." His main objective was to find out the skill of I. Ed IInd year students of T.U. in the use of English-English dictionary. He tried to compare their skills in terms of sex, campus and major subjects they were studying. He found out that I. Ed. Second year students are not very good at using an English-English dictionary effectively. There is no significant difference based on sex and campus. However, students majoring in English stood far ahead of the students majoring in other subjects.

So far no experimental researches have been carried out to find out effectiveness of dictionary in teaching the meaning, pronunciation and use of new vocabulary item. So, I have chosen this study.

1.3 Objectives of the Study

The objectives of the present study were as following

- a. To find out the effectiveness of teaching vocabulary through the use of English-English dictionary on the basis of the following variables:
 - i. item wise
 - ii. gender wise
- b. To suggest some pedagogical implications.

1.4 Significance of the Study

This study makes an effort to explore the effectiveness of teaching vocabulary through the use of English-English dictionary. This technique of teaching vocabulary highlights on student-centered activity. So, I have selected this topic to carry out the research work. This technique provides the following information to the students: pronunciation rules, accepted spelling of a word, word class to which a word belongs, usage of a word, irregular forms of a

word, information about persons and places, etymology or history of a word, meaning of idiomatic phrases in which the word is used, etc. So, this research will encourage the English language teachers to adopt this technique in teaching vocabulary. This study will be helpful to the students, teachers, textbook writers, teacher trainers, syllabus designers and the university students interested in teaching. 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.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology. It is the main part of the research work. It comprises with the sources of data, population of the study, sampling procedure, tools and process of data collection and limitations of the study. The following methodology is applied during this research.

2.1 Sources of Data Collection

In this study, both primary and secondary sources of data were used for data collection.

2.1.1 Primary Sources of Data

Every research work is based on primary sources of data to meet the major objective of the research. A research work is indeed, scientific and systematic task of exploring any subject matter in any discipline. In the present study, the primary sources of data were the sampled students of grade X studying in Saraswati Higher Secondary School, Kanchanpur. For the primary data collection, 40 students were taught around 350 words for one month.

2.1.2 Secondary Sources of Data

Regarding secondary sources of data the researcher consulted various books, related to vocabulary, journals reports and other submitted theses to the Department of English Education. Some of the books are Wallace (1982), Harmer (1997), Richard et al (1985), Best and Kahn (2002), Larsen- freeman (1986), Harmer (2008), etc. Apart from these, books of Nepali writers were also consulted.

2.2 Population of the Study

The total population of this study consisted of forty students studying in grade 10 at Saraswait Higher Secondary School, Kanchanpur.

2.3 Sampling Procedure

For this research, Saraswati Higher Secondary School, Kanchanpur was selected through judgmental non random sampling procedure. After that, 40 students studying in grade 10 were selected through the very procedure. Then these students were divided into two groups on the basis of the marks obtained in the pre-test. Group 'A' was considered as experimental group and group 'B' as controlled group. Group division was done using systematic random sampling procedure. The equal proficiency level of both the groups was tried to maintain.

2.4 Tools for Data collection

The major tool for data collection was a set of test items. The test item carried 50 marks. Altogether there were 8 questions. Two questions carried 10 marks each and six other questions carried 5 marks each. To make the analysis convenient, the test items were categorized into multiple choice, synonyms, antonyms, fill in the blanks, word formation, arranging jumbled letters, making sensible sentences, and matching items. The following table shows the test categories with marks.

Table No. 1
Categories of Test

S.N	Test Categories	Questions No.	Marks
1.	Multiple Choice	Q.N. 1	5
2.	Similar meaning and opposite meaning	Q No. 2 and Q. No.3	20
3	Fill in the blanks	Q. No. 4	5
4.	Word formation	Q. No 5	5
5.	Arranging jumbled letters	Q. No.6	5
6.	Using the words	Q. No. 7	5
7.	Matching items	Q. No. 8	5
		Total	50

2.5 Process of Data Collection

Data collection stage is the main stage while conducting a research work. The following procedures were used to collect data from the primary source.

- i) First of all a set of test items consisting of 8 questions was constructed selecting the vocabulary items from grade 10 textbook. Three hundred and fifty vocabulary items were selected to teach during the research and 50 were selected for the test. The test was constructed including almost all aspects of words to measure the proficiency of the students before and after the experimental teaching.
- ii) After the construction of the test items I went at Saraswati Higher Secondary School and explained the purpose of my visit to the principal. I requested him to help me in my research work. He agreed to provide me class in grade 10. I went inside the class and introduce myself with the students and told my purpose to them and requested them to help me for one month. Then I administered the pre-test to identify the actual vocabulary level of the students.
- iii) Then I determined the rank of the students on the basis of their individual scores and they were dividend into two groups: experimental group (Group A) and Controlled group (Group B) on the basis of odd and even scores. I made some adjustments to maintain the same level of proficiency in both the groups. The ranking procedure and group divisions are given below:

Table No. 2
Group Division

Pretest ranking	Group 'A'	Group 'B'
1-20	odd	even
20-40	even	odd

- iv) Group 'A' was considered as experimental group and group 'B' was considered as controlled group. Students of group 'A' were taught

vocabulary through the use of Oxford Advanced Learners' Dictionary and the students of group 'B' were taught as usual i.e. definition, explanation and translation. The students of group A were divided into five groups and each group was given one copy of OALD to learn the vocabulary items taught in the classroom.

- v) Both the groups were taught the same vocabulary items but the difference was that the students of group 'A' were provided the dictionary and the students of group 'B' were taught with other techniques of teaching vocabulary e.g. translation.
- vi) After teaching both the groups for thirty days, the post-test was administered using the same set of test items used in pre-test.
- vii) At last the result of the post-test of both the groups was compared and analyzed with the pre-test in order to find out the effectiveness of dictionary in teaching vocabulary items.

2.6 Limitations of the Study

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

- i) The study was limited to a small area of a higher secondary school in Kanchanpur district.
- ii) Though there are several techniques of teaching vocabulary, this study was only confined to find out the effectiveness of dictionary use in vocabulary teaching.
- iii) This study was limited to the vocabulary items given in Grade 10 textbook.

- iv) The study was limited to forty students studying in Grade 10 at Saraswait Higher Secondary School, Kanchanpur.
- v) Around 350 different words were selected for teaching and only 50 words were chosen for the test.
- vi) This study was limited to only thirty lessons.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is related with the analysis and interpretation of the data. After collecting the data, the responses were tabulated systematically and analysed using the statistical tools of average and percentage. Since it is an experimental research, it requires a lot of information from the practical field. As the major objective of the research is to explore the effectiveness of teaching vocabulary through the use of dictionary, two groups of students were taught to collect the data for analysis. Group 'A' was considered as experimental group and group 'B' was considered as controlled group. Group 'A' was taught vocabulary through using dictionary and group 'B' was taught vocabulary with other usual techniques.

The analysis and interpretation of data was carried out in group-wise, item-wise, sex-wise forms respectively.

3.1 Total Performance of The Students

Table No. 3
Holistic Comparison

Group	F.M.	Avg. Score in Pre-test	Avg. Score in Post-test	D	D%
A	50	21.7	36.7	15	69.12
B	50	21.6	29.5	7.9	36.57

The above table shows that the average score secured by the students of group 'A' in the pre-test was 21.7 and 36.7 in the post-test. The difference was 15 which is 69.12 percent.

Similarly, Group B obtained 21.6 marks in the pre-test and 29.5 in the post-test. Here the difference between pre-test scores and post-test scores is 7.9 which is 36.57 percent.

The above comparative table clearly shows that Group A students have progressed better than Group B students. The average scores of both the groups in the pre-test are similar i.e. there is no much difference but in the post-test the difference is high. So it reflects that students are more interested in learning vocabulary with the help of dictionary use rather than other techniques.

3.2 Item-wise Comparison

In this research, I have used different types of questions to collect the data. The following category of questions are used: multiple choice item, synonym, antonym items, fill in the blank items, changing word class items, arranging jumbled letters, using the words and matching items. The analysis and comparison of these items is as follow:

3.2.1 Average Proficiency in 'Tick the Best Meaning and Match the Similar Meaning'

Table No. 4

Score Achieved in 'Tick the Best Meaning and Match Similar Meaning'

Group	F.M.	Avg. Score in Pre-test	Avg. Score in Post-test	D	D%
A	10	6.15	8.9	2.75	44.71
B	10	6.5	8.2	1.7	26.15

Above table reflects that the average score obtained by Group A in this item was 6.15 in the pre-test and 8.9 in the post test. The difference is 2.75 in their performance and increased percentage was 44.71. On the other hand, the

average score secured by group B in this item in the pre-test was 6.5 and in the post test, 8.2. The difference here is 1.7 and the increased percentage is 26.15.

This analysis shows that Group A has improved better than Group B in this category, which clearly shows that teaching vocabulary with the help of English-English dictionary is more effective than using other techniques.

3.2.2 Average Proficiency in 'Similar Meaning and Opposite Meaning'

In this category, students had to write ten similar meanings of given words and ten opposite meanings. Altogether twenty vocabulary items were selected. The table below shows the average marks of both the groups.

Table No. 5

Item Wise Table 'Similar Meaning and Opposite Meaning'

Group	F.M.	Avg. Score in Pre-test	Avg. Score in Post-test	D	D%
A	20	8.5	13.55	5.05	59.41
B	20	7.1	10.15	3.05	42.95

This table clearly shows that the average score secured by Group A was 8.5 in the pre-test and 13.55 in the post-test in this type of item. The difference here is 5.05 and the increased percentage was 59.41.

On the other hand, Group B had secured 7.1 average marks in the pre-test and 10.5 average marks in the post-test. Here the difference is 3.05 which is 42.95 percent. This analysis clearly shows that Group A is comparatively better than Group B which proves that teaching vocabulary with the help of dictionary use is more effective than other techniques.

3.2.3 Average Proficiency in 'Fill in the Blank'

In this type of category, five questions were given to the students. They had to choose the correct words from the brackets and fill in the blank spaces. This category helps to assess their capacity of using correct words in an appropriate place. The following table shows the actual performance of both the groups.

Table No. 6

Item Wise Table 'Fill in the Blanks'

Group	F.M.	Avg. Score in Pre-test	Avg. Score in Post-test	D	D%
A	5	2.65	4.15	1.5	56.60
B	5	2.8	3.7	0.9	32.14

Here, the table shows that the average score obtained by Group A in the pre-test was 2.65 and 4.15 in the post test. Their marks increased by 1.5. The increased percentage was 56.60. Similarly, Group B obtained 2.8 marks in pre-test and 3.7 in post test. Here, the difference is 0.9 and the increased percentage is 32.14.

3.2.4 Average Proficiency in 'Change Word Class'

There were five words given to the students to change their word class. The carried marks was five. The performance of both the groups is shown below:

Table No. 7

Item Wise Table 'Change Word Class'

Group	F.M.	Avg. Score in Pre-test	Avg. Score in Post-test	D	D%
A	5	0.8	3	2.2	275
B	5	1	2.15	1.15	115

The above table shows that Group A obtained 0.8 average marks in the pre-test and 3 in the post test. Their marks were increased by 2.2 and the increased

percent was 275. In the same way, Group B obtained 1 average mark in the pre-test and 2.15 marks in the post-test. The marks increased was 1.15 and the increased percentage was 115. This analysis shows that Group A improved far more better than Group B.

3.2.5 Average Proficiency in 'Arrange the Jumbled Letters'

In this type students were given jumbled letters and they had to arrange them to make suitable words. It was also of five marks. The table below shows the detail average marks of both the groups.

Table no. 8

Item Wise Table 'Arrange the Jumbled Letters'

Group	F.M.	Avg. Score in Pre-test	Avg. Score in Post-test	D	D%
A	5	3	4.5	1.5	50
B	5	3.45	3.8	0.35	10.14

From this table it is reflected that Group A obtained 3 average marks in the pre-test and 4.5 in the post test. The marks increased by 1.5 and increased percentage was 50%. On the other hand, Group B obtained 3.45 average marks in the pre-test and 3.8 in the post-test. Their marks increased by 0.35 and increased percentage was 10.14. It shows that teaching vocabulary through the use of dictionary is more effective than using other techniques.

3.2.6 Average Proficiency in 'Use the Words in Sentence'

In this category students had to use five words in their own sentences. It was of five marks. The table below shows the average marks of both the groups in this item.

Table No. 9: Item-Wise Table ‘Using the Words in Sentences’

Group	F.M.	Avg. Score in Pre-test	Avg. Score in Post-test	D	D%
A	5	1	2.55	1.55	155
B	5	0.75	1.6	0.85	113.33

The above table displays that Group A has obtained 1 average score in the pre-test and 2.55 in the post-test. The students have increased the average score by 1.55 which is 155 percent. On the contrary Group B has obtained 0.75 average marks in the pre-test and 1.6 in the post-test. This group has increased the average score by 0.85, which is 113.33 percent.

This above analysis reveals that Group A has progressed more than Group B because Group A has got 41.67 more marks than Group B.

3.3 Gender-wise Comparison

In this comparison I have tried to analyze the average marks of boys and girls of both the groups respectively.

3.3.1 Average Proficiency of Boys

Though the number of boys vary in both the groups, the average marks are presented below. The number of boys were 12 in Group A and 11 in Group B. The following table shows the actual average marks of both the groups.

Table No.10

Boys' Performance

Group	Avg. Score in Pre-test	Avg. Score in Post-test	D	D%
A	20.66	36.58	15.92	77.05
B	21.45	29.63	8.18	38.13

The above table clearly shows that the average score secured by the boys of Group A in the pre-test was 20.66 and 36.58 in the post-test. They have increased their marks by 15.92 in average. The increased percentage was 77.05. On the other hand, the average marks of Group B boys in the pre-test was 21.45 and 29.63 in the post-test. Their marks increased by 8.18 which is 38.13 percent.

This result reveals the fact that the boys of Group A who were taught vocabulary through the use of dictionary progressed better than the boys of Group B who were taught vocabulary with the help of other techniques.

3.3.2 Average Proficiency of Girls

The number of girls were eight in Group A and nine in Group B. The average marks obtained by the girls of both groups are presented and analyzed with the help of the following table.

Table No. 11

Girls' Performance

Group	Avg. Score in Pre-test	Avg. Score in Post-test	D	D%
A	23.25	36.87	13.62	58.58
B	21.77	29.33	7.56	34.72

Here, the table shows that the girls of Group A secured 23.25 marks in the pre-test and 36.87 in the post-test. They have increased their marks by 13.62 which is 58.58 percent. On the contrary to this the girls of Group B secured 21.77 marks in the pre-test and 29.33 in the post-test. They have increased their marks by 7.56 and the increased percentage is 34.72.

This analysis clearly shows the girls of Group A have improved better than the girls of Group B. That is why, teaching vocabulary through the use of dictionary is more effective than teaching vocabulary with the help of other traditional techniques.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This is the crucial chapter of the research which deals with the findings and recommendations of the study.

4.1 Findings

As this research deals with an effort to find out the effectiveness of teaching vocabulary through dictionary, one month was consumed to conduct the experiment in Saraswati Higher Secondary School with 40 students studying in Grade X. On the basis of analysis and interpretation of the primary data from the different angles, I have drawn the following findings:

- I. From the comparison of total performance by both the groups, it is found that Group A has greater average increment percentage than Group B by 32.55. So, by means of the marks secured by experimental group, it can be claimed that teaching vocabulary through the use of dictionary is more effective than the usual way of teaching it.
- II. The test items 'multiple choice' and 'match the following' were supposed to evaluate the students' ability to choose the best alternative that could make the meaning of the given word clear and it has been obtained that Group A has greater average increment percentage than Group B by 18.56. So, it can be said that teaching vocabulary through dictionary has been more effective than other techniques regarding multiple choice and matching items.

- III. To assess the students' ability to write the similar meaning and opposite meaning, the test item 'synonyms and antonyms' was developed. In this test item, Group A has progressed significantly as it has excelled group B by 16.46 average increment percentage which clearly show the effectiveness of teaching vocabulary through this technique.
- IV. The test item 'fill in the blanks' was supposed to evaluate the students' ability to use the words in appropriate situations. In other words to test the students' ability to collocate the word appropriately, this test item was developed. Group A has secured 24.46 more average increment percentage than Group B. This depicts the fact that teaching vocabulary through dictionary has been the most effective in case of 'fill in the blank' test item.
- V. To evaluate the students' ability about 'word formation' the test item 'change the word class' was selected. In this test item, Group A has greater average increment percentage than Group B by 160 which clearly shows the effectiveness of dictionary technique in this type of test items.
- VI. The test item 'arranging jumbled letters' was designed to examine the spelling aspect of vocabulary. It has been obtained that Group A has won Group B by 39.86 more average increment percentage. So, it can be said that this technique of teaching vocabulary is the best one.
- VII. Word 'use' is the main aspect of vocabulary teaching. So the test item 'using the words in meaningful sentences' was designed to examine this aspect of vocabulary. Here it has been found that the experimental group secured 41.67 more average increment percentage than control group. This also points out that dictionary technique has been more effective than usual way of teaching vocabulary.

- VIII. From the sex-wise comparison, it is seen that experimental group has done better than control group. The boys of group A excelled the boys of group B by 38.92 more average increment percentage and the girls of group a excelled the girls of group B by 23.86 more average increment percentage. It clearly shows the effectiveness of teaching vocabulary through the use of dictionary.
- IX. While teaching vocabulary items through the use of dictionary, the students were found highly motivated so that there was active participation of the students whereas Group B seemed a bit passive. So, it was found that the students of Group A learnt in a better way by learning and doing.

4.2 Recommendations

It is proved from the research that teaching vocabulary through the use of English-English dictionary can really be more effective than usual classroom techniques. So it is necessary for us to improve the situation of vocabulary teaching by applying the effective techniques in it. In our country a very few of the English teachers might be using dictionaries in the classroom teaching. So the following recommendations are presented on the basis of findings from teaching and achievement in vocabulary test.

- i. From the research, it is clear that group A performed relatively better in every aspect of a word. Thus, the use of Oxford Advanced Learner's Dictionary should be done in teaching vocabulary items at secondary level in all the schools.
- ii. The teachers should be trained and dictionaries should be provided to each and every school to implement this technique effectively at secondary level.
- iii. Though the exercises related to the 'use of dictionary' are included in the school level syllabus, they are not sufficient. So the textbook

writers should include some more practical exercises in the school level syllabus.

- iv. The syllabus designers and methodologists should encourage the use of dictionary technique in teaching foreign language. So that in a language classroom a language teacher can present the vocabulary items by making the active participation of the students.
- v. As this research was limited only to 40 students of a government school, it cannot be, however, claimed that the findings of this study are applicable for all schools of Nepal or they are complete in themselves. So, in order to test the validity of research's findings, it is suggested to carry out further research in this area by involving more and more number of schools and students.
- vi. While teaching vocabulary through dictionary technique, the following practical suggestions can be followed to make the teaching effective.
 - a. If the teacher faces the problem because of the noise of the group of students, s/he can explain the situation to his/ her class and get them to help him/ her by keeping the noise level minimum in the class.
 - b. The teacher should divide the class into small groups mixing intelligent and poor students and give them one copy of OALD and can ask the group leaders to come in front of the class and present the vocabularies, which helps minimizing the noise.
 - c. The teacher can write a short list of instructions on the board so that the students have a checklist to follow once they all start to use the dictionary and discuss about the words.

Finally, it is recommended that the vocabulary items should be taught through the use of English-English dictionary as far as possible, which lay emphasis on learning by doing and results the long last memory of the students.

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APPENDIX-I

PRE TEST AND POST TEST ITEMS

Name: _____

F.M.: 50

Class: _____

Attempt all the questions

1. Tick the best meaning of the following words or phrases: 5

a. Primitive

i. small ii. new iii. old iv. bright

b. Nestling

i. kids ii. baby cows iii. baby birds iv. baby dog

c. Shower

i. cloud ii. rain iii. song iv. flower

d. Proof

i. glad ii. strong iii. a kind of flower iv. evidence

e. Stole things

i. thieves ii. printed books iii. loot iv. expensive things

2. Write down the similar meanings of the following words: 10

i. Sightless _____

ii. Check _____

iii. Leave _____

- iv. Huge _____
- v. Ability _____
- vi. Fragment _____
- vii. Pretty _____
- viii. Shrewdly _____
- ix. Depressed _____
- x. Row _____

3. Write the opposite meaning of the following words: 10

- i. boring _____
- ii. death _____
- iii. modern _____
- iv. quiet _____
- v. optimistic _____
- vi. clever _____
- vii. social _____
- viii. beautiful _____
- ix. arrival _____
- x. knowingly _____

4. Fill in the blanks choosing the correct form of the words from the brackets:

- i. I to go to Patan to visit my aunt. (went/ want)

ii. I a horrible film yesterday. (watched/ saw)

iii. Rohan always the radio. (hears/ listens)

iv. Dacoits ornaments from the jewellery shop. (still/ steal)

v. The captain sails the (sheep/ ship)

5. Change the following words as indicated in the brackets. 5

a. happy (noun) _____

b. able (noun) _____

c. quiet (adverb) _____

d. entrance (verb) _____

e. appoint (noun) _____

6. Arrange the jumbled letters meaningfully. 5

a. boko _____

b. ephlenoe _____

c. roop _____

d. cta _____

e. hmoe _____

7. Make sensible sentences using these words. 5

a. sanitation

.....

.....

b. invalid

.....
.....

c. interfered

.....
.....

d. suitcase

.....
.....

e. infirmity

.....
.....

8. Match the words in column 'A' with their meanings in columns 'B'. 5

A	B
solitude	you
launch	stout
thee	state of being alone
thick, strong	strength
power	start on

Appendix –II
Summary of Lesson Plans

Lesson Plan No. 1

Subject: English

Date: 2065-04-27

Class: Ten

Period: First

No of Students: 20

1. Teaching items: dawn, took off, huge, descended, primitive, bright
2. Objective: On the completion of this lesson students will be able to:
 -) tell the meaning of the following words: dawn, took off, huge descended, primitive, bright.
 -) pronounce the words correctly.
 -) make sensible sentences by using these words.

Group 'A'

3. Aids: Usual materials and five copies of OALD.
4. Activates: Before starting the lesson the teacher will tell a joke to motivate the students. Then the teacher will divide the class into five groups and distribute a dictionary to each group. After that he will write the vocabulary items to be taught on the blackboard and ask students to pronounce them. Then he will ask the students to tell meaning of those words if they know, if not the teacher will tell them to find out the meaning of those words from the dictionary in group. He will also tell them to find out the word class of those very words with the help of dictionary. Then he will tell tell them to pronounce the words correctly. Then he will tell students to use those words in their own sentences.

At lest the teacher will ask the meaning of those words to the students individually. He will also ask them to pronounce those words.

Group 'B'

In group 'B' the teacher will teach the students without using dictionary. The teacher enters the class and do some warring up activities then he will write the

vocabulary item to be taught on the board and writes the meanings of those words on the board. He will pronounce the words loudly for the class. He will also make some sensible sentences using the above mentioned words.

To evaluate the students the teacher will ask the meaning and pronunciation of the words to the students individually. They will be asked to use the words in sensible sentences like this he will teach the words in group 'B'.

Lesson Plan No. 2

Subject: English

Date: 2065-05-06

Class: Ten

Period: First

No of Students: 20

2. Teaching items : rubbish, designated, motionless, proof, criminals, windscreen, unconscious
3. Objectives : On the completion of this lesson, students will be able to:
 -) write the meaning of above mentioned words without copying from the dictionary.
 -) tell the word class of the words.

Group A

4. Aids: Chalk, blackboard, five copies of OALD and a word chart.
5. Activities :

First of all the teacher will tell a short story to motivate the students. Then the teacher will divide the class in five groups. He will keep both poor and intelligent students in the group. After that dictionaries will be distributed to those groups. Then the teacher will paste a chart of vocabularies on the wall and tell the students to pronounce the words and the students will be asked to find out the words on the dictionary and asked to pick out all the informations about those words. After that teacher will ask the students to tell the meaning of those words one by one. Then the teacher will ask students to find out the word class of those words and write on their notebook.

The students will write the word class of those items. The students of one group will ask the meaning of the words to another group.

At last the teacher will divide the whole class in to two groups and the students of one group will ask the word class of these words to another group and vice-versa. The teacher gives homework to the students.

Group 'B'

While teaching vocabulary in group 'B' the teacher will do the following activities:

First of all the teacher writes the words on the board and pronounces them. The teacher will ask the students to copy those words on their note book. Then he will translate the words for the class. He will ask the students to tell the word class of those word. He will write the responses on the board and tell the right answer to them.

At last the teacher will ask the meaning of words to the students individually. He will also ask the word class of those words to the students.

APPENDIX III

LIST OF THE STUDENTS INVOLVED IN THIS STUDY AND MARKS OBTAINED IN PRE-TEST ALONG WITH THEIR RANK.

Names	Pre-test Marks	Rank
Harish Chand	30	1
Hari Datt Bhattari	28	2
Kaushila Chand	28	3
Nirmala K. Bhatt	26	4
Bharat Chand	26	5
Rekha K. Pal	26	6
Nikita Chaudhary	25	7
Bibek Bist	25	8
Radhika Joshi	25	9
Puskar Tiwari	25	10
Mamata Pathak	25	11
Khagendra Chand	24	12
Hira K. Dhami	24	13
Iswari Thapa	24	14
Pankaj Kharel	23	15
Parwati Bhatt	23	16
Mina Dangaura	22	17
Iswari Dhanuk	22	18
Bhoj Bhattari	22	19
Mahesh B.K.	22	20
Dropati Shahi	21	21
Nishma Damai	21	22
Harka B. Chand	20	23
Kishor Mahara	20	24
Deepak Ojha	20	25

Bikash Karki	20	26
Thaneswar Tiwari	19	27
Janak B. Chand	19	28
Bashanti Paneru	19	29
Nabin Bist	18	30
Bishnu Bhatt	18	31
Keshab Chand	18	32
Govind K. Dahal	18	33
Ashok Thagurathi	18	34
Sita Bhat	18	35
Dinesh K.C.	17	36
Ganesh Thagunna	17	37
Krishna Shah	17	38
Saraswati Pela	17	39
Jyoti Chand	16	40

APPENDIX IV

Group Division

Pre-test Rank	Group 'A'	Group 'B'
	Experimental Group	Control Group
1-20	odd	even
20-40	even	odd

Group A			Group B		
R.N	Names	Marks	R.N.	Names	Marks
1	Harish Chanda	30	2	Hari Datt Bhattra	28
3.	Kaushila K. Chanda	28	4	Nirmala K. Bhatt	26
5.	Bharat Chand	26	6	Rekha K. Pal	26
7.	Nikita Cahandary	25	8	Bibek Bist	25
9	Radhika Joshi	25	10	Puskar Tiwari	25
11	Mamata Pathak	25	12	Khagendera Chand	24
13	Hira K. Dhama	24	14	Iswari Thapa	24
15	Pankaj Kharel	23	16	Parwati Bhatt	23
17	Mina Dangaura	22	18	Ishwari Dhanuk	22
19	Bhoj Bhattra	22	20	Mahesh B.K.	22
22	Nisha Dhama	21	21	Dropati Shahi	21
24	Kishor Mahara	20	23	Harka B. Chand	20
26	Bikash Karki	20	25	Deepak Ojha	20
28	Janak B. Chand	19	27	Thaesar Tiwari	19
30	Nabin Bist	18	29	Bashanti Paneru	19
32	Keshab Chand	18	31	Bishnu Bhatt	18
34	Ashok Thagurathi	18	33	Govind K. Dahal	18
36	Dinesh K.C.	17	35	Sita Bhat	18
38	Krishna Shah	17	37	Ganesh Thagunne	17
40	Jyoti Chand	16	39	Saraswati Pela	17

APPENDIX V

GROUP WISE TABLE OF PRE AND POST-TEST RESULT

1- Pre-test and Post-test Result of Group A (Experimental Group)

R.N	Names	P ₁	P ₂	D	D%
1	Harish Chanda	30	44	14	46.66
3.	Kaushila K. Chanda	28	44	16	57.14
5.	Bharat Chand	26	39	13	50
7	Nikita Chaudehari	25	42	17	68
2	Radhika Joshi	25	32	7	28
11	Mamata Pathak	25	38	13	52
13	Hira K. Dhami	24	34	10	41.66
15	Pankaj Kharel	23	38	5	21.73
17	Mina Dangaura	22	33	11	50
19	Bhoj Bhattra	22	35	13	59.09
22	Nisha Dhami	21	31	10	47.61
24	Kishor Mahara	20	38	18	90
26	Bikash Karki	20	44	24	120
28	Janak B. Chand	19	33	14	73.68
30	Nabin Bist	18	42	24	133.33
32	Keshab Chand	18	37	19	105.55
34	Ashok Thagurathi	18	39	21	116.66
36	Dinesh K.C.	17	27	10	58.82
38	Krishna Shah	17	33	16	94.11
40	Jyoti Chand	16	41	25	156.25
	Total Score	434	734	300	
	Average Score	21.7	36.7	15	69.12

2. Pre-test and Post-test Result of Group B (Control Group)

R.N	Names	P ₁	P ₂	D	D%
2	Hari Datt Bhattraï	28	36	8	28.57
4	Nirmala K. Bhatt	26	40	14	53.84
6	Rekha K. Pal	26	30	4	15.38
8	Bibek Bist	25	31	6	24
10	Puskar Tiwari	25	38	13	42
12	Khagendera Chand	24	30	6	25
14	Iswari Thapa	24	34	10	41.66
16	Parwati Bhatt	23	28	5	21.73
18	Ishwari Dhanuk	22	27	5	22.72
20	Mahesh B.K.	22	32	16	45.45
21	Dropati Shahi	21	26	5	23.80
23	Harka B. Chand	20	26	6	30
25	Deepak Ojha	20	29	9	45
27	Thaeswar Tiwari	19	21	2	10.52
29	Bashanti Paneru	19	27	8	42.10
31	Bishnu Bhatt	18	22	4	22.22
33	Govind K. Dahal	18	31	13	72.22
35	Sita Bhat	18	27	9	50
37	Ganesh Thagunne	17	30	13	76.47
39	Saraswati Pela	17	25	8	47.05
	Total Score	432	590	158	
	Average Score	21.6	29.5	7.9	36.57

APPENDIX – VI

SEX WISE TABLE OF PRE AND POST-TEST RESULT

Sex-wise Division and Marks Obtained In Pre-test and Post test are as follows:

Group 'A' Sex-wise table: 'Boys'

S.N	Names	P ₁	P ₂	D	D%
1	Harish Chand	30	44	14	46.66
2	Bharat Chand	26	39	13	50
3	Pankaj Kharel	23	28	5	21.73
4	Bhoj Bhattra	22	35	13	59.09
5	Kishor Mahara	20	38	18	90
6	Bikash Karki	20	44	24	120
7	Janak B. Chand	19	33	14	73.68
8	Nabin Bist	18	42	24	133.33
9	Kshav Chand	18	37	19	105.55
10	Ashok Thayurathi	13	39	21	166.66
11	Dinesh K.C.	17	27	10	53.82
12	Krishna Shah	17	33	16	94.11
	Total	248	439	191	
	Average	20.60	36.58	15.91	77.01

Group 'B'

S.N	Names	P ₁	P ₂	D	D%
1	Hari B. Bhattraï	28	36	8	28.57
2	Bibek Bist	25	31	6	24
3	Puskar Tiwari	25	38	13	52
4	Khegendra Chand	24	30	6	25
5	Mahesh B.K	22	32	10	45.45
6	Harka B. Chand	20	26	6	30
7	Deepak Ojha	20	29	3	45
8	Theneswar Tiwari	19	21	2	10.52
9	Bishnu Bhatt	18	22	4	22.22
10	Govind K. Dahal	18	31	13	72.22
11	Ganesh Thegunra	17	30	13	76.47
	Total	236	326	90	
	Average	21.45	29.63	8.18	38.13

Sex wise Table 'Girls'

Group 'A'

S.N	Names	P ₁	P ₂	D	D%
1.	Kaushilak Chand	28	44	16	57.14
2.	Nikita Chaudhari	25	42	17	68
3.	Radhika Joshi	25	32	7	28
4.	Mamata Pathak	25	38	13	52
5.	Hira K. Dhani	24	34	10	41.66
6.	Minadangaura	22	33	11	50
7.	Nishna Dhani	21	31	10	47.61
8.	Jyoti Chand	16	14	25	156.25
9.	Total	186	295	109	
10.	Average	23.25	36.87	13.62	15.25

Group 'B'

S.N	Names	P ₁	P ₂	D	D%
1.	Nirmala K. Bhatt	26	40	14	53.84
2.	Rekha K. Pal	26	30	4	15.38
3.	Iswari Thapa	24	34	10	41.66
4.	Parwati Bhatt	23	28	5	21.73
5.	Ishwari Dhanuk	22	27	5	22.72
6.	Dropati Shahi	21	26	5	23.80
7.	Bashanti Paneru	19	27	8	42.10
8.	Sita Bhat	18	27	9	50
9.	Saraswati Pela	17	25	8	47.05
	Total	196	264	68	
	Average	21.77	29.33	7.55	34.69

APPENDIX – VII

ITEM WISE TABLES OF PRE AND POST TEST RESULTS

1. The Result in 'Tick the Best Meaning and Match Similar Meaning.'

Group 'A'

Full Marks: 10

R.N.	Pre-test	Post-test	D	D%
1	10	10	0	0
3	10	10	0	0
5	7	9	2	28.57
7	8	10	2	25
9	6	9	3	50
11	7	10	3	42.85
13	6	8	2	33.33
15	6	7	1	16.66
17	6	7	1	16.66
19	6	10	4	66.66
22	6	7	1	16.66
24	5	9	4	80
26	5	10	5	100
28	5	8	3	60
30	6	9	3	50
32	6	9	3	50
34	5	10	5	100
36	4	7	3	75
38	5	9	4	80
40	4	10	6	150
Total	123	178	55	
Average	615	8.9	2.75	44.71

Group B

Full Marks : 10

R.N.	Pre-test	Post-test	D	D%
2	10	10	0	0
4	8	10	2	25
6	7	8	1	14.28
8	7	9	2	28.57
10	8	10	2	25
12	7	8	1	14.28
14	6	10	4	66.66
16	8	9	1	12.5
18	6	7	1	16.16
20	7	9	2	28.57
21	8	8	0	0
23	5	7	2	40
25	6	8	2	33.33
27	5	6	1	20
29	6	9	3	50
31	5	6	1	20
33	6	8	2	33.33
35	6	7	1	16.16
37	4	8	4	100
39	5	7	2	40
Total	130	164	34	
Average	6.5	8.2	1.7	26.15

2. The Result in 'Similar and opposite Meaning'.

Group 'A'

Full Marks 20

R.N.	Pre-test	Post-test	D	D%
1	8	16	8	100
3	10	18	8	80
5	10	16	6	60
7	8	15	7	87.5
9	10	10	0	0
11	9	13	4	44.44
13	9	14	5	55.55
15	8	10	2	25
17	9	12	3	33.33
19	9	11	2	22.22
22	8	13	5	62.5
24	8	14	6	75
26	8	17	9	112.5
28	7	13	6	85.71
30	8	17	9	112.5
32	7	14	7	100
34	8	12	4	50
36	6	11	5	83.33
38	7	9	2	28.57
40	5	16	11	220
Total	170	271	101	
Average	8.5	13.55	5.05	59.4

Group 'B'

Full Marks : 20

R.N.	Pre-test	Post-test	D	D%
2	9	12	3	33.33
4	7	15	8	114.28
6	8	10	2	25
8	8	11	3	37.5
10	8	14	6	75
12	8	9	1	12.5
14	9	12	3	33.33
16	6	7	1	16.66
18	9	10	1	11.11
20	8	10	2	25
21	6	7	1	16.16
23	8	10	2	25
25	7	12	5	71.42
27	6	8	2	33.33
29	7	10	3	42.35
31	6	8	2	33.33
33	6	12	6	100
35	5	9	4	80
37	6	9	3	50
39	5	8	3	60
Total	142	203	61	
Average	7.1	10.15	3.05	42.95

3 The Result in 'Fill in The Blanks.'
Group 'A'

Full Marks :5

R.N.	Pre-test	Post-test	D	D%
1	4	5	1	25
3	1	4	3	300
5	3	5	2	66.66
7	4	5	1	25
9	3	3	0	0
11	4	4	0	0
13	4	4	0	0
15	3	4	1	33.33
17	3	3	0	0
19	2	4	2	100
22	3	4	1	33.33
24	2	4	2	0
26	3	5	2	66.66
28	2	4	2	100
30	1	4	3	300
32	2	5	3	150
34	2	5	3	150
36	3	3	0	0
38	2	4	2	100
40	2	4	2	100
Total	53	83	30	
Average	2.65	4.15	1.5	56.60

Group 'B'

Full Marks :5

R.N.	Pre-test	Post-test	D	D%
2	2	4	2	100
4	4	4	0	0
6	3	4	1	33.33
8	4	5	1	25
10	3	4	1	33.33
12	4	5	1	25
14	3	3	0	0
16	4	5	1	25
18	2	3	1	50
20	3	4	1	33.33
21	2	4	2	100
23	2	3	1	50
25	3	3	0	0
27	2	2	0	0
29	3	2	-1	-33.33
31	2	3	1	50
33	2	4	2	100
35	3	3	0	0
37	2	5	3	150
39	3	4	1	33.33
Total	56	74	18	
Average	2.8	3.7	0.9	32.14

4. The Result in 'Changing Word Class.'

Group A

Full Marks : 5

R.N.	Pre-test	Post-test	D	D%
1	1	4	3	300
3	0	4	4	400
5	1	2	1	100
7	1	4	3	300
9	1	2	1	100
11	1	4	3	300
13	1	2	1	100
15	1	2	1	100
17	1	3	2	200
19	1	3	2	200
22	1	2	1	100
24	1	3	2	200
26	1	4	3	300
28	1	2	1	100
30	0	4	0	400
32	1	3	2	200
34	1	3	2	200
36	0	2	2	200
38	1	3	2	200
40	0	4	4	400
Total	16	60	44	
Average	0.8	3	2.2	275

Group 'B'

Full Marks : 5

R.N.	Pre-test	Post-test	D	D%
2	1	4	3	300
4	1	4	3	300
6	2	2	0	0
8	1	1	0	0
10	1	3	2	200
12	1	2	1	100
14	1	2	1	100
16	1	2	1	100
18	1	2	1	100
20	2	2	0	0
21	1	2	1	100
23	1	1	0	0
25	0	2	2	200
27	1	2	1	100
29	0	1	1	100
31	1	2	1	100
33	1	2	1	100
35	2	3	1	50
37	1	2	1	100
39	0	2	2	200
Total	20	43	23	
Average	1	2.15	1.15	115

5. The Result in 'Arranging Jumbled Letters.

Group 'A'

Full Marks : 5

R.N.	Pre-test	Post-test	D	D%
1	5	5	0	0
3	5	5	0	0
5	4	5	1	25
7	3	5	2	66.66
9	4	5	1	25
11	3	4	1	33.33
13	3	5	2	66.66
15	4	4	0	0
17	2	5	3	150
19	3	5	2	66.66
22	2	3	1	50
24	3	5	2	66.66
26	2	5	3	150
28	3	4	1	33.33
30	2	5	3	150
32	2	4	2	100
34	1	5	4	400
36	3	2	-1	-33.33
38	2	5	3	150
40	4	4	0	0
Total	60	90	30	
Average	3	4.5	1.5	50

Group 'B'

Full Marks : 5

R.N.	Pre-test	Post-test	D	D%
2	5	5	0	0
4	5	5	0	0
6	5	4	-1	-20
8	4	4	0	0
10	4	5	1	25
12	3	4	1	33.33
14	4	5	1	25
16	3	4	1	33.33
18	3	3	0	0
20	2	5	3	150
21	3	4	1	33.33
23	3	3	0	0
25	4	3	-1	-25
27	4	2	-2	-50
29	3	4	1	33.33
31	4	2	-2	-50
33	2	3	1	50
35	2	3	1	50
37	3	4	1	33.33
39	3	4	1	33.33
Total	69	76	7	
Average	3.45	3.8	0.35	10.14

6. The Result in 'Using the Words.

Group 'A'

Full Marks : 5

R.N.	Pre-test	Post-test	D	D%
1	2	4	2	100
3	2	3	1	50
5	1	2	1	100
7	1	3	2	200
9	1	3	2	200
11	1	3	2	200
13	1	1	0	0
15	1	1	0	0
17	1	2	1	100
19	1	2	1	100
22	1	2	1	100
24	1	3	2	200
26	1	3	2	200
28	1	2	1	100
30	1	3	2	200
32	0	2	2	200
34	1	4	3	300
36	1	2	1	100
38	0	3	3	300
40	1	3	2	200
Total	20	51	31	
Average	1	2.55	1.55	155

Group 'B'

Full Marks : 5

R.N.	Pre-test	Post-test	D	D%
2	1	1	0	0
4	1	2	1	100
6	1	2	1	100
8	1	1	0	0
10	1	2	1	100
12	1	2	1	100
14	1	2	1	100
16	1	1	0	0
18	1	2	1	100
20	0	2	2	200
21	1	1	0	0
23	1	2	1	100
25	0	1	1	100
27	1	1	0	0
29	0	2	2	200
31	0	1	1	100
33	1	2	1	100
35	0	2	2	200
37	1	2	1	100
39	1	1	0	0
Total	15	32	17	
Average	0.75	1.6	0.35	113.33

APPENDIX - VIII

WORD LIST

The following words were used to teach the experimental group and the control group. The words were extracted from all the chapters from grade ten text book.

Primitive, nestling, shower, loot, old, bright, small, kids, cloud, rain, flower, proof, glad, strong, evidence, thieves, expensive, sightless, check, leave, huge, ability, fragment, pretty, shrewdly, depressed, row, death, modern, quiet, optimistic, clever, social, beautiful, arrival, want, horrible, see, listen, steal, dacoits, ornaments, jewellery, happy, able, entrance, appoint, poor, home, sanitation, invalid, suitcase, infirmity solitude, launch, thee, thick, strong, strength power, dawn, took off, huge, descended primitive, bright, rubbish, designated, motion, criminals, windscreen, unconscious fragments, perfection, awake, domestic, stream, heaven, pessimistic, comfortable, certificate remember, generation, comfortable, remember, generation, bloom, prosperous farmer, granaries, piece, piece, promise, claim, expectation, matter, abandon, produce, terrible, store, plot, fight required, irrigation, destroy, parasite mortgaging, compel, entire, overcome, disaster, pawnbroker, bungalow, villa, castle, purohits, bearded, character, mention, celebrate, baskets, forceful blessing, tranquil, festival, dazzling, perform, religious, rituals, happiness, successful, cursing, race, perfection, awake, concern, university, imagine, rudely, career, lucky, brought up, lucky, meadow, seed, sow, unplanted, bare, magic, secret, biology, mammal, protein, minerals, survival, organ, brain, nutritional, primate, antibody, concentration, anemia, cataract, allergies, enough, protein, complex, profession, stupid, member, district, banking, society, customer, branch, facility, rehabilitation, trade, implement, litterateur, bolster, shape, rectangular, location, population, notice, comfort, middle, enjoy, support, save, monsoon, drizzling, particularly, swinging, buckets, suspended, raised, mattocks, shoulder, grinding mill, plough, sickle, public, determine, misunderstanding culture, choose, permit, pavement, computer, scientist, calculate, generation, display, hardware, monitor, function, keyboard, manipulate, command, display, permanent, storage, tremendous, amount, insertion, ancient, temporary, afraid, wreckage, ambulance, collect, oppose, specialist, indigestion, permission, eventually, condition, wounded, involvement, volunteer, invade, native, wandering, minstrel, boundless, wretch, concentrated, trousers, occasion, interfere, photograph, intervene,

conspicuously, immediately, rainbow, tune, annoying, interfering, agreement, trip, holiday, manufacture, withered, pleasant, machine, apparently, hazards, disease, absence, relationship, integrate, confine, spiritual, preference, sufficient, individual, payment, surprise, pleasantly, poverty, gentleman, encourage, kitchen, plunge, undiluted, pastime, moment, thatched, muddy, concrete, paralysed, crowd, address, freeze, planet, plank, lifted, impulse, immobile, realise, burst, forehead, curse, muscle, whisper, wildlife, extinction, conservation, reservoir, diminish, poisonous, dam, delicate, thread, tapestry, serious, threat, alligators, feather, endanger, restaurateur, barked, grille, prayed, jostled, alone, potted, original, purpose, shopping, street, dropped, staircase, aghast, frantically, reckoned, bed sheet, intently, outcry, farmhouse, tightly, clinic, snowy, queer, lake, downy, flake, upset, tow, typical, unfair

