CONTENTS

		Page No.
CERTIFICATE		I
ACKNOWLEDGMENT		II
CONTENTS		V
LIST OF TABLES		XIII
LIST OF FIGURES		XVI
CHAPTER I : INTRODUCTION		**1-60**
1.0	Introduction	1
1.1	History of CALL	4
1.1.1	The Stanford Project by Van campen (1965)	4
1.1.2	The PLATO System Developed at Illinois University (1960)	5
1.1.3	The Work at Dartmouth (1965)	6
1.1.4	The Scientific Language project (University of Essex 1965-1969) by Alford	7
1.2	Computers in Language Teaching and Learning	7
1.2.1	Computer and Writing	8
1.2.2	Computer and Reading	13
1.2.3	Computer and Vocabulary	18
1.2.4	Computer and Grammar	21
1.3	Advantages of the Computer in Language Learning	25
1.3.1	Inherent Advantages of the Computer	25
1.3.2	Advantages to the Teacher	27

		Page No.
1.3.3	Advantages to the learner	27
1.4	Disadvantages of the Computer in Language learning	30
1.4.1	Stemming from the inherent nature of the Computer it self.	30
1.4.2	Relating to the present state of CALL	31
1.5	The Effectiveness of Computers in Language Learning	33
1.6	Features and Elements of CALL	34
1.6.1	Interaction	34
1.6.2	Individualization	35
1.7	The present study	37
1.8	Rationale of the study	37
1.9	Statement of the problem	40
1.10	Objectives of the study	40
1.11	Hypotheses	41
1.12	Operational Definition of the Terms	45
1.12.1	Computer-Assisted English Language Teaching	45
1.12.2	Vocabulary	45
1.12.3	Grammar	45
1.12.4	Comprehension	46
1.12.5	Intelligence	46
1.12.6	Attitude towards CAELT	47
1.12.7	Motivation	50
1.13	Delimitation of the study	59

		Page No.
CHAPTER II : REVIEW OF RELATED LITERATURE		61-139
2.0	Introduction	61
2.1	Computer-Assisted Instruction and Writing (Word Processor)	62
2.1.1	Word Processing Effect on Revision	62
2.1.1.1	Word processing Effect on College students' Revision	63
2.1.1.2	Word Processing Effect on Primary School students' Revision	69
2.1.1.3	Word Processing Effect on Secondary School students' Revision	74
2.1.2	Word Processing Effect on students' Writing and Attitude towards Writing	77
2.2	Computer-Assisted Instruction and Reading	81
2.2.1	Computer-Assisted Instruction Effects on Reading achievement	82
2.2.2	Computer-Assisted Instruction Effects on Reading Comprehension	97
2.3	Computer-Assisted Instruction and Vocabulary	102
2.4	Computer-Assisted Instruction and Grammar	109
2.5	Attitudes toward Computer-Assisted Instruction	115
2.6	Teaching English as a Second/Foreign Language Through Computer-Assisted Instruction	124
2.7	Effects of Computer-Assisted Instruction on students' Achievement	133
2.8	Conclusion	137

		Page No.
CHAPTER III : PLAN AND PROCEDURE OF THE STUDY		140-173
3.0	Introduction	140
3.1	Selection of the Lessons for Developing the Software Package	140
3.2	Developing the First Draft of the Package	143
3.2.1	Content Analysis	143
3.2.2	Systematization of the Package	144
3.3	Development of the First Draft of the Package Lessonwise	145
3.3.1	Reactions and Suggestions of the Teachers and the Experts to the First Draft of the Package	148
3.4	Pilot Study	151
3.4.1	Sample of the Pilot Study	152
3.4.2.	Construction and Selection of Tools for the Pilot Study	152
3.4.2.1	Pre-Test achievement in English	153
3.4.2.2	Post-Test Achievement in English	154
3.4.2.3	Raven's Progressive Matrices (1960)	156
3.4.2.4	JIM Scale (1970)	157
3.5	Procedure of Conducting the Pilot Study and Collection of Data	159
3.6	Analysis of the Pilot Study Data	160
3.7	Final Experiment	162
3.7.1	Design of the Experiment	162
3.7.2	Sample	163
3.7.3	Tools for the Final Experiment	164

		Page No.
3.7.3.1	Attitude Scale	164
3.8	Preparation for the Experiment	166
3.9	Implementation of CAELT	168
3.10	Technique used for the Analysis of Data	170
CHAPTER IV : DEVELOPMENT OF THE PACKAGE		174-220
4.0	Introduction	174
4.1	Content Analysis of the Selected Lessons	175
4.1.1	The Vocabulary	175
4.1.1.1	Lesson-10: Mr. Nair's Circus	175
4.1.1.2.	Lesson-11: A Railway Station	183
4.1.1.3	Lesson-12: Dr. Jadeja's Hospital	185
4.1.1.4	Lesson-13: In The kitchen	186
4.2	The Grammar	188
4.2.1.	The Noun	188
4.2.2	The Pronoun	191
4.2.3	The Adjective	193
4.2.4	The Preposition	194
4.3	Analysis of the Comprehension of the Four Lessons	196
4.3.1	Lesson-10: Mr.Nair's Circus	196
4.3.2	Lesson-11: A Railway Station	200
4.3.3	Lesson-12: Dr. Jadeja's Hospital	203
4.3.4	Lesson-13: In The Kitchen	206
4.4	Analysis and Interpretation of the Pilot Study Data	212

		Page No.
4.5	Findings of the Pilot Study	219
4.6	Changes made in the Package after the Pilot study	220
4.6.1	The Vocabulary Files	220
4.6.2.	The Grammar Files	220
4.6.3	The Comprehension Files	220
CHAPTER V:	ANALYSIS AND INTERPRETATION OF DATA	221-270
5.0	Introduction	221
5.1	Effectiveness of the Package on Students' Achievement	221
5.1.1	Achievement in Vocabulary by Taking IQ as Covariate	222
5.1.2	Achievement in Vocabulary by Taking Pre-Test as Covariate	224
5.1.3	Achievement in Grammar by Taking IQ as Covariate	225
5.1.4	Achievement in Grammar by Taking Pre-test as Covariate	227
5.1.5	Achievement in Comprehension by Taking IQ as Covariate	229
5.1.6	Achievement in Comprehension by Taking Pre-Test as Covariate	231
5.1.7	Achievement in Vocabulary, Grammar and Comprehension by Taking IQ as Covariate	233
5.1.8	Achievement in Vocabulary, Grammar and Comprehension by Taking Pre-Test as Covariate	235
5.2	Impact of the Package on Students' Vocabulary, Grammar and Comprehension as per their IQ,Motivation and Attitude	236

		Page No.
5.2.1	Achievement in Vocabulary,Grammar, Comprehension and the Total Achievement of students with High and low IQ	237
5.2.2	Achievement in Vocabulary, Grammar, Comprehension and the Total Achievement of students with High and low Motivation	242
5.2.3	Achievement in Vocabulary,Grammar, Comprehension and the Total Achievement of students with High and low Attitude	246
5.3	Attitude of the students towards the Package	250
5.3.1	Attitude towards the Vocabulary Items	250
5.3.2	Attitude towards the Grammatical Concepts	254
5.3.3	Attitude towards the Comprehension Units	257
5.3.4	Attitude towards the Evaluation Tests	261
5.3.5	Attitude towards the Overall Aspects of the Package	262
5.4	Findings of the study	267
5.5	Conclusion	269
CHAPTER VI : DISCUSSION AND IMPLICATIONS		271-283
6.0	Introduction	271
6.1	Discussion	271
6.2	Implications of the findings	280
6.3	Suggestions for Further Research	282
6.4	Conclusion	283

		Page No.
BIBLIOGRAPHY		284- 314
APPENDICES		315-386
Appendix (I):	Lessons Selected for CAELT	315
Appendix (II):	Pre-Test Achievement in English'	330
Appendix (III):	Post-Test Achievement in English'	333
Appendix (IV):	Raven's Progressive Matrices (Manual)	339
Appendix (V):	Jim Scale in Gujarati	351
Appendix (VI):	Jim Scale In English	356
Appendix (VII):	Attitude Scale In Gujarati	362
Appendix (VIII):	Attitude Scale in English	365
Appendix (IX):	Manual for students	368
Appendix (X):	Letter of Reaction From Teachers	375
Appendix (XI):	Scores of Pre-test, Post-test, Motivation, IQ and Attitude of the Experimental Group Students, Rosary School Baroda.	383
Appendix (XII) :	Scores of Pre-test,Post-test, Motivation and IQ of the Control Group students, G.E.B School, Baroda.	385