

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication by which we (human being) express our ideas, desires, feelings, emotions, by means of a structured agreement of sounds to form units, e. g. morphemes, words, phrases and sentences. There is no doubt that every normal human child being acquires his/her first language without being explicitly taught. A child by the age of four or five years becomes linguistically adult, who is otherwise, immature in almost all activities of his/her life. When children acquire their first language, they not only grasp the formal properties of language, but also the functional aspects of it. So a child becomes not only linguistically competent but also communicatively competent.

English is regarded as the world's most prestigious and important language nowadays. It has become an important vehicle to the transmission of modern civilization. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. A vast store of knowledge and technology is explored through English. It is thus, an important means to achieve a success. It is universally acknowledged the dominant role of language. Among the languages in the world it is explicit that English is the widely used international language. It is also one of the major languages of the UNO. English has its worldwide presence and the speed of spread is unprecedented. Considering the socio-cultural perspective, it is evident that people everywhere depend on English to have access to the benefits offered by the broader English speaking world and in this regard it seems convenient to have English as a lingua franca.

English for the Nepalese students is a foreign language and it is necessary to learn because it occupies a significant role in our national life of our country like Nepal. The English language has become indispensable vehicle to the transmission of modern civilization into our nation. It is necessary to learn English for practical and instrumental purposes, for general as well as specific purposes, and for international communication purpose also.

English is the foreign language taught in all schools in Nepal and the medium of instruction at higher level of education. English is undoubtedly of vital importance for accelerating the modernization process in Nepal. As education is an agent of such a process, the place of English in Nepalese Education as a foreign language is secure and unavailable. It has been taught as a compulsory subject from grade one to bachelor level.

Looking at the history of English in our country Nepal, we find that king Pratap Malla, who, according to the inscription of Hanuman Dhoka, knew fourteen languages including English. In the later period of Malla regime, English entered through Christian Missionaries in Kathmandu. Later king Prithvi Narayan Shaha expelled them blaming that they were working for extending their business, religion and politics. But Prime Minister Janga Bahadur Rana, who visited the U. K. and was highly impressed with the progress made by the United Kingdom, decided to give English education to his children. So, he opened "the first school" in Nepal, solely for the education of his children in 1844. Later it was shifted to its present building Bhanu Madhyamik Vidhyalaya (Durbar High School) and English was taught as a compulsory subject up to Bachelor level and it is prescribed as an elective subject in the higher secondary level (10 + 2) and all the levels of campus Education.

1.2 History of Computer in Language Teaching/Learning

Much of the early history of computer in language teaching/learning, in the 1980s and 1990s, was concerned with keeping side by side as the taskmaster: a number of content courses, particularly in English grammar and computer science were provided by the PLATO system at many universities. Students 'mastered' each individual topic-which consisted of presentation and practice in the form of tests in a society confine to a language laboratory. However, the continual miniaturization of electronics has given us increasingly smaller, faster and more powerful desktop computers. At the start of the twenty-first century, 'multimedia' has become virtually synonymous with 'computer'. With these changes, issues in Computer-Assisted Language Learning (CALL) have also evolved from an early emphasis on how to use new technology to research its effects on learning. Higgins and Johns (1984) framed the major debate of the 1980s and early 1990s over whether the computer was 'master' or 'slave' to the learning process. Was the computer to be a replacement for teachers, or merely an obedient servant of students?

Simultaneous with the development of the multimedia, personal computer were the changes in our understanding of the teaching and learning of languages. Communicative approaches, content-based learning and task-based learning are all enhanced by the use of computer.

1.3 Vocabulary

1.3.1 Definition of Vocabulary

Richards et al. (1999:400) define vocabulary as 'a set of lexemes, including single words, compound words and idioms.'

Similarly, Harmer (1997) defining the term 'vocabulary' says that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.

In Microsoft Encarta (2008) the term 'lexeme' is defined as "a fundamental unit of the vocabulary of a language that may exist in a number of different forms, e.g. "make" existing as "makes, making, maker, made"

Cambridge International Dictionary of English (1995:1238) defines vocabulary as 'all the words which exist in a particular language or subject.'

According to Oxford Advanced Learners Dictionary of Current English (2000:1447), the term vocabulary has been defined as 'body of words known to a person or used in a particular book, subject etc.' The meaning of vocabulary is also given as 'total number of words that make up a language.'

From the above definitions, we can conclude that 'vocabulary' can be a single word or a group of words that take a single meaning.

1.3.2 Types of Vocabulary

So far as the type of vocabulary is concerned, it has been divided into different categories. Harmer (1997) makes a distinction between 'active' and 'passive' vocabulary. 'Active' refers to vocabulary that students have been taught or learnt and which they are expected to be able to use whilst 'passive' refers to words which the students will recognize when they meet them but which they will probably not be able to use.

Frisibly (1954: 94) says that we have four types of vocabularies. We have our speaking vocabulary, listening vocabulary, writing vocabulary and reading vocabulary. This is associated with two levels of language use i.e. the production level and recognition level.

Fries (1945: 44-50) classifies English words into four groups. Function words, substitute words, grammatically distributed words and content words. The function words primarily perform grammatical functions e. g. the 'do' as signaling question. The substitute words e.g. he, she, they etc. replace class of words and several classes. Grammatically distributed words, e.g. some, any etc. show unusual grammatical restrictions in distribution. The number of words in the first three groups is rather small say 200 in around numbers in English. The fourth group i.e. content words constitute the bulk of the vocabulary of English. On the basis of the types of meaning they convey, vocabulary can be classified into two categories: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary, e.g. pen, book, glass etc. On the contrary, if it signifies something which has no definite shape, size or measurement and entirely dependent on our personal imagination, it is called abstract vocabulary e.g. love, anger, die etc.

Similarly, words are also classified as content and function words. Content words give lexical meaning. They are also called words of major class. Nouns, verbs, adjectives and adverbs come under this category. Function words give grammatical meaning. They are also called words of minor class. They show grammatical relationship; pronouns, articles, conjunctions, prepositions etc. come under this category. Content words are also called words of open class and function words are also called words of closed class. Similarly Aarts and Aarts (1986: 21) say that word class

membership may be said to be dependent upon at least two kinds of properties: morphological and syntactic.

On the basis of the structure, there are three types of words: simple, compound and complex. Simple words consist of a single free morpheme followed or not by an inflectional affix such as play, plays, played etc. Compound words consist of two or many free morphemes where the constituents themselves and constitute are words; e.g. backboard etc. Compound word is a lexical item composed of two or more parts written (-) where the parts themselves are usually words e.g. buspark, schoolgirl etc. Complex words consist of a root plus one or more derivational affixes; e.g. boyhood, determination etc.

To conclude, a word is a smallest meaningful bit of speech that can occur in isolation. Todd (1991: 49-50) says that the term words is used for the following five senses.

- i) 'Orthographic word' represents the word in its conventional alphabetical writing. An orthographic word has space on either side; e.g. book, go, etc.
- ii) 'Phonological word' refers to the word in spoken form. Phonological word is preceded and followed by pause or silence in speech. Phonological word is represented in phonemic or phonetic symbol. For example 'cat' is orthographic word and /kæt/ is phonological word.
- iii) 'Morphological word' considers the form but not meaning. 'Ball' has two meanings (a spherical object used in games and a formal social gathering for dancing) but is a single morphological word.
- iv) A 'lexical word' is also called lexeme. The lexical word is an abstract unit, which underlies many morphological words. For example, the set of morphological words sing, sings, singing, sang and sung represent a single lexeme.

- v) A 'semantic word' considers the meaning of a linguistic unit. The morphological word 'ball' represents two semantic words because it has two different unrelated meanings.

1.3.3 Teaching of Vocabulary

It is true that if language structures make 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. Grammatical knowledge allows us to generate sentences. At the same time, though we must have something to say; we must have meanings that we wish to express and we need to have a store of words that we can select from when we wish to express these meanings.

For many years vocabulary was seen as incidental to the main purpose of language teaching- namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on to when learning structures, but was frequently not a main focus for learning itself.

Recently, however, methodologists and linguists have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. It is now clear, for example, that the acquisition of grammar though the two are obviously interdependent.

In any well-structured vocabulary program there needs to be the proper mix of explicit teaching and activities from which vocabulary learning can occur.

1.3.4 Aspects of Learning Words:

Knowing a word does not mean just understanding its meaning(s). There are many things about words that we need to know. In this regard Celce Murcia and Larsen-Freeman (1993) mention some points what one actually need to know to learn a word. They are (i) spelling (orthography); (ii) phonetic representation (pronunciation, syllabification and stress [if multi-syllabics]); (iii) morphological irregularity (where applicable); (iv) syntactic features and restrictions (including part of speech); (v) common derivation and collocation, (i.e. words with which it occurs) and (vi) semantic feature and restriction.

Harmer (1997: 158) presents the categorization of what knowing a word means. He has given a four-point categorization of knowing a word.

- a) Word meaning (meaning in context and sense relations)
- b) Word use (metaphor and idiom, collocation, style and register)
- c) Word information (parts of speech, prefixes and suffixes, spelling and pronunciation)
- d) Word grammar (nouns: countable and uncountable etc., verb complementation, phrasal verb etc., adjectives and adverbs: position, etc.)

1.3.5 Techniques of Teaching Vocabulary

In ELT, new approaches, methods and techniques of teaching and learning have appeared. The traditional way of teaching and learning, which was dominant in and after 1950s have been replaced by modern communicative ways of teaching. In the past, vocabulary teaching was basically considered to meaning aspect only and translation was the basic method of teaching to second language learners. In the present context, a number of techniques of vocabulary teaching have been appeared which

represent the vision of modern approaches and methods of teaching vocabulary. Some techniques of teaching vocabulary are as follows:

- i. Discovery techniques in which learner will often be asked 'discover by them.' Clues are given where students activate their previous knowledge and share what they know.
- ii. Use of realia, pictures etc.
- iii. Mime, action, gesture
- iv. Contrast (empty, full etc.)
- v. Enumeration (shirts, trousers, jackets, under dress etc.)
- vi. Explanation
- vii. Translation
- viii. Teaching word phonetically through modeling visual representation and phonetic symbols
- ix. Dictionary use
- x. Synonyms, antonyms etc.

Techniques presented above and several others are used to teach vocabulary. But for such teaching the selection and gradation of vocabulary items depending upon the targeted learners are of prior importance. The items are selected according to the need, interest and level of the learners. They are selected according to the criteria of frequency, range, coverage, availability, learnability and productivity. Such selected items are to be presented gradually following the criteria of gradation. Simple to complex, major to minor word class must often used to less used, concrete to abstract are some principle bases for grading vocabulary items.

1.3.6 Testing Vocabulary:

There are a number of reasons why vocabulary testing would be regarded as a useful element in a well-run language-teaching programme. Most obviously, if vocabulary is considered to be an important component of language knowledge, then it naturally needs to be assessed in some way. For some learners, particularly beginners, vocabulary may be about the only aspect of language they know well enough to be tested on. If a language programme focuses on the skill of reading, vocabulary measurement is appropriate because its knowledge is one of the most important factors in reading ability.

Another reason has to do with learner attitudes. Testing researchers have found that tests have consequences for beyond providing estimates of examinees' abilities. They also shape the way learners view the content of a course. Most teachers are aware that learners partially judge the importance of classroom material by whether it appears on subsequent tests or not. This effect is called backwash (or wash back) effect, and can be positive/negative. If a teacher thinks vocabulary is important then it is worth including a vocabulary component in an assessment scheme to build positive attitudes towards vocabulary study. On the other hand, if vocabulary is stressed in classes, but never addressed during assessment, students might come away with the negative conclusion that vocabulary does not really matter.

For whatever reason, most teachers will wish to gauge their learners' vocabulary progress and knowledge. For this it is needed to have enough background to be able to better evaluate existing vocabulary tests and with a framework to write teachers tests. And in this respect four key questions are to be born in mind for vocabulary test development. They are put forward as:

- i) Why do you want to test? Or what use will you make of the resulting test scores?

- ii) What words do you want to test?
- iii) What aspect of these words do you want to test?
- iv) How will you elicit students' knowledge of these words?

Testing vocabulary is a more complicated business than might at first be assumed. A number of important factors as given above need to be considered in the development of a well-designed vocabulary test.

1.4 Literature Review

Actually, no researches have been carried by the researcher of our country on "Effectiveness of Using Computer in Teaching Vocabulary." But if we saw the researches globally, we can find some works which are related to this topic.

Davies (1992) in his "Computers, Language and Language Learning" has mentioned that computer is an excellent aid to presenting language items like vocabularies.

John in his "The use of the Computer in English Language Teaching" has mentioned that computer can be used as the useful materials for teaching English vocabulary.

No research has yet been carried out on "effectiveness of using computer in teaching vocabulary." So, this study aims at finding out the effectiveness of using computer in teaching vocabulary.

1.5 Objectives of the study

This research had the following objectives:

- i) To analyze the effectiveness of using computer in teaching vocabulary,
- ii) To find out the fundamental differences between using computer in teaching vocabulary and teaching vocabulary by traditional methods like using pictures, synonym, antonym and definition,
- iii) To suggest some effective ways of teaching vocabulary by using computer and suggest pedagogical implication of the study

1.6 Significance of the study

The findings of the study will be significant for researchers who want to undertake researches on similar topics in future and it will be significant to all those who are interested in foreign language teaching and learning and more particularly to those learners who are interested to learn vocabulary of foreign language in an authentic way. It will also be helpful to those who are interested in textbook writing, education planning and searching for recent trends in language teaching and learning. So, it will have a global significance.

CHAPTER TWO

METHODOLOGY

The present study is an attempt to analyze the effectiveness of using computer in teaching vocabulary. To fulfil the objectives of the study, the researcher used computers to teach the selected vocabulary items. He used different applications softwares as well as CDs of different dictionaries to obtain his desired objectives of the study.

This chapter describes the design of the plans and procedures of the study, which were carried out by the researcher to achieve the desired objectives of the study. The sources of data, population of the study, sampling procedure, tools for the data collection, process of data collection and the limitations of the study have been included here.

2.1 Sources of Data

In the process of this study, the research data have been collected from both sources: primary and secondary.

2.1.1 Primary Sources:

The students who are studying in class nine at Nobel Academy were the primary sources of data for this study.

2.1.2 Secondary Sources:

Textbook of grade 9, other books related to the research work, theses, articles and information obtained from different websites were the secondary sources of data.

2.2 Population of the Study

The population for this study included all the nine graders of Nobel Academy.

2.3 Sampling Procedure

It is obvious that sampling is one of the most important aspects of a research study. It is a smaller representation of a large whole. For this study, the researcher randomly selected one boarding school of Kathmandu district, namely called Nobel Academy. From this school, the researcher had randomly selected 50 students of Grade-9.

2.4 Tools for Data Collection

The researcher designed a test included items like matching, supplying one word for many, multiple choices, words unscrambled items and using words in appropriate sentences to collect primary data for the study. Full marks of this test was 100 and pass marks was 50.

The whole set of test was divided into 5 categories with 20 equal marks on each item.

The first item was matching item which contained words with their similar and opposite meaning. For example:

Match the following words in column A with their similar meaning in column B

Column-A

Column-B

- | | |
|--------------|--|
| a. adverse | to support, speak publicly in favor of |
| b. aggravate | unfavorable |

Match the following words in column A with their opposite meaning in column B

Column-A

Column-B

- | | |
|----------|---------|
| a. damp | compact |
| b. bulky | dry |

The second item was such that the students had to supply one word for many. For example:

Supply one word for the meaning that is given below

- a. Pictures or words carved in wood
- b. To move on the hands and knees

The third item was word building item. For example:

Word building item:

- a. Make meaningful words from a word 'embankment'
- b. Make meaningful words from a word 'encephalitis'

The fourth item was multiple choices. For example:

Multiple choices:

- c. Which one of the following is the synonym of the word 'colonel'?
 - i) Police officer
 - ii) Army officer
 - iii) Military officer

The fifth item was words unscrambled. For example:

Unscrambled the following scrambled words and make them meaningful

- a. MEMETNKANB
- b. YIIDINNLTREARCSMI

2.4 Process of Data Collection

While collecting the data, the following procedure was adopted.

1. Firstly, the researcher selected and listed 50 vocabulary items of grade nine from the textbook prescribed by the government.
2. Secondly, the researcher prepared two types of lesson plan with test items, teaching materials etc.

3. Thirdly, the researcher visited the school. Vocabularies were taught to the students by using lesson plans and they were evaluated and the responses were collected from the students.

For collecting the primary data a test was designed which included items like matching, supplying one word for many, word building and multiple choices etc. For this purpose, the researcher visited Nobel Academy and the steps followed were as follows:

- (a) At first, appropriate exercises, which would meet the target of the study, were prepared. Teaching materials and classroom techniques were developed for selected teaching items. A test was developed to measure the vocabulary achievement of students.
- (b) To determine the vocabulary achievement of the students, the test administrated. The students were evaluated in hundred full marks.
- (c) The rank of the students was determined on the basis of their individual score. Then the total students were divided into two groups 'A' and 'B' on the basis of odd and even number as follows:

Pre test rank

	Group-A	Group-B
1-10	Even	Odd
11-20	Even	Odd
21-30	Even	Odd
31-40	Even	Odd
41-50	Even	Odd
51-60	Even	Odd
61-70	Even	Odd
71-80	Even	Odd
81-90	Even	Odd
91-100	Even	Odd

- (d) Then both of the groups were taught by the researcher for one month separately, "the experimental group" using the computer on the other hand, "the control group" using the traditional teaching method like using picture, synonym, antonym and definition. He taught the selected items.
- (e) At the end of the classroom teaching, a post-test was given by using the same test item used in the pre-test for both the groups after one month.
- (f) Then the result of the two tests were compared and contrasted to determine the effectiveness of using computer in teaching vocabulary.

2.5 Classification of Vocabulary Items

Altogether fifty words were selected by the researcher for the purpose of his research work. Those words belonged to different parts of speech. The number of vocabulary items belonging to different parts of speech with their percentage is given in the following table.

Table no. 1

Number and percentage of words according to the parts of speech

S. N.	Parts of speech	No. of words	percentage
1	Nouns	26	52%
2	Verbs	13	26%
3	Adjectives	8	16%
4	Adverbs	3	6%

The table presented above shows that there are 26 words belonging to parts of speech noun. It occupies 26 percentages of the total selected vocabulary items. There are 13 words belonging verbs, which occupies 13 percentages, 8 words belonging adjectives which occupies 8 percentages and 3 words belonging to adverbs which occupies 6 percentages of the selected vocabulary items.

2.6 Limitations of the study

As this is the first research on “Effectiveness of Using Computer in Teaching Vocabulary”, the researcher attempted to carryout it taking the following limitations and considerations to make the study precise and systematic:

- a) The study was limited to a boarding school of Kathmandu Valley namely Nobel Academy.
- b) Only the 9th graders of the school were included for this practical study.
- c) The primary data for this study were collected by conducting written test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. The vocabulary items were analyzed. Similarly, the responses of the students were marked as accurately and systematically as possible. The items and the scores were tabulated for analysis and interpretation. With a view to making the study more objective and effective, the analysis and interpretation of the data was carried out using the statistical tools of rank and percentage.

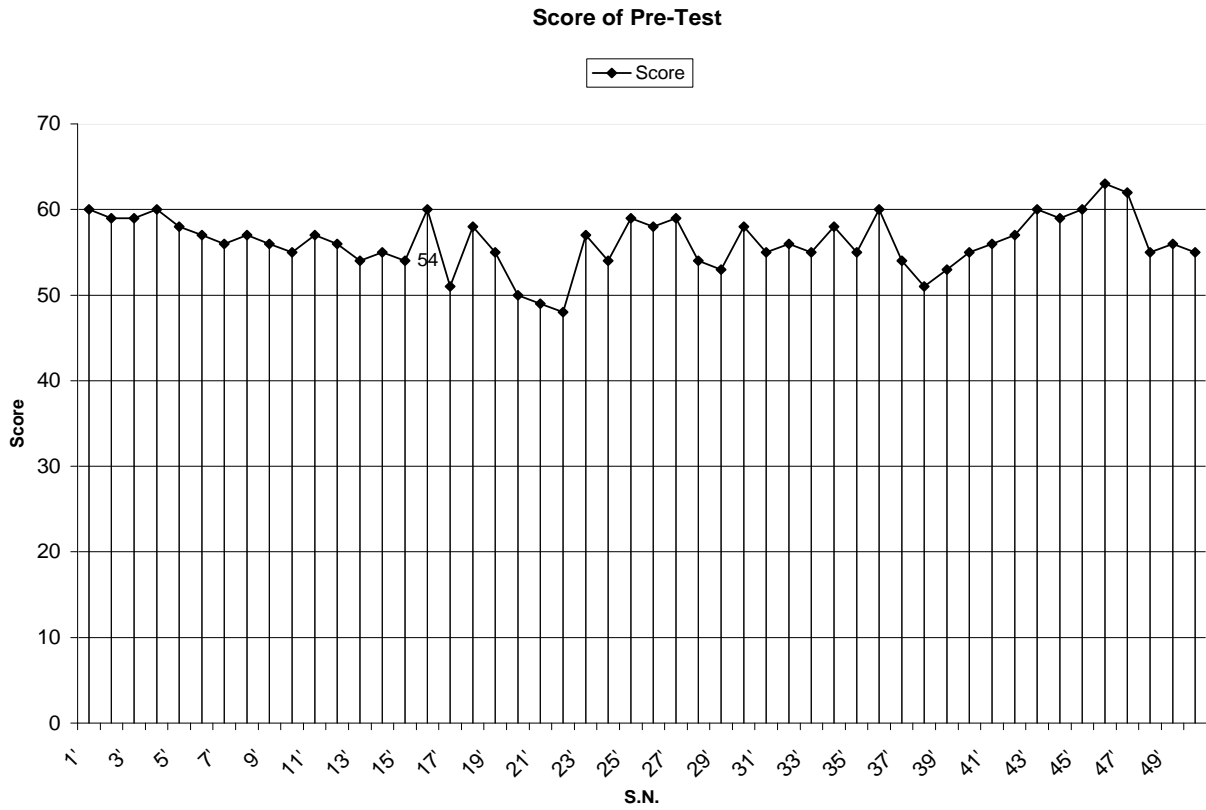
The analysis and interpretation of the data was done under the following headings.

- 3.1 Analysis of the Vocabulary Achievement in the Pre Test
- 3.2 Analysis of the Vocabulary Achievement in the Post-Test
- 3.3 Analysis of the Difference between Pre and Post-Test
- 3.4 Finding out the Difference between Post-Test of both Groups
- 3.5 Pointing out the Advantages of Using Computer in Teaching Vocabulary

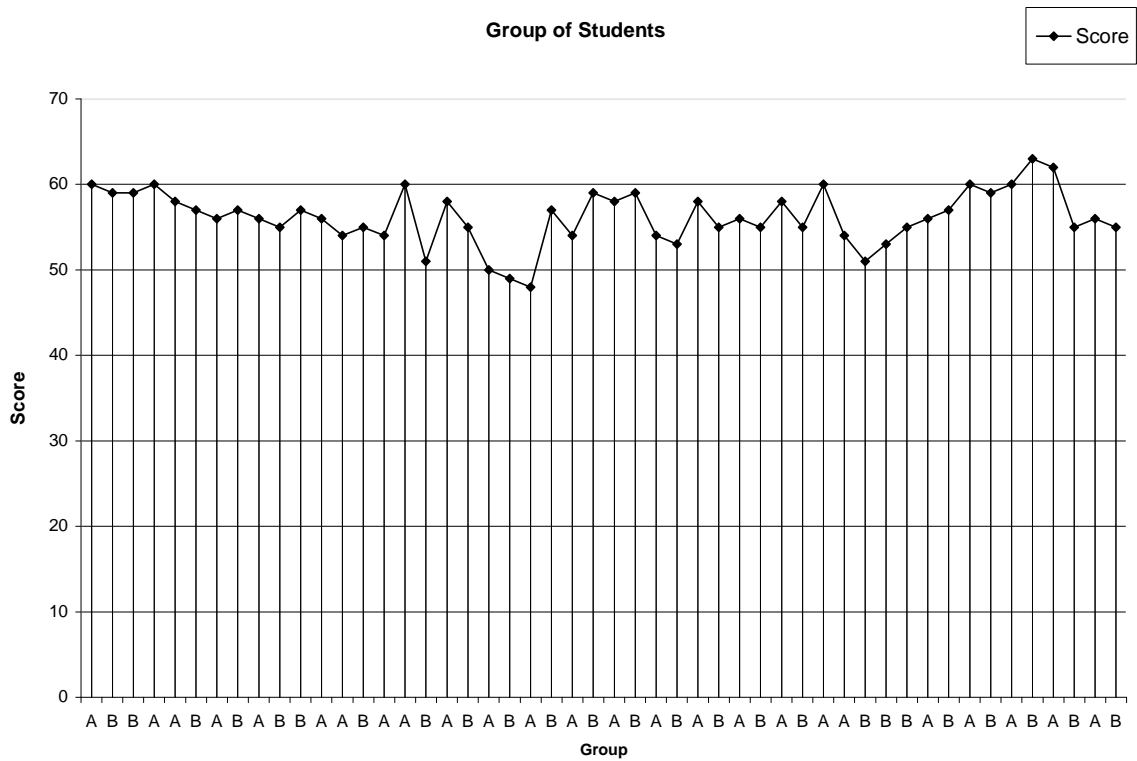
3.1 Analysis of Vocabulary Achievement in the Pre-Test

Under this heading the researcher has attempted to investigate students' achievement of vocabulary on the basis of the items he used. This main heading has been divided into different sub-headings to make the analysis from different perspectives.

In the chart presented below, the score of the students obtained by them in pre-test was given.



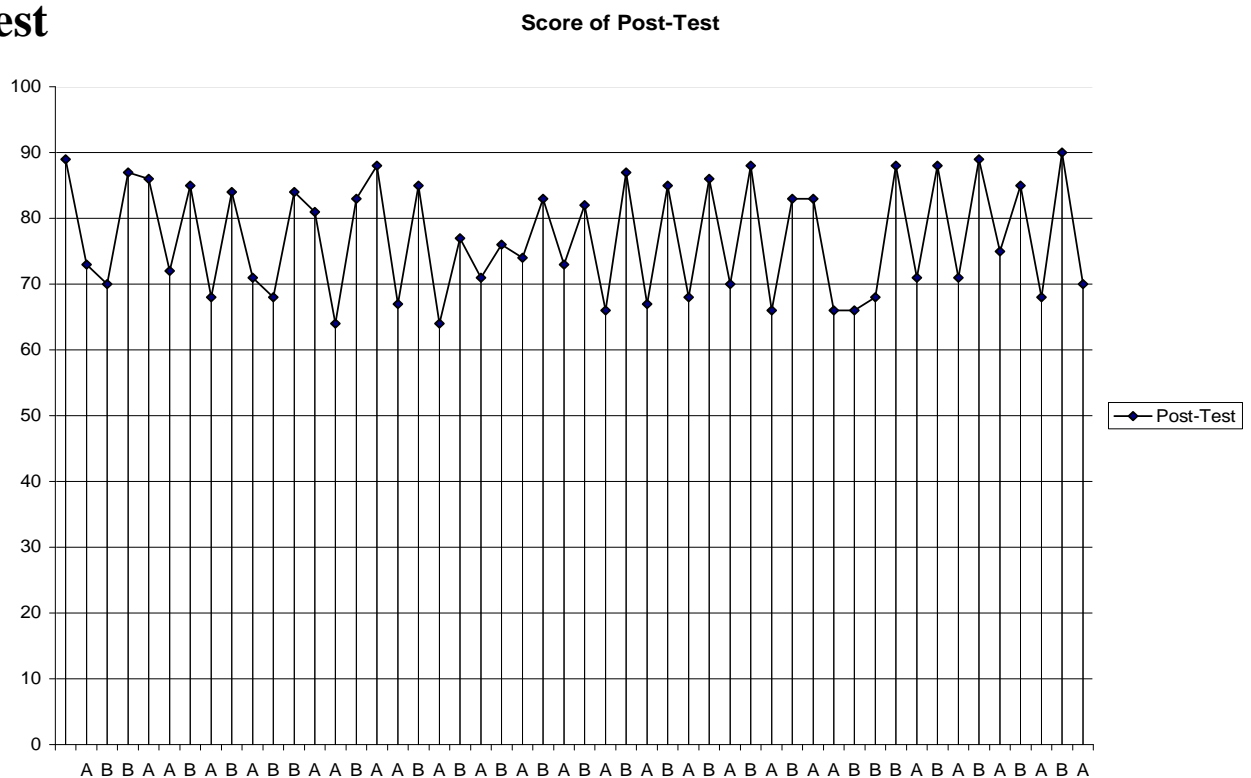
In the chart given below students were categorized as Group-A and Group-B according to the score obtained by them in pre-test.



From the charts mentioned above, it is clear that every student has score pass marks i.e. 50 and on the basis of individual score of the student, their group is divided as group A and B. Students whose score is even number falls under group A, and students whose score is odd number falls under group B. From the charts above, it can be analyzed that number of students under group A and group B are equal.

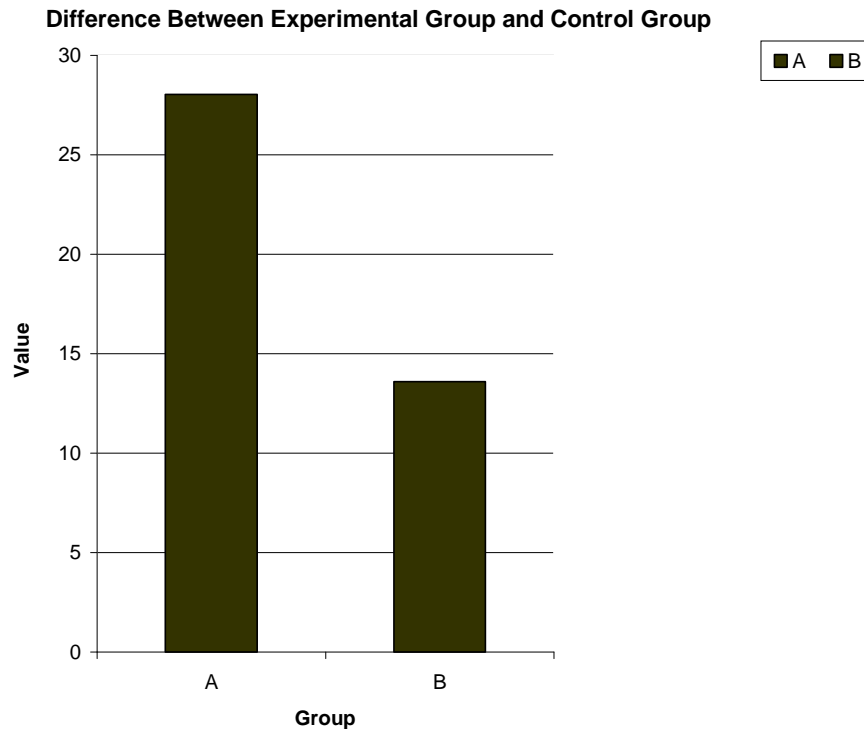
On the basis of group of students, the researcher has taken the students of group -'A' as experimental and group -'B' as control group for the easiness of his research work.

3.2 Analysis of the Vocabulary Achievement in the Post-Test



From the chart mentioned above, it can be analyzed that, students under experimental group have scored above 28.04 in average than that of their score of pre- test and students under control group have scored above 13.60 in average than that of their score of post-test.

3.3 Analysis of the Difference between Pre and Post-Test



From the chart mentioned above, it can be analyzed that, students under control group have scored above 13.60 in average than that of their score of pre- test, students under experimental group have scored above 28.04 in average than that of their score of pre-test and the difference between both the groups was 14.44.

3.4 Finding out the Difference between Post-Test of both Groups

From the analysis of the score of post-test of both experimental and control group, following facts can be drawn:

- i) Scores of the post-test of experimental group is above 28.04 in average to the score of pre-test of experimental group.

- ii) Score of post-test of control group is above 13.60 in average to the score of pre test of control group.
- iii) The difference between the score of post-test of experimental group and control group is 14.44 in average.

So, from the facts drawn above, it is proved that computer plays an important role to teach vocabulary and teaching vocabulary with the help of computer proves to be more effective than that of traditional methods of vocabulary teaching like definition, antonym, synonymy etc.

3.5 Pointing out the Advantages of Using Computer in Teaching Vocabulary

From the table and differences between the score of experimental group and control group mentioned above, the following advantages of using computer in vocabulary teaching over other ways of teaching is found:

- a) Students' achievement is found satisfactory.
- b) Students' enjoy a lot in computer so their involvement is found satisfactory.
- c) Students' were found more eager in practicing and they really developed their fluency, accuracy and vocabulary power. So, they were found using words confidently.
- d) The researcher did not involve himself in translating vocabulary items and the research was carried out without any doubt.
- e) Students' pronunciation is found similar the native speakers.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

The study was focused on the effectiveness of using computer in teaching vocabulary. In this study, the researcher had selected fifty different vocabulary items from the textbook of grade nine and students of grade nine of Nobel Academy were taken as a sample for this research work. The researcher analyzed the effectiveness of using computer in teaching vocabulary in comparison to teaching vocabulary by traditional method like using picture, synonyms, antonyms, definitions, action etc. and he had pointed out the pedagogical implication of the study.

4.1 Finding about Vocabulary Achievement

On the basis of the analysis and interpretation, the researcher has drawn the following findings:

- 1) Using computer in teaching vocabulary was found effective (i.e. 14.44 above in average) than teaching vocabulary by traditional methods like using pictures, synonym, antonym and definition.
- 2) Vocabulary taught by using CD of different dictionaries and by using different applications software was found extra satisfactory.
- 3) Students were found motivated and interested for learning new words and they were found 100% confidence in the use of vocabulary items presented by computer and it was found that computer is the best tools for teaching vocabulary items.

4.2 Recommendations

On the basis of findings from the analysis and interpretation of data, the following recommendations have been made:

- 1) Computer is not used as a teaching aid in teaching vocabulary; therefore, students can not develop their vocabulary power. So, for the effective teaching and learning of vocabulary, computers should be used in language classroom.
- 2) To reduce the monotony of the students and for effective teaching of vocabulary, computer should be used rather than traditional methods like using pictures, synonym, antonym and definition.
- 3) While teaching vocabulary with the help of computer, CD of different dictionaries as well as different types of application softwares should be used.
- 4) The role of computer should be prioritized rather than the traditional methods to teaching vocabulary like using pictures, synonym, antonym and definition.

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APPENDIX I

Vocabulary test items:

In the time of research evaluation, the researcher has made use of the following vocabulary test items:

1. Matching:

i) Match the following words in column A with their meaning in column B

Column-A	Column-B
a. adverse	strike
b. aggravate	a person who designs buildings to
c. amputate	unfavorable
d. architect	to support, speak publicly in favour of
e. Bandh	to cut off

ii) Match the following words in column A with their meaning in column B

Column-A	Column-B
a. Bank	fat
b. Bargain	confuse
c. Bewilder	negotiate
d. Bulky	edge

2. Supply one word for the meaning that is given below

- a. Pictures or words carved in wood
- b. Main church
- c. Short, sharp noise
- d. Army officer
- e. Dhaniya
- f. To move on the hands and knees

- g. Not dry, moist
- h. First light of the day, daybreak
- i. Regrettable
- j. To make or become less

3. Word building item:

- c. Make meaningful words from a word 'embankment'
- d. Make meaningful words from a word 'encephalitis'
- e. Make meaningful words from a word 'mischievously '
- f. Make meaningful words from a word 'keepsake'
- g. Make meaningful words from a word 'indiscriminately'
- h. Make meaningful words from a word 'girl-trafficking'

4. Multiple choices:

- k. Which one of the following is the synonym of word 'colonel'?
 - i) Police officer ii) Army officer iii) Military officer
- l. Which of the following word meaning is related to the word 'deplorable'
 - i) Regrettable ii) Distasteful iii) bewilder

5. Unscrambled the following scrambled words and make them meaningful

- a. MEMETNKANB
- b. YIIDINNLTREARCSMI

APPENDIX II

Answer key:

1. Matching:

- i) a. unfavorable
- b. to support, speak publicly in favour of
- c. to cut off
- d. a person who designs buildings
- e. strike
- ii) a. edge
- b. negotiate
- c. confuse
- e. fat

2. Supply one word for the meaning that is given below

- a. Carving
- b. Cathedral
- c. Clatter
- d. Colonel
- e. Coriander
- f. Crawl
- g. Damp
- h. Dawn
- i. Deplorable
- j. Diminish

3. Word building item:

- f. bank, men, ant
- g. net, tin, list, sin
- h. love, louse house
- d. keep, peak, speak
- e. in, innate, min, ate
- f. girl, king, rack

4. Multiple choices:

- a. army officer
- b. regrettable

5. Unscrambled the following scrambled words and make them meaningful

- a. Embankment
- b. Indiscriminately

APPENDIX III

Daily Lesson Plan no.1 (Controlled Group)

AIMS

- a. To present 10 vocabulary items
- b. To have them practise the vocabulary items

NEW VOCABULARY: adverse, aggravate, amputate, architect, Bandh, Bank, bargain, bewilder, book, bulky

PROCEDURE

WARM-UP: Joke (1 minute)

STAGE-1 PRESENTATION (approx. 10 minutes)

- a. New Vocabulary (flash cards, pictures, note-1)

STAGE-2 PRACTICE (approx. 20 minutes)

- a. Write 1-2 new sentences on the basis of model. Check them.
- b. Solve all items of test. Check

STAGE-3 PRODUCTION

- a. Discussion question (note 2)
- b. Wh-shorter answer question (note 3)

RESERVE ACTIVITY

VISUAL AIDS: 10 flash cards for new vocabulary items, pictures etc.

COMMENTS:

APPENDIX IV

Daily Lesson Plan no.2 (Controlled Group)

AIMS

- a. To present 10 vocabulary items
- b. To have them practise the vocabulary items

NEW VOCABULARY: carving, cathedral, clatter, colonel, coriander, crawl, damp, dawn, diminish

PROCEDURE

WARM-UP: Joke (1 minute)

STAGE-1 PRESENTATION (approx. 10 minutes)

- a. New Vocabulary (flash cards, pictures, note-1)

STAGE-2 PRACTICE (approx. 20 minutes)

- a. Write 1-2 new sentences on the basis of model. Check them.
- b. Solve all items of test. Check

STAGE-3 PRODUCTION

- a. Discussion question (note 2)
- b. Wh-shorter answer question (note 3)

RESERVE ACTIVITY

VISUAL AIDS: 10 flash cards for new vocabulary items, pictures etc.

COMMENTS:

APPENDIX V

Daily Lesson Plan no.3 (Controlled Group)

AIMS

- a. To present 10 vocabulary items
- b. To have them practise the vocabulary items

NEW VOCABULARY: disgusting, dowry, elope, embankment, encephalitis, envy, extinguisher, ferment, fluster, fuss

PROCEDURE

WARM-UP: Joke (1 minute)

STAGE-1 PRESENTATION (approx. 10 minutes)

- a. New Vocabulary (flash cards, pictures, note-1)

STAGE-2 PRACTICE (approx. 20 minutes)

- a. Write 1-2 new sentences on the basis of model. Check them.
- b. Solve all items of test. Check

STAGE-3 PRODUCTION

- a. Discussion question (note 2)
- b. Wh-shorter answer question (note 3)

RESERVE ACTIVITY

VISUAL AIDS: 10 flash cards for new vocabulary items, pictures etc.

COMMENTS:

APPENDIX VI

Daily Lesson Plan no.4 (Controlled Group)

AIMS

- a. To present 10 vocabulary items
- b. To have them practise the vocabulary items

NEW VOCABULARY: gangway, girl-trafficking, gosh, hammock, hug, indiscriminately, keepsake, lean, memento, mischievously

PROCEDURE

WARM-UP: Joke (1 minute)

STAGE-1 PRESENTATION (approx. 10 minutes)

- a. New Vocabulary (flash cards, pictures, note-1)

STAGE-2 PRACTICE (approx. 20 minutes)

- a. Write 1-2 new sentences on the basis of model. Check them.
- b. Solve all items of test. Check

STAGE-3 PRODUCTION

- a. Discussion question (note 2)
- b. Wh-shorter answer question (note 3)

RESERVE ACTIVITY

VISUAL AIDS: 10 flash cards for new vocabulary items, pictures etc.

COMMENTS:

APPENDIX VII

Daily Lesson Plan no.5 (Controlled Group)

AIMS

- a. To present 10 vocabulary items
- b. To have them practise the vocabulary items

NEW VOCABULARY: nicotine, orphan, owe, perplexed, probe, ragged, rumble, scream, solicitor, timidly

PROCEDURE

WARM-UP: Joke (1 minute)

STAGE-1 PRESENTATION (approx. 10 minutes)

- a. New Vocabulary (flash cards, pictures, note-1)

STAGE-2 PRACTICE (approx. 20 minutes)

- a. Write 1-2 new sentences on the basis of model. Check them.
- b. Solve all items of test. Check

STAGE-3 PRODUCTION

- a. Discussion question (note 2)
- b. Wh-shorter answer question (note 3)

RESERVE ACTIVITY

VISUAL AIDS: 10 flash cards for new vocabulary items, pictures etc.

COMMENTS:

APPENDIX VIII

Daily Lesson Plan no.1 (Experimental Group)

AIMS

- a. To present 10 vocabulary items
- b. To have them practise the vocabulary items

NEW VOCABULARY: adverse, aggravate, amputate, architect, Bandh, Bank, bargain, bewilder, book, bulky

PROCEDURE

WARM-UP: Joke (1 minute)

STAGE-1 PRESENTATION (approx. 10 minutes)

- a. New Vocabulary (computer)

STAGE-2 PRACTICE (approx. 20 minutes)

- a. Write 1-2 new sentences on the basis of model. Check them.
- b. Solve all items of test. Check

STAGE-3 PRODUCTION

- a. Discussion question (note-1)
- b. Wh-shorter answer question (note-2)

RESERVE ACTIVITY

VISUAL AIDS: computer

COMMENTS:

APPENDIX IX

Daily Lesson Plan no.2 (Experimental Group)

AIMS

- a. To present 10 vocabulary items
- b. To have them practise the vocabulary items

NEW VOCABULARY: carving, cathedral, clatter, colonel, coriander, crawl, damp, dawn, diminish

PROCEDURE

WARM-UP: Joke (1 minute)

STAGE-1 PRESENTATION (approx. 10 minutes)

- a. New Vocabulary (computer)

STAGE-2 PRACTICE (approx. 20 minutes)

- a. Write 1-2 new sentences on the basis of model. Check them.
- b. Solve all items of test. Check

STAGE-3 PRODUCTION

- a. Discussion question (note 1)
- b. Wh-shorter answer question (note 2)

RESERVE ACTIVITY

VISUAL AIDS: computer

COMMENTS:

APPENDIX X

Daily Lesson Plan no.3 (Experimental Group)

AIMS

- a. To present 10 vocabulary items
- b. To have them practise the vocabulary items

NEW VOCABULARY: disgusting, dowry, elope, embankment, encephalitis, envy, extinguisher, ferment, fluster, fuss

PROCEDURE

WARM-UP: Joke (1 minute)

STAGE-1 PRESENTATION (approx. 10 minutes)

- a. New Vocabulary (computer)

STAGE-2 PRACTICE (approx. 20 minutes)

- a. Write 1-2 new sentences on the basis of model. Check them.
- b. Solve all items of test. Check

STAGE-3 PRODUCTION

- a. Discussion question (note 1)
- b. Wh-shorter answer question (note 2)

RESERVE ACTIVITY

VISUAL AIDS: computer

COMMENTS:

APPENDIX XI

Daily Lesson Plan no.4 (Experimental Group)

AIMS

- a. To present 10 vocabulary items
- b. To have them practise the vocabulary items

NEW VOCABULARY: gangway, girl-trafficking, gosh, hammock, hug, indiscriminately, keepsake, lean, memento, mischievously

PROCEDURE

WARM-UP: Joke (1 minute)

STAGE-1 PRESENTATION (approx. 10 minutes)

- a. New Vocabulary (computer)

STAGE-2 PRACTICE (approx. 20 minutes)

- a. Write 1-2 new sentences on the basis of model. Check them.
- b. Solve all items of test. Check

STAGE-3 PRODUCTION

- a. Discussion question (note 2)
- b. Wh-shorter answer question (note 3)

RESERVE ACTIVITY

VISUAL AIDS: computer

COMMENTS:

APPENDIX XII

Daily Lesson Plan no.5 (Experimental Group)

AIMS

- a. To present 10 vocabulary items
- b. To have them practise the vocabulary items

NEW VOCABULARY: nicotine, orphan, owe, perplexed, probe, ragged, rumble, scream, solicitor, timidly

PROCEDURE

WARM-UP: Joke (1 minute)

STAGE-1 PRESENTATION (approx. 10 minutes)

- a. New Vocabulary (computer)

STAGE-2 PRACTICE (approx. 20 minutes)

- a. Write 1-2 new sentences on the basis of model. Check them.
- b. Solve all items of test. Check

STAGE-3 PRODUCTION

- a. Discussion question (note 1)
- b. Wh-shorter answer question (note 2)

RESERVE ACTIVITY

VISUAL AIDS: computer

COMMENTS:

APPENDIX XIII

Vocabulary Achievement of the Students

Vocabulary Achievement in the Pre Test

Table no. 1

S.N.	Name of the students	F.M.	P. M.	Score	Group
1	Ashma Dahal	100	50	60	A
2	Anishma Shrestha	100	50	59	B
3	Anju Gurung	100	50	59	B
4	Anshu Thapa	100	50	60	A
5	Anup Singh	100	50	58	A
6	Aruna Pathak	100	50	57	B
7	Deepika Singh	100	50	56	A
8	Sabitra Bhattarai	100	50	57	B
9	Krishma Bhattarai	100	50	56	A
10	Khem Rai Thapa	100	50	55	B
11	Manisha Sunuwar	100	50	57	B
12	Manjil Tamang	100	50	56	A
13	Marisha Khanal	100	50	54	A
14	Nabin Rayamajhi	100	50	55	B
14	Najina Maharjan	100	50	54	A
16	Nazma Dangol	100	50	60	A
17	Namae Gurung	100	50	51	B
18	Prajwal Tuladhar	100	50	58	A
19	Ptimita GC	100	50	55	B
20	Pratik Sagar Shrestha	100	50	50	A
21	Rachana Bajracharya	100	50	49	B
22	Radika Thapa	100	50	48	A
23	Ranjan Lama	100	50	57	B
24	Sahara Khanal	100	50	54	A
25	Saruma Bishwokarma	100	50	59	B

26	Shaheen Anwari	100	50	58	A
27	Shailee Shrestha	100	50	59	B
28	Shaheen Shrestha	100	50	54	A
29	Sophiya Giri	100	50	53	B
30	Sunita Lohala	100	50	58	A
31	Susant Thapa	100	50	55	B
32	Suyog Kartmacharya	100	50	56	A
33	Aditi Shree Dahal	100	50	55	B
35	Anju Lamichane	100	50	58	A
35	Aashish Ayer	100	50	55	B
36	Asmita Parajuli	100	50	60	A
37	Aayush Panthi	100	50	54	A
38	Jeevan singh	100	50	51	B
39	Divya Dhunjel	100	50	53	B
40	Dona Koirala	100	50	55	B
41	Pradeep Silwal	100	50	56	A
42	Jyoti Rai	100	50	57	B
43	Manish Thapa	100	50	60	A
44	Neha Ghimire	100	50	59	B
45	Nishchal Kharel	100	50	60	A
46	Pragya Kandel	100	50	63	B
47	Prakriti Khanal	100	50	62	A
48	Prasanta Ghimire	100	50	55	B
49	Rajan Shrestha	100	50	56	A
50	Riya Subedi	100	50	55	B

From the table mentioned above, it is clear that every student has score pass marks i.e. 50 and on the basis of individual score of the student, their group is divided as group A and B. Students whose score is even number falls under group A, and students whose score is odd number falls under group B.

From the table above, it can be analyzed that number of students under group A and group B are equal.

On the basis of group of students, the researcher has taken the students of group -'A' as experimental and group -'B' as control group for the easiness of his research work.

Vocabulary Achievement in the Post-Test

Table no. 2 (Experimental Group)

S.N.	Name of the students	F.M.	P. M.	Score	Group
1	Ashma Dahal	100	50	89	A
2	Anshu Thapa	100	50	87	A
3	Anup Singh	100	50	86	A
4	Deepika Singh	100	50	85	A
5	Krishma Bhattarai	100	50	84	A
6	Manjil Tamang	100	50	84	A
7	Marisha Khanal	100	50	81	A
8	Najina Maharjan	100	50	83	A
9	Nazma Dangol	100	50	88	A
10	Prajwal Tuladhar	100	50	85	A
11	Pratik Sagar Shrestha	100	50	77	A
12	Radika Thapa	100	50	76	A
13	Sahara Khanal	100	50	83	A
14	Shaheen Anwari	100	50	82	A
15	Shaheen Shrestha	100	50	87	A
16	Sunita Lohala	100	50	85	A
17	Suyog Kartmacharya	100	50	86	A
18	Anju Lamichane	100	50	88	A
19	Asmita Parajuli	100	50	83	A
20	Aayush Panthi	100	50	83	A
21	Pradeep Silwal	100	50	88	A
22	Manish Thapa	100	50	88	A
23	Nishchal Kharel	100	50	89	A

24	Prakriti Khanal	100	50	85	A
25	Rajan Shrestha	100	50	90	A

From the table mentioned above, it can be analyzed that, students under experimental group have scored above 28.04 in average than that of their score of pre- test.

Table no. 3 (Control Group)

S.N.	Name of the students	F.M.	P. M.	Score	Group
1	Anishma Shrestha	100	50	73	B
2	Anju Gurung	100	50	70	B
3	Aruna Pathak	100	50	72	B
4	Khem Rai Thapa	100	50	68	B
5	Manisha Sunuwar	100	50	71	B
6	Nabin Rayamajhi	100	50	68	B
7	Namae Gurung	100	50	64	B
8	Ptimita GC	100	50	67	B
9	Rachana Bajracharya	100	50	64	B
10	Ranjan Lama	100	50	71	B
11	Sabitra Bhattarai	100	50	74	B
12	Saruma Bishwokarma	100	50	73	B
13	Shailee Shrestha	100	50	66	B
14	Sophiya Giri	100	50	67	B
15	Susant Thapa	100	50	68	B
16	Aditi Shree Dahal	100	50	70	B
17	Aashish Ayer	100	50	66	B
18	Jeevan singh	100	50	66	B
19	Divya Dhunjel	100	50	66	B
20	Dona Koirala	100	50	68	B
21	Jyoti Rai	100	50	71	B
22	Neha Ghimire	100	50	71	B
23	Riya Subedi	100	50	75	B
24	Prasanta Ghimire	100	50	68	B

25	Pragya Kandel	100	50	70	B
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Difference between Pre and Post-Test

Table no.4

S.N.	Name of the students	F.M.	P. M.	Score of Score		Difference	Group
				Pre-Test	Post-Test		
1	Ashma Dahal	100	50	60	89	29	A
2	Anishma Shrestha	100	50	59	73	14	B
3	Anju Gurung	100	50	59	70	11	B
4	Anshu Thapa	100	50	60	87	27	A
5	Anup Singh	100	50	58	86	28	A
6	Aruna Pathak	100	50	57	72	15	B
7	Deepika Singh	100	50	56	85	29	A
8	Sabitra Bhattarai	100	50	57	68	11	B
9	Krishma Bhattarai	100	50	56	84	28	A
10	Khem Rai Thapa	100	50	55	71	16	B
11	Manisha Sunuwar	100	50	57	68	11	B
12	Manjil Tamang	100	50	56	84	28	A
13	Marisha Khanal	100	50	54	81	27	A
14	Nabin Rayamajhi	100	50	55	64	9	B
14	Najina Maharjan	100	50	54	83	29	A
16	Nazma Dangol	100	50	60	88	28	A
17	Namae Gurung	100	50	51	67	16	B
18	Prajwal Tuladhar	100	50	58	85	27	A
19	Ptimita GC	100	50	55	64	9	B
20	Pratik Sagar Shrestha	100	50	50	77	27	A
21	Rachana Bajracharya	100	50	49	71	22	B
22	Radika Thapa	100	50	48	76	28	A
23	Ranjan Lama	100	50	57	74	17	B
24	Sahara Khanal	100	50	54	83	29	A
25	Saruma Bishwokarma	100	50	59	73	14	B

26	Shaheen Anwari	100	50	58	82	24	A
27	Shailee Shrestha	100	50	59	66	7	B
28	Shaheen Shrestha	100	50	54	87	33	A
29	Sophiya Giri	100	50	53	67	14	B
30	Sunita Lohala	100	50	58	85	27	A
31	Susant Thapa	100	50	55	68	13	B
32	Suyog Kartmacharya	100	50	56	86	30	A
33	Aditi Shree Dahal	100	50	55	70	15	B
35	Anju Lamichane	100	50	58	88	30	A
35	Aashish Ayer	100	50	55	66	11	B
36	Asmita Parajuli	100	50	60	83	23	A
37	Aayush Panthi	100	50	54	83	29	A
38	Jeevan Singh	100	50	51	66	15	B
39	Divya Dhunjel	100	50	53	66	13	B
40	Dona Koirala	100	50	55	68	13	B
41	Pradeep Silwal	100	50	56	88	32	A
42	Jyoti Rai	100	50	57	71	14	B
43	Manish Thapa	100	50	60	88	28	A
44	Neha Ghimire	100	50	59	71	12	B
45	Nishchal Kharel	100	50	60	89	29	A
46	Pragya Kandel	100	50	63	75	12	B
47	Prakriti Khanal	100	50	62	85	23	A
48	Prasanta Ghimire	100	50	55	68	13	B
49	Rajan Shrestha	100	50	56	90	34	A
50	Riya Subedi	100	50	55	70	15	B

From the table mentioned above, it can be analyzed that, students under control group have scored above 13.60 in average than that of their score of pre- test.